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SCAFFOLDING INTERACTION CYCLES IN EFL READING CLASSROOM: A SOCIOSEMIOTIC PERSPECTIVE

A THESIS

**Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree**



By:
IRMA MONICA
Reg. Numb: 14121310307

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

2016



ABSTRACT

Irma Monica. 14121310307. SCAFFOLDING INTERACTION CYCLES IN EFL READING CLASSROOM: A SOCIOSEMIOTIC PERSPECTIVE.

This study aims to reveal types of scaffolding interaction cycles that are used in EFL reading classroom. 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. 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 study also aims to show how the scaffolding interaction cycles was conducted in EFL reading classroom 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.

This study adopts Systemic Functional Linguistic (SFL) framework combined with sociosemiotic by as proposed by Suherdi (2004), which used to insight discourse stratum and lexicogrammatical feeling of the teacher-pupils interaction. This study offered an insight on how knowledge is typically negotiated as one particular type of meanings inherent in the discourse of classroom. In exploring this issue, this study is involving teacher-pupils as two important elements of teaching learning situation that will be observed in a classroom. As Stubbs (1976) argues, meaning negotiation between teacher and students in the classroom is a complicated phenomenon as it draws internal and external background. However, any attempts to investigate such complexity will, in the long run, offer insights on how knowledge is negotiated within contexts.

The design of this study is descriptive qualitative. Researcher conducts the data in FR Class at Cirebon Local Language Schools with 7 students. The instrument of collecting data are observation and interview. The data of observation is video recording which transcript into the text and interview record also transcript into the text. The data analyzed by coding system, stratum of discourse as proposed by Ventola and Scaffolding Interaction Cycles as proposed by David Rose.

Key words: Scaffolding Interaction Cycles, Reading to Learn, Sociosemiotic Perspective, Systemic Functional Linguistic.

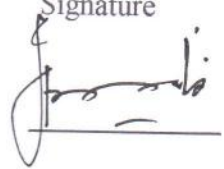
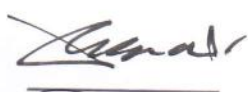
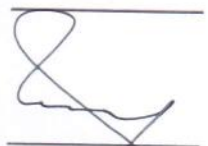
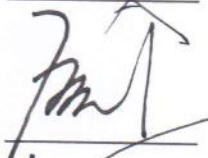
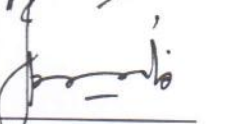

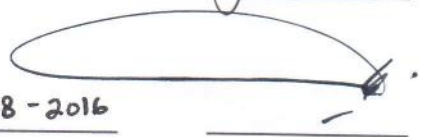


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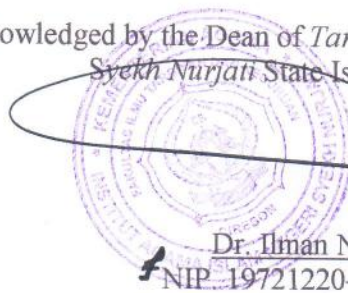
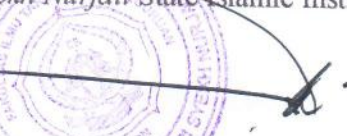
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RATIFICATION

This thesis which is entitled **“SCAFFOLDING INTERACTION CYCLES IN EFL READING CLASSROOM: A SOCIOSEMIOTIC PERSPECTIVE”** written by Irma Monica, student number 14121310307, has been examined on 20 July 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>08 - 08 - 2016</u>	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>08 - 08 - 2016</u>	 
Examiner 1 <u>Dr. Asep Kurniawan, M.Ag</u> NIP. 197110801 220312 1 001	<u>01 - 08 - 2016</u>	
Examiner 2 <u>Farouk Imam Arrasyid, M.Pd.I, M.Pd</u> NIP. 19830420 200901 1 009	<u>08 - 08 - 2016</u>	
Supervisor 1 <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>08 - 08 - 2016</u>	
Supervisor 2 <u>Dr. Ilman Nafi'a, M.Ag</u> NIP. 19721220 199803 1 004	<u>08 - 08 - 2016</u>	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag
NIP. 19721220 — 199803 1 004



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CHAPTER I

INTRODUCTION

This chapter consists of some subtopics, for instance, the research background, focus of study, the aims of the research, significance of research both theoretically and practically, previous studies, theoretical review, research method and research system.

1.1. Research Background

Reading is influenced by many cultural backgrounds and the different skills that the students bring with them to school (Rose, 2008, p.3; Gibbson; 2009, p.3). Rose designed *Reading to Learn* program to integrate reading at all year level. Teachers require more models of teaching, especially in teaching of English reading in order to successfully increase this skill. One of the approaches is Genre Based, which has been also developed to *Learning to Read: Reading to Learn* 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).

The foundation of the *Reading to Learn* pedagogy is a sequence of interactions between teachers and students that call the scaffolding learning cycle (Rose, 2008, p.25). The term scaffolding refers to the support that a teacher can give learners so that they can work at a much higher than-is possible on their own, following the social model of Vygotsky (1978). There are three steps of the scaffolding learning cycle: *Prepare, Task, and Elaborate*. The students' Task is to identify wordings in each sentence. Then, teacher prepare with cues telling students what the words mean and where to look, and elaborate by defining words, explaining concepts, or discussing students' experience. It is this carefully planned interaction that enables every student to read a text with complete understanding, no matter what their starting level.



This draw on principles of scaffolded learning wells (Wells, 1999), and functional linguistics (Halliday, 1993), in a form that is accessible, practical, and meets the needs of teachers and students (Martin & Rose, 2005; Rose, 2005a, Gray and Cowey, 1999 and Rose et al, 2004).

Regarding the implementation of *Reading to Learn* program in EFL reading classroom, Emilia (2008) recommends this program be implemented in schools in Indonesia as the exploration toward the effectivity and feasibility from this program. In addition, Emilia (2008) mentions that this program will help the students in learning English and the other subjects. Unfortunately, as far as this research conducted, there has not been any study focused on scaffolding interaction cycles in *Reading to Learn* program conducted in EFL reading classroom setting.

Considering the importance of scaffolding interaction cycle in *Reading to Learn* program in preparing learners to perform a learning task successfully by showing them how to do the task and there has not been any research investigating this topic in EFL setting, a study investigating this research area is considered important. The research setting is conducted in Cirebon Local Language School, on this private education researcher can analyze teacher-student naturalness of their scaffolding interaction cycles in reading class. Superior aspect of this private education is used English as daily routine in interactional classroom. So that, significance to conduct the data in CirebonLocal Language School very helpful for the researcher to get clear scaffolding interaction cycles between teacher – student in EFL reading classroom. There are several methods will be used, but overall this study will be descriptive qualitative research. Involve occupy observation. The findings are hoped to be of great contributions to the enlightenment of the implementation *Reading to Learn* in EFL reading classroom.

1.2.Focus of Study

This investigation refers to scaffolding interaction cycles used by teacher in EFL reading classroom. Specifically, this study observes the



implementation of *Reading to Learn* in EFL reading classroom. As it is known, as many aspects of the implementation of the *Reading to Learn* Program, this study focuses on the use and type of scaffolding interaction cycles in EFL reading classroom.

1.3. Research Question

- 1) What types of scaffolding interaction cycles are used by teacher in the reading class?
- 2) How are such scaffolding interactions cycles used in EFL classroom?

