

**THE IMPLEMENTATION OF SCAFFOLDING IN
SPEAKING CLASS OF AKADEMI ASIH HUSADA
SEMARANG**



**THESIS
In Partial Fulfillment of the Requirements
For Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2018**

A THESIS

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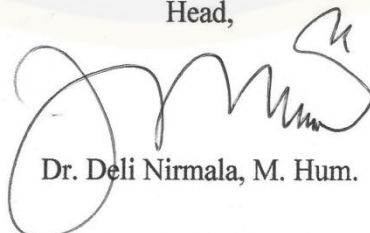


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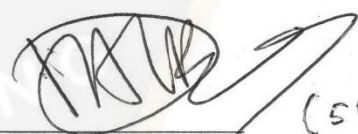
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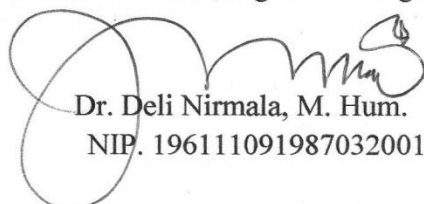
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**THE IMPLEMENTATION OF SCAFFOLDING IN SPEAKING
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Semarang, 22 February 2018



Mastuti Ajeng Subianti

MOTTO

A clear mind opens to the beauty of God's truth.

-Renungan Harian April 2018-



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ABSTRACT

This study is descriptive qualitative research that discusses scaffolding as a teaching strategy to improve the students' communication skill. Scaffolding is applied in teaching learning process for nursing academy students in Akademi Kesehatan Asih Husada Semarang. The aims of the study are to find out types of scaffolding technique that is used in classroom interaction, the steps are used in scaffolding technique and the difficulties are faced by the students in the classroom interaction. There are three steps in conducting this research. The first step is to transcript the recording. In the transcription can be seen how students respond the teacher's questions and also how the teacher encourages the students to be more active. The second is to determine the types of scaffolding. There are three types of scaffolding in this research that are questions, initiations and feedbacks. The third is to explain the steps that the teacher used in scaffolding. The results show that there are three types of questions that are procedural question, convergent question and divergent question. Those questions are used to help the students to improve their communication skills. The steps of scaffolding are also used to guide teacher how to encourage the students until they become the independent learner.

Penelitian ini merupakan penelitian deskriptif kualitatif yang membahas tentang *scaffolding* (perancah) sebagai suatu strategi pengajaran untuk meningkatkan kemampuan berkomunikasi siswa. *Scaffolding* (perancah) diterapkan dalam proses belajar mengajar untuk siswa akademi keperawatan di Akademi Kesehatan Asih Husada Semarang. Tujuan dari penelitian ini adalah untuk mengetahui tipe-tipe tehnik scaffolding yang digunakan dalam interaksi kelas, langkah-langkah yang dilakukan dala, tehnik scaffolding dan kesulitan-kesulitan yang dihadapi oleh para siswa dalam interaksi kelas. Ada tiga tahap dalam penelitian ini. Langkah pertama adalah mentranskrip rekaman. Dalam transkrip tersebut dapat terlihat bagaimana para siswa merespon pertanyaan guru dan juga bagaimana guru mendorong para siswa untuk menjadi lebih aktif. Langkah kedua adalah menentukan tipe-tipe dalam scaffolding. Ada tiga tipe dalam scaffolding yaitu pertanyaan, inisiasi dan timbal-balik. Langkah ketiga adalah menjelaskan langkah-langkah yang digunakan guru dalam scaffolding. Hasil penelitian menunjukkan bahwa ada tiga tipe pertanyaan yaitu pertanyaan procedural, pertanyaan convergent dan pertanyaan divergent. Pertanyaan-pertanyaan tersebut digunakan untuk membantu para siswa untuk meningkatkan kemampuan berkomunikasi mereka. Langkah-langkah dalam scaffolding juga digunakan untuk menuntun guru bagaimana mendorong para siswa sampai mereka menjadi pelajar yang mandiri.

Key words: *Scaffolding, communication skill, independent learner*

CHAPTER I

INTRODUCTION

1.1. Background of the study

One of the important languages in the world is English because it is an international language. It has become the language of the world in the twentieth century. Besides, English is also called as an official language for communication and this language becomes one compulsory subject that students have to learn since they were in elementary schools in Indonesia. Recently, English is also studied in universities and many universities put it as the main subject although they are vocational universities.

In universities, the students are adult learners because based on the age, most of them are 20-27 years old but some of them are up to 27 years old. Brown (2001:87) stated that adult learners can learn and retain a larger vocabulary. Furthermore, some adult learners do not have enough self-confidence to practice English especially in speaking or oral term. Sometimes they are shy to share their knowledge in speaking English because their level of shyness can be greater than children (Brown, 2001:90). Because of their level of shyness, students do not want to be active or taking control of the class by sharing their knowledge. In this condition, teacher needs to give them enough opportunities in speaking English by giving them some cases in group discussion.

To improve self-confidence for students, teacher has an important role in classroom interaction. There are many ways to encourage students in the

classroom interaction. One of them is teacher talk. Appropriate teacher talk can create harmonious atmosphere and also friendly relationship between teachers and students, so that it creates more opportunities interaction between teachers and students. Teacher talk is the special language that teachers use when addressing second language learners in the classroom (Ellis (1985) cited by Xiao-Yan (2006: 5)).

In the classroom, teacher talk has a vital role in language learning since the teacher controls the topic of discussion to reach the aims of the objectives of teaching and learning process. The main asset of teacher talk is teacher question. Adedoyin (2010) cited by Hamiloglu and Temiz (2012: 1) stated teacher questions are of significant values for many instructional purposes, eliciting students reflection and challenging deeper students understanding and engagement in the classroom. Teacher questions are very powerful because it can stimulate the students' interest. Besides questions also can help teacher to clarify what he or she has said and to check the students understanding.

The teacher questions are also used in scaffolding strategy because the teacher can help and support his or her students to improve their communication or speaking skills. Scaffolding means giving help or support to students in the beginning of learning process until they can learn independently. This support can be instructions, warning and encouragement, describing the problem or giving example to make the students learn by themselves. Hammond (2001: 14) stated that Wood, Bruner and Ross (1976) were the first to use the term of 'scaffolding' as a metaphor to capture the nature of guidance and support in learning.

Furthermore, another researcher of scaffolding is Lev Vygotsky. Shannon (2010) in his article stated that according to Vygotsky, social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD). ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance (Raymond, 2000, p.176 cited by Van Der Stuyf, 2002: 2).

Vygotsky also said that ZPD is the heart of scaffolding (Verenikina, 2003: 3). In scaffolding instruction a more knowledgeable person provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The more capable person provides scaffolds so that the learner can finish (with assistance) the task, that he or she could not finish, so helping the learner through ZPD (Bransford, Brown, & Cocking, 2000 cited by Van Der Stuyf, 2002: 2). Moreover, the important aspect of scaffolding instruction is the scaffolds are temporary. As the learner's abilities increase the scaffolding that is provided by the knowledgeable or teacher will decrease. Finally, the learner is able to learn or complete the task independently.

In this research, I want to apply scaffolding in speaking class for students at Akademi Kesehatan Asih Husada Semarang. I choose a nursing academy because the students do not have courage in expressing their ideas. Teaching learning process is also still controlled by the lecturer and the students are being passive. This phenomenon makes me want to apply scaffolding to encourage them to overcome their feeling of frustration in speaking English. In addition, scaffolding

is a support to students from the teacher or the knowledgeable to develop the abilities of learning so that students are able to learn independently and complete the difficult task.

1.2. Research questions

There are three research questions which I would like to propose in this thesis, as follows:

- What types of scaffolding technique that is used in classroom interaction?
- What steps are used in scaffolding technique?
- What are difficulties faced by the students in the classroom interaction?

1.3. Research objectives

There are several objectives which I am trying to achieve in this thesis, which are listed as follows:

- To find out the types of Scaffolding technique that is used in classroom interaction.
- To find out the steps are used in Scaffolding technique.
- To find out the difficulties are faced by the students in the classroom interaction.

1.4. Significance of the research

By using scaffolding in teaching university students, hopefully teacher would give students more opportunities to be more creative and active in classroom. Furthermore, I hope the study will contribute to the readers especially who are concerned about teaching English to university students or adult learners.

1.5. Scope and limit

This research is going to focus on how students can be active in speaking class by scaffolding as a teaching strategy that is provided by the teacher. To limit the research, I will only analyze the student's utterances when they express their ideas in presentation.

The scope of this study is the application of scaffolding in speaking class at Akademi Kesehatan Asih Husada Semarang.

CHAPTER II

REVIEW OF LITERATURE

2.1. Previous Studies

As mentioned above, there were many researchers who have discussed scaffolding in their articles. One of them is Abidin. His article talked about the role of scaffolding and ZPD for young learners or kids. In his article, the development of early childhood started since prenatal where the brain and other part of body develop. This development was very important so that it got attention from psychologist or educational experts, including Lev Vygotsky. Vygotsky suggested that there are three categories of students' achievement in problem solving (Abidin (-) p. 16). They are children who achieve well, children achieve with help, and children fail to achieve. The teacher's support is very important in children's success because the purpose of scaffolding is to provide clear direction and reduce confusion. Abidin also concluded that the need of scaffolding comes from children because if it does not come from the children, scaffolding will turn into an interference with the child's learning process. Furthermore, scaffolding according to Vygotsky is to provide social environment with activities in the ZPD children and opportunities to role playing (Abidin (-) p. 19).

The other researchers of scaffolding are Bodrova and Leong. Their article is about "Scaffolded Writing". Scaffolded Writing is a method inspired by the work of Elkonin and Galperin but applied to an area that neither of them originally studied – self generated messages of young writers (Bodrova and

Leong, 1998: 2). The Scaffolded Writing method will be discussed both as a way to examine children's literacy development in the ZPD and as teaching technique that might be used in the classroom. The Scaffolded Writing method involves the use of two techniques, materialization and private speech. Those techniques became the center of instructional interventions used by Vygotskian in Russia.

Materialization, according to Galperin (1969) cited by Bodrova and Leong (1998: 4), refers to the use of tangible object and physical actions to represent a concept or strategy as the mental action is being learned. Materialization helps the learner focus on the critical aspect that is to be internalized. Moreover, the use of materialization facilitates the development of new mental actions that allow learners to function at the same high level without assistance (Bodrova and Leong, 1998: 5).

Private speech is defined as self – directed, regulatory speech. It involves giving oneself audible direction on how to proceed (Bodrova and Leong, 1998: 5). Both materialization and private speech are temporary support. They are consistent with the definition of scaffolds because they are designed as a provide assistance at the beginning and to be removed when the learners' abilities develop (Wood, Bruner & Ross, 1976 cited by Bodrova and Leong, 1998: 5).

Scaffolded Writing uses the combination of materialization and private speech to support emergent writing. Scaffolded Writing is intended to be temporary tool. Just like the type of scaffolding, the technique begins with assistance of someone providing support, then is followed with a period when the

children use the scaffolds on their own as a transition to self-assistance and finally all scaffolds is removed because the children can do the task unassisted.

The next researcher of scaffolding is Upi Isabella. In her article, she discussed scaffolding in the early childhood education program. She claimed that children learn through interaction so that the curriculum design should put them into a lot of interaction with other children and do the task in a group. The role of the teacher is as a mediator, children solve the problem that the teacher gives by themselves or in a group so that they can build their own knowledge. The learning instruction from teacher or adult can make the children show their success of their unfinished task (Isabella, 2007: 62). Furthermore, Isabella said that by giving the correct 'dose' of scaffolding, the result of children's learning can be seen even the children get the skills to solve the next problem but the word 'dose' cannot be found in other research because every child in any situation needs different scaffolding.

In her article, she concluded that the scaffolding comes from children's initiative. If it does not come from children's initiative, scaffolding will turn into an interference with the child's learning process. Interference to the children learning process can make children dependent and it will cause the greater difficulties in the future. Next, scaffolding provides a social environment which a lot of activity in the nearest ZPD and opportunities to make-believe play. The good learning situation will reduce teacher centered and improve the student centered so that the situation will stimulate the growth of learning character with high-discipline to further education level.

Furthermore, in Verenikina's article presented an analysis of the metaphor of scaffolding in its connection to the Vygotskian concept of the zone proximal development. As the scaffolding metaphor provides an easy to understand the justification of the teacher intervention in learning process, it can be a barrier rather than help for children's development depending on the context of its use.

Volman and her friends stated that there are three characteristics of scaffolding. The first characteristic is contingency. The teacher's support must be adapted to the current level of the students' performance and should either be at the same higher level. A teacher acts contingently when he or she adapts the support in one way or another to students. A tool of contingency is diagnostic strategies.

The second characteristic is fading or the gradual withdrawal of scaffolding. The rate of fading depends upon the child's level of development and competence. A teacher is fading when the level and/or the amount of support decreased over time. Then the third characteristic is transfer of responsibility. Responsibility can refer to students' cognitive or metacognitive activities or to students' affection. The responsibility for learning is transferred when a student takes increasing learner control.

Next, the last researchers are Wilson and Devereux. They have argued that scaffolding is not only a synonym of for support and while scaffolding involves support, it is the nature of that support that is crucial. They maintain that scaffolding involves challenging students to make leaps forward into their ZPD. They claimed that Mariani's model of scaffolding as "high challenge; high

support” offers ALL practitioners a useful framework for imagining their work (Wilson and Devereux, 2014: 98). The theory of scaffolding, understood as ‘high challenge, high support’ is one such construct which offers rich potential.

2.2. The Theory of Speaking

The expertise of speaking skills in English is the priority for many second-language learners. According to Richards (2008: 19), teachers and textbooks make use of many approaches, ranging from direct approaches that focusing on specific features of oral interaction such as turn-taking, topic management and questions strategies, to indirect approaches that make conditions for oral interaction through group work, task work or other strategies.

An important element of conversation is using the style of speaking that is appropriate in a particular situation. The different styles of speaking indicate the role, age, sex and status of participant in interaction and also indicate the expression of politeness. For example, if the participants are in the same power or status, a casual speech style is appropriate. On the other hand, if the participants are not in the same power or status, a more formal speech style is appropriate.

Furthermore, Browns and Yule (1983) cited by Richards (2008: 21) stated that there are three functions of speaking. They are talks as interaction, talks as transaction and talks as performance.

a. Talk as interaction

Talk as interaction normally mean by conversation. When people meet, that exchange greeting, join in small talks, tell the recent experiences

and many things else because they wish to be friendly and create a comfortable interaction with others. In addition, the focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situation where the focus on what is said or done. Burns (1998) cited by Richards (2008: 26) categorized two different types of talk as transaction. The first type involves situation where the focus on giving and receiving information and where the participant focus on what is said or achieved. Then the second type focused on obtaining services or goods, such as checking into hotel or ordering food in the restaurants.

The main features of talk as transaction are:

- It has primarily information focus.
- The main focus is on the message and not on the participants.
- Participants apply communication strategies to make themselves understood.
- There may be common repetition, questions and comprehension check.
- There may be digression and negotiation.
- Linguistic accuracy is not always important.

c. Talk as performance

Talk as performance refers to public talk that transmits information before an audience such as public announcements, classroom presentation, and speeches. Talk as performance tends to be in form of monolog rather than

dialogue. The examples of talk as performance are giving a lecture, giving speech of welcome, conducting class debate, making sales presentation, and giving a class report about school trip.

The main features of talk as performance are:

- The main focus is on both message and audience.
- Importance of both form and accuracy.
- Predictable organization and sequencing.
- Often monologic
- Language is more like written language.

2.3. The Input Hypothesis

The input hypothesis tries to answer the most important question and gives the answer that has important impact in all areas of language teaching. The input must contain $i + 1$ to be useful in language acquisition (Krashen 1982: 21). If the communication is successful, $i + 1$ will be provided. Here, the input cannot be too difficult because it can make the students frustration but the input also cannot be too easy because it can make the students get nothing. Simply aiming for $i + 1$ may be less efficient, as one's aim may miss, less review is provided and where there is variation in rate of acquisition, fewer acquirers may be accommodated by the same input (Krashen, 1981: 103). It also follows that intake is "natural" which means it is language used for communication.

The input hypothesis is very consistent with what is known about "caretaker speech", the modification that parents and others make when talking to

children (Krashen, 1982: 22). Caretakers talk simpler in an effort to make themselves understood by the children. There are some characteristics of caretaker speech. One of them is known as “here and now” principle. The “here and now” feature provides extra-linguistic support that help the children understand the utterances containing $i + 1$. MacNamara (1972) cited by Krashen (1982: 23) pointed out the children do not acquire the grammar first and then use it in understanding but the children understand first and help them acquire language.

The input hypothesis predicts that the simplified codes are very useful for the second language acquirer just as the caretaker speech is posited useful for children. The input hypothesis also predicts that natural, communicative, roughly-tuned comprehensible input has some real advantage over finely-tuned input that aims directly at $i + 1$.

2.4. Teacher’s Talk

Teacher talk is a part of foreign language teaching that is needed in organizing activities. According to Ellis (1985) cited by Xiao-Yan (2006: 5), teacher talk is the special language that teachers use when addressing second language learners in the classroom. Appropriate teacher talk can create a concordant atmosphere and friendly relationship between teachers and students, so that it creates more opportunities interaction between teachers and students. Therefore when teachers use teacher talk, they are trying to make themselves as uncomplicated as possible may provide essential support to facilitate both

language comprehension and learner production (Richards and Lockhart, 1996: 184).

Teacher talk is also special communicative activity. Its goal is to communicate with students and develop their communication language skills. However, teachers may develop a variety of teacher talk which would not sound natural because teacher talk is observed as one special variety of English language which it has its own specific features. For example: “In your house, you a tub you (gesture) wash”. This example illustrates the teacher’s effort to explain the meaning of wash using understandable language. He or she may develop the style of speaking does not reflect natural speech.

There are several strategies in teacher talk (Richards and Lockhart, 1996: 183-184):

- Speak with slower manner of speaking.
- Using pauses.
- Changing pronunciation. Teacher may use clearer articulation when speaking to his or her students and reduce contractions.
- Modifying vocabulary. Teachers often replace the difficult words with more commonly used word so that the students can understand the instruction that they give.
- Modifying grammar. Language teachers use simple the grammatical structure of sentence in the classroom.
- Modifying discourse. Teachers may repeat or answer their own questions in order to make them understood.

2.5. Teacher's Question

In the classroom, teacher talk has vital role in language learning since the teacher controls the topic of discussion to reach the aims of the objectives of teaching and learning process. The main asset of teacher talk is teacher question. Adedoyin (2010) cited by Hamiloglu and Temiz (2012: 1) stated teacher questions are of significant values for many instructional purposes, eliciting students reflection and challenging deeper students understanding and engagement in the classroom. Furthermore, Richards and Lockhart (1996: 185) stated that there are some reasons why questions are commonly used:

- Questions stimulate students' interest
- Questions encourage students to think and focus on the lesson
- Questions enable teachers to clarify what students have said
- Questions enable teachers to elicit particular structures or vocabulary items
- Questions enable teachers to check students' understanding
- Questions encourage students' participation in lesson

Richards and Lockhart (1996: 186) added there are three types of questions; procedural, convergent and divergent questions. Procedural questions are related to classroom management, procedures and routines. The questions occurred in the classroom while teacher is checking the assignments were completed, the instructions were clear and students were ready for the new assignments. The following questions are some example of procedural questions.

- Did you bring all your homework?

- Why aren't you doing your assignment?

The next is convergent questions. Convergent questions encourage student responses or responses focus on a central theme. The responses are often short answer such as “yes”, “no” or short statement. Teacher uses convergent questions to encourage the whole-class participation, to check whether students are ready to begin the lesson. Following is the example of convergent questions:

- Do you have computer in your home?
- Do you use it every day?
- What do you use it for?

Divergent questions are the opposite of convergent questions. Divergent questions reinforce students to be in higher – level thinking and students' responses are not short answer but encouraging students to provide their own information. Following is the examples of divergent questions:

- How have computer had an economic impact on society?
- Do you think computers have had any negative effect on society?

2.6. Scaffolding

In terms of education, scaffolding refers to a way in which teachers provide temporary supporting structure in assisting students in order to develop new language concepts. Wood *et al* (1976, in Hammond 2001: 14) stated that the term of ‘scaffolding’ is used as metaphor in capturing the nature of learning support and guidance. Parents are considered as successful scaffolds because they manage to attract the focus of their children in completing the tasks.

Further, Wood *et al* (1978: 19) as cited in Hammond (2001: 15) described scaffolding as a strategy in developing the children's focus to accomplish more advanced skill.

Furthermore, in the classroom interaction, scaffolding is the temporary assistance provided by teachers in assisting students in completing their task so that they will later be able to accomplish the task individually. The example of temporary assistance can be giving clue, warning, giving support, giving examples or something else that can make students learn by themselves.

The other researcher of scaffolding is Lev Vygotsky. Zone of Proximal Development (ZPD) was the center of scaffolding in Vygotskian socio-cultural psychology (Verenikina 2003: 3). The major of ZPD suggests the upper and lower limits or 'zone' within which new learning will occur (Hammond 2001: 21). If the instruction is too difficult, learners will be frustrated, but if the instructions are too low, the learners will have no challenge and simply do not learn anything. Therefore, learning will occur when students are working within ZPD and when teachers are able to assist students to extend their knowledge and understanding.

In scaffolding instruction, a more knowledgeable person provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The more capable person provides scaffolds so that the learner can finish (with assistance) the task that he or she could not finish, so helping the learner through ZPD (Bransford, Brown, & Cocking, 2000 cited by Van Der Stuyf, 2002: 2).

Moreover, the important aspect of scaffolding instruction is the scaffolds are temporary. As the learner's abilities increase the scaffolding that is provided by the knowledgeable or teacher will decrease. Finally, the learner is able to learn or complete the task independently. Therefore, the goal of teacher when using scaffolding as a teaching strategy is for the students to become an independent and self-regulating learner and problem solver (Hartman, 2002: 24).

Mckenzie (1999) clarified that there are some characteristics of scaffolding:

1. Giving clear directions
2. Stating purposes
3. Keeping students on the task
4. Providing assessment to specify the teacher's expectation
5. Inducing students to accomplish new concepts
6. Subsiding confusion, surprise, and disappointment
7. Making instructions efficient

Although there are some drawbacks to the use of scaffolding as a teaching strategy, the positive impact is it can have on students' learning and development which can be more beneficial. Van Der Stuyf (2002: 3) stated that there are six benefits of scaffolding:

- Motivate or enlist the students' interest related to the task
- Simplify the task to make it more manageable and achievable
- Provide some directions to help students focused on achieving the goal
- Clearly indicate the differences between the students' work and the standard or desired solution

- Reduce risk and frustration
- Give model and clearly define the expectation of the activity to be performed

Therefore, it can be concluded that scaffolding as a support to students from the teacher or knowledgeable to develop the abilities of learning so that students are able to learn independently and complete the difficult task. The advantage of using scaffolding as a teaching strategy is when working with students who have low self-esteem and learning disabilities, it provides to give positive feedback. Another advantage is the scaffolding instruction motivates students to learn. The down side of scaffolding is teacher might not be able to apply scaffolding instructions accordingly, thus the maximum effect is hard to achieve (Van Der Stuyf, 2002: 12). Scaffolding also requires that the teacher gives up and allow students make some errors.

Based on the theory of scaffolding above, there is the different way of view about scaffolding between Bruner and Vygotsky. Bruner concluded that scaffolding is a help that comes from family, it can be parents, siblings or even kin. On the other words, Vygotsky concluded that scaffolding is a help that comes from social interaction. It can be teacher, family, friends or other knowledgeable people. Although there is a different point of view about scaffolding, the input of scaffolding is the same, which is help or support from the knowledgeable persons to the students through interaction that happen in the class.

CHAPTER III

RESEARCH METHOD

This chapter describes the research design and data analysis. It consists of population and sample, the research design, instrument of data collection and data analysis.

3.1. Research Design

This research is qualitative descriptive research to show how teaching speaking is able to help students be active in classroom interaction. In general, the data collected will be analysed using a qualitative method. A qualitative method is concerned with developing social explanations of social phenomenon (Hancock, 2009: 7). Denzin and Lincoln (2005:3) added that qualitative research is a situated activity that locates the observer in the world which turns a series of representation including field notes, interviews, conversation, photograph, etc. There are some characteristics of qualitative research. First is natural setting. The researcher collects data in the place where the students' experienced the problem under study. The researcher has to face-to-face with the participants, in this case is the students. Second is the researcher as key instrument. The researcher collects data through observing the behaviour and interviewing the participants. The third is multiple sources of data. The researcher gathers the multiple forms of data such as observation, interview and documents rather than on single data source. Then the researcher reviews all of the data and organizes them.

Next, the fourth characteristic is inductive data analysis. The researcher works back and forth between themes and data until he or she finds a comprehensive set of them. The fifth is participants' meaning. The researcher keeps focus in learning the meaning that the participants hold the problem rather than focus on literature. The next characteristic is emergent design. The initial plan for research cannot be prescribed. All the phase of the process may change after the researcher starts to collect data. For example, the questions may change, the forms of data collection may shift and the individual studied may be modified. Then next is theoretical lens. Qualitative researchers use a lens to view their studies. The study may be organized around identifying the social, political or historical context of the problem under study. Next is interpretive inquiry. The researcher's interpretation cannot be separated from his or he background, history, context and prior understandings. After the research report is made, the reader can make interpretation as well as the participants. The last characteristic is holistic account. The researcher tries to develop a complex of the problem. He or she is bond not to tight cause-and-effect relationships among factors but rather by identifying the complex interaction of factors in any situations.

3.2. Population and Sample

In Akademi Kesehatan Asih Husada, there are 100 students in the classroom interaction. Then I took 10 students as a sample to do this research. The average age of the students is 24 - 26 years old. They also come from different areas with different background. Mostly they come from village in out of

Semarang. The location of taking data is at Akademi Kesehatan Asih Husada Semarang. The data which will be used in this study is the students' performance during the presentation, from introducing the groups, introducing the material, main material and conclusion or closing. This research does not focus on the teacher and only focus on the students. The data will be obtained from one class, in one of nursing academies in Semarang, that is Akademi Kesehatan Asih Husada Semarang.

3.3. Instrument of Data Collection

There are some types of data collection. Merriam (1988) and Bogdan & Biklen (1992) cited in Creswell (1994: 150) say the data collection types are observations, interviews, documents and audio-visual materials. Audio visual materials here such as photographs, videotapes, art objects, computer software and film. In this research, I would like to use audio visual materials because I would record the conversation and interaction between teachers and students in the class using videotapes as an instrument for this study.

To collect the data, I used observation guide and interview guide. The purpose of observation is to find out the process of the students in learning speaking using Scaffolding technique. Observation begins with how the teacher applies the Scaffolding, what stages are done and what types of Scaffolding is used. The purpose of observation is to find out the difficulties that are faced by the students. In this observation, I observed the cause of inactivity students in the

classroom interaction and how teacher applies the scaffolding technique to encourage the students to be active in the classroom interaction.

Furthermore, the interview guide means a guideline. People do interview to collect the data during classroom interaction. It can be question such as confirmation about the activity in the class. The purpose of interview is to answer the question of why the students are not active in the classroom interaction, whether the causing factor is internal or external factors. The complete interview items will be attached in the appendix.

Moreover, based on the observation and interview, there is a match in the data. The compatibility covers causes and difficulties faced by the students. The difficulties that are faced by the students are lacking of knowledge in vocabulary. Other than that, some students have had enough knowledge in vocabulary but they cannot make a complete sentence because they are lacking in grammar. Because of those difficulties the students become inactive in the classroom interaction. They are also confused to answer the teacher's answer because they do not know how to answer in complete sentence. That is why they choose to be silent in the class.

In data collection, I used an observational method. The data will be recorded naturally and I did not give any treatment in teaching learning process and permit the teacher to create a communicative class. During the teaching learning process, I expected that the students will be able to be active in sharing their ideas. They are able to make the class more communicative and alive by responding the teacher's initiation.

The steps of taking data:

1. I took data by recording the interaction in the class using tape recorder for four meetings.
2. I transcript the recording.
3. The transcriptions are 51 pages which are 1st meeting is 18 pages, 2nd meeting is 17 pages, 3rd meeting is 9 pages and 4th meeting is 7 pages.
4. The transcriptions consist four meetings.
5. The transcriptions were analysed using the theory of scaffolding technique.

3.4. Data Analysis

The data analysis is done in some steps. The first step is to transcript the recording. The recording I took is the interaction that happened between teacher and students in the classroom interaction. After I took that recording, I transcribed in written form. In that transcription can be seen how the students respond the teacher's questions and also how the teacher encourages the students to be more active. Besides that from the transcription I notice what difficulties that make those students inactive in interacting in the classroom.

The second step determines the types of scaffolding. After I finished with the transcription, I found some types of scaffolding. Those types are questions, initiations and feedbacks. Those types are used by the teacher to encourage students so that they are able to improve their abilities in vocabulary and grammar. The teacher can encourage the students through questions because he or

she can push them to answer. Then through initiation, the students can follow the correct sentence or answer therefore they become understand the correct form of sentences or the correct vocabulary. After the students can answer correctly, the teacher gives them feedbacks to indicate that their answer is correct. Feedback also can improve their self-confidence because the teacher gives a kind or praise for the answer they provide.

The third step explains the steps that the teacher used in scaffolding for classroom interaction. There are eight steps in scaffolding. They are:

- a. Explain the learning material
- b. Determine the ZPD or level of student development based on cognitive level by looking at previous learning outcomes
- c. Put the students into group according to ZPD
- d. Provide assignment related to the learning material
- e. Encourage students to complete the assignments independently in groups
- f. Provide assistance such as guidance, initiation, questions or other things that can provoke students towards leaning independence
- g. Direct students with high ZPD to help students with low ZPD
- h. Conclude the lesson and give other assignments

The teacher uses the scaffolding steps to help the students to improve their abilities. Through those steps, the teacher knows how to encourage and help them to improve their self-confidence or reduce confusion in practicing speaking English. Those steps are also as a guideline for the teacher to make the students become independent learners. Moreover, the students also can help their friends

who are still confuse in learning English because the teacher will put the students with high ZPD to help students with low ZPD. Therefore, all the students in the class can solve their problem or finish their assignments alone or without any help from the teacher.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Types Of Scaffolding Technique That Is Used In Classroom Interaction

Based on the theory, scaffolding is the types of temporary assistance in scaffolding that is provided by the teacher. The temporary assistance can be giving clue, warning, giving support, giving examples or something else. Here the temporary assistance that I found in the interaction between teacher and students in the classroom interaction.

Types of scaffolding	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	Total
Questions	53	87	42	35	217
Initiation	13	8	26	9	56
Feedback	46	37	12	24	119

The table shows that the total of question is 217. Questions have the most amounts because they are very powerful in interaction. Through questions the students also can improve their communication skills and their self-confidence. Furthermore, feedback also has 119 points. It means that the teacher always gives feedback after the students do the exercise because through feedback the students know the wrong or correct answer. Then the total of giving clue or initiation is 56.

It means that in some parts teacher gives clue or initiation to help students improve their communication skills and overcome their fear.

There are three types of questions which are procedural questions, convergent questions and divergent questions. Those types of questions appear in every conversation between teacher and students. Those questions are used to encourage students join the interaction and to keep their concentration during the lesson.

4.1.1. First Meeting

In the first meeting, there are 53 questions. Those questions are dominated by the teacher because in this first meeting, the students feel unconfident to be active therefore the teacher asks some questions to help or support them improve their communication skills. The three types of questions also show up in the interaction. The examples of those questions are listed on the table below.

Procedural Questions	Convergent Questions	Divergent Questions
<i>Waktu mendengarkan gimana?</i>	Do you know the meaning of this conversation?	What is grammar?
	<i>Dua kali?</i>	<i>Apa perlu untuk mendapatkan beberapa tablet?</i>
	<i>Tanggal 22?</i>	
	<i>Wasiatnya diserahkan ke siapa?</i>	

The first example of procedural question is “Waktu mendengarkan gimana?”. This question is asked by the teacher after the students start the listening section. It is occurred while teacher checks the students’ understanding and he or she also wants to know whether they can follow the listening or not. This procedural section is not asked in the beginning of the lesson because it related to classroom routines which the teacher is checking the instruction of listening section is clear. The example of procedural question is shown in the dialogue below.

Teacher	: Sekarang dicoba lagi you listen and read the answer. (the audio played again).	
	Do you know the meaning of this conversation?	Q
Mudrikah	: Dia tanya mau pulang duluan atau nanti then yang cowok bilang dia mau dapat bus secepatnya.	
Teacher	: Ya okay (F). Liza, do you understand? Waktu mendengarkan gimana?Susah?	Q
Liza	: Bingung mau jawab apa	
Teacher	: Bingung (F). Iya.	

Dialogue 1 The example of procedural question

In the dialogue above, the teacher asked the students whether they understood the question or not. The teacher checked one of his or her students by asking her “Waktu mendengarkan gimana?” then she answered that she felt confused how to answer the question. Based on this answer, the teacher knows that there are some students that are not ready to follow the lesson. The students

are still confused and uncomfortable with the lesson in the listening section. Therefore, they answer the teacher question in their common language rather than in English.

Next is the example of convergent question that is found in the transcription. The example of convergent question will be shown in the

<i>(The conversation in the listening question)</i>	
<i>Woman</i>	<i>: Do you want to leave now for the seminar or wait until later?</i>
<i>Man</i>	<i>: Let's leave now. I prefer to get the buss early.</i>
<i>Question</i>	<i>: What does the man mean?</i>
<i>Teacher</i>	: Sekarang dicoba lagi you listen and read the answer. (the audio played again). Do you know the meaning of this conversation? Q
<i>Mudrikah</i>	: Dia tanya mau pulang duluan atau nanti then yang cowok bilang dia mau dapat bus secepatnya.

Dialogue 2 The first example of convergent question

In the transcription found there are some examples of convergent questions. The first example is “Do you know the meaning of this question?”. The answer of this question is yes or no answer but in the transcription, the students did not answer it with yes or no. The students answered with the translation of the sentence in Bahasa Indonesia instead of answering with short answer. It is not suitable with the theory of convergent question because in convergent question usually the students respond in short answer.

The second example of convergent question is shown in the transcription below:

Teacher	: Dua kali?	Q
Liza	: Twice	
Teacher	: Twice good.	
Teacher	: Tanggal 22?	Q
Teacher & all students	: Twenty second.	

Dialogue 3 The second example of convergent question

The transcription above shows that the teacher gave questions to the students “Dua kali?” and it is called a convergent question. The reason is this question does not need long answer. It is only needed short answer such as “Twice”. Short answer does not always have to be yes or no answer but it can be other answers. Same as the question “Tanggal 22?” also does not need long answer. It need short answer such as “Twenty second”.

The next example of convergent question is ”Wasiatnya diserahkan ke siapa?”. The teacher asked this question to the students because the students did not know the meaning of the real question. This answer also need short answer that is the name of the person who died in the context. The complete dialogue is shown below.

Teacher : What does the woman mean? It's a benefit that Paul's name is the same as his uncle. Paul received an inheritance when his uncle died. Paul knows that his uncle will come to the benefit. Paul's uncle gave him a beneficial name. **Yang mana kira-kira? Wasiatnya diserahkan ke siapa?** **Q**

All students : Ke Paul

Teacher : Paul berarti jawaban yang betul B /bi:/

All students : B /bi:/

Teacher : B /bi:/ bukan D /di:/

Dialogue 4 The third example of convergent question

In the Dialogue 3, the teacher explained about the audio that played in the listening section. The question in the audio talked about Paul's uncle died and left the beneficiary for Paul. The students did not know the meaning of beneficiary and the teacher guided them by discussing the questions step by step until they could give the correct answer and understand the context. Then the teacher read the multiple choice answers then translate the question using Bahasa Indonesia "Wasiatnya diserahkan ke siapa?". This question belongs to convergent question because the answer of this question is a name. The answer is "Paul".

Based on convergent question theory, the answer of convergent questions in the transcription or dialogue can be varied. The answer is not only yes and no answer but it can be many things such as name, ordinal or cardinal numbers. Otherwise, there is also an example that is not suitable in the convergent question

because the answer is not short answer but based on the type of the question belongs to convergent question. The answer is the translation of the question. This kind of question is shown in dialogue 1.

Furthermore, sometimes the teacher gives initiation to help the students understand the instruction. However, initiation is not the types of scaffolding because based on the theory of scaffolding; one of the types of scaffolding is giving clue. There are 13 initiations in the first meeting and it is given by the teacher and the students repeat the teacher's initiation. The teacher uses initiations instead of giving clue to help and support the students understand then they can practice speaking independently. The example of giving initiation can be shown in the dialogue below.

Dian	: I was born on September	
Teacher	: Dua sembilan ya?	Q
Dian	: Bukan. Sembilan.	
Teacher	: Sembilan apa?	Q
All students	: Nine	
Teacher	: Nine itu yang biasa kalau tambah th jadi ninth.	I

Dian	: I was born on September....	
Teacher	: Ninth	I
Dian	: Ninth	
Teacher	: Nineteen....	I
Dian	: Nineteen nineteen	
Teacher	: Nineteen ninety	I

Dialogue 5 Example of initiation

In the dialogue above, the teacher asked a student named Dian to make a sentence about her birthday but she had some difficulties in speaking English. She did not have enough vocabulary that is why the teacher guided her step by step by giving her some initiation so that she can make a complete sentence well. She did not know how to say 'nine' for calendar so that the teacher gave her an initiation 'ninth'. Then Dina repeated it. The teacher gave her initiation again but she still could not say the correct word. She said "nineteen nineteen" and her answer was incorrect. Therefore the teacher said "nineteen ninety" as an initiation and also to correct her answer. Finally Dian could make the correct word for calendar and the teacher repeated her answer as a feedback which indicates that her answer is correct.

From the description above, the teacher help Dian until she can make correct words of calendar. He or she gives her initiation as an input to improve her

communication skill and her knowledge about vocabulary. According to the input hypothesis, the input cannot be too difficult because it can make the students frustration but the input also cannot be too easy because it can make the students get nothing. The form of input hypothesis is $i + 1$ where i is the input for student and the input can be initiation. Thus the teacher guides her initiation step by step to make her understand easily as shown in the dialogue 5 above. By using simple input she can repeat the teacher's initiation to continue her own sentence. The teacher gives her input until she can be an independent learner.

Furthermore, based on the example as in the dialogue when the Dian does not know how to say the word 'nine' for calendar, the teacher gives her an initiation 'ninth' so that Dian will know how to say it. Then the teacher gives her other initiation such as "nineteen" and "nineteen ninety" to help Dian say the year correctly. Here the teacher does not help her as a whole sentence but let her repeats the initiation so she understand the correct sentence and if her teacher gives her a same task, she can do it well.

Next is feedback. There are 46 feedbacks in the first meeting. This feedback is used to indicate that the answer from the students is correct or incorrect. It is also can encourage students to get the correct answer if the teacher gives negative feedback. Negative feedback means that the answer is incorrect and positive feedback means that the answer is correct. Feedback can 'yes', 'no', 'okay', 'good' or the correct answer. Sometimes the teacher does not only give 'yes' or 'no' as feedback but he or she gives the correct answer directly. The example of feedback can be seen in the following.

Teacher	: Ya sekarang tanggal berapa?	Q
All students	: July...	
Teacher	: July	F
	Tanggal?	Q
All students	: Eleventh.	
Teacher	: Eleventh	F
	And then?	Q
All students	: Twenty seventeen	
Teacher	: Twenty seventeen or two thousand...	F
All students	: And seventeen.	
Teacher	: And seventeen.	F

Dialogue 6 Example of feedback

From the dialogue above, the teacher asked the students about the date of that day. After the teacher asked, the students tried to answer so the teacher gave them feedback answer to indicate that the answer was correct. Feedbacks that appear on the dialogue are the repetition of the answers given from the students. Teacher is more likely to provide feedbacks by repeating students' answers rather than feedbacks with 'yes', 'okay' or 'good' so that students can be more assured that the answers are correct. Moreover, teacher can give negative feedback if the answers are incorrect. The negative feedbacks are 'no' or 'wrong' but sometimes the teacher can give the correct answer directly as a feedback.

4.1.2. Second Meeting

The amount among questions, initiations and feedbacks are:

Question	Initiation	Feedback
87	8	37

Same as the first meeting, there are 87 questions in the second meeting. Those questions consist of three types of questions. Those types of questions are listed on the table below.

Procedural Questions	Convergent Questions	Divergent Questions
No procedural questions	<i>Menyanyi apa Mudrikah?</i>	<i>Kenapa gak bisa?</i>
	<i>Nyanyi apa Mudrikah?</i>	<i>Kenapa the?</i>
	<i>Lagunya apa?</i>	
	<i>Kapan kamu menyanyinya? Setiap hari, setiap malam?</i>	

From the table can be seen that there is no procedural question because the teacher did not check the readiness of students to receive new lesson. The teacher started the lesson using convergent questions. He or she wanted to discuss structure of sentences in TOEFL questions. Before the teacher started the lesson,

he or she asked some questions to one of the students. The complete conversation is shown below.

Teacher	: Menyanyi apa Mudrikah?	Q
Mudrikah	: Sing	
Teacher	: Nyanyi apa Mudrikah?	Q
Mudrikah	: Adele pak	
Teacher	: Lagunya apa?	Q
Mudrikah	: Don't you remember	
Teacher	: Okay	F

Dialogue 7 First example of convergent questions

In the beginning of the lesson, the teacher asked one of the students about the English of 'menyanyi' and her favorite song. She could answer all the questions well because the teacher used a common language. The teacher also gave feedback to indicate that the answer was correct. Those questions belong to convergent question because they need short answer such as 'sing', 'Adele pak' and 'Don't you remember'.

Next is the second example of convergent question. The example is shown in the complete conversation.

Teacher	: Kapan kamu menyanyinya? Setiap hari, setiap malam?	
Mudrikah	: Every time, everywhere	
Teacher	: Every time...every day.	F

Dialogue 8 Second example of convergent questions

The teacher asked one of his or her students about the time she sang a song then she answered that she sang every time and everywhere. After she answered the question, the teacher gave her feedback to confirm her answer. This question also belongs to convergent question because it the answer is short and it does not need any explanation to describe the answer.

Besides convergent questions, divergent questions also appear in the second meeting in this classroom interaction. There are two divergent questions that appear in the conversation. They are “kenapa gak bisa?” and “kenapa the?”.

Teacher	: Kemudian air bisa dihitung tidak?	Q
All students	: Tidak	
Teacher	: Kenapa gak bisa?	Q
All students	: Karena	
Teacher	: Karena tidak bisa ditunjukkan secara satuan, hanya bisa ditakar. Maka itu disebut measurement misalnya a bottle, a glass.	

Dialogue 9 First example of divergent questions

In the dialogue above, the teacher explain about countable and uncountable nouns. Before the teacher explains the lesson, he or she asked the “*Kemudian air bisa dihitung gak?*” just wants to make sure whether the students know about countable and uncountable nouns. Then the students answered “*Tidak*” and from that answer makes the teacher wants to ask the reason why they say that water cannot be counted. Therefore the teacher asked “*Kenapa gak bisa?*”. Literally the question of “*Kenapa gak bisa?*” need long answer because it belongs to divergent question but in fact the students could not explain and tend to be silent because they did not know the right answers. They also did not comfortable explain in English because they have limitation in the vocabulary and structure so they are not confident in their communication skills.

Furthermore, this second meeting has 8 initiations. Those initiations are needed to help students improve their communication skills. How the teacher initiates the students is shown in the dialogue below.

Teacher	: Diah berasal dari mana?	Q
Diah	: Demak	
Teacher	: Ya Diah is from Demak.	F
	Diah belajar di mana?	Q
Diah	: Asih Husada	
Teacher	: Studies at...	I
Diah	: Akademi Kesehatan Asih Husada	

Teacher	: Ini kan 2 kalimat. Kalau dijadikan 1 akan menjadi?	Q
Mudrikah	: Diah from Demak and studies at	
Teacher	: Ya. Diah who is from	I
All students	: Diah is from Demak and	
Teacher	: And studies	I
All students	: And studies at	
Teacher	: And studies at Akademi kesehatan Asih Husada.	F

Dialogue 10 Example of initiation

In the dialogue above can be seen the teacher support the students until they can understand how to make a complete sentence. The teacher guides them patiently and tries to make the initiations look simple so that the students can follow him or her. The teacher also keeps attention by keeping them on track so that they can focus on the lesson.

After the teacher gives initiation to the students, he or she also gives some feedbacks. In this second meeting, there is negative feedback in the dialogue.

Teacher	: Kalau kita lihat occur naturally, occur naturally itu artinya apa? Ada secara ala...	I
Some students	: Alami	
Teacher	: Alami (F) . Tidak ditanam, tidak dibuat tapi sudah ada dalam kehidupan yang secara natural, alami. Seperti air itu kan tidak perlu dibuat. Tinggal kamu ambil. And easy to work, dan mudah di...	I

Some students	: Dikerjakan	
Teacher	: Salah	F
Mudrikah	: Dapatkan	
Teacher	: Iya	F

Dialogue 11 Example of feedback

The dialogue above shows the positive feedback and negative feedback. For example when the teacher gave initiation “*ada secara ala...*” then the students could answer “*alami*”, the teacher gave feedback directly by repeating the answer. It means that the feedback is positive because the answer is correct. Then the teacher gave initiation again “*and easy to work dan mudah di...*”. The students gave answer “*dikerjakan*” but this time the teacher said “*salah*” as a feedback. It means that the answer is wrong so that one of the students correct it by saying “*dapatkan*” as a correct answer and the teacher gave positive feedback “*iya*”.

Both positive and negative feedback can help students improve their communication skills and confidence. If the students get the negative feedback, they keep trying until they get the correct answer. Because of their efforts, they try to be the independent learners that are why they keep trying to get the correct answer.

4.1.3. Third Meeting

The amount among questions, initiations and feedbacks are:

Question	Initiation	Feedback
42	26	12

In the third meeting, there are 42 questions, 26 initiations and 12 feedbacks. Those types of scaffolding will be discussed one by one. First, the questions that appear in the third meeting conversation contain some types of questions. Those types of questions are listed in the table below.

Procedural Questions	Convergent Questions	Divergent Questions
No procedural questions	Do you meet with your boyfriend?	What time do you take a bath in the morning?
	Do you understand?	Why do you like English?
	Do you go there by riding your bicycle?	What do you do at quarter past seven in the morning?

From the types of questions that are listed above, the procedural does not exist in the third meeting conversation. In this meeting, the teacher began the lesson with divergent question because the teacher wanted to explain about daily activities. The teacher wanted to check whether the students had already known the structure of making questions for daily activities.

Teacher	: Liza what time do you take a bath in the morning?	Q
Liza	:	
Teacher	: I take a bath ...	I
Liza	: I take a bath in the morning at.....	
Teacher	: At...	I
	Sek-sek maca sek..coba cek (look at the student's book)	
Liza	: I take a bath in the morning at....	
Teacher	: Enam seperempat	I
Liza	: Enam seperempat berarti a quarter past six	
Teacher	: Ya a quarter past six. Oke good.	F

Dialogue 12 First Example of divergent questions

The dialogue above appears in the beginning of the lesson. The teacher checked the understanding of the students about Simple Present Tense or daily activities. Therefore the teacher asked “Liza what time do you take a bath in the morning?” to one of his or her students. This kind of question can be answered in short and long answer. If this question is answered with short answer, the students only need to say the time. However, the teacher wanted the students to answer with long answer so that he or she guided them by an initiation “I take a bath at...” because he or she did wanted the students to know how to answer in correct structure. Then the teacher guided her by giving her some initiations until she understood how to say her daily activity with correct sentence.

Teacher	: Why do you like English?	Q
Ashid	: Because English is very important for me.	
Teacher	: Ya thank you.	F
	Next Diah. Diah please ask me.	
Diah	: What do you do at quarter past seven in the morning?	Q
Teacher	: I usually go to market with my wife to buy our daily need.	

Dialogue 13 Second example of divergent questions

This dialogue shows that the divergent question is not only from the teacher but also from the students. The first divergent question came from the teacher “Why do you like English?”. This kind of question belongs to divergent question because it requires a long answer that contains the reason why she likes English. Then the next divergent question came from one of the students named Diah. She asked the teacher about his or her activity in the morning. After she asked the teacher, he or she answered with long answer to give example for other students so that they could understand how to say the daily activity with correct structure of a sentence.

In this meeting, there are also some convergent questions. Those convergent questions that found in the third meeting are “Do you meet with your boyfriend?”, “Do you understand?”, “Do you go there by riding your bicycle?”. Based on the pattern of the questions, the answers are ‘yes’ or ‘no’. Those

questions do not come only from the teacher but also come from the students. One of the examples is shown in the dialogue below.

Dina	: Ashid do you meet with your boyfriend?	Q
Ashid	:	
Teacher	: Yes I do.	I
Ashid	: Yes, I do.	

Dialogue 14 Example of convergent question

The example above is the convergent question that is addressed by the students when the teacher asked them to practice speaking English. In this part, the student named Dina asked her friend, Ashid “Do you meet you boyfriend?” and Ashid did not how to answer it so that the teacher gave her an initiation to help her answer the question.

The next discussions are initiation and feedback. There are 26 initiations and 12 feedbacks in this meeting. One of the examples of initiations and feedbacks are shown in the dialogue below.

Teacher	: Monik what time do you...	I
Ashid	: Monik what time do you eat in the morning?	Q
Monik	: At twenty past...	
Teacher	: I eat in the morning at ...	I
Monik	: I eat in the morning twenty ...	
Teacher	: I eat in the morning at ...	I
Monik	: I eat in the morning at twenty past seven.	

Teacher	: Twenty past seven. Jam berapa Ashid tadi?	Q
Ashid	: Jam tujuh lebih dua puluh.	
Teacher	: Ya jam tujuh lebih dua puluh. Okay good.	F

Dialogue 15 Example of initiation

From the dialogue above looks how the teacher guides the students in practicing their communication skills. When they cannot make the correct answer, the teacher gives initiation such as incomplete sentence then the students repeat it and continue the sentence. The teacher gives Monik initiations twice “I eat in the morning at...” until she can continue by telling the time. Those initiations are not only for Monik but also for other students. They also can learn from the conversation between Monik and Ashid because the teacher has already given the example through that conversation.

From this exercise, the teacher hopes that the students can make their own sentence without any help from the teacher because initiation is the temporary assistance that the teacher gives to help students improve their self-confidence for their communication skills. In some parts, there are some students who have enough self-confidence can help and encourage their friends in practicing English. When they can practice by themselves, the teacher only gives feedback just to keep them stay on track because in this condition the role of the teacher is as a facilitator. The example of feedback that the teacher gives is shown in the dialogue below.

Ashid	: Mudrikah what do you do at seven o'clock in the morning?	Q
Teacher	: Not o'clock.	F
	It is easy if you just mention one o'clock, two o'clock, three o'clock. Gampang ya. Itu jam tujuh tepat. More or less.	
Ashid	: Mudrikah, what do you do at quarter to seven in the morning?	Q
Mudrikah	: At quarter to seven in the morning, I take a bath.	
Teacher	: Ya good. One more.	F
Ashid	: So what do you do at twenty to ten in the morning in the class?	Q
Mudrikah	: At twenty to ten in the morning, I study in the class.	
Teacher	: Ya. Okay good.	F

Dialogue 16 Example of feedback

Feedbacks in the dialogue above are not only positive feedback. There is a negative feedback. For example when a student named Ashid asked her friend "Mudrikah what do you do at seven o'clock in the morning?" the teacher gave her negative feedback "Not o'clock" because it is very easy for the students and the teacher wanted something complex for telling the time. Therefore, the teacher wanted Ashid to change the question. After Ashid changed the question, the teacher gave her a positive feedback because the question was correct and the teacher also asked her to make one more. The second question was made correctly

and Ashid had already known how to make question about time correctly. Therefore the teacher gave her a positive feedback again.

4.1.4. Fourth Meeting

The amount among questions, initiations and feedbacks are:

Question	Initiation	Feedback
35	9	24

In the fourth meeting there are 35 questions, 9 initiations, 24 feedbacks. Those types of scaffolding appear in the fourth meeting and through those types the students can build their self-confidence in speaking English. Same as the other meeting before, in the fourth meeting there are some types of questions.

Procedural Questions	Convergent Questions	Divergent Questions
No procedural questions	What is interrogative?	What will you do this evening?
	Is your mother cooking?	What will you do this afternoon?
	Is your boyfriend sleeping?	What will you do this weekend?

Same as the meeting before, there is no procedural question because the teacher did not give assignments to the students so that he or she did not check the

students' readiness to accept the new lesson. However, the teacher starts the new lesson by asking the understanding of the students about the new lesson.

Teacher	: What is interrogative?	Q
All students	: Pertanyaan	
Teacher	: Yes pertanyaan.	F

Dialogue 17 First example of convergent questions

The dialogue above is the example of convergent questions that appeared in the fourth meeting. In this dialogue, the teacher asked “What is interrogative?” to check whether the students have already known the meaning of interrogative. The students answered the translation of interrogative “Pertanyaan” instead of the explanation of interrogative that is why the teacher’s question belongs to convergent question because the students give the short answer and not in long answer such as the explanation of interrogative. In this point the teacher assumed that the students have already known what the interrogative is although they answered in Bahasa Indonesia. Next, the second example of convergent question is shown in the dialogue below.

Ashid	: Is your mother cooking?	Q
Liza	: Yes, she is.	
Teacher	: You ask to Mudrikah (sambil menunjuk Liza).	
Liza	: Is your boyfriend sleeping?	Q
Mudrikah	: No, he isn't.	

Dialogue 18 Second example of convergent questions

Those two questions in the dialogue belong to convergent questions because the answers are only yes and no. The teacher asked the students to make simple question using Simple Present Continuous Tense. The teacher also asked the students to practice speaking by asking their friends in turns so that all students could practice it. After they practice the simple questions, the teacher wants them to practice making complex questions which require a rather high degree of complexity by providing long answers. The questions that need long answer belong to divergent question. The divergent questions are shown in the dialogue below.

Diah	: What will you do this evening?	Q
Asmi	: I will watch TV this evening.	
Asmi	: What will you do this afternoon?	Q
Mudrikah	: I will go home.	
Mudrikah	: What will you do this weekend?	Q
Ashid	: I will go to Banyumas	

Dialogue 19 Example of divergent questions

The dialogue above shows three examples of divergent questions. From those questions, the students need effort to give long answer with the correct concept of the sentence that is using the correct grammar and structure of the sentence. In this meeting the students can make correct sentence because they had practiced in the previous meetings. The teacher also succeeds in making students

practice by themselves and encourage them until they have enough self-confidence in speaking English.

Besides the teacher asked questions, he or she gives initiation for some students whose self-confidence is lacking compared to other students. The initiation serves to support the students to be more confident and not embarrassed in practicing English. It also helps students to improve their communication skills and their vocabulary knowledge gradually increases.

Teacher	: Apakah liburan kemarin pergi ke bandungan?	Q
Ashid	:	
Teacher	: In English? Did you...	I
Ashid	: Did you...	
Teacher	: Or did Ashid... apakah pergi...	I
All students	: Did Ashid go	
Teacher	: Ya did Ashid go to Bandungan...	I
All students	: The last holiday.	

Dialogue 20 Example of initiation

The teacher supported Ashid because she did not know the translation of the teacher's question in English. Therefore the teacher gave her initiations to help her and she repeated the initiations. However, those initiations were not only for Ashid but also for other students because they also try to answer the teacher's initiations. This conversation indicated that Ashid does not have enough self-

confidence to answer the teacher's initiation but the other friends also encourage her by helping her answer the teacher's initiation. Through the support of the other friends, Ashid was influenced to answer.

After the teacher asked questions, gave initiation then the students answered the question, the important thing in conversation is giving feedback. Same as the previous meeting, the teacher also gives feedback in the whole conversation. The example of feedback is shown in the dialogue below.

Teacher	: Terus kemana kamu pernah pergi ke tempat yang paling indah?	Q
Mudrikah	: Where have...	
Teacher	: Ya where have you...	F
Mudrikah	: You gone to..	
Teacher	: Gone to...	F
Mudrikah	: Beautiful place?	
Teacher	: The most beautiful place.	F

Dialogue 21 Example of feedback

In this dialogue, the teacher asked one student named Mudrikah for practice speaking English. The teacher asked the most beautiful place that she ever visited. Then Mudrikah answered it gradually because she also felt doubt about her answer. Therefore the teacher gave her feedback to inform her that her answers were correct. Here, the feedback that the teacher gave did not only yes,

okay or not but he or she repeated Mudrikah's answer. It is the same as giving positive feedback to indicate the correct answer. From the feedback above, Mudrikah also knew that her answers were correct that is why she continued her sentence without any doubt. She felt more confident when giving the answers.

Based on the description above, according to the theory of types of questions, the type that is used the most is convergent questions. These convergent questions are not only addressed by the teacher but also by the students when they are practicing speaking English with their friends. The teacher tends to use convergent question because his or her students need to answer in short answer so they do not need to think complex and make them stressed. For them a short answer is better than a long answer.

4.2. Steps Are Used In Scaffolding As A Teaching Strategy

Scaffolding as a teaching strategy comes from Lev Vygotsky's sociocultural theory and Zone of Proximal Development concept (ZPD). Scaffolding is defined as the role of teacher and knowledgeable persons support the students' development and provide the scaffolds until the next step. This scaffolding is temporary support until the students can finish their assignments independently. There is some scaffolding learning steps.

a. Explaining the learning material.

In this study before the teacher starts the lesson, he or she explains the material by asking the students about the material that will be discussed in the

class. For example when the teacher wants to discuss one of tenses that is Present Continuous Tense in interrogative form, at first the teacher asks the students what interrogative is. After the students answer the question, the teacher continues explaining the material and gives them some example before he or she asked them to practice.

The teacher does not directly explain the new material to the students but the teacher gives some questions related to the material to check the students' readiness to receive new material and understanding of the material to be discussed. The purpose is the teacher wants to know the students' understanding about the new material. The teacher uses questions to attract the students' attentions so that they can stay focus on the new material. Besides that through question, the teacher also wants to make whole class join the classroom interaction and make the students become active. Moreover, through questions, the students also can improve their communication skills and self-confidence because the teacher can attract them to answer the teacher's questions.

- b. Determining the ZPD or level of student development based on cognitive level by looking at previous learning outcomes.

Zone of Proximal Development (ZPD) is the center of scaffolding in Vygotskian socio-cultural psychology (Verenikina 2003: 3). It is used on scaffolding as a teaching strategy because through ZPD the teacher can know his or her students' abilities. In the application of ZPD, the teacher's role is as

a mediator in teaching learning process that helps students share information and knowledge through social interaction in the class. There are two levels in ZPD; upper and lower levels. The upper level appears from the student's ability to complete the assignment with teacher's help. The lower level appears from the student's ability to complete the assignment independently.

To determine the ZPD, the teacher needs to put the students in whole class interaction. The teacher gives them some assignments to improve their ability such as practice speaking English with their friends. From this practice the teacher will know which students belong to upper and lower levels. After the teacher determine the ZPD level, he or she can put them in the group to help other students improve their abilities. The way to determine the ZPD is by finding the students who are active in the classroom interaction or students who can understand easily when the teacher gives instruction, example, question or initiation.

c. Grouping the students according to ZPD.

After the teacher determines the ZPD, he or she begins to group the students according to the ZPD. The students who can do or finish the assignment independently can help the other students who still need help to finish the assignments. In this study, one of the students named Mudrikah can study alone. It can be seen from how she finishes her assignments without any help from her teacher and she also can help her friends by practicing conversation in pairs.

By grouping the students according to the ZPD can facilitate the teacher in providing assistance to groups who have not been able to learn independently. When the teacher asks the students to practice their communication skills, he or she is able to know the students whose the communication skill is increased. For example, the teacher gave initiation as a support to Mudrikah until she could make her own sentence then the teacher asked her to make her own question and practice it with her friends. The purpose is to prove that she is able to finish or complete her assignment without any help or support from her teacher. This proves that Mudrikah belongs to lower level of ZPD because she can learn and finish the assignments independently. The interaction between teacher and Mudrikah can be seen in the dialogue 20. In that dialogue, Mudrikah can answer the teacher's question without any help and the teacher only gives her feedback. This condition means that Mudrikah's ability in vocabulary and grammar has already increased.

d. Providing assignment related to the learning material

Assignments that are given to the students are making some questions and practice them with other students. Those questions are made based on the material that is discussed on that day. After the students practice well, their teacher will ask them to make other questions. The purpose is to encourage the students improving their abilities. For example in Dialogue 15 the teacher asked one of the students named Ashid to make a question then asked her friend named Mudrikah. Then after they did the conversation well, the teacher

asked them to practice again so that he or she asked Ashid to ask another question to Mudrikah. In the second exercise, they also did it well because their abilities have improved well.

e. Encouraging students to complete the assignments independently in groups

In this step, the teacher encourages students until they can complete the assignments by themselves. It can be seen in the dialogue 14 which the teacher attempts to make the students active and confident in speaking English. From that dialogue, the teacher encourages one of the students named Monik to answer Ashid's question in complete sentence so that the teacher gives her some initiations until she understands.

Furthermore, Ashid has become an independent learner and her communication skill also has increased. It can be seen in the Dialogue 15. In that dialogue, the teacher asked Ashid to ask Mudrikah so that she made her own question then after Mudrikah could answer correctly, the teacher asked Ashid again to make another question. It can be concluded that Ashid has become an independent learner because she can make her own questions without any help from her teacher and her questions are correct.

f. Providing assistance such as guidance, initiation, questions or other things that can provoke students towards leaning independence

In this study, the teacher gives a lot of helps and those helps are initiations and questions. Some of the questions are convergent questions. The teacher gives some convergent questions because he or she wants to make his

or her students are easier in answering the questions. Through those questions the students also try to get the correct answer.

Besides questions, the teacher also gives initiations to help the students make the correct sentence. When the teacher gives initiation, the students repeat the initiation so that they can remember how to make a good sentence. After they understand how to make a good sentence, the teacher gives feedback that indicates the sentence is correct or incorrect.

g. Directing students with high ZPD to help students with low ZPD

A student who has high ZPD is Mudrikah because she has already had enough self-confidence to answer the teacher's questions. She also can make good sentence after she followed her teacher's initiation so that the teacher wants her to practice with other friends and encourage them. The reason is the teacher wants Mudrikah helps her friends and the teacher is only as a mediator who guide them so that the other friends also can make correct sentence. For example in Dialogue 20 where the teacher asked some questions and Mudrikah could answer all questions. In that dialogue, the teacher asked the students to translate the teacher's questions and only Mudrikah could translate it. It means that Mudrikah's ability in vocabulary and grammar has increased. Her self-confidence also has increased so that she becomes independent learner. Therefore, the teacher asked Mudrikah to help the other students by practicing together and the teacher only gives feedback to indicate the interaction is correct.

h. Concluding the lesson and give other assignments

After the students practice conversation in pairs, the teacher always asks their understanding about the material. The teacher does not give them homework but in the beginning of the lesson he or she always asks the latest material and also ask them to remember it.

4.3. The Difficulties That Are Faced By The Students In Classroom Interaction.

When I observed the classroom interaction, I found some difficulties are faced by the students so they make the students become inactive when the teacher gives them question or when the teacher tries to make an interaction with them. The students tend to be silent when their teacher asks. This is because the students are afraid and confused to give answer. They are afraid and shy because they do not have good vocabulary skills. Some students understand a bit of vocabulary but they do not have enough knowledge about grammar so that they are confused to answer in complete sentence.

To prove my observation, I interview the students to find out what difficulties they actually face in learning English. Most of the students said that their difficulties are vocabularies and grammar. They feel difficult in memorizing the vocabularies because they do not familiar with the words. They also feel difficult to say the words in correct pronunciation. Moreover, they also feel difficult to memorize the tenses because in their common language there is no tenses.

Those difficulties are highly felt by one of the students who feel that learning English is difficult. She is not excited in learning English because she only follows her friends who join the English class. Therefore, she is not active in the classroom interaction. Otherwise, the other students feel the same thing but they still want to push themselves in learning English because they want to achieve their goals that is studying abroad or having a job abroad. They have dreams to find an experience in other country.

Furthermore, students learn English are not only when they were in the college but since they studied in elementary schools until senior high school. They felt afraid when their teacher appointed them to answer because they did not have enough knowledge about English. Now they should study English because they need it to improve their study and career. One of them wants to be a lecturer so that she studies hard to improve their communication skills in English. In the interview, I asked why English is very important to your life then Ashid answered:

“I want to be a lecturer so that I have to continue my study in a postgraduate. In postgraduate I should be able speak English because it is the main requirement.”

Actually, Ashid understand when the teacher asks her or someone speaks with her in English but she does not have enough courage to reply in the same language because her knowledge of vocabulary and grammar are still limited. It is

also felt by Monik. I asked her the same question with Ashid; why English is very important to your life then Monik answered:

“Learning English is very important because I want to have work experience abroad and also I want to have some friends from out of country. That is why I need to improve my communication skills. For me, English can be used in many parts because it is an international language.”

This goal can be an encouragement for her to study English and improve her communication skills. Based on two goals above, their teacher gives them support by giving them an information about a job vacancy in Singapore. Then they are appreciated that information with enthusiasm. This job vacancy is interested for Asmi. Beside Asmi, the other students give different reasons why English is important for their lives.

Asmi: “My teacher gives me an information about a job vacancy in Singapore. That is why I want to improve my communication skill to work in Singapore.”

Indah: “For me English is very important because it is an international language. All countries use it as intermediate language with other countries. My goal is to go to Arab for umroh or pilgrimage. That is why I want to improve my communication skill so I can speak with other people when I go umroh or pilgrimage.”

Dina: "I want to work in other country because I have a friend who work in Australia. Therefore I want to be like her and have work experience in other country."

Chelsi: "Honestly I learn English only as experience because English is an international language and many people can use it. I also ever see children can speak English fluently so that I curious and want to learn it."

Diah: "For me learning English is important because I can speak with other people from different country because I like travelling so that I will not have any difficulties to speak when I want to go abroad."

Liza: "For me learning English is important because I need it to travelling out of country. It will be nice if I can speak English so I can interact with people there."

Mudrikah: "English is very important because nowadays almost all information using English. If we cannot speak English or do not have any knowledge about English, we will not get any information from social media or internet."

From those reasons, the teacher does not want to miss their enthusiasm in learning English so that he or she gives them enough opportunities in practicing English. Besides those students who are enthusiastic in learning English, there is

only one student who does not like English. Her name is Dian. When I asked her why English is very important for her life, she answered:

“Honestly I don’t like English because it is very difficult for me. I join the class because all my friends join this class. So I only follow my friends.”

Although Dian does not interested in learning English, the teacher always tries to support and help her to understand English. Dian does not like English because she has difficulties in the process of learning English. So that I asked her what the difficulties that she found in learning English. Then she answered:

“I cannot memorize the vocabulary and grammar. I cannot pronounce the word correctly because the word is hard to say.”

The other friends also give answer about the difficulties of learning English.

Ashid: “I was afraid to learn English when I was in school. I was afraid if my teacher appointed me to give answer because I do not know how to say the words. I also do not know the meaning of vocabulary.”

Monik: “I am confused with the grammar and structure because I do not have any English class so that I forget about grammar and structure.”

Asmi: "I learnt English from elementary school until senior high school but I never practice or use it in my daily life so that I forget how to say the words and sentences. I am not afraid learning English. I want to be able to speak English."

Diah: "I lack in knowledge of vocabulary. I also feel difficult in grammar and structure."

Chelsi: "I am afraid to make mistake in speaking English."

Dina: "I understand if there are people speaking English but if I am asked to answer I am confused because I do not have enough knowledge of vocabulary."

Indah: "I hard to memorize vocabulary so that I am lazy to practice English but I try to speak English eventhough my grammar is bad."

Mudrikah: "When I am in Diploma I rarely meet English so I am stiff when I speak English. I am lacking in vocabulary but I am not afraid to practice English."

Liza: "I am confused in speaking English because I do not have enough knowledge of vocabulary and grammar."

Those are reasons of the difficulties that the students have in learning English. Based on those reasons, the teacher uses scaffolding technique as a teaching strategy to help the students to improve their communication skills. The

teacher chooses scaffolding because it is the effective way to encourage students being active. When using scaffolding, the students are encouraged to give responses of the teacher's questions. The teacher appoints the students to answer the question or give responses. If the students cannot answer, the teacher guides them until they understand. The teacher keeps giving them support and help because he or she wants they can finish their assignment independently. The teacher also wants them to encourage the other friends so they can help each other and practice English together. Usually the students will be more confident if they practice with their friends than with their teacher. They feel afraid, shy or doubt if they practice English with their teacher because they are afraid to make mistakes. Therefore, the teacher asked them to practice with their friends to increase their confidence.

Through scaffolding the teacher can divide them into two groups that are the students with high ZPD and the students with low ZPD. It means that the students with high ZPD have already become independent learner because they can make sentence with correct vocabulary and grammar without any help from the teacher. Then students with low ZPD means that they still need help or support because they still do not have self-confidence in practicing English. By the help from students with high ZPD, the students with low ZPD can increase their self-confidence because they will feel free to practice.

Based on my observation, the interaction between teacher and students are active because some students have enough self-confidence to speak English. Then I did interview with the students to find out what they feel after they learn English

using scaffolding technique. I asked them “How do you feel when your teacher teach you using scaffolding technique?” then their answers are:

Ashid: “I feel more confident now because the teacher gives me opportunity to practice English. I am not afraid anymore because he guides me until I can make correct answer.”

Asmi: “Slowly I start to remember with what I ever learned before. The teacher also guides me well until I can make my own sentence alone.”

Monik: “I feel fun in practicing English. I do not feel confused again because the teacher gives me enough opportunity to practice English.”

Dian: “Now I try to be more brave in speaking English even less my teacher and friends support and encourage me by guiding me when I feel confused in making sentence. They help me so that I feel more confident than before.”

Chelsi: “The teacher encourages me to be more active in the class. Now I can make my own sentence although I still need to study hard to improve my knowledge of vocabulary and grammar.”

Dina: “Now I feel more confident in speaking English that is why I want to improve my communication skill so that I can go abroad or join my friend to work in Australia.”

Indah: “The teacher guides me well until I can practice alone. Now I feel fun to speak English and do not feel afraid anymore because I know that the teacher help me to correct my sentence.”

Liza: “I think I feel more confident now because I know how to make good sentence. The teacher also helps and guides me until I can make my own sentence although the grammatical is still wrong.”

Mudrikah: “The teacher gives me a lot of opportunities to practice speaking English. For me, now I am more confident than before. The way the teacher teach me can make me be more brave to speak in English.”

Diah: “My teacher and friends are very helpful. They help me to understand. They also encourage me until I can practice independently. Now I understand how to speak English a little bit.”

Based on those interview result, I found that the teacher succeeded in encouraging their students to be active and confident in practicing English. The teacher can give temporary assistance to his or her students until they can be

independent learner. He or she also can encourage them until they become active in the interaction.

From the interview can be seen that the students enjoy join the classroom interaction. The teacher also make the condition of classroom comfortable so that the students become more relax and less of stressed. The students feel comfortable because their teacher guides her step by step until they understand how to make good sentences. When the students make a mistake, the teacher directly correct the answer and gives initiation then asks them to follow the teacher's initiation. This way is done repeatedly especially to students with low ZPD. The purpose is to make those students accustomed to English afterwards invite them to practice together with their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Scaffolding is a help, support to students that the expert gives especially teacher to improve the development of learning ability so that the students are able to complete the task even the task is more difficult. Through scaffolding, teacher can help students to reduce their frustration in practice speaking English because most of the students feel afraid and unconfident. They do not feel comfortable because for them English is difficult to learn. They want to learn English to fulfill their need to continue their study in the next grade.

In this study, the teacher gives a lot of help the students to improve their communication skills. He or she needs great effort to guide his or her students to make them feel comfortable with English. As a scaffold, the teacher helps the student patiently. The teacher also finds the ZPD learners through the interaction that he or she made. These ZPD learners also can help the other friends to improve their communication skills. Furthermore, when the students already feel comfortable with English, they do not use common language anymore. At the end of interaction, the students become independent learners. They can practice English without the teacher's assistance.

Based on the scaffolding theory, there are several types of temporary assistance. They are questions, warning, giving clue, giving support, giving

examples or something else that can make students learn by themselves. From the data above, the types that appear are questions, giving clue and feedback.

Types of scaffolding	1st Meeting (Dialogue 1-6)	2nd Meeting (Dialogue 7-9)	3rd Meeting (Dialogue 10-13)	4th Meeting (Dialogue 14-18)	Total
Questions	9	21	7	16	53
Initiation	2	5	9	1	17
Feedback	8	10	5	12	35

Questions have the most amounts because questions are very powerful to improve communication skill and through questions, the interactions become varieties. The students can stay focus by questions because they need to think how they can answer the questions. There are three types of questions. They are procedural questions, convergent questions and divergent questions. From those types of questions, the teacher most often uses convergent questions because it is not too difficult to be answered by the students. Convergent questions only need short answer. In the other hand, the divergent questions need long answer that is why the students feel difficult to answer because their knowledge of vocabulary and grammar are limited. While initiation help the students to understand the questions and direction from their teacher. The students usually repeat the teacher's initiation until they understand and the teacher's questions. Then feedback is used to check the students answer. It can be positive or negative feedback depends on the students' answer. If the students' answers are incorrect,

the feedback can be negative such as 'no' or 'wrong'. In the other hand, if the students' answers are correct, the feedback can be positive such as 'good', 'yes' or 'okay'.

5.2. Suggestion

To increase the students' interest in learning English, the teacher can use scaffolding as a teaching strategy. Scaffolding is one of the effective teaching strategy because it can help students improve their communication skills. It is also can help students to improve their self-confidence when they are practicing speaking English.

Besides that, scaffolding also can make students become independent learner because it is a temporary assistance that the teacher gives in the classroom interaction. Because of its characteristic is temporary, the teacher's expectation the students can finish their assignments alone or without any help from knowledgeable persons.

Therefore, I suggest for teachers to use scaffolding as a teaching strategy in the classroom interaction because it guides students to overcome their fear in learning English. Especially for teachers who teach speaking English can use scaffolding because it helps teachers to guides the students achieve their goals as independent learners.

Furthermore, scaffolding can reduce stressed, afraid and shy because it teaches how to encourage or help each other. The teacher encourages the students by giving them much practice until they can practice by themselves then the

teacher allow the students to encourage each other. Giving much practice equals with giving many opportunities to speak English in the classroom interaction. Using scaffolding as a teaching strategy can help teachers to give more opportunities for students to improve their communication skills and improve their knowledge of vocabulary and grammar. Using scaffolding also can help students to reduce their dependency, shame and fear in learning English then they can be more independent and confident to speak English.

The other suggestion is the teachers should give the students more practice about vocabulary. Providing vocabulary can be games for example puzzle, word search, scramble words or many things else. Through these games the students will memorize easily and they will have fun with it so that they will not feel fear in learning English. Improving their knowledge of vocabulary also can improve their self-confidence so that they will be more confident in speaking English.

Furthermore, the teachers need to elaborate the procedural questions to check their understanding about the last material that is discussed in the classroom because the teachers need to know how far the students understand the material because procedural questions are used in the beginning of the lesson. Besides that the teachers also need to give the students more divergent questions so they can improve their communication skills. Using divergent questions can encourage the students to speak their ideas and make them to think more critically. Therefore, divergent questions are also important for classroom interaction because the students become courageous and challenged to answer the teachers' questions although they have boundary in vocabulary and grammar.

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APPENDIX

First Meeting

Teacher : **What is grammar?**

Q

All students : Tata bahasa

Teacher : **Tata bahasa (F)**. Jadi bahasa yang ditata. Maka kalo anda bicara bahasanya harus ditata supaya memenuhi unsur-unsur grammar. Now we learn about TOEFL. In listening comprehension, satu harus focus, you listen, kamu mendengar lalu you read the answer and then you answer the best choice. So there are 3 action; you listen then you read the answer all of them then you have to choose the best answer. So you need to familiar with this condition. I will give you some practice but not all the question. Okay that is for listening. I will practice this. Akan saya praktekan. Ada pertanyaan untuk listening?

Audio 1

Woman : *Do you want to leave now for the seminar or wait until later?*

Man : *Let's leave now. I prefer to get the buss early.*

Question : *What does the man mean?*

Teacher : Now how you can understand and try to use this strategy to answer the question of listening? The first you will listen short

conversation. Tadi dengar apa? Short conversation. (the audio is played again.)

This is short conversation. Conversation means that more than one person, pasti ada respon. Okay when you listen, the short conversation, you have to read the answer. Coba sekarang Mudrikah dibaca yang A.

Mudrikah : a. He would prefer to get there a bit early.

Asshid : b. He wants to go immediately.

Asmi : c. He doesn't want to go to the seminar.

Diah : d. He wants to leave the seminar early.

Teacher :Sekarang dicoba lagi you listen and read the answer. (the audio played again). **Do you know the meaning of this conversation?** Q

Mudrikah : Dia tanya mau pulang duluan atau nanti then yang cowok bilang dia mau dapat bus secepatnya.

Teacher : **Ya okay (F). Liza, do you understand? Waktu mendengarkan gimana?Susah?** Q

Liza : Bingung mau jawab apa

Teacher : **Bingung (F).** Iya. Did you remember about Mr. Adam? Sudah diajari pak Adam ya how to speak like a native. When you speak like a native so it will be easy for you to listen from the native

too. Jadi ketika kamu tahu bisa memproduksi ucapan seperti native maka kamu sudah tidak kesulitan mendengar dari native. Ulangi lagi ya (the audio was replayed).

Do you want to leave now for the seminar or wait until later?

Artinya apa?

Q

All students : Apakah kamu ingin pergi atau....

Teacher : **Ya(F)** apakah kamu ingin meninggalkan sekarang atau nanti? Kalau bahasa gaulnya itu 'kamu mau cabut sekarang apa nanti?'.Oke lanjutkan lagi.

Let's leave now. I prefer to get the buss early. (the audio played)

Teacher : Artinya? Let's leave now?

All students : Ayo pergi sekarang.

Teacher : **Ya okay (F)**. Play again.

What does the man mean?

Teacher : Cowok itu maksudnya apa bilang gitu? Nah ini pilihannya: He would prefer to get there a bit early. Betul atau tidak? Dia pengen apa ini?

Menurut anda?

Q

All students : Salah.

Teacher : **Salah (F)**. Justru kebalik ya. Dia justru kepingin datang lebih awal. Nggak ya.

He wants to go immediately. Dia pingin pergi buru-buru.

Betul apa salah?

Q

All students : Salah

Teacher : **Ya (F)**. He doesn't want to go to the seminar. Dia tidak ingin pergi ke seminar. **Betul apa salah?**

Q

All students : Salah.

Teacher : He wants to leave the seminar early.

All students : D

Teacher : **Yes (F)**. So the answer is D 'he wants to leave the seminar early.

Nah seperti itu ya model listening. **Now do you understand?**

Q

All students : Yes.

Teacher : Now number 2 try to understand the answers first.

Asmi : She is really feeling fine.

Teacher : Jangan bilang she is ya tapi she's. She's really feeling fine.

Artinya apa? Q

All students : Dia baik-baik saja.

Teacher : **Ya dia merasa baik-baik saja (F).** Next B.

Diah : There is plenty of pills in the medicine cupboard.

Teacher : **Ya (F)** there is plenty of pills in the medicine cupboard. **Ada banyak apa? Q**

All students : Pil

Teacher : Pil atau obat. **Dimana?**

Q

All students : Di lemari

Teacher : Kotak obat and **then C?**

Q

Monik : It is necessary to get some tablets.

Teacher : **Ya (F).** It is necessary to get some tablets. **Apa perlu untuk mendapatkan beberapa tablet? And then Liza?**

Q

Liza : She doesn't need to go out.

Teacher : **Ya she doesn't need to go out.**

F

All students : Dia tidak perlu pergi ke...

Teacher : **Ya dia tidak perlu pergi keluar (F).** Okay now you know all of these answers, the meaning of the answers. Now play number 2. Coba listen and try to answer. Sekarang langsung jawab.

Audio 2

Man : *Are you sure you want to go out? You don't seem to be feeling very well.*

Woman : *There are some pills in the medicine cupboard I don't need to go to the doctor.*

Question : *What does the woman mean?*

Teacher : Pause. Okay disimpan dulu jawabannya. **Chelsi what you answer?**

Q

Chelsi : D

Teacher : **Liza?**

Q

Liza : D

Teacher : D. **Monik?**

Q

Monik : C.

Teacher : **Okay (F)**. Play lagi. Are you sure you don't want to go out?

All students : Kamu serius gak ingin keluar?

Teacher : Ya. **Terus? (F)** You don't seem to be feeling very well.

Indah : Kamu kelihatan baik-baik saja.

Teacher : Don't.

Indah : Eh..kamu kelihatan tidak baik-baik saja.

Teacher : **Ya (F)**. Chelsea kamu jadi keluar gak? Kamu kok agak meriyang ya? Play the audio (the audio was played again).

There are some pills in the medicine cupboard. Jadi apa artinya?

Sudah ada apa?

Q

All students : Sudah ada....

Teacher : Obat.

I don't need to go to the doctor. What does the woman mean?

Chelsi keluar yok tapi kok kamu agak aras-arasen ya terus

kamu jawab apa Chelsi? Q

Chelsi :

Teacher : Agak kurang sehat ya. Oh sudah ada obat kok di kotak obat jadi saya gak perlu ke dokter. Maksudnya apa?

All students : Ya gak papa. Dia gak mau keluar.

Teacher : She's really feeling fine. No. There is plenty of pills in the medicine cupboard.

All students : No.

Teacher : **No (F)**. Is this necessary to get some tablets?

All students : No.

Teacher : She doesn't need to go out.

All students : Yes.

Teacher : **Yes (F)**. Ini caranya menolak laki-laki secara halus.

Mudrikah : Ohh...

Teacher : Mudrikah keluar yok. Mendung ik mas.

Mudrikah : Aku bawa mobil kok.

Teacher : Ya itu bagus tapi kalau lakinya punya perasaan peka ya sudah tidak usah diteruskan. Apapun pakai mobil, pakai bis, kalau sudah bilang 'wah mendung' berarti suatu penolakan yang halus.

Okay good. **Do you understand now?**

Q

All students : Yes.

Teahcer : **Okay (F)**. Number 3 and number 4 try to answer directly. Nomor 3 dan 4 jawab secara langsung tanpa ada panduan dari saya. Oke play.

Audio 3

Woman : *Does he usually park there?*

Man : *Only once he has parked his car in that place.*

Question : *What does the man mean?*

Audio 4

Man : *I was surprised when you told me that Maria and David had become good friends.*

Woman : *I know. They didn't use to get along well, did they?*

Question : *What does the woman mean?*

Teacher : Okay. The distance is very short between the questions and then you need to answer and then the next question. Jadi sangat pendek ya. Jadi kamu dengar langsung jawab selesai jawab siap pertanyaan selanjutnya. Kalau tes listening itu kamu gak bisa nafas, melirik aja gak bisa. Nanti kamu tergilas dengan pertanyaan selanjutnya.

Isinya apa? Apakah kamu biasa parkir di tempat itu? Oh gak hanya...

Asmi : Sekali

Teacher : **Sekali waktu saja terus... Maksudnya apa?**

Q

- a. He only leaves his car there for short period of time.
- b. He parked his car there once in a while.
- c. He parked his car there a lot.
- d. He left his car there on just one occasion.

B ya...once itu artinya sekali. **Kalau dua kali?**

Q

All students : Second

Teacher : **No (F)**. kalau second itu adiknya first. First, second, third. Kalau once itu sekali. **Dua kali?** **Q**

Liza : Twice

Teacher : **Twice good (F)**. **Tiga kali?** **Q**

All students :

Teacher : Three times, four times. So when you count with this date, what is date? Tanggal ya. Not one you said. Misalnya saya lahir tanggal 1. I was born misalnya Januari tanggal 1 berarti January, not one but first.

All students : First.

Teacher : And then ada ini -nd berarti second, ada -rd berarti third. Ada th berarti forth and then...

All students : Fifth

Teacher : **Fifth (F)**, sixth itu tanggal ya. Tanggal 21, **twenty?** **Q**

All students : Twenty-one

Teacher : **Twenty first (F)**. Ya tanggal dua puluh satu. Tapi kalau nomor urut 21 itu twenty-one. Tapi kalau tanggal 21 berarti twenty first. **Tanggal 22?** **Q**

Teacher & all students : Twenty second.

- Teacher : **23?** Q
- All students : Twenty third
- Teacher : **Twenty third (F). 24?** Q
- All students : ...
- Teacher : Twenty forth. **30?** Q
- All students :
- Teacher : Thirtieth. **31?** Q
- All students : Thirty first
- Teacher : **Thirty first (F). 32?** Q
- All students : Thirty second.
- Teacher : Tidak ada
- All students : Oiya gak ada tanggal 32 hahahahaha.... (laughing together)
- Teacher : **Ya sekarang tanggal berapa?** Q
- All students : July...
- Teacher : **July (F)... tanggal?** Q
- All students : Eleventh.
- Teacher : **Eleventh** F

And then?

Q

All students : Twenty seventeen

Teacher : **Twenty seventeen (F)** or two thousand...

All students : And seventeen.

Teacher : And seventeen(**F**).

Oke sekarang sebutkan tanggal lahirmu. **I was born...**

I

All students : I was born

Teacher : I was born on...in... in itu tempatnya. **I was born on...**

F

Indah : I was born on...May twenty sixth... nineteen ninety one.

Teacher : **In?**

Q

Liza : In Samarinda

Teacher : **In Samarinda. Oke.**

F

Mudrikah.

Mudrikah : I was bron...

Teacher : Born bukan bron

Mudrikah : I was born on Purworejo...

Teacher : *Uh uh...* on tanggal

- Mudrikah : On *dink*. On March tenth...
- Teacher : Satu sembilan.... (19...)
- Mudrikah : Nineteen ninety four eh five in Purworejo.
- Teacher : **Betul sip (F)**. Next.
- Ashid : I was born on October twenty.
- Teacher : Twentieth
- Ashid : Twentieth nineteen ninety three in Blora.
- Teacher : **Good. Next.** **F**
- Asmi : I was born on September twenty second in...
- Teacher : In? Eh tahun dulu. Yang bener.**I was born on September twenty second nineteen...** **I**
- Asmi : I was born on September twenty second in nineteen...
- Teacher : Tahunnya.
- Asmi : Oh tahunnya dulu.
- Teacher : **I was born on September twenty second nineteen...** **I**
- Asmi : Ninety four in Kendal.
- Teacher : **Ya**. Next. **F**
- Dian : I was born on September

- Teacher : **Dua sembilan ya?** Q
- Dian : Bukan. Sembilan.
- Teacher : **Sembilan apa?** Q
- All students : Nine
- Teacher : **Nine itu yang biasa kalau tambah th jadi ninth.** I
- Dian : I was born on September....
- Teacher : **Ninth** I
- Dian : Ninth
- Teacher : **Nineteen....** I
- Dian : Nineteen nineteen
- Teacher : **Nineteen ninety** I
- Dian : Nineteen ninety four
- Teacher : **Ninety four (F).** Be careful when you say between –teen and –ty.
Bedanya itu di stress (penekanan) ya yang –teen naik yang –ty turun. Misal tujuh belas seventeen (nada teen naik ke atas) terus kalau tujuh puluh turun, seventy (nada –ty turun). Teen itu belasan atau dalam bahasa Indonesia ABG. Oke next.
- Dina : I was born on June nineteen nineteen...

Teacher	: On June...	I
Dina	: On June nineteen	
Teacher	: Nineteen	F
Dina	: Nineteen ninety four	
Teacher	: Nineteen ninety four	F
Dina	: Nineteen ninety four on...	
Teacher	: In	
Dina	: In Grobogan	
Teacher	: Grobogan. Okay. Liza.	F
Liza	: I was born on thirty first	
Teacher	: Bulan dulu	
Liza	: May thirty first nineteen ninety four in Demak	
Teacher	: Demak. Chelsi.	F
Chelsi	: I was born on May seven	
Teacher	: Seventh ada th nya. Seventh. (ada perbedaan pengucapan th dg ch)	
Chelsi	: Ulangi ya pak. I was born on May seventh nineteen ninety five in Kendal	

Teacher : **Okay (F)** do you understand about this number? Because it is important for you to differ between how you can count as ordinal and cardinal number.

Mudrikah : **Kalau sepuluh pak?**

Q

Teacher : Tenth terus kalau dua puluh twentieth

Mudrikah : Kalau buat tiga puluh thirtieth

Teacher : Thirtieth. Maka kalau anniversary itu pasti angka belakangnya 'th' itu adalah ulang tahun ke- so itu adalah pengertian kesatu, kedua, ketiga, keempat. Itu untuk grade ya. Misal lantai 2, second floor. Lantai 3, third floor. Maka nulisnya begitu lantai 4 ini ada 'th' (4th) lalu floor.

Mudrikah : Gak pake 's' berarti ya pak.

Teacher : **No (F)**. Ini bukan jamak. Ini satuan ke berapa. Ini satuan bukan jamak. Tapi kalau empat (4) secara ordinal number itu jamak. Misal Mudrikah punya empat apa?

Ashid : Empat anak.

Teacher : Empat anak. **Mudrikah has four....**

I

Mudrikah : Children.

Teacher : **Children (F)**. Mudrikah punya 1 anak. Mudrikah has one child. Bukan chill /chi:l/, child /tʃʌɪld/. Okay.

Student : Chili chili

Teacher : Kalau chili itu cabe. Then number 4.

Audio 4

Man : *I was surprised when you told me that Maria and David had become good friends.*

Woman : *I know. They didn't use to get along well, did they?*

Question : *What does the woman mean?*

Teacher : **Bisa nangkap ini? Aku?**

Q

I was surprised. Ya aku terkejut Maria dan David...

All students : Maria dan David ternyata sebenarnya adalah... berteman baik

Teacher : Kembali berteman baik. **Terus....**

I

(replay the audio 4)

Man : *I was surprised when you told me that Maria and David had become good friends.*

Woman : *I know. They didn't use to get along well, did they?*

Question : *What does the woman mean?*

Teacher : Maksudya apa ceweknya ngomong gitu? Maria and David have changed; David wants to talk to Maria; Maria and David have

many friends; Maria and David are planning a trip together.

Mana jawabannya yang tepat?

Q

Student 1 : B

Teacher : **B?**

Q

Student 2 : C

Teacher : **C? David wants to talk to Maria. Nyambung gak ini?**

Q

David mau ngomong sama Maria.

Some students: No.

Teacher : C. Maria and David have many friends? Gak nyambung juga.

Student 3 : D.

Teacher : **D?** gak nyambung lagi

Q

All students : A.

Teacher : **A ya.**

F

Some students: **Kok bisa pak?**

Q

Teacher : Maria and David have changed. Misalnya, saya tahunya Mudrikah sama Chelsi itu musuhan tapi lho kemarin saya lihat kok sudah bersama lagi berarti Mudrikah sudah berbaikan. Ya kan. Okay.

Number 5, 6, 7. Kerjakan nomor 5, 6, 7 sekaligus.

Audio 5

Woman : *Jack says he's fine to take the extra classes.*

Man : *He's got to be kidding!*

Question : *What does the man mean?*

Audio 6

Man : *Can I eat one of these mangoes?*

Woman : *They're not ready to eat yet.*

Question : *What does the woman mean?*

Audio 7

Man : *Did you hear that Paul's uncle die?*

Woman : *Yes and Paul was named beneficiary in his uncle will.*

Question : *What does the woman mean?*

Teacher : Oke nomor 5 tahu maksudnya?

All students : Belum tahu.

Teacher : Coba ulangi lagi.

(replay audio 5)

Woman : *Jack says he's fine to take the extra classes.*

Teacher : Dia ngomong pengen... dapat extra classes.

All students : O... extra classes.

Teacher : **Extra classes itu berarti apa?**

Q

Some students : Kelas tambahan

Teacher : **Kelas tambahan. Okay** terus play lagi.

F

(replay audio 5)

Man: He's got to be kidding!

Teacher : He's got to be kidding. Di sini temanmu yang kuliah pengen cepet selesai siapa?

All students : Chelsi!

Chelsi : Saya!

Teacher : Chelsi. Kamu. Misal teman-teman pada tahu semua kalo siapa ini?

Some students : Dian

Teacher : Dian. Kalau kuliah baru jalan 15 menit itu sudah bilang "pak, pulang" gitu. Terus tahu-tahu dia bilang gini "pak, nanti nambah setengah jam ya" **kira-kira teman-teman gimana ekspresinya?**

Q

All students : Wow!

- Teacher : **Tenane?**Nah itu tadi ya tanggapan temannya itu seperti itu. **Q**
- Mudrikah : **Yakin?** **Q**
- Teacher : **Tenane?** **Q**
- Biasanya cepat-cepat pulang kok ini minta tambahan kelas. Terus play.
- (replay audio 5)*
- Question* : *What does the man mean?*
- Teacher : Ya what does the man mean?
- All students : He's surprised
- Teacher : He's surprised. Oke number 6.
- Audio 6
- Man* : *Can I eat one of these mangoes?*
- Teacher : Pause. **Can I eat...** **I**
- Student 1 : Bisakah saya makan...
- Teacher : **One of these mangoes?** **I**
- Student 1 : Makan mangga ini?
- Teacher : **Bisa gak saya makan salah satu mangga ini?** **F**

Woman : *They're not ready to eat yet.*

Teacher : Pause. They're not ready to eat yet.

Student 2 : Belum siap dimakan

Teacher : **Belum siap dimakan berarti belum?**

Q

Student 1 : Belum matang

Teacher : **Belum matang (F)**. Jadi kalau kamu memahami teks bahasa Inggris jangan ditelan kata-katanya ya kayak tadi 'I want to leave the seminar' artinya kan simple aja 'cabut saiki apa mengko (pulang sekarang atau nanti)' iya kan. Itu lebih bahasa pemahaman daily conversation. **Belum siap untuk dimakan artinya belum....**

I

All students : Matang

Teacher : **Matang**. Play.

F

Question : *What does the woman mean?*

Teacher : Maksudnya apa itu? These mangoes are on sale and ready to eat.

All students : Gak.

Teacher : **Gak ya**. These mangoes are not ripe.

F

All students : Ya.

Teacher : These are the best mangoes in the country. These mangoes are already over ripe. Ya B.

All students : B

Teacher : Biasanya kalau penjual-penjual yang kulakan itu kan buahnya masih muda-muda tapi kalau sudah siap makan itu berarti sudah sampai ke tingkat eceran. Kalau di Johar itu 1 pak itu masih muda kalau sudah dibeli siap diecerkan sudah siap makan. Okay seven.

Audio 7

Man : Did you hear that Paul's uncle die?

Teacher : Pause. **Did you hear that Paul's uncle die?**

Q

Some students: Apakah kamu dengar kabar kalau paman Paul meninggal?

Teacher : Kok kelamaan sih. Yang simple ngomongnya.**Apa?**

Q

Some students: Tahu gak paman Paul meninggal?

Teacher : Nah, ngerti gak paman Paul mati? Bukan apakah kamu mendengar paman Paul meninggal.Kesuwen selak paman Paul tangi meneh soale orak ndang dimakamke.

All students : [laughing]

Teacher : Apalagi kamu di pasar mau menawar 'Bu, berapakah harga?'

All students : [laughing]

Teacher : 'Bu, piro bu?' artinya gini iki piro (using Javanese language).
Terus lanjut.

Woman : *Yes and Paul was named beneficiary in his uncle will.*

Teacher : Ya terus apa itu? Beneficiary. **Kalau orang mau meninggal itu biasanya buat apa?**

Q

All students : Wasiat.

Teacher : **Ya wasiat.** Oke terus.

F

Question : *What does the woman mean?*

Teacher : What does the woman mean? It's a benefit that Paul's name is the same as his uncle. Paul received an inheritance when his uncle died. Paul knows that his uncle will come to the benefit. Paul's uncle gave him a beneficial name. **Yang mana kira-kira? Wasiatnya diserahkan ke siapa?**

Q

All students : Ke Paul

Teacher : Paul berarti jawaban yang betul B /bi:/

All students : B /bi:/

Teacher : B /bi:/ bukan D /di:/

Second Meeting

- Teacher : **Menyanyi apa Mudrikah?** Q
- Mudrikah : Sing
- Teacher : **Nyanyi apa Mudrikah?** Q
- Mudrikah : Adele pak
- Teacher : **Lagunya apa?** Q
- Mudrikah : Don't you remember
- Teacher : **Okay (F) this is an English word. Kapan kamu menyanyinya?Setiap hari, setiap malam?** Q
- Mudrikah : Every time, every where
- Teacher : **Every time...every day.** F
- Teacher : **Di mana nyanyimu?** Q
- All students : Di rumah mantan
- All people : [laughing]
- Mudrikah : Di kamar mandi
- Teacher : **Ya every day in her bathroom (F).** Okay if you say this is English yes but this is sentence? Ini kalimat gak? Some people say yes but some people possible don't say yes. Mudrikah sing

Adele's song every day in her bathroom. You know the meaning but in sentence, if you talk about sentence, we don't talk about the meaning or semantically meaning but also structural, the structure of the sentence. Okay in English and Indonesian there will be subject, predicate, object and bahasa Indonesia SPOK, subjek, predikat, objek, keterangan. Bahasa Inggris subject, predicate, object,

Student 1 : Keterangan apa sih bahasa Inggrisnya?

Teacher : Ceterangan

All students : [laughing]

Teacher : Complement. Nah, dalam konteks grammar sebenarnya hal pokok yang muncul dalam pertanyaan itu hanya seputar ini percayalah (pointing at the sentence in the whit board).Tinggal yang ditanyakan yang mana. Yang ditanyakan apakah S, P, O, or C dan setiap komponen yang ada dalam pola kalimat bahasa Inggris punya function, punya fungsi sendiri-sendiri. Kalau yang ditanya S pasti jawabannya adalah....

Student 1 : He, she ...

Teacher : Noun. Kita jangan bilang he, she ... noun kata benda jadi kalau ada pilihan bukan kata benda itu pasti tidak masuk dalam pilihan

yang benar. Kalau yang ditanya P, **artinya yang kosong P berarti jawabannya harus apa?**

Q

All students : [silent]

Teacher : Verb yang berelasi dengan tenses. Sudah pasti itu. Kalau yang ditanya, yang kosong itu Object berarti pikiranmu harus apa? Noun itu pasti. Kalau yang kosong Complement bisa muncul melalui preposition ataupun adverb. Adverb itu kata keterangan. Sifat itu adjective. Jadi kalian itu hanya mendeteksi kalau pertanyaan grammar itu pasti akan ada blank space yang harus kalian isi dan kalian pilih. Nah blank space-nya harus kalian deteksi yang blank itu masuk dalam subject, predicate, object atau complement dalam suatu teks yang muncul dalam pertanyaan TOEFL. Nah masalahnya bisa gak kamu mendeteksi S, P, O and C gitu ya karena TOEFL itu sebenarnya level paling tinggi setelah kamu menyelesaikan level setelah advance. Jadi ada basic, ada intermediate dan ada advanced. TOEFL itu harusnya kamu sudah lewat apa? Advanced. Itu level belajar bahasa Inggris sudah tingkat akhir sama ketika kamu masih SD itu harus **setelah SD itu apa?**

Q

All students : SMP

Teacher : **SMP(F). Setelah SMP?**

Q

All students : SMA

Teacher : Baru kuliah kalau sudah lulus SMA. TOEFL itu sebenarnya kamu harus lulus advanced dulu, itu baru enteng ya. Nah misal ini posisinya SD langsung digenjot ke TOEFL itu agak berat. Tapi gak papa karena gak ada aturan resmi mengatakan yang boleh ikut TOEFL harus lulus advanced. Oke. Ya jadi kamu pahami ini setiap pertanyaan TOEFL. **Kalau yang kosong S pasti jawabannya apa?** Q

All students : Noun

Teacher : Nah sekarang coba kita lihat, deteksi bersama. Number 1 almost everyone fails (blank) the driver's test on the first try. **Ada kosakata yang tidak bisa kamu pahami?** Q

All students : [silent]

Teacher : Almost tahu ya? Everyone tahu. Fails tahu gak? **Liza tahu fails?** Q

Liza : ... [silent]

Teacher : Kalau melihat saja berarti tidak tahu ya. Fail itu apa? Gagal. Jadi kalau kamu ujian fail itu dapat nilai F itu gagal. Nilai F itu berarti fail.

Driver test tahu ya? Q

All students : Tahu. Test mengemudi.

Teacher : Ujian SIM pada on the first try. Pada test pertama. Oke **mana subjeknya? Q**

All students : Everyone.

Teacher : **Everyone(F). Almost itu apa? Q**

All students : Hampir.

Teacher : Iya itu adverb. Ingat posisi C ini bisa di mana aja ya. Di depan, di tengah, di mana aja it's okay gak ada masalah posisi C. **Lalu predicate-nya apa? Q**

All students : Fails

Teacher : **Fails(F)**. Lalu yang blank.Lalu the driver test on the first try.Nah ini ada konsep dalam grammatical ada verb yang diikuti oleh gerund atau to-infinitive.Nah di situ pengertian to-infinitive dan gerund itu adalah satu kesatuan dari kata kerja yang menjadi gabungan dalam konsep predicate. You know pass? Ini semua jawaban itu satu kata yaitu pass. **Apa itu pass? Q**

All students : ... [silent]

Teacher : Pass the exam. Pernah dengar passing grade?**Kalau kamu ujian itu berarti harapanmu apa? Q**

All students : Lulus

Teacher : **Lulus(F)**. Berarti itu hampir semua orang fails, gagal, passing, to have passed, to pass, in passing. Ya to pass the driver test on the first try. Gagal apa? Lolos pada tes SIM yang pertama. Okay number 2. In general by the second year of production the price of a new price of technology blank significantly. Nah kalau isinya kata kerja pasti relasinya dengan apa ini? Dengan tenses. Mana tenses yang bisa masuk dalam konteks jawaban yang benar. Will decreased, benar gak itu? Will decreased. Struktur tenses-nya seperti itu?**Kalau will diikuti kata kerja 1, 2, 3, ing?** **Q**

All students : Satu (1)

Teacher : **Satu(F)**. **Decreased di situ ada –ed kata kerja berapa?** **Q**

All students : Salah

Teacher : **Salah(F)**. Ya sudah kamu gak tahu artinya pun langsung bisa memutuskan jawaban A salah.**Ya apa gak?** **Q**

All students : Ya.

Teacher : Karena dari sisi struktur gramatikal sudah tidak masuk. Ya kalau kamu grammar-nya kuat kamu gak usah baca soal tinggal lihat jawaban sudah bisa menentukan yang mana. Kalau yang A gak mungkin. Lalu kalau willhas decreased? Gak mungkin ya will diikuti has. Tinggal dua (2) B dan C. Coba pilih yang mana?(The

multiple choices are A. will decreased, B. has decreased, C. will have decreased, D. will has decreased)

Monik : B

Teacher : Monik. Coba perhatikan itu peristiwanya sudah terjadi apa belum? Hanya itu aja patokannya. In general, by the second year of production the price of a new price of technology..... Ya sudah terjadi.**Berarti mana?**

Q

Monik : B

Teacher : **B(F)**. Gampang to. Ini strategi ya. Kita bicara strategi. Jadi kalau kamu memahami word by word untuk mengerti dan mencocokkan jawaban, itu menjadi lama waktunya. Padahal untuk tes grammar di TOEFL itu waktunya terbatas. Hanya sekitar 25 menit untuk 40 soal. Nyampe gak kira-kira? Berarti 1 soal berapa? Hanya 30 detik kamu punya waktu untuk berpikir dan menjawab. Oke number 3 blank by the author John Grisham are frequently on the best seller list. Kira-kira yang kosong apa? Subjek ini dan jawabannya semua kata benda. Ada the novel, novel, a novel dan some novel.

All students : [silent]

Teacher : Novelnya udah pasti apa belum? Kalau kita bicara kata benda itu ada 2 komponen yaitu countable noun and uncountable

noun. Anda tahu pengertiannya countable and uncountable noun. Yang countable noun itu bisa dihitung. Yang uncountable noun itu yang tidak bisa dihitung. Yang bisa dihitung yang bisa dikatakan misalnya *the, a, an* dan mengenal bentuk jamak. Kalau ini tidak bisa mengenal bentuk jamak. Misalnya ini apa ini?
(*pointed the board marker*)

All students : Spidol

Teacher : Board marker. **Ini bisa dihitung gak?**

Q

All students : Bisa

Teacher : **Kenapa bisa?**

Q

Mudrikah : Jumlahnya 1

Teacher : **Iya** karena bisa ditunjukkan secara satuan.

F

Kemudian air bisa dihitung tidak?

Q

All students : Tidak

Teacher : **Kenapa gak bisa?**

Q

All students : Karena

Teacher : Karena tidak bisa ditunjukkan secara satuan, hanya bisa ditakar. Maka itu disebut measurement misalnya a bottle, a glass. **Uang bisa dihitung gak? Q**

All students : Bisa.

Teacher : **Uang bisa dihitung gak?**

Q

Some students: Nggak. Kalau kertasnya bisa dihitung.

Teacher : Coba saya pinjam uang kamu, Indah?

Indah gave Rp 5,000 to teacher

Teacher : Coba Dina kamu punya uang berapa? Yang lebih banyak ya masa kalah sama Indah.

Dina : Rp 10,000 (sepuluh ribu) ya pak

Teacher : Ya boleh. **Bisa dihitung gak?**

Q

Some students: Bisa kertasnya, nominalnya.

Teacher : **Uang itu bahasa Inggrisnya apa?**

Q

All students : Money.

Teacher : **Countable apa uncountable noun?**

Q

Some students: Uncountable noun

Teacher : **Katanyabisa dihitung? Gak bisa dihitung?Bisa dihitung gak?**

Q

(pointed one of the students)

Kamu pernah hitung uang?

Q

Students : Pernah

- Teacher : Oke pinjam bolpointnya ya. Mana bolpointmu?**Ini bisa dihitung?** (showed the pen to students) **Q**
- All students : Bisa.
- Teacher : **Bisa(F)**. Ini saya acak ya.**Lalu saya kembalikan mau terima kan?** (about the pen) **Q**
- All students : Ya.
- Teacher : Ini saya acak ya. **Saya kembalikan mau terima?** (scramble the money and give Rp 5,000 to one of the students) **Q**
- All students : Tidak.
- Teacher : **Mau terima?** (give the Rp 10,000 to one of the students) **Q**
- All students : Mau.
- Teacher : **Bedanya apa Rp 5000 dengan Rp 10000?** **Q**
- All students : Beda nominal.
- Teacher : **Iya(F)**. Kalau ini bisa ditunjukkan secara satuan (paper of the money), ini tidak satuan (the numbers of the money) tapi nilai. Sama-sama 1 lembar tapi nilainya...
- All students : Berbeda.

Teacher : Sepuluh ribu. Ini 1 lembar nilainya Rp 5,000. Ini gak bisa dihitung maka uang itu tidak mengenal bentuk jamak dan tidak mengenal the, a atau an jadi langsung money.

All students : Money.

Teacher : Air juga demikian. Tidak bisa dihitung tetapi hanya bisa ditakar 1 liter; beras 1 liter atau 1 kilo; **terus apalagi yang tidak bisa dihitung?**

Q

Some students: Minyak

Teacher : **Minyak, gula keju, kecap.**

F

Some students: Saos

Teacher : **Saos, rambut. Ya.**

F

Indah : Pasir di pantai.

Teacher : **Iya ini dulu ya(F).** Oke thank you, Dina and Indah (returned the money to the students). Oke **sekarang novel bisa dihitung gak?**

Q

All students : Bisa

Teacher : **Bisa(F).** Kalau bisa itu jawaban yang tidak tepat yang mana?

Q

Mudrikah : Some novel

- Teacher : Iya B and D. Kenapa B and D karena kalau novel itu pasti bisa dihitung ada unsur the dan a. Kalau D, novel, **some itu menunjukkan jamak harusnya tambah apa?** **Q**
- Mudrikah : Novels
- Teacher : **S. Good(F)**. Sekarang tinggal apa bedanya the dan a? Nah untuk kata benda yang bisa dihitung, itu bisa ditambahkan dengan yang namanya article. Di mana article itu dibagi menjadi 2 yaitu definite dan indefinite. Definite itu yang pasti sedangkan yang indefinite itu yang belum pasti. Nah misal sekarang kamu lihat di luar ada sepeda motor. **Tahu gak itu sepeda motornya siapa?** **Q**
- All students : Gak.
- Teacher : Gak tau, **the motorcycle atau a motorcycle?** **Q**
- All students : The motorcycle
- Teacher : A motorcycle. Ada sebuah motor. Milik siapa kan gak tahu. Terus ada kucing, **kucingnya siapa itu a cat apa the cat?** **Q**
- All students : A cat
- Teacher : **A cat**. Tapi setelah tahu kucingnya mbak Ayu menjadi ... **F**
- All students : The cat

- Teacher : **The cat(F)**. There is a cat in the yard. Oh this cat belongs to Ms. Ayu. Baru the cat has name Kitty. Nah seperti itu ya.**Berarti apa jawabannya?** Q
- Liza : Berarti A. The novel
- Teacher : **Kenapa the?** Q
- Liza : Karena ada pengarangnya by
- Teacher : Ya karena orang-orang sudah tahu kalau yang pengarangnya siapa yaitu John Grisand. The novel. Oke good and then number 4. The constellation Orion is easily recognized by blank there vertical stars. Lha ini kita bicara masalah apa? Personal pronouns khususnya refleksi possessive.
- Teacher : **Kalau milikku menjadi apa?** Q
- All students : Mine
- Teacher : Mine atau my. Kamu your, mereka itu their.**Kalau her itu dari mana?** Q
- All students : Dia
- Teacher : Dia itu cewek apa cowok? She.**Kalau its dari?** Q
- All students : Benda.
- Teacher : **Benda(F)**.Nah nomor 4 itu orang atau benda yang dibahas? Q

Some students : Benda

Teacher : **Benda(F).Berarti yang mana?**

Q

All students : Its.

Teacher : **Its(F). Model pola pikirnya seperti itu ya. Oke coba nomor 5 – 6 kerjakan sendiri dulu.Saya beri waktu 1 menit.Coba 1 soal 30 detik.Number 5 the data on winter migration pattern of the monarch butterfly is very interested, interest, interesting, of interest?**

Q

All students : [silent]

Teacher : Paham gak pertanyaannya? Keterangan mengenai apa? The data on winter migration pattern of the monarch butterfly; pola migrasi.Kamu tahu migrasi gak? Pada musim apa? **Dingin dari jenis kupu-kupu monarch, kupu-kupu kerajaan, is very sangat**

I

Some students: Menarik.

Teacher : Menarik. **Menarik itu yang mana?Interested, interest, interesting. Kalau saya tertarik how can you say?**

Q

All students : ... [silent]

Teacher : Saya tertarik pada... **I'm interested or I'm interesting?**

Q

Some students: I'm interesting

- Teacher : **Ya I'm interested in(F).** Saya tertarik.**Tapi kalau saya menarik?** Q
- All students : I'm interesting
- Teacher : **I'm interesting(F).** Nah kupu-kupu sangat apa? Q
- Dian : Menarik
- Teacher : **Menarik berarti?** Q
- Some students: Interesting
- Teacher : **Interesting(F).** Kalau interested kata kerja. Karena posisinya mestinya ini kata sifat. Misalnya saya menulis Dina is very pasti setelah very itu apa? Adjective.Tidak mungkin setelah very itu verb, itu tidak mungkin. Dina sangat ... **sangat apa Dina?** Q
- Dina : Cantik
- Teacher : Ya **Dina is very cantik itu apa?** Q
- Mudrikah : Beautiful
- Teacher : **Beautiful(F).** Tidak mungkin Dina is very kata kerja misalnya apa berenang, is very swimming atau swim, gak ya, pasti di sini adjective karena very itu bentuk adverb yang menjelaskan adjective. Sangat tinggi very tall.**Monika's boyfriend is very** I
- Some students : Handsome.

Teacher : **Handsome(F)**. Okay then number 6.

Let's go swimming, _____? **Pilihanmu apa Asmi?**

Q

Asmi : C

Teacher : C. Are we? Let's go swimming. Ini dalam konteks grammar disebut question tag. Question tag itu dalam bahasa Indonesia itu suatu konteks pertanyaan yang tidak butuh jawaban. Misalnya, Mudrikah ngantuk kan?

All students : [laughing]

Teacher : Nah seperti itu, ini question tag. Maka dalam bahasa Inggris menjadi Mudrikah is **ngantuk itu apa?**

Q

Mudrikah : Sleepy!

Teacher : **Ya, sleepy(F)**. Ini teorinya predikat dan subjek. Auxiliary-nya berikan ke sini (write the sentence on the whiteboard) kalau di sini positif auxiliary-nya harus negative. Trus subjeknya diganti dengan personal pronoun. **Kalau Mudrikah diganti menjadi apa?**

Q

All students : She

Teacher : **Is menjadi?**

Q

Some students: Isn't she

- Teacher : **Ya, isn't she(F)**. Lalu misalnya Mudrikah tidur ya.Sleeps. Lalu ini menjadi apa? Langsung she aja pasti. Lalu ini auxiliary dari sleeps itu tense-nya adalah simple present. Simple present itu adalah do dan does. Kalau di sini positif (point the first sentence; Mudrikah sleeps) lalu yang di sini harus negative (point the second sentence; doesn't she). **Don't apa does?** Q
- Mudrikah : Doesn't.
- Teacher : **Iya (F). Mudrikah itu pakainya do atau does?** Q
- Mudrikah : Does
- Teacher : **Maka menjadi?** Q
- Some students: Doesn't she.
- Teacher : **Doesn't she(F)**. Kalau Mudrikah tidurnya tadi malam?Slept ya.
Ini she, auxiliary-nya slept apa? Q
- Asshid : Did
- Teacher : **Did**. Ini karena simple past. F
- Ini positive dan disini negative jadinya apa?** Q
- All students : Didn't she.
- Teacher : **Didn't she (F)**.Kalau will? Ini positive, **di sininya menjadi?** Q
- All students : Will not

Teacher : Disingkat

All students : Won't

Teacher : **Won't she(F)**. Ya sama seperti **I will disingkat apa?**

Q

All students : I'll

Teacher : **You?**

Q

All students : You'll

Teacher : **He?**

Q

All students : He'll

Teacher : **She?**

Q

All students : She'll

Teacher : **We?**

Q

All students : We'll

Teacher : **They?**

Q

All students : They'll

Teacher : **It?**

Q

All students : It'll

Teacher : **Oke(F)** kita masuk ke error analysis. Sekarang mencari yang

salah. **Mudah mencari yang salah apa mencari yang benar?**

Q

All students : Mencari yang benar.

Teacher : **Ya lebih mudah mencari yang benar.**

F

Some metals such gold, silver, cooper and tin occur naturally and easy to work.

A

B

C

D

Contoh sederhana mencari yang salah, berarti kamu harus tahu grammar secara yang benar. Some metals yang tidak digarisbawahi berarti betul, ya. Itu bisa menjadi referensi untuk mencari yang salah. **Some digarisbawahi ya lalu metals itu digarisbawahi tidak?**

Q

Some students: Tidak

Teacher : Metals itu apa tidak digarisbawahi dan ada -s nya ya. Ya sudah, pasti A itu betul, tidak usah dipikir kecuali kalau metal-nya itu digarisbawahi .Such gold, lalu naturally dan to work. Nah sekarang kaitan-kaitannya. Some metals such gold, silver, cooper. **Beberapa metal itu apa?**

Q

Some students: Tembaga

Teacher : **Ya barang tembaga seperti(F)**... karena jamak such gold, silver, cooper itu pasti betul ya karena bukan merupakan satuan ya. And tin occur naturally and easy to work. **Yang mana kira-kira?**

Q

Indah : To work

Teacher : **Kenapa?**

Q

Indah : [silent]

Teacher : Oke dalam konteks ini yang perlu kalian perhatikan adalah integrated, structure and meaning, ya. Integrated itu artinya satu kesatuan. Kalau kita lihat occur naturally, occur naturally itu artinya apa? **Ada secara ala... I**

Some students: Alami

Teacher : **Alami (F)**. Tidak ditanam, tidak dibuat tapi sudah ada dalam kehidupan yang secara natural, alami. Seperti air itu kan tidak perlu dibuat. **Tinggal kamu ambil. And easy to work, dan mudah di... I**

Some students: Dikerjakan

Teacher : **Salah F**

F

Mudrikah : Dapatkan

Teacher : **Iya(F)**. Bukan to work tapi to get. Ya kan? Karena naturally. Tinggal dibor aja keluar air. Benar apa gak? Bukan untuk dikerjakan tapi untuk didapatkan. Saya bilang pahami secara integrated. Integrated itu apa? Satu kesatuan. Ketika kamu

mencari susah ya. Tapi ketika kamu tahu jawabannya kok gampang ya. Oke nomor 7.

Ocean currents that help transfer heat from the equator to the poles, thereby creating balance A B C D

global environment.

Bahasanya ini tingkat tinggi ya. Ya ini TOEFL. TOEFL ini aliansinya Amerika. Jadi budaya yang ditanyakan dalam pertanyaan TOEFL itu cenderung American. Diambil dari budaya Amerika. Oke that, heat, creating and then balanced.

Some students: Creating

Teacher : **Kenapa creating?**

Q

All students : [silent]

Teacher : Coba perhatikan. Ini ada suatu tipe kalimat yang memiliki lebih dari satu (1) klausa. Kalau 1 klausa dengan subjek yang sama, predikatnya mestinya mengacunya kepada subjek yang sama itu.

Misalnya si Diah. **Diah berasal dari mana?**

Q

Diah : Demak

Teacher : **Ya Diah is from Demak(F). Diah belajar di mana?**

Q

- Diah : Asih Husada
- Teacher : **Studies at...** **I**
- Diah : Akademi Kesehatan Asih Husada
- Teacher : Ini kan 2 kalimat. **Kalau dijadikan 1 akan menjadi?** **Q**
- Mudrikah : Diah from Demak and studies at
- Teacher : Ya. **Diah who is from** **I**
- All students : Diah is from Demak and
- Teacher : **And studies** **I**
- All students : And studies at
- Teacher : **And studies at Akademi kesehatan Asih Husada (F).** Kalau 2 kalimat digabung, subjeknya tidak boleh diulangi. Harus hilang 1. Maka predikatnya harus mengacu pada subjