

Proceedings



INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



In
Cooperations
With

Indonesia



UNIVERSITY OF
WOLLONGONG

Australia



India



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يونسيفونسي ايشلاره ايتبارا نجهنا بلديمتيا

Malaysia

Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia**

Phone: +62 721 36 666 25, Fax: +62 721 701 467

www.ubl.ac.id

PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

PROCEEDINGS

The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

Steering Committee

Executive Advisors

M. Yusuf S. Barusman
Andala Rama Putra Barusman

Chairman

Mustofa Usman

Co-Chairman

Harpain
Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasurer

Tissa Zadya

Technical Committee Team

Tissa Zadya
Nadia Dalimunthe
Yanuar Dwi Prasetyo
Bery Salatar
Zainal Abidin

International Advisory Board

Mustofa Usman, Indonesia
Garry Hoban, NSW Australia
S. Mohanraj, India
Ken Cruickshank, NSW Australia
Beverly Derewianka, NSW Australia
Ahmad F. Ismail, Malaysia
Hery Yufrizal, Indonesia

M. Yusuf S. Barusman, Indonesia
Jan Wright, NSW Australia
Harpain, Indonesia
Hon Wie Leong, Singapore
Raihan B. Othman, Malaysia
Andala R. P. Barusman, Indonesia
Khomsahrial Romli, Indonesia
Mohamad Sahari Nordin, Malaysia

Jayashree Mohanraj, India
Ujang Suparman, Indonesia
Ahmad HP, Indonesia
Baginda Simaibang, Indonesia
Nuraihan Mat Daud, Malaysia
Udin Syarifuddin W, Indonesia
Undang Rosyidin, Indonesia

Organizing Committee

Chair Person

Tissa Zadya

Vice Chair Person

Baginda Simaibang

Secretary

Yanuar Dwi Prasetyo

Treasure

Samsul Bahri

Dian Agustina

Special Events

Bery Salatar

Nadia Dalimunthe

Siti Rahma Wati

Dina Ika Wahyuningsih

Kefas Ajie

Fajar Ryantika

Transportation and Accommodation

Irawati

Publication and Documentation

Indriarti Gultom, MM.

Dina Ika Wahyuningsih

Noning Verawati

Masitoh

Rifandy Ritonga

Consumption

Yulfriwini

Ni Sayu Kade Lena Widyawati

Miryanti Ferialia

Novita

Cornellius Vilarde

M. Agusman Ajjaya

I Gede Ryan Ekki .P.

Qory Fahrnisah ,F.

Facility and Decoration

Zainal Abidin

Sudarto

Tri Suhartono

Sukamto

Suprpto

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iii
Organizing Committee.....	iv
Table of Content	v
Paper Presenter :	
32. Learning English Through Linguistic And Musical Intelligences - Nila Sari.....	230-236
33. An Action Research On Metacognitive Strategies To Teach Listening – Ni'matu Tasriyah	237-243
34. The Strategies Of English Pragmatic Competence Of Pre-School Aged Children - Nur Arifah Drahati	244-251
35. Effective Teaching Learning In Marketing Management Studies – Nur Hayati.....	252-257
36. The Role Of Articulatory Phonetics In Improving Listening For The First- Year Students Of English At Siba Saraswati Denpasar - Denok.....	258-264
37. The cross-cultural issues in the process of teaching English as a second language - Potemkina Victoria.....	265-268
38. Ideas Of Carrying Out Character Education In Speaking 1 Class- Putu Ayu Prabawati Sudana.....	269-275
39. Students' Coherence Development In Learning English A Case Study In Writing Class At English Department Year 2009-2008 In FKIP UHN Pematang Siantar - Reina Adelina Sipahutar	276-283
40. English Course Design For Students Of Non-English Departments - Hompuraja Frans Susesco Saragih.....	284-295
41. Relationship Pattern Of S1 PGSD Students' Learning Readiness And Academic Integration For Distance Education Management In Remote Islands – Suhartono.....	296-302
42. Intergrating The English Language Teaching And Learning Process With Soft Skills – Sunardi.....	303-310
43. Scenario Of Mathematic Learning Based On Bruner At School – Suprpto Manurung.....	311-315
44. Understanding Some Aspects Of Discourse Acquisition In NNs Setting - Tagor Pangaribuan	316-325
45. Culture Based Learning To Respond Lineslide Disaster - Ucu Rahayu.....	326-331
46. Designing Management Education Framework Using IWA-2 Approaches - Agus Sukoco	332-338
47. Distance Learning Implementation Strategies For High School In Indonesia - Ahmad Cucus.....	339-344
48. Implementation Of Science Practical Work At Faculty Of Teacher Raining And Educational Science, Universitas Terbuka, Indonesia - Amalia Sapriati	345-350
49. Communicative Approach In Language Teaching: A Method To Improve Students' Interpersonal Skills- Ana Elvia Jakfar	351-355

50. Intergrating The English Language Teaching And Learning Process With Soft Skills - Azwar Abbas	356-371
51. The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012 - Furqanul Hakim	372-374
52. Multi Media For Receptive And Productive Second And Foreign Language Skill Development – Hery Yufrizal.	375-382
53. Media-Literacy Rate Of Certified Elementary School Teachers In Bandar Lampung City – Herpratiwi	383-388
54. Themitized Integrated Task For English Conversation Class Setting - Indah Fajaria	389-393
55. The Influence Of Series Picture On The Students' Writing Recount Text Ability – Kurniawati	394-402
56. “Guru Pintar Online” As Open Education Resources To Improve The Quality Of Mathematics Instruction In Elementary School - Mery Noviyanti	403-406
57. Taking A Closer Look At Communication Strategy And Its Pedagogical Implication In EFL Class - Muhammad Sukirlan.....	407-412
58. Re-Thinking: Violence, Education, And Teachers In Indonesia - R. Nadia R. P. Dalimunthe	413-416
59. On Translating 2 nd Person Pronoun (English And Indonesian) : A Case Study on BPPT Parallel Corpus – Prihantoro	417-422
60. 21 st Century Language Teachers With Freeware For Language Learning - Rahman Hakim	423-429
61. Development Of Teaching Learning Method With The Problem Solving To Improve Soft Skill - Sarjito Surya	430-434
62. Analysis Of Students' Gramatical Error In Using Present Continuouse Tense - Septi Nurlela	435-439
63. Webinars For Language Teaching Experience The Essences Of The International Seminar Through Internet - Syafrizal Tabi'i Rahman.....	440-443
64. Cooperative Learning: Theories, Principles, and Techniques - Yanuar Dwi Prastyo.....	444-447
65. Students' Meta-Cognitive Learning Strategiestoward Speaking Proficiency In Efl Class - Ika Handayani	448-454
66. Classroom Scaffolding: Teaching Reading And Writing In English - Widia Resdiana.....	455-462
67. Profile Of Speaking Instruction: A Case Study At English Language Instruction At Elementary Schools In Bandar Lampung - Akhmad Sutiyono	463-467
68. The School-Level Curriculum Policy Transfer Process: Learning From A Rural School In Indonesia - Eny Winarti.....	468-473
69. Linguistically Grounded Techniques for English in the Professional Institutions of Rural India - Kumari Pragyan	474-478
70. Developing Vocabulary By Contextualizing: An Effective Way For Retention - Latha Mutyaboyina.....	479-481
71. Recontextualization: Schema-Based Pre-Reading Activity - Milagros Villas	482-485
72. Parents' Perceptions of School Excellence - Wasal Khan.....	486-491

CLASSROOM SCAFFOLDING: TEACHING READING AND WRITING IN ENGLISH

Widia Resdiana
Politeknik Pos Indonesia

Corresponding email : widia.r2011@gmail.com

Abstract

One of the main concerns in Education of Indonesia is Literary Writing and Reading in English, as stated in Government Regulation No. 23 Year 2006. The Curriculum of English Literacy in Indonesia has been developed and teachers require more models in the teaching of English reading and writing in order to successfully increase students' skills in reading and writing. One of the approaches is Genre Based, which has been also developed to Learning to Read: Reading to Learn (LRRL) program by David Rose. This program has successfully increased students' literary skills at twice the expected rate with integrating teaching of high level skills in reading and writing with normal classroom program across the curriculum in Australia. This paper aims, firstly, to describe the first important stage of the program in a study conducted in a vocational high school in Bandung, Indonesia. The description deals with the theory of scaffolding in classroom, which is one of the conceptual frameworks of Reading to Learn strategy, where learning with the support of teacher will be more successful than learning independently. Secondly, it also aims to show how the stage was conducted in Indonesian context, as in reading materials and points of view. The result of this research shows that such program can also give significant contributions to improve students' skill in reading and writing. In addition, scaffolding plays the most important roles in preparing students to comprehend reading and practicing writing, so that teachers should have more understanding about scaffolding.

Keywords: Reading to Learn Approach, Scaffolding, teaching reading and writing

1. INTRODUCTION

Indonesian Government has always been concern with literacy, especially with English language. It can be shown in the Government Regulation or *Peraturan Menteri Pendidikan Nasional* No. 23 Year 2006 on the Standard Competences for students in primary and secondary schools in a School Based Curriculum. One of the Regulations states that students to perform the skills of listening, reading, and writing in Indonesian and English languages, which confirms that the curriculum of English literacy to be implemented in Indonesia.

Teachers require more models of teaching, especially in teaching of English reading and writing in order to successfully increase those skills. One of the approaches is Genre Based, which has been also developed to Learning to Read: Reading to Learn (LRRL) program by David Rose. This program has successfully increased students' literary skills at twice the expected rate with integrating teaching of high level skills in reading and writing with normal classroom program across the curriculum in Australia (Culican, 2006a). This program is also suitable because the program has core principles (Acevedo & Rose, 2007:1) adequate with the purpose of the mentioned Curriculum above. The first is that reading and writing have to be explicitly taught in all levels in the curriculum and it is important that all teachers teach reading and writing in every subject in school. This principle is the fundament of the program and also can be the basis of English literacy curriculum in Indonesia focusing on reading and writing teaching. Secondly, students from all levels should experience the same skills in learning reading and writing in which the program has successfully closed the gap between students in term of their skills. The second principle is closely related to the condition in Indonesia where students have wide gap, especially in English skills, related to reading and writing. The last is the roles of teachers which are very important in supporting students to do the learning tasks and designing activities enabled students to succeed at the same high level. The last principle is important for the development of teachers' competences especially in Indonesia in order to improve their reading and writing teaching skills.

Based on the description above about the need of teaching reading and writing in Indonesia's School Based Curriculum and the success of the LRRL program, in 2010 a study was implemented using the program in a vocational high school in Bandung, Indonesia, to promote the explicit reading and writing teaching. As the fact that in Indonesian context LRRL program has not yet been implemented, this study attempted to discover the roles of the program in improving students' writing skills, to find students responses to the program, and to find the students' problems and feasible solutions. This paper only outlines the key principles of the program, one of

which is the scaffolding interaction cycle, detailed reading cycle, and the contribution of this study towards the students.

2. SCAFFOLDING INTERACTION CYCLE

There are six steps in Learning to Read and Reading to Learn (LRRL) Program, i) Prepare before reading, ii) Detailed Reading, iii) Prepare before writing, iv) Joint Rewriting, v) Individual writing, and vi) Independent writing. The steps were initially derived from Genre Based Approach to writing (Rose, 2008), which has three stages: (i) Joint Deconstruction, (ii) Joint Construction, and (iii) Independent Construction. In implementing each step, according to Rose (2006), students have to experience *scaffolding learning cycle* in order to gain skills in reading and learning from reading. This can only be achieved with the first cycle of preparation. In this study at the phase of Preparing before Reading, Detailed Reading, Preparing before Writing, and Joint Rewriting students are being introduced how to do the task before they first perform the reading and writing independently. This is what Rose means by scaffolding “preparing learners to perform a learning task successfully by showing them how to do the task” (2006:7).

Three steps will have to be conducted in preparing learners for a task and it might occur before or after the task is done. For example, students are asked at Detailed Reading the spelling of some new words in order to move on to the next level in a lesson and elaborate what students already know. The three steps of scaffolding are derived from Vygotskian social learning theories, in which Vygotsky refers to as a ‘Zone of Proximal Development’ (ZPD). Rose’s scaffolding learning cycle is completed

in three steps: *Prepare*, *Task*, and *Elaborate*, seen below:

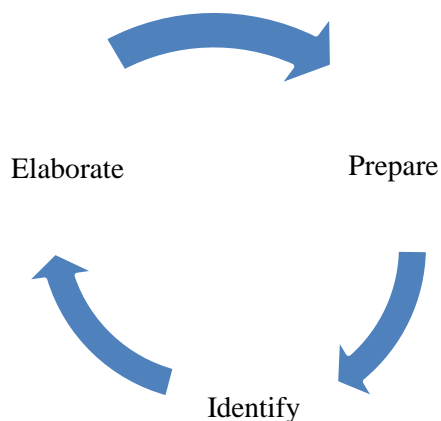


Figure 1. Scaffolding Learning Cycle
taken from Rose & Acevedo (2006:36)

In this paper, this scaffolding learning cycle will only be shown in the Detailed Reading Cycles conducted in this study, even though the scaffolding will have been occurred in other preparation cycles of the tasks. Detailed Reading Cycle is chosen because I think it is the fundamental preparation of reading understanding and structure learning.

3. DETAILED READING CYCLE

In this study there were three cycles conducted with three readings materials chosen. The first reading was Indonesian traditional story *Aryo Menak and His Wife*. It was chosen because students would feel familiar with the story and they would actively join the activities in Detailed Reading Cycle. It is a story of a fairy who could not return to her home in heaven in the sky because a man had stolen her shawl. Her shawl was magical that helped the fairy to fly.

The second reading material is taken from Martin & Rose (2008) entitled Karen’s story. The reason why the text has been chosen is because the writer uses her point of view “I”, which can be a good model for students to compare it with a recount. The teacher will have to provide information and background about the different race and cultural life of Aborigines and Australian, and how it would be difficult for an Aboriginal woman adopted by a white family, who lived far away from home.

The last reading material is a narrative text taken from *Exploring How Texts Work* (Derewianka, 1991) entitled *Unhappily Ever After* by Paul Jennings. The reason lying behind the choosing of this text is that this last

text is a high quality lengthy literature written by a professional writer and has a complex schematic structure. Students must aware that not all texts have a simple pattern on schematic structure. The story has a rather long orientation with minor complication, which leads to major complication. In addition, it has a false ending which rather hard to comprehend, then it goes to real ending. This requires students to think critically on what happens in the story. In addition, students will get more models of English language with more vocabularies. As there are many new and rather difficult vocabularies in the story. Teacher needs to make a preparation by giving the information and background of the text that can give an initial clue to students on what the story is about.

3.1 Cycle 1

Detailed Reading conducted in this study was similar to what Rose (2008) has suggested (see also Rose & Acevedo, 2006, Acevedo & Rose, 2007). This study followed the Scaffolding Learning Cycle (see Figure 1), where there are three steps: i) Prepare, ii) Task / Identify, iii) Affirm / Elaborate.

In this study, the first activity was the Prepare step when the whole story was read aloud first by the teacher or the students and then it was read again sentence by sentence along with paraphrasing the written words into spoken discourse. On the first Cycle, Detailed Reading stage was used to discuss the content of the story in the part of orientation to give more understanding to students on how a story started. The first sentence was read aloud and the next thing to do was to select one element of the sentence for the preparation, which was focusing on the temporal circumstance by using the transitivity category 'when' and telling them exactly where to find it.

Then, in the second step of Identify students were asked where the story took place. According to Rose (et al.), the move of Identify means that students identify elements in a text. From the transcript below, students were able to identify elements in the text discussed.

The last was when teacher affirmed student responses and students concurred. Elaboration occurred when teacher defined and explained new concept related to the condition in the story. Below is how the phase is conducted:

Teacher:	Now, look at the first sentence. A long time ago in the island of Madura there was almost nothing but forests. Okay, when did the story happen? When?	Prepare
Students:	A long time ago.	Identify
Teacher:	A long time ago. Okay.	Affirm
	Highlight A long time ago.	Instruct
	And where?	Prepare
Students:	In the island of Madura.	Identify
Teacher:	In the island of Madura.	Affirm
	Is it correct? In the island of Madura?	
Student:	Yes.	Affirm
Teacher:	Yes. Good	Affirm
	Okay. What information do we have there?	Prepare
	What information do we have there on the first sentence telling about the situation? Yes. There was almost nothing but forests? Is it true?	
Student:	Yes.	Affirm
Teacher:	Nothing but forests. Highlight nothing but forest.	Instruct
	If we read the sentence carefully, we will find the information that the situation at that time was nothing but forest. (Explaining in Indonesian)	Extend / Elaboration
Student:	Nothing but forest. (In Indonesian)	Affirm
Teacher:	And the most important thing is the time. When is the time? A long...?	Prepare
Students:	Time ago	Affirm
Teacher:	And where is the location?	Prepare
	Okay, can you imagine a long time ago in Madura when there was almost nothing but forests? Can you imagine?	Extend / Elaborate
Students:	Yes.	Affirm
Teacher:	No buildings?	Prepare Extend / Elaborate

Students:	Yes.	Affirm
Teacher:	No malls. Can you imagine?	Prepare Extend / Elaborate
Students:	Yes.	Affirm
Teacher:	No car?	Prepare Extend / Elaborate
Student:	Yes.	Affirm
Teacher:	Okay, you have to keep that in mind.	Instruct

As it can be seen from the study of Rose and this study, Prepare move or extend or elaborate occurred all the time in every step of the program. This had purposes to prepare students in understanding the context of the reading material and give overall meanings or language model (Rose, 2008).

3.2 Cycle 2

As in the previous cycle, Detailed Reading was also conducted in Cycle 2. This stage still focused on the discussion of the schematic structures and the language features showing the elements. The discussion can be seen from the transcript below:

Teacher	Ok, so, on the next sentence. There is a key word. A key word tells us that a problem is starting to happen. What is it? The key word?	Prepare
Students	My skin coloring was different to that of my family.	Identify
Teacher	Yes. My skin color. When did she notice that?	Affirm Prepare
Students	As I got older	Identify
Teacher	As I got older. You see, the sentence is very important because it tells us that 'she got older' creates problem. She realized that her color skin is different. When she was a baby she didn't care. If your sister is dark and you are not, and you are children, you don't care. But, as you got older, when things are different, you make that as a problem. Ok, now from there, you will see that the problem is starting, <i>yah?</i> Because she realized her skin color was different. Ok, what did she discover from her mother?	Affirm Elaborate Prepare
Students	She was adopted.	Identify
Teacher	She was adopted. Right. <i>I was adopted from Australia and part Aboriginal.</i> Highlight that one.	Affirm Instruct

The three preparation cues in Detailed Reading or Scaffolding Interaction Cycle (Rose, 2008, Acevedo & Rose, 2007:3), one of which is 'wh' question functioned as to give position to learners where to look for wording. One of the wording that indicate the complication or problem is the time shift (see Knapp & Watkins, 2004, Butt et al., 2000, & Derewianka, 1991), here was *as I got older*. It was expected that when later students wrote their individual or independent writing, they would select the time shifts to show the complication or problem.

3.3 Cycle 3

In Cycle 3, Detailed Reading was conducted differently to the previous two cycles. Here, the activity was rather in a long duration as the text was longer than the two previous ones. The reason was because the teacher would like to show explicitly to the students how the long orientation or the story started and how the long resolution or the story ended went differently to the two previous stories.

On the orientation, students were explained about the long explanation of the characterization of the two characters and that what happened to the student, Albert, was not the turning point of the story. The discussion can be found as follows:

Teacher	These long lines haven't reached the story yet. What are they then? They introduce the Principal's characters and where he worked. How he loved to hit the students was just the orientation. It is not the real story.	Prepare Elaborate
Students	Yes.	Affirm
Teacher	It was only the explanation of what kind of person Mr. Brown was, how he felt about his students. So, it made a long orientation, right?	Elaborate
Students	Yes.	Affirm
Teacher	From that long orientation, we should have known that the story started here when there is a phrase saying: <i>something went wrong</i> . <i>The sea didn't feel the same, or smell the same</i> . You can highlight that.	Elaborate Instruct Elaborate

From the discussion above, the teacher explicitly showed that the paragraphs that they had been discussed had not yet reached the real story. From the orientation of the story, it was told how Albert was being hit by the Principal using his belt. At first, it seemed to be the complication of the story that the problem was Albert had to get punished by his Principal. However, as the story was continuously being read, they found the phrase showing the complication of the story, which is *something went wrong*.

As it has been explained in the previous sessions, the teacher focused the students on the complication as something went wrong, seen from the transcript below:

Teacher	Do you still remember that a story starts if there is something wrong in the story? If the Principal hits the students every day, it is not something that goes wrong for him. So, it is not the real story. Don't you think so?	Affirm Instruct Elaborate
Students	Yes.	Affirm
Teacher	For the Principal, it was the ordinary, every-day thing he always did. It is like you come to school and then you go home. Ordinary things you do every day. So, hitting the children had been his routines and there was nothing wrong with it according to the Principal. Something went wrong when he was?	Elaborate Prepare
Student	In the sea.	Identify
Teacher	At the sea. So from this sentence: <i>something was wrong</i> ; we knew that the story started at the sea? Don't you think so?	Affirm Elaborate
Students	Yes.	Affirm

From the transcript above, the teacher stressed again how the story started differently and at the level of sentence or lexico grammar (see Acevedo & Rose, 2007, Martin & Rose, 2005) the sentence *something went wrong* can give model of past tense to students and the context in starting a problem in a story. Furthermore, the setting was very important to show that the story started when it changed to at the sea. This model was hopefully can be imitated in their writing in Joint Rewriting, Individual Writing, and Independent Writing Stages.

On the resolution, students thought that the story ended when the Principal woke up from his dream and did not feel sorry for what he had done to his students. However, it was not actually the end of the story because the real ending was when after he woke up. The setting also changed again from at the sea to at his office again, which means that students needed to follow the setting in order to see the development of the story.

On predicting meaning in the story, one high achiever could catch up the meanings from several words on his own and some by the help from the teacher, seen in the transcript below:

Student	Then he trudged slowly up the stairs	Identify
Teacher	Trudged slowly. What does <i>trudged</i> means?	Prepare
Student	<i>Menaiki</i> . (Answered correctly in Indonesian)	Select
Teacher	Yes, we can guess the meaning from the other words in the sentence. We see the word 'up' and 'stairs', so logically trudged means went up. Slowly up. Why not quickly? Perhaps he did not want to go. If he wanted to go, he would go quickly. (Translated)	Elaborate

From the transcript above, it can be seen that one of the student knew the meaning of unfamiliar word: *trudged*. At the level of syntactic or graphophonic system (see Gibbons, 1991), the student was able to make the meaning of the word. However, in order to give model to the other students, the teacher showed how as a reader they can also make such prediction by focusing on the word 'up' and 'stairs' in the sentence to guess the meaning of *trudged*. Here, the teacher prepared the student to deal with the complexity of reading task at the level of sentence or lexico grammar (see Acevedo & Rose, 2007, Martin & Rose, 2005).

Moreover, the teacher also tried to build the context by discussing the word 'slowly' by giving the idea to the student that when someone did not want to do something quickly means that he did not want to do it for some reasons. In the story, Albert did not want to go to the Principal's office because he was afraid to be hit again. By going there slowly, the reader could feel that he was reluctant. The preparation happened in this stage was hopefully to be the model for the students in dealing with complexity in future reading and enrich the vocabulary that they can use in their writing.

4. CONCLUSION

From the discussions above, we can see that scaffolding deals with many tasks or identifying and with elaboration by the teacher in term of context, meaning, structure and language used. The result of this research shows that such program can also give significant contributions to improve students' skill in reading and writing. In reading, students are given preparation in comprehending texts and in writing they are given models for examples to look up for. In addition, scaffolding plays the most important roles in preparing students to comprehend reading and practicing writing, so that teachers should have more understanding about scaffolding in classroom.

REFERENCES

- [1] Acevedo, C & David Rose. 2007. *Reading (and Writing) to Learn in the Middle Years of Schooling*. PETA: [http://www.readingtolearn.com.au/pdf/Reading%20\(and%20writing\)%20to%20learn%20.pdf](http://www.readingtolearn.com.au/pdf/Reading%20(and%20writing)%20to%20learn%20.pdf)
- [2] Allwright, D. 1988. *Observation in the Language Classroom*. Essex: Longman.
- [3] Allwright, D. & Kathleen M. Bailey. 1991. *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York : Cambridge University Press.
- [4] Brown, D. 2005. *Principles of Language Learning and Teaching*. San Fransisco State University.
- [5] Burns. A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- [6] Butt, D., Fahey, R., Feez, S., Spinks, S., Yallop, C. 2000. *Using Functional Grammar: An Explorer's Guide, 2nd Edition*. Sydney: Macquarie University.
- [7] Creswell, J.W. 1994. *Research Design: Qualitative and Quantitative Approaches*. Sage Publications: USA.
- [8] Christie, F. & Beverly Derewianka. 2008. *School Discourse*. London: Continuum.
- [9] Christie, F. 2005. *Language Education in the Primary Years*. New South Wales: UNSW Press.
- [10] Christie, F., & J.R. Martin. 1997. *Genre and Institutions*. New York: Continuum.
- [11] Couture, B. 1986. *Functional Approaches to Writing Research Perspectives*. New Jersey: Ablex Publishing Corporation.
- [12] Culican, S. 2005. *Learning to Read: Reading to Learn, A Middle Years Literacy Intervention Research Project, Interim Report on Stage 1 May-December 2003*. Catholic Education Office Melbourne.
- [13] Culican, S. 2006a. *Learning to Read: Reading to Learn, Middle Years Literacy Intervention Research Project, Final Report 2003-4*. Catholic Education Office Melbourne.
- [14] Culican, S. 2006b. Troubling teacher talk: the challenge of changing classroom discourse patterns, in P. Jeffrey (ed.), *Creative dissent: constructive solutions - proceedings of the AARE 2005 international education research conference*, pp. 1-18, AARE, Melbourne.
- [15] Culican, S., Milburn, S., & Oakley, C. 2006. *Scaffolding Literacy in Middle Years*. Deakin University.
- [16] Daniels, H. 2002. *Literature Circles: Voice and Choice in Book Clubs and Reading Group*, 2nd Edition. Ontario: Pembroke Publishers Limited.
- [17] Dawson, D., & Fitzgerald, L. 1999. *Literature Circles: Reading in Action*. New South Wales: Centre for Information Studies, Charles Sturt University.
- [18] Derewianka, B. 1991. *Exploring How Texts Work*. Primary English Teaching Association (PETA).
- [19] Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics*. London: Pinter.
- [20] Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford University Press.
- [21] Emilia, E. 2008. *Menulis Thesis dan Disertasi*. Bandung : Alfabeta.
- [22] Emilia, E. 2005. *A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia: a dissertation*. The University of Melbourne.

- [23] Eckert, L.S. 2008. Bridging the Pedagogical Gap: Intersection between Literary and Reading Theories in Secondary and Postsecondary Literacy Instruction. *Journal of Adolescent and Adult Literacy*, October 2008, pp. 110-118.
- [24] Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics*. London: Pinter.
- [25] Faust, M & Mark Dressman. 2009. The Other Tradition: Populist Perspective on Teaching Poetry, as Published in *English Journal*, 1912-2005. *English Education*, Jan 2009, pg.114.
- [26] Freedman, A., & Medway, P. 1994. *Learning and Teaching Genre*. Portsmouth: Heinemann.
- [27] Feez, S. 2002. Heritage and innovation in second language education. In Johns, A. M. 2002. Ed, *Genre in Classroom*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- [28] Gibbons, P. 2009. *English Learners Academic Literacy and Thinking*. Portsmouth: Heinemann.
- [29] Gibbons, P. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth: Heinemann.
- [30] Gibbons, P. 1991. *Learning to Learn in a Second Language*. Primary English Teaching Association (PETA).
- [31] Halliday, M.A.K. & M.I.M. Matthiessen. 2004. *An Introduction to Functional Grammar*. New York: Arnold.
- [32] Halliday, M.A.K. 1989. *Spoken and Written Language*. Oxford: Oxford University Press.
- [33] Harmer, J. 2007. *The Practice of English Language Teaching*. Pearson Education Limited: England.
- [34] Hancock, J. 1999. *The Explicit of Teaching Reading*. The International Reading Association (IRA), Inc.
- [35] Hogan, K & Michael Pressley. 1997. *Scaffolding Student Learning: Instructional Approaches and Issues*. Canada: Brookline Books.
- [36] Hood, S., Nicky Solomon & Anne Burns. 2005. *Focus on Reading*. Sydney: Macquarie University.
- [37] Hyland, K., & Fiona Hyland. 2006. *Feedback in Second Language Writing: Contexts and Issues*. New York: Cambridge University Press.
- [38] Hyland, K. 2004. *Genre and Second Language Writing*. Michigan: University of Michigan Press.
- [39] Hyon, S. 2002. Genre and ESL Reading: A Classroom Study. In Johns, A.M. 2002. Ed, *Genre in Classroom*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- [40] Knapp, P. & Megan Watkins. 2009. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney : UNSW Press Ltd.
- [41] Kraver, J.R. 2007. Engendering Gender Equity: Using Literature to Teach and Learn Democracy. *English Journal*, July 2007, p.67.
- [42] Kvale, S. 1996. *Interview: An introduction to qualitative research interviewing*. London: SAGE Publications Ltd.
- [43] Lawrence, S.A., Rosanne Rabinowitz, & Heather Perna. 2009. Reading Instruction in Secondary English Language Arts Classroom. *Literary, Research, and Instruction*, 48: 39-64, 2009.
- [44] Macken-Horarik, M. 2002. "Something to Shoot For: A Systemic Functional Approach to Teaching Genre in Secondary School Science. In *Genre in the Classroom*. New Jersey: Lawrence Erlbaum Associate Publishers.
- [45] Martin, J. R. & David Rose. 2008. *Genre Relations: Mapping Culture*. London: Equinox Publishing Ltd.
- [46] Martin, J. R. & David Rose. 2007. *Working with Discourse: Meaning Beyond the Clause*. London: Continuum.
- [47] Martin, J.R., & David Rose. 2005. Designing Literacy Pedagogy. In J Webster, C Matthiessen & R Hasan (eds.) *Continuing Discourse on Language*. London: Continuum, 2005, p. 251-280.
- [48] Martin, J.R, M.I.M Matthiessen, & C. Painter. 1997. *Working with Functional Grammar*. New York: Arnold.
- [49] McMillan, J., & Sally Schumacher. 2001. *Research in Education: A Conceptual Introduction*. New York : Longman.
- [50] Nunan, D & Kathleen M. Bailey. 2009. *Exploring Second Language Classroom Research: A Comprehensive Guide*. Canada : Heinle.
- [51] Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge University Press.
- [52] Purves, A. 1988. *Writing Across Languages and Cultures: Issues in Contrastive Rhetoric*. Newbury Park, California: Sage Publications.
- [53] Richards, J.C & Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching: Second Edition*. Cambridge University Press.
- [54] Rose, D. 2008. *Reading to Learn: Accelerating Learning and Closing the Gap*. 2008 Edition. David Rose 2008.
- [55] Rose, D. 2007. A reading based model of schooling. In *Pesquisas em Discurso Pedagógico*, vol. 4, num 2, 2007. Retrieved from:
<http://www.readingtolearn.com.au/pdf/A%20reading%20based%20model%20of%20schooling.pdf>

- [56] Rose, D. & Claire Acevedo. 2006(a). Closing the Gap. In *Literacy Learning: the Middle Years*, Vol. 14, No. 2, June 2006.
<http://www.readingtolearn.com.au/pdf/Closing%20the%20Gap.pdf>
- [57] Rose, D. & Claire Acevedo. 2006(b). Designing Literacy Inservicing: Learning to Read: Reading to Learn. In *Proceeding of the Australian Systemic Functional Linguistics Conference 2006*, University of New England. Retrieved from: www.readingtolearn.com.au
- [58] Rose, D. 2006(a). *Scaffolding the English Curriculum for Indigenous Secondary Students NSW &-10 English Syllabus Aboriginal Support Pilot Project Office of the Board Studies: Final Report*. January 2006, Retrieved from www.readingtolearn.com.au
- [59] Rose, D. 2006(b). A systemic functional model of language evolution. In *Cambridge Archeological Journal* 16:1, 73-96.
<http://www.readingtolearn.com.au/pdf/A%20systemic%20functional%20model%20of%20language%20evolution.pdf>
- [60] Rose, D. 2006(c). Literacy and Equality in Classroom. In *Proceedings of the National Conference on Future Directions in Literacy*, May 2006.
- [61] Rose, D. 2006(d). Literacy and Social Responsibility: Training Teaches to Teach Reading Across the Curriculum. Public lecture for *Literacy and Social Responsibility Lecture Series*. University of Sydney. Retrieved from www.learningtoread.com.au
- [62] Rose, D. 2005(a). *Learning to Read: Reading to Learn: Submission to the National Inquiry into the Teaching of Literacy 2005 Department of Education, Science and Training*. Retrieved from www.readingtolearn.com.au.
- [63] Rose, D. 2005(b). Democratising the classroom: a literacy pedagogy for the new generation. In *Journal of Education*, 2005. Retrieved from www.learningtoread.com.au.
- [64] Rose, D. 2004(a). *Reading and Writing Factual Texts*. Teacher Training DVD, Sydney: Learning to Read: Reading to Learn.
- [65] Rose, D. 2004(b). Sequencing and Pacing of the Hidden Curriculum: How Indigenous Children are left out of the chain. In Muller, J., Davies, B & Morais, A. (eds.) *Reading Bernstein, Researching Bernstein*. London: RoutledgeFalmer, 91-107.
- [66] Rose, D. Lui-Chivizhe, L., McKnight, A., & Smith, A. 2004. Scaffolding Academic Reading and Writing at the Koori Centre. In *Australian Journal of Indigenous Education*, 30th Anniversary Edition. Retrieved from www.readingtolearn.com.au
- [67] Rose, D. 1999. Culture, Competence and Schooling: approaches to literacy teaching in Indigenous school education. <http://www.readingtolearn.com.au/pdf/Culture,%20competence%20and%20schooling.pdf>
- [68] Rose, D., Brian Gray & Wendy Cowey. 1999. Providing Access to Academic-Literate Discourses to Indigenous Learners. In *A Journal of Adult English Language and Literacy Education*.
- [69] Silverman, D. 2005. *Doing Qualitative Research: A Practical Handbook*. Sage Publications.
- [70] Suherdi, D. 2009. *Classroom Discourse Analysis: A Systemiotic Approach*. Celtics: Universitas Pendidikan Indonesia.
- [71] Storch, N & Wigglesworth, G. 2003. Is There a Role for the Use of L1 in an L2 setting? In *Tesol Quarterly*, xxxvii (4), Winter 2003.
- [72] Unsworth, L., & O'Toole, M. 1993. Beginning Reading with Children's literature. In *Literacy Learning and Teaching*. Melbourne: MacMillan



Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
www.ubl.ac.id
Lampung - Indonesia

copyright@2013