1.4. Aims of Research

- 1) To seek types of scaffolding interaction cycles used by teacher
- 2) To investigate the use of scaffolding interaction cycles used in EFL classroom

1.5. Significant of Research

A study investigating this research area is considered important, considering the importance of scaffolding interaction cycle in *Reading to Learn* program in preparing learners to perform a learning task successfully by showing them how to do the task and there has not been any research investigating this topic in EFL setting. There are two significant of this research, they are:

1.5.1. Theoretically

- 1) For the teacher, the result of this research can be used as an enrichment of knowledge about scaffolding interaction cycles used in EFL reading classroom
- 2) For the students, the result of this research can be used as a guidance to be independent reader



- 3) For the researcher, the result of this research can be used as guidance how scaffolding interaction cycles used in EFL classroom.

1.5.2. Practically

- 1) For the teacher, the result of this research can be used as well-established toward how teacher used scaffolding interaction cycles used in EFL reading classroom.
- 2) For the student, the result of this research supports EFL student in the nature of scaffolding interaction cycles in reading classroom.
- 3) For the researcher, the research gives the researcher valid data of the implementation of scaffolding interaction cycles used in EFL reading classroom.

1.6.Previous Study

The previous studied by Resdeni (2013) portraits that 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.

Another research by Booth et all (2014) the findings reveal that the students perceive the use of Arabic (L1) as functional strategy in their EFL (L2) classrooms and that it is used to serve a number of purposes: to translate new words, to define concepts, to give some explanations and to help each other in their groups. The discussion of the findings concludes that L1 can be used as a scaffolding strategy by students in facilitating their learning and can be used as a pedagogical tool by the teacher to



enhance learning experience as well as maximize engagement in the classroom.

However, these of present studies are not provide how scaffolding interaction cycles in EFL classroom conduct. Mostly they concerned in L2 reading comprehension. Whereas one of major distinction between L1 and L2 reading context is differing cultural and social preferences given to particular ways of organizing discourse, text, and the role of discourse in constructing knowledge (Grabe and Stoller, 2013, p.53). As Allen and Rebecca (1977, p.249) argue that reading is more than just assigning foreign language sounds to the written words, it requires the comprehension of what is written. The emergent offered by the concepts of community and culture in understanding academic language use, the value of genre and corpus analyses in understanding spoken and written texts, and the connections between language and its contexts of use (Hyland: 2006).

1.7. The Theoretical Review

This is the theoretical review of how this study conducted, it is involved the theoretical review from *Reading to Learn Program* David Rose, Sociosemiotic, and EFL student.

1.7.1 Scaffolding Interaction Cycles

To avoid the reader misunderstanding, it is likely better to first of all define the keywords used frequently in this study.

- 1) Scaffolding interaction cycles: a sequence of interactions between teacher and students which consists of three learning steps of Prepare, Task, and Elaborate (Rose, 2008, p.6; Rose and Acevedo, 2006a, p.36; see also Christie, 2005). It means that learners must always be adequately prepared to perform each task successfully before they are asked to do it. Once they have successfully performed the task, they



are then cognitively prepared for a third step that elaborates their understanding of the activity they have completed (Rose and Acevedo, 2006a). Moreover, it is a key principle in *Reading to Learn* program (Rose and Acevedo, 2006a, p.36) and the foundation of *Reading to Learn* pedagogy (Rose, 2008).

- 2) *Reading to Learn* program: a program which provides teacher with two sets of skills for accelerating learning and closing the 'ability' gap in their classroom (Rose and Acevedo, 2006b). the first is set of skills for interacting with students around written text that support s all students in a class to read high level text with critical comprehension, and to use what they have learnt from their reading to write successful test. The second is a set of skills for selecting key texts in the curriculum to work intensively, and to analyse the language patterns in these texts to plan their lessons.
- 3) Teaching cycles: a six stage teaching cycle supporting *Reading to Learn* program which consist of *Preparing before Reading*, *Detailed Reading*, *Preparing for Writing*, *Joint Rewriting*, *Individual Rewriting* and *Independent Writing* (Rose, 2008). In one teaching cycle, the teacher may eliminate one stage or some stages of teaching cycle based on the purpose of teaching.
- 4) Interaction Moves: eight types of exchange moves (Query, Prepare, Identify, Select, Affirm, Reject, Elaborate, and Instruct) which are distilled from scaffolding interaction cycles (Rose, 2007)

Teachers require more models of teaching, especially in teaching of English reading in order to successfully increase this skill. One of the approaches is Genre Based, which has been also developed to Learning to Read: Reading to Learn 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



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the program has core principles (Acevedo & Rose, 2007:1) adequate with the purpose of the mentioned Curriculum above. The first is that reading has to be explicitly taught in all levels in the curriculum and it is important that all teachers teach reading 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 teaching. Secondly, students from all levels should experience the same skills in learning reading 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. 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 teaching reading skill. Based on the description above about the need of teaching reading in Indonesia's School Based Curriculum and the success of the *Reading to Learn* 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 *Reading to Learn* 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. The scaffolding interaction cycle, detailed reading cycle, and the contribution of this study towards the students.



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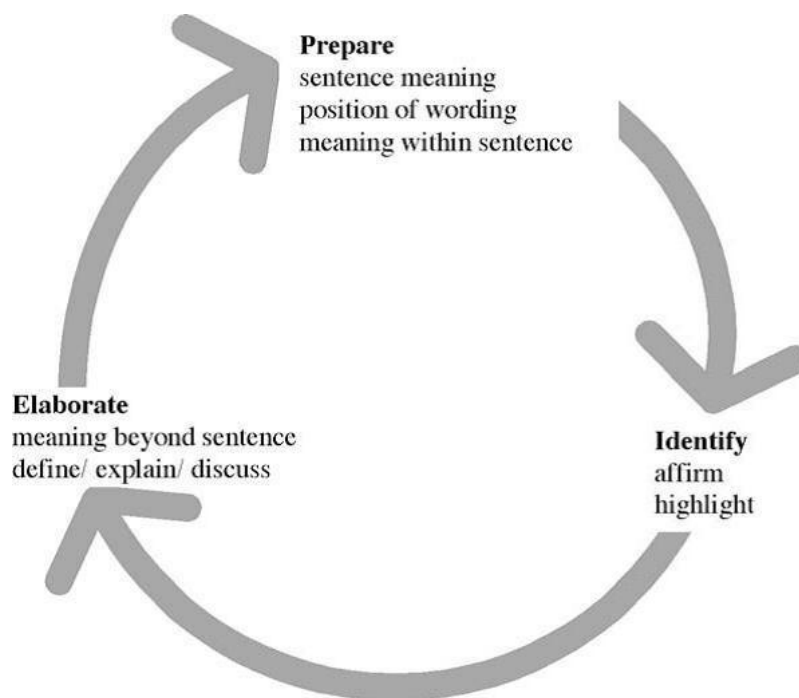


Figure 1

The Scaffolding Interaction Cycle

The scaffolding cycle systematically renovates the ‘triadic dialogue’ or ‘IRF’ (Initiation-Response-Feedback) pattern, described by Nassaji & Wells (2000) among many others as endemic to classroom discourse. But there are three crucial differences between the typical IRF classroom pattern and scaffolding interactions. Firstly the initial scaffolding move is not simply a question eliciting a response from learners, but consistently prepares all learners to respond successfully; secondly the Elaborate meaning beyond sentence define/ explain/ discuss Identify affirm highlight Prepare sentence meaning position of wording meaning within sentence 18 followup move is not simply feedback that evaluates or comments on responses, but consistently elaborates on shared knowledge about text features; and thirdly responses are always affirmed, whereas responses that are inadequately prepared in IRF discourse are frequently negated or ignored. By these means I suggest that IRF has evolved as the invisible central motor of classroom inequality that continually but imperceptibly differentiates learners on their ability to respond, from the first to last years of schooling.



In contrast scaffolding interactions are explicitly designed to enable all students in a class to always respond successfully. One of the greatest difficulties teachers find in the inservice training is shifting from habituated IRF discourse to preparing each move, i.e. from continually demanding to always giving information. This is because IRF discourse is not directly taught in teacher training, but is habituated through twelve or more years of the socialisation as learners in classrooms, a minimum 12,000 hours of intensive conditioning that can be very hard to undo. Following Detailed Reading, activities that then prepare for writing include Sentence Making, Spelling, and Sentence Writing. As in the early years, Sentence Making involves writing sentences on cardboard strips, but at this level using a whole selected paragraph.

The teacher guides learners to identify and cut out wordings, using same discussion as for Detailed Reading, but less preparation is now needed for them to identify words and groups, and these can be elaborated with more detail and discussion. In groups learners take turns to cut up sentences into phrases, and then words, put them back together, mix them up, rearrange them and construct new sentences with the cards. Sentence Making has three broad functions: it intensifies the identification and discussion of meanings and wordings from Detailed Reading, it enables learners to manipulate wordings to create meaningful sequences without the added load of writing, and as individual words are cut out they can be used to practise spelling. In Sentence Making activities the learners are taking greater control of the reading and writing process, whether in groups or individually. The scaffolding movement from ‘outside-in’ is thus from whole class with teacher guidance, to group practice, to independence.

Spelling activities are essentially the same as those described for early reading. Learners can cut up words into syllables, onsets and rhymes and practise writing them on slates, using the standard practice of look-cover-write-check. Once all learners can automatically spell most of the words in the paragraph, they can practise writing the whole paragraph from memory on their slates. The value of this Sentence Writing activity is that they are supported to practise fluently writing long stretches of meaningful text, without the load of inventing a story for



themselves. To support them to do so, most of the words in the paragraph are turned over, leaving only a few items such as sentence beginnings and grammatical words, as a framework to help them recall the sequence of meanings. When they have finished writing, the words can be turned back over for them to check their wording and spelling for themselves.

The next stage involves reconstructing the text patterns of the passage used for Detailed Reading, with new events, characters, settings and so on. This Text Patterning begins with the whole class as a joint activity before moving to independent writing. The first step is to read the whole passage again and reiterate the discussion of its global structures and key features. The class then brainstorms new story elements, the teacher scribes all ideas on the board or paper sheets for later use, and the class votes on which ideas will be used for the joint story. In the joint writing process learners take turns to scribe, but the whole class thinks of what to write and how to say it, closely following the original text patterns. This activity supports all learners to use the literate language of the accomplished author they have been reading, at the same time as creating a new story. Independent writing then involves using the same text patterns again, but with individual stories, using and expanding ideas discussed with the class. As with all other stages of the curriculum cycle, some students will be able to do this activity more independently, enabling the teacher to provide support for weaker writers in the class.

Theories of reading in early schooling tend to be polarised between those that advocate immersing learners in whole texts (e.g. ‘whole language’), versus those that advocate explicit teaching of sound-letter correspondences, followed by words, phrases and sentences (e.g. ‘phonics’). In Halliday’s stratified model of language, this polarisation dissolves into different perspectives on the same phenomenon, from the stratum ‘above’ of text or discourse semantics, and from the stratum ‘below’ of phonology and graphology (Halliday 1996). It is the stratum between, of wording or lexicogrammar, that appears to commonsense as what we are reading, since the written page consists of words organised into sentences. The acrimony in reading theory is over whether it is primarily



‘decoding’ sequences of letters, or ‘predicting’ sequences of meanings, that enables us to read words. The answer flowing from the systemic functional model is of course both.

The medium of expression, of phonology versus graphology, is an obvious difference between speaking and writing, so explicit teaching of reading has traditionally started with teaching the graphic medium. But Halliday (1989) has also shown us significant grammatical differences between spoken and written modes of meaning, between the ‘recursive’ structures typical of speech and ‘crystalline’ structures typical of written sentences. Essential for recognising these differences is his model of grammatical ranks, which shows that lexical ‘content’ tends to be sparsely strung out at clause rank in speech, but densely packed into word group rank in writing. While a written sentence may appear visually as a string of words, it is also organised in intermediate ranks of word groups and phrases.

Likewise, a word may appear as a string of letters, but these are also organised in intermediate ranks of syllables and their components. A layer of organisation above the letter is acknowledged in phonics approaches to reading, as letter ‘blends’ that are taught in paradigms of sound-letter correspondences. But phonics theories have two major gaps that render them ineffective for many if not most learners: one is that the sounds associated with letter patterns in English (Mountford 1998) vary with the particular word in which they occur (the ‘ough’ pattern is one obvious example), and the other is that the great variety of letter patterns in the English spelling system depend on their structural position in the syllable, as onset (e.g. ‘thr-’) or rhyme (e.g. ‘-ough’). That is there are two parallel systems of letter patterns at syllable rank: the system of onsets and the system of rhymes, and both depend on the context of particular words.

The entire English spelling system is thus very complex but, like all language systems, consists of regular predictable contrasts. These can be learnt, not simply from displaying paradigmatic oppositions as phonics programs attempt to do, but only from recognising recurrent instances in meaningful discourse, as we learn all other language systems at other ranks and strata in speaking and



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writing. But it is not through processing letter patterns alone that we recognise written words; while the spelling system is complex, the systems of meaning that words realise are immeasurably more so, and it is equally our experience of these systems that enables us to read. Again there are intermediate layers of structure in the discourse semantic stratum, between the sentence and the text, in particular the stages that different genres go through to achieve their goals, as well as shorter phases of meaning within each stage that are more variable, but are nevertheless predictable within particular genres and registers. And aside from such segments, there are other kinds of structure at the discourse stratum of written text, including chains of reference to people and things, strings of lexical elements that expect each other from sentence to sentence, and swelling and diminishing prosodies of appraisal, all packaged within smaller and larger waves of information.⁴ Fluent reading involves recognising and predicting meanings unfolding through all these structures, without which it would be impossible to make sense of written text. Layers of structure in strata and ranks are represented schematically in Figure 2.

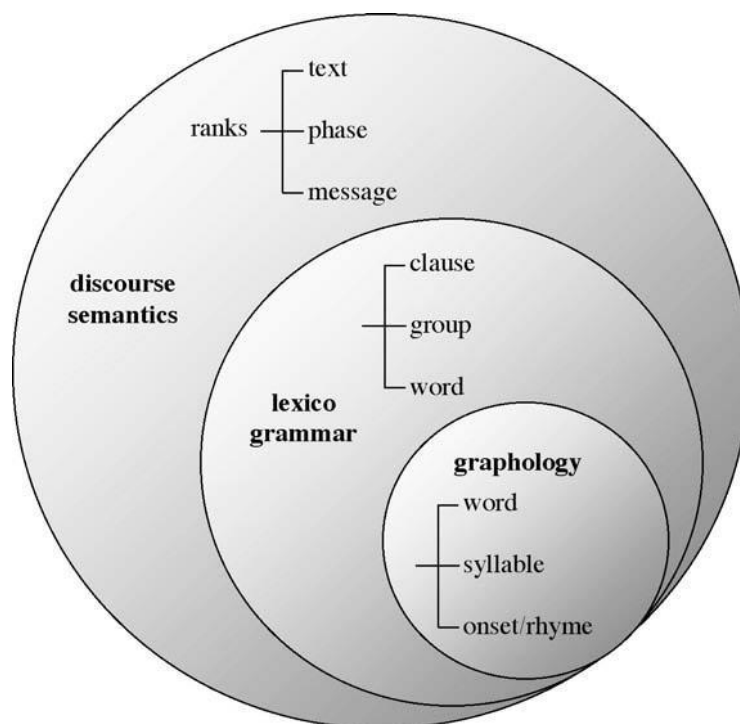


Figure 2

Layers of Structure in Strata and Ranks



1.7.1.1. Six Stages Teaching Cycle

The principle of systematically supporting students to succeed with each component of the reading and writing tasks, one step at a time, from the top down, can be applied across the curriculum at all levels. *Reading to Learn* is carefully designed to give all students this support in a six stage teaching cycle.

- 1) *Preparing for reading* orients students to the topic as it unfolds through the text.
- 2) *Detailed reading*: the teacher supports all students to read each sentence in a short passage.
- 3) *Preparing for writing*: students plan exactly what they are going to write, based closely on the passage they have studied in *Detailed reading*.
- 4) *Joint rewriting*: the teacher supports the class to write a new text that is patterned on the reading text.
- 5) *Individual rewriting*: students practise writing a new text using the same patterns as the *Detailed reading* and *Joint rewriting* texts.
- 6) *Independent writing*: students use what they have learnt from the preceding stages to write an independent text.

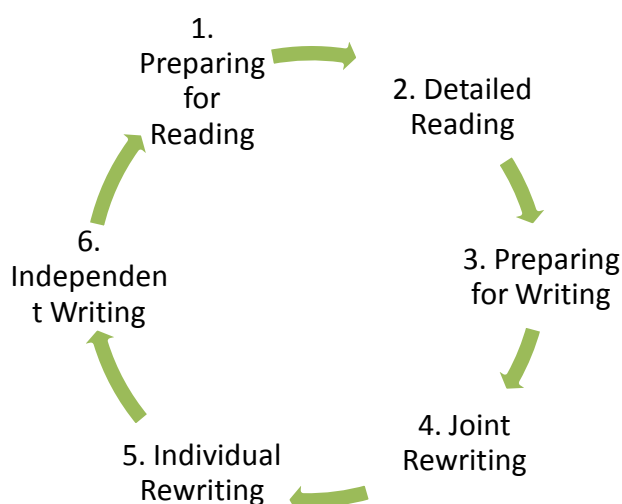


Figure 3. Six Stages Teaching Cycle



- 1) *Preparing for reading* supports all students to follow a text with general understanding as it is read to them. This is done by:
 - a. providing the background knowledge students need to understand the text
 - b. briefly explaining what it is about
 - c. summarising what happens in terms that all students can understand.

This can be done in a few minutes before reading, or it may involve activities that introduce students to a topic in the curriculum. It includes what teachers often already do to prepare students for texts, but it gives more intensive support by telling them how the text unfolds so that all students can recognise what is happening at each step when it is read. Importantly, *Preparing for reading* means teachers must look closely at the texts teacher choose to work out what background knowledge the students need, and how the text unfolds.

- 2) *Detailed reading*, once teacher have prepared and read the text to the class, a short passage is selected. Students are supported to read each sentence themselves, by telling what each word or group of words means. (Teacher refers to words or groups of words as 'wordings') Students are prepared to read each wording by means of three preparation cues:
 - a. a summary of the meaning of the whole sentence in commonsense terms, which the teacher then reads aloud
 - b. a position cue that tells learners where to look for the wording
 - c. the meaning of the wording in general or commonsense terms.

The scaffolding interaction in Detailed Reading of the first few sentences is transcribed in this Example. Here each student has a photocopy of the text, the teacher prepares, students identify and highlight wordings in their copies, and the teacher then affirms and elaborates. In each preparation move, the teacher first paraphrases the meaning of the sentence and reads it aloud, then gives the position and meaning cue for each wording in turn, and asks the students to find the wording in the text.



Two types of meaning cues are used. One type gives a general experiential meaning, using 'wh' items such as *who*, *when*, *where*, *which*, so that students must identify the particular person, time, place, class and so on, in the wording on the page. The other type gives a commonsense paraphrase of a technical or literary wording which students must identify in the text. Crucially, these preparations are usually given as statements; questions are not used to assess students' understanding, as in typical classroom discourse, but only as prompts to identify wordings. In the transcript, types of preparation cues and elaborations are analysed in square brackets. This is the example of text that used in the reading classroom:

Revolutionary days: The 1984 to 1986 uprising

In the mid-1980s South African politics erupted in a rebellion in black townships throughout the country. The government's policies of repression had bred anger and fear. Its policies of reform had given rise to expectations amongst black people of changes which the government had been unable to meet. The various forces of resistance, which we outlined in the previous section, now combined to create a major challenge for the government.

The townships became war zones, and in 1985 the ANC called on its supporters among the youth to make these areas 'ungovernable'. The army occupied militant township areas. The conflict was highly complex and violent; it involved not only clashes between the security forces and the resisters, but violence between competing political organizations, between elders and youth, and between people who lived in shantytowns and those who lived in formal townships.

This text is an instance of a genre common in history and social sciences, that we have called **factorial explanation**, since it explains multiple factors leading to an event (Martin & Rose to appear). In this case, the *1984 to 1986 uprising* is explained as the result of two contradictory government policies and the combining of resistance forces, and is then described in more detail. The text is well beyond what most students in the class could read with full comprehension.



Its language features include complex metaphors such as *politics erupting*, *breeding anger and fear*, and *giving rise to expectations*, together with many examples of abstract or technical wordings derived from nominalising processes, such as *rebellion*, *policies of repression and reform*, *expectations*, *forces of resistance* and *creating a major challenge* (Halliday 1998, Halliday & Martin 1993, Rose in press b, Simon-Vandenberg et al 2003). Furthermore, the logical structure of the explanation is left largely implicit for the reader to infer, including causal relations between the rebellion and the government's policies, and between these policies and the forces of resistance combining to challenge the government. Where causal relations are explicit they are realised metaphorically as *policies breeding anger and fear* and *giving rise to expectations*.

Example 1:

First sentence

- | | |
|-----------|--|
| Prepare | [sentence meaning] Now the first sentence tells us that the trouble blew up in the townships, and that the people were rebelling against the government. (Teacher reads sentence as students read along to themselves.) <i>In the mid-1980s South African politics erupted in a rebellion in black townships throughout the country.</i> |
| Prepare | [position] Now that sentence starts by telling us [general meaning] when they rebelling. Who can see the words that tell us when? |
| Identify | In the 1980s. |
| Affirm | Is she right? (engaging all students to check and affirm) OK. |
| Elaborate | Let's all do mid-1980s (expanding student's response). |
| Prepare | [position] Then it tells us that [commonsense meaning] South African politics blew up. Can you see the word that tells us South African politics blew up? [position] South African politics...? (empty tonic) Identify Erupted. |
| Affirm | Erupted! Is he right? [students] Yes. - Can you see the word that says erupted? Lets do that one, erupted (repeating pronunciation). |



- Elaborate [unpack metaphor] The reason they use the word erupted is because that's what volcanoes do. Have you heard that before? [students] Yes. – A volcano erupts? [students] Yes. – So what were the townships like? They were like...? [students] Volcanoes. – Exactly right, they were like a volcano, and there was all this pressure inside, waiting to blow up and erupt, with all this anger the people were feeling about the government's repression.
- Prepare OK, South African politics erupted [position] and then it tells us [commonsense meaning] that people were rebelling. Can you see the word that means people were rebelling? [position] South African politics erupted in a...?
- Identify Rebellion.
- Affirm Rebellion! Is he right? [students] Yes. – OK, everybody do rebellion.
- Prepare [position] Then it tells us [general meaning] where that rebellion happened.
- Identify In townships.
- Elaborate Exactly right. Which townships did it happen in?
- Identify In black townships.
- Affirm OK! Let's all do black townships.
- Elaborate So it happened in townships like Sobantu. So it was your parents that were involved in this. Is that right? [students] Yes. - Have they told you stories about that time? [students] Yes.

Second sentence

- Prepare [discourse connections] Now the next sentence tells us the reasons that you had this rebellion; [sentence meaning] because the government had a policy of keeping people down, of repressing people, and this made the people angry and frightened. Now everybody look at the sentence and I'm going to read it to you, OK.
The government's policies of repression had bred anger and fear.



Prepare	[position] Now this sentence starts by telling us [commonsense meaning] which policy it was. It was a policy that repressed people. Can anybody at this table tell me what that policy was? [position] The government's policies of...?
Identify	Repression.
Affirm	Repression! Is that right? [students] Yes.
Elaborate	[define term] OK, repression means you're keeping people down, you're repressing them. Do the whole lot, <i>government's policies of repression</i> .
Prepare	[commonsense meaning] The government's policies made the people angry and frightened. And who can tell me the words that mean angry and frightened. [position] They had bred...?
Identify	Anger and fear.
Affirm	OK! Anger and fear. Let's all do that... Have we all got that? OK, beautiful.
Elaborate	[discourse connections] OK, we're on to the next sentence. So that was one policy they had, to keep people down, to repress them.

Here 'wh' cues include 'when' for *In the mid-1980s*, 'where' for *in black townships*, and 'which townships' for *black townships*. Commonsense cues include 'blew up' for *erupted*, 'people were rebelling' for *rebellion*, 'keeping people down, repressing people' for *repression*, and 'made the people angry and frightened' for *bred anger and fear*. As students actively reason from the meaning cues to the wordings on the page, they learn to automatically recognise types of language patterns as they read. Some of these patterns are shared with spoken modes, such as places, times and soon. Others are more written, such as layered metaphors like *politics erupted* and nominalisations like *policies of repression*.

These high level reading tasks are made easy by giving the context of the sentence in commonsense terms, and the position of the wording, as the sentence is worked through in sequence. The detailed focus on particular wordings never becomes a mechanical exercise, as they are continually contextualised in



preparations and elaborations, in the field of the text and the flow of discourse. With this support all students are able to read each wording with understanding.

Although not apparent in the transcript, each preparation is directed to a different student to respond, and the whole class is then asked to check and affirm.

Successfully recognising a wording enables them to understand and participate in elaborating its meaning, such as defining terms like *repression*, explaining metaphors like *erupting* or discourse relations such as the logical contrast between *policies of repression and reform*, or contextualising the field in students' experience. The framing varies between stronger and weaker as the teacher prepares and then hands over control to identify and discuss their experience. Over time, such supported practice in reading and interpreting high level texts enables all students to independently read comparable texts (evaluated in McRae et al 2000).

Students then have to reason from the meaning cue to the actual wording on the page. Students are always affirmed for identifying the wording, which they then mark by highlighting or underlining. For example, the following sentence is from the novel *Follow the Rabbit Proof Fence*, in the passage in the novel where the three Aboriginal girls are taken from their family. Here the policeman has just appeared at the family's camp: *Fear and anxiety swept over them when they realised that the fateful day they had been dreading had come at last*. This sentence is difficult because it includes two unfamiliar abstract concepts: *Fear and anxiety swept over them*, and *the fateful day*. First the teacher tells the class what the sentence means and reads it. Then she prepares the students to identify the first wording in it, as follows:

Teacher: In the next sentence the family reacts to seeing the policeman. They are so frightened it's like a flood of fear sweeping over them, because they have been expecting this terrible day to come, and they realize the girls will be taken from them. [Teacher reads the sentence] 'Now that sentence starts with the two feelings they had. Can you see what those two feelings are?



Students: *Fear and anxiety*.

Teacher: Exactly right. Highlight *Fear and anxiety*.

They were afraid of the policeman and anxious about what will happen to their girls. The teacher explains the unfamiliar abstract concepts, *Fear and anxiety swept over them*, and *the fateful day*, before reading the sentence. Then the students are prepared to identify *Fear and anxiety* by giving them a general meaning 'two feelings', and their attention is directed to the start of the sentence. This preparation will enable every student to recognise these words and understand what they mean.

Engaging all students in detailed reading, crucially the teacher starts by giving information to the students, not asking them a question. This is very important for less successful students who often experience teacher questions as tests that they continually fail. As a result these students can suffer stress that leads to behaviours such as withdrawing from classroom interaction or disruptive behaviour. The problem is overcome by the teacher who first tells the students what the words mean, 'two feelings', and then asks them to find the words in the sentence. This question is not a test of their knowledge but a challenge, to find the words, that every student can succeed at.

Because the students have done the mental work themselves - reading the words from the teacher's meaning cue - they can now read the words with understanding, and can transfer this understanding to similar reading contexts. The teacher is then careful to praise them for their successful answer: 'Exactly right'. As the preparation enables all students in a class to find the words, it can be directed to specific students in turn, thus ensuring that all students get a chance to answer successfully and be praised. This approach engages all students in a class by giving them continual success and praise. It can rapidly overcome behavior problems such as withdrawal and disruption by using positive reinforcement rather than behaviour sanctions.

Elaborating, once the students have successfully identified a wording



they are ready to take on higher level understanding. At this point its meaning may be elaborated, by: defining technical or literary wordings explaining new concepts or metaphors discussing students' relevant experience. For example, in the transcript above, as the students highlight the words *Fear and anxiety*, the teacher explains why they were afraid and anxious. The same cycle of *Prepare, Identify, Affirm* and *Elaborate* is repeated for each wording. These carefully planned interactions between teacher and students are known as scaffolding interaction cycles.

These strategies for *Detailed reading* enable all students in a class to read a passage with complete understanding, and to understand how the author has constructed it, no matter how difficult the text or what the students' starting levels were. Twenty or thirty minutes can be spent on *Detailed reading* in a lesson. Crucially it takes careful preparation by the teacher to plan exactly what wordings to discuss with the students, and how to prepare and elaborate each wording.

- 3) *Preparing for writing*, once all students can read a passage with fluency and comprehension, they prepare to write a new text that is patterned closely on the passage. There are two approaches to *Preparing for writing*, depending on the type of text:
 - a. Factual texts; students write up the wordings they have highlighted in *Detailed reading*, as dot point notes on the board.
 - b. Stories, arguments and text responses: the class brainstorms new content for a text that will use the same literary or persuasive language patterns of the text they have read. The teacher writes all ideas on the board or on butchers paper.
- 4) *Joint rewriting*, the notes that have been written on the board then provide a framework for students to jointly write a new text on the board, guided by the teacher. With factual texts, the content of the reading text in the notes is rewritten in wordings that are closer to what students would write themselves, with the teacher providing whatever language resources they need and guiding the construction. While the field of the new text is the same as the original, its language patterns may



be less formally written. With stories, arguments or text responses, the reading text is followed very closely, as the grammatical patterns of each sentence are used with new lexical items (ie., words that carry content meaning). In these cases the field is completely different but the language patterns will be very similar. This provides an extremely powerful scaffold for all students to acquire the sophisticated language resources of accomplished authors.

- 5) *Individual rewriting*, before students are expected to write independently, a further stage of preparation is provided in which they individually practise rewriting the same text they have rewritten jointly. For factual texts this may involve erasing the joint text from the board but leaving the notes, which students use for their own text. For stories, arguments or text responses, students now have two models - the original reading and the joint text - to practise using the same language patterns with their own content, which may be partly derived from the earlier brainstorming activity. In both cases more experienced students are able to practice independently, allowing the teacher to provide more scaffolding support for weaker students.
- 6) *Independent writing*, all these stages of preparation enable all students to successfully write new texts using what they have learnt in the preceding stages. This is the task on which students are assessed, whether it is a research task in society and environment, a report in science or an essay in English. The independent task may be in a new field or about a new literary text but it will be the same type of text, using many of the same language patterns that have been practised in the preceding stages. Crucially the teacher can be confident that all students have been adequately prepared to complete the task successfully. Assessments will then provide a clear measure of how successful the teaching activities have been.

Factual Texts Techniques for reading and writing factual texts can be used at any level, from primary to tertiary study, in any curriculum area. They support learners to develop skills in reading texts with understanding, identifying key information, selecting information for notes, and using it to write texts of their own. Along the way they also develop skills in interpreting and critiquing both the content of texts and how they are constructed. As with stories, the first



stage is Preparing before Reading, but this may include more extensive exploration of the overall field, as the text is typically embedded in a curriculum topic.

Again the teacher summarises the topic of the text and the sequence in which it unfolds, in words all learners can understand, but also using some of the terms in the text for learners to key into as it is read aloud. During and after reading, key terms and concepts may also be briefly explained. In Detailed Reading, meaning cues are more often paraphrases of technical or abstract wordings. These may draw from commonsense, or from previously built up knowledge in the field. Elaborations will tend to be definitions of technical terms, explanations of new concepts or discussion building on students' field knowledge. In the Note Making stage students take turns to scribe, on the class board as a dotpoint list, the wordings that have been highlighted during detailed reading. At this point the students take over control, as the class dictates wordings and spellings that they can all read, prompted by the teacher where necessary. This stage provides many opportunities to practise spelling (and pronunciation), and to further discuss the field and organisation of the text.

When one side of the board has been filled with notes, students take turns to scribe a new text on the other side. The teacher now steps in to support the class, firstly by pointing out discourse patterns and other key elements in the notes. This preparation before writing gives students the general framework of genre and field within which to rewrite the text. The teacher then prepares students to imagine new texts, by drawing attention to notes, suggesting alternative wordings, and further discussing the field. Now instead of identifying literate wordings from commonsense cues, students select more commonsense paraphrases for the literate wordings in the notes. Then the teacher may elaborate by rephrasing the selection, supporting them to check issues such as grammar, letter cases, punctuation or spelling, and encouraging critical discussion of the way the original author constructed the field, and how they may reconstruct it. Such high level critical analysis is possible because of the



supported practice in deconstructing and reconstructing meanings at all levels of the text.

The scaffolding interaction cycle is thus employed for supporting writing, in the form of prepare-select-elaborate. Following the whole class joint construction, the text can be rubbed off and students can practise writing their own text from the same notes, in groups and individually, as a step towards independent research. These strategies for teaching factual texts have been successfully adapted to primary, secondary and tertiary classrooms. The latter is described in the context of Indigenous tertiary programs in Rose et al 2004. The key to the strategies in the context of academic reading and writing is to reverse the academic cycle, to prepare students for independently reading and writing assignments.

This has been the merest sketch of some the literacy teaching strategies developed in the Learning to Read:Reading to Learn project. (Training videos that explain the strategies in more detail are listed in the references below.) As the research has expanded, involving more teachers in more educational domains, the possibilities have continued to open up. Each development has occurred through examining the nature of the learning task, using the functional language model, and devising ways to support all learners to practise each component of the task, using the social learning model.

1.7.1.2 The Strategies Applied in the Scaffolding

The strategies applied depend on the degree of scaffolding support required by the learners for the task, at each stage of a lesson sequence and learning program. We have then an expanding repertoire of resources for scaffolding that can be arranged on a continuum, from least to most supportive. Least supportive teaching practices include not reading in class, not preparing students to read, using inappropriate texts for readings, and not modelling writing tasks. More support can be provided simply by selecting appropriate texts in curriculum planning, for learners to read independently. The next level of support for independent reading can be provided by preparing before reading, including



the background (overall field), what the text's about (text field) and what happens in the text (how the field unfolds through it).

More supportive again is to jointly read texts in the class, paragraph-by-paragraph, with learners taking turns to read. Scaffolding support can be provided for this by preparing with a brief synopsis of the paragraph before reading, so enabling all learners to understand as it is read, and then elaborating after reading with definitions, explanations or discussion of key elements, where necessary. That is the scaffolding interaction cycle of prepare-task-elaborate is applied to each paragraph in joint reading. The combination of preparing the whole text, and then jointly reading the first few pages can be enough for many learners to read the remainder with high comprehension. Support can then be intensified for joint reading by highlighting the word groups realising key information in each paragraph. Learners can be shown how to systematically identify key information, including the paragraph topic in the first or second sentence, its point towards the end, and other key elements where required. These highlighted wordings can then be written as notes, and learners can be supported to write summaries from the notes, and to use them in the construction of new texts drawing on multiple sources.

More support is provided for reading a short passage sentence-by-sentence using the detailed reading strategies discussed above, preparing with sentence meanings, position and meaning cues, and elaborating on each identified wording. Together with preparing the whole text (and joint reading where appropriate), detailed reading of a selected passage can enable learners to read the whole text with high comprehension. It also forms the basis for joint and individual reconstruction of the passage, that in turn enables independent writing. Sentence making, spelling and sentence writing activities then provide the highest level of support for weaker and beginning readers and writers, manipulating and writing just one or two sentences or paragraphs. These six degrees of scaffolding support are set out as follows:

- 1) Selecting appropriate texts – according to genre, field, mode, ideology
- 2) Preparation before reading (whole text)



- 3) Paragraph-by-paragraph reading (eg. chapter/article)
- 4) Paragraph-by-paragraph text marking (key information)
- 5) Detailed reading (sentence-by-sentence text marking) (half to one page)
- 6) Sentence making, spelling & sentence writing (one or two paragraphs).

Bottom-up language teaching programs implicitly assume a theory of learning, that language is learnt by studying and remembering lower level components of the language system, before applying them in reading and writing tasks, just as mathematics or chemistry are learnt by remembering sets of formulae, and applying them in incrementally more complex problems. Although this approach enables many students to develop skills in academic English, successful students are actually learning to do far more than remembering these components: more importantly they are practising skills in recognising, interpreting and using written language patterns in texts. These skills are less often taught explicitly in language programs, but are acquired tacitly by successful students in the process of doing exercises on selected language components, and later applying them intuitively to actual academic reading and writing. Those students who are already most experienced at reading and writing academic texts will be most able to tacitly develop these skills; those who are less experienced will be less successful.

1.7.2 Sociosemiotic

‘Sociosemiotic’ will be largely left to emerge from the discussion; but in the most general terms it is meant to imply a synthesis of three modes of interpretation, that of language in the context of the social system, that of language as an aspect of a more general semiotic, and that of the social system itself as a semiotic system—modes of interpretation that are associated with Malinowski and Firth, with Jakobson, and with Lévi-Strauss, among others. The social system, in other words, is a system of meaning relations; and these are realized in many ways of which one, perhaps the principal one as far as the maintenance and transmission of the system is concerned, is through their encoding in language. The meaning potential of a language, its semantic system, is therefore seen as realizing a higher level system of



relations, that of the social semiotic, in just the same way as it is itself realized in the lexicogrammatical and phonological systems.

In the systemiotic approach knowing introduction to the place of discourse is important. In this term Ventola's (1988a) elaboration of the three planes of semiotic communication, which focus on the discourse stratum on the language plane (Cited in Suherdi, 2004, p.20). Discourse is considered to be one of three strata on the language plane as like presented in the following figure.

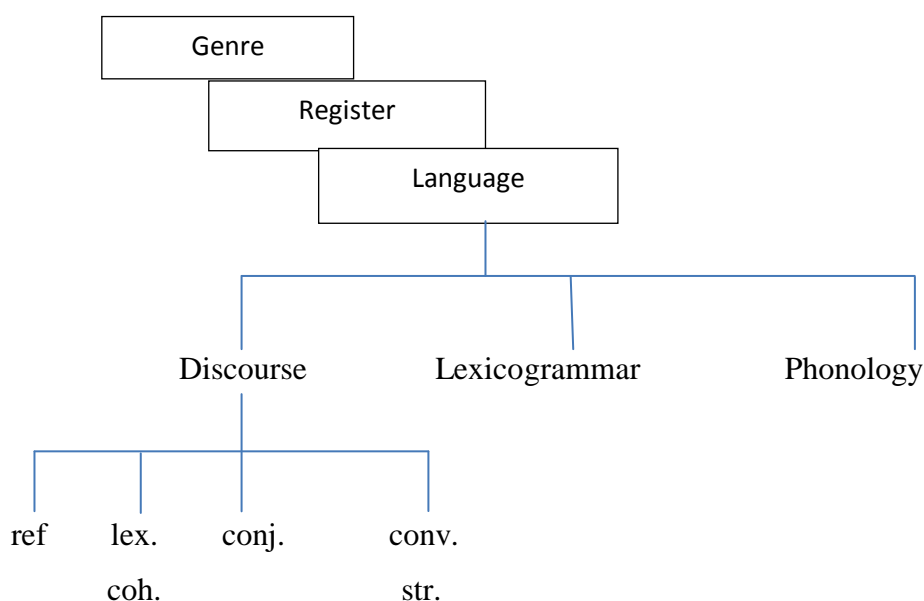


Figure 4

Three Strata on The Language Plane

Meaning in discourse stratum is describing on following four systems and structures of discourse such as reference, lexical cohesion, conjunction and conversational structure (Cited in Suherdi, 2004, p.20). The system of reference is concerned with tracking participants in discourse. The system of lexical cohesion is concerned with tracking down things, events of quality in text. While conjunction is concerned with logical meaning, relation of addition, time, cause and comparison between message. And the last about conversational structure is concerned with how speech acts combine into exchange.



Furthermore, Sinclair and Coulthard found that discourse analysis provide most detailed description of the language function. In developed to accommodate various phenomena in variety of teaching learning situation. Fairclough argue that it is primary ways on draws attention to systemic organizational of dialog and provides ways of describing them (Cited in Suherdi, 2004, p.3). Here, Sinclair and Coulthard provide useful concept to develop a comprehensive system analysis treating Classroom Discourse which contain of five ranks, namely (Cited in Suherdi, 2004, p.4):

- 1) Lesson: typically consist of an ordered series of transaction.
- 2) Transaction: commonly consist of several exchanges which consist of three element of structure such as preliminary, medial and terminal.
- 3) Exchange: there are two major classes of exchanges called Boundary and Teaching. Boundary exchanges realize preliminary and terminal elements are selected from the same move. It consist of framing (move frequently occurs) and focusing (move rarely). Teaching exchange realizes the medial element, which comprise eleven sub-categories of six free exchange and five bound exchange.
- 4) Moves: there are five classes of moves framing, focusing which realize boundary and opening, answering, and following-up moves which realize teaching exchanges.
- 5) Act: there are three major acts which probably occur in all form of spoken discourse. Namely elicitation as function to request a linguistics response, directive as function to request a non-linguistics response, and informative as function to pass on ideas, facts, opinions, information which appropriate respond of simple acknowledgement.

Moreover, in classroom discourse analysis Halliday's identify two major parties in take turn of interaction from three functions of the structure information, namely (Cited in Suherdi, 2004, p.9): Primary knower and secondary knower. Primary knower means someone who already knows the information and secondary knower is someone to whom



the information is imparted. Based on the two terms, she proposing four functions (Cited in Suherdi, 2004, p.9):

k1: for the admission of knowledge information by the primary knower and the consequent stamping of the information with primary knower's authority.

k2: for the secondary knower's indication of the state of his own knowledge in relation to the information.

dk1: for delaying k1.

k2f: for follow up k2.

Note: the primary knower did not do k1 in the first slot, its allow the secondary knower do k2. So the pattern illustrated as $k2^k1$.

Here, the researcher delimit the classroom into bilingual classroom as onject in this reseach. Bilingual broadly define is the use of two languages as media of instruction (Hinkel, 2005, p.8). Students are bilingual because they know and use at least two languages even if their fluency and use of the language vary.

This thesis is talking about bilingual between Indonesian and English language. It could be seen in teaching learning process students had mixture of their first language so that English became not only focus of learning but also the medium of instruction.

In addition, identity shaped to some extend by the language or languages that someone learns as children. This case brought up children as monolingual, bilingual or multilingual. While multilingual is someone that known more than two languages to make sense of a new linguistics. But as Wray (2006) define multilingual just make someone known how to do it and experience of what language can be like.



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1.7.3. EFL Reading Classroom

Teaching EFL reading is a bit different than the way native speakers are taught to read. While vocabulary is an important part of reading, teaching the reading skills of surveying, skimming, scanning, inference, predicting and guessing are just as important. Research tends to indicate that a student's reading comprehension can be improved by focusing on teaching students skills in some areas. Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.



The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. Reading research shows that good readers:

- 1) Read extensively
- 2) Integrate information in the text with existing knowledge
- 3) Have a flexible reading style, depending on what they are reading
- 4) Are motivated
- 5) Rely on different skills interacting: perceptual processing, phonemic processing, recall
- 6) Read for a purpose; reading serves a function

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- 1) Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- 2) Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another



- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- 4) Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

1.8. Research Method

This research employs qualitative approach as identifies and analyzes details from participants which are developed from data recording. Classroom observation, field data record, and interview have been employed in this research and it is described thoroughly below.

1.8.1 Research Setting

The research setting is conducted in Cirebon Local Language School, this school vision is to bridge the differences in language, culture and geography that divide through the best-quality education. Superior aspect of this private education is used English as daily routine in interactional classroom, and use Efekta System that is *Learn- Try – Apply-Certify*. Moreover, on this private education researcher can analyze teacher-student naturalness of their scaffolding interaction cycles in reading. So that, significance to conduct the data in Cirebon Local Language School very helpful for the researcher to get clear scaffolding interaction cycles between teacher – student in EFL reading classroom.

1.8.2 Participants

The target population in this study will be the teacher and student in junior high school, both active and inactive, who are admitted to learning



read process. The participants in the study constitute the sample of individuals who will be observed (interviewed) such as teachers and students. There are a classroom teacher, and students that will be the participants in this research. The participants chosen, because scaffolding interaction cycles are produced at teaching and learning reading, they give significant data for the researcher's necessity.

1.8.3 Research Design

The research methodology that used in this study is Ethnography. The researcher participates in a groups' activities while observing its behaviour, taking notes, conducting interviews, analysing, reflecting and writing reports. Therefore, the emphasis in ethnography is on describing and interpreting cultural behavior (Dawson, 2009).

1.9. Research System

There are some steps of how this research is conducted, the used of technique and instrument collecting the data, as follows:

1.9.1 Steps of the Research

According to Frankel and Wallen (2009, pp.425-426), there are several steps involved in qualitative research:

- 1) Identification of the phenomenon to be studied, researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher analyzing positive teacher – students interaction in meaning negotiating knowledge, that starting identify the particular phenomenon in classroom interaction.
- 2) Identification of the participants in the study, the participants in the study constitute the sample of individuals who will be observed (interviewed) such as teacher, students' and students' parents. In other words it called the subjects of the study.
- 3) Data collection, the collection of data in a qualitative research study is ongoing. The researcher is continually observing of teacher - students' interaction in learning process, that supplementing observations with in-



depth interviews and the examination of various documents and records relevant to the phenomenon of interest

- 4) Data analysis., analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered.
- 5) Interpretations and conclusions, interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher.

1.9.2 Technique and Instrument of Collecting Data

There are technique and instrument of collecting the data in this research, it is described as follow:

1.9.2.1 Depth Observation

Observation is a basic method for obtaining data in qualitative research which often use behavior observation tools (Ary at all, 2010, p.431). In this term researcher conduct the data by record classroom activity to describe setting, behaviors, and interactions. As the aim do observation is to understand complex interactions in natural settings. Moreover, observation may allow the researcher to determine whether what is said actually matches actions or may illuminate subtleties that may be outside the consciousness of the person or that the person cannot articulate (Ary at all, 2010, p.432). The analysis is interpreted within Bernstein's 1996 model of pedagogic discourse including two functions, the instructional, "the discourse which creates specialised skills and their relationship to each other", and the regulative, "the moral discourse which creates order, relations and identity", in which the regulative is always dominant (cf Christie 2002, Martin 1999, Martin & Rose 2005).

1.9.2.2 Depth Interviews



The interview is one of the most widely used and basic methods for obtaining qualitative data (Ary at all, 2010, p.438). It used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. Where for the types of interview question researcher used *background question* to know the characteristic of respondent, *knowledge question* to get factual information, *experience question* focus of what respondent doing in the past, *opinion question* to find what respondent think of the topic, *feeling question*, and *sensory question* (Fraenkel and Wallen, 2009, pp. 448-449).

1.9.3 The Validity (Trustworthiness) of Data

The research must have a trust of people who read the study. According to Lincoln and Guba in Lodico, et. al (2006: 273) qualitative researcher must have four aspects of the validity of the data in the study, namely credibility, transferability, dependability, and confirmability.

1.9.3.1 Credibility

Credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies:

- 1) Long term research participation, spending sufficient time in the field to learn or understand the culture, social setting, or phenomenon of interest.
- 2) Depth observation, identify those characteristics and elements in the situation that are most relevant to the problem or issue being persuade and focusing on them in detail.



1.9.3.2 Triangulation

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

- 1) Data triangulation: involves time, space, and persons.
- 2) Investigator triangulation: involves multiple researchers in an investigation.
- 3) Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
- 4) Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

1.9.3.3 Referential Adequacy

Referential adequacy is a method used to store raw data in records to examine later and compare to other future studies to show the credibility of data.

1.9.3.4 Peer debriefing

Peer debriefing is used to help make sure none of the researchers are using their biased opinion.

1.9.3.5 Member checks

Members checking are used for participants to review the data, analytic categories, interpretations, and conclusions tested with the participants. This allows qualitative researchers to examine the overall accuracy of the study, and verifying data results.

1.9.3.6 Transferability

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to get at generalizability. Qualitative



researchers use this method to provide a detailed description of the study's site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize.

1.9.3.7 Confirmability

Confirmability is a method used by qualitative researchers to establish trustworthiness. Confirmability includes an audit trail that includes raw data, such as electronically recorded materials, written field notes, documents, and records. This method is used for another researcher to be able to verify the study when presented with the same data.

1.9.3.8 Dependability

Essentially is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.

1.9.5 Data Analysis

The researcher has to be processed and analyzed in accordance outline of the research plan after collecting data. The researcher will select the data and take the record video that appropriate with the aim of the research. Furthermore, the researcher will make the transcript from the video recording and interview.

Coding means data that have been gathered, Data coding, simply defined, entails looking for and marking patterns in data regardless of modality (Mackey and Gess, 2005, p.225). Zhang and Wildemuth (1996) stated that to support valid and reliable inferences,



qualitative ethnography study involves a set of systematic and transparent procedures for processing data. It conducted from some steps below:

Step 1: Prepare the Data, which means researcher transformed the data into written text before analysis can start.

Step 2: Define the Unit of Analysis, assign the code to text such as:

First Observation : FO

Second Observation : SO

Third Observation : TO

Fourth Observation : FO

Minutes 01.00 : M 01.00

Minutes 02.00 : M 02.00

Teacher : T

Students : S

Step 3: Develop Categories and a Coding Scheme, Categories and a coding scheme can be derived from three sources: the data, previous related studies, and theories. Coding schemes can be developed both inductively and deductively.

Step 4: Test Your Coding Scheme on a Sample of Text, develop and validate the coding scheme early in the process.

Step 5: Code All the Text, during the coding process, researcher will need to check the coding repeatedly, +to prevent “drifting into an idiosyncratic sense of what the codes mean” (Schilling, 2006).

Step 6: Assess Your Coding Consistency, after coding the entire data set researcher need to recheck the consistency of the coding.

Step 7: Draw Conclusions from the Coded Data, involves making sense of the themes or categories identified, and their properties.

Step 8: Report Your Methods and Findings, research report the decisions and practices concerning the coding process.



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1.10. Research Timeline

No.	Activities	Months														
		April					Mei				June					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal															
2	Instrumental development of research proposal															
3	Instrumental try out of research proposal															
4	Revision of research proposal															
5	Asking agreement to the principal of the school for doing survey															
6	Survey in the school environment using questionnaires															
7	Analyzing data from recording															
8	Conducting interview															
9	Analyzing data from interview															
10	Making data conclusion															



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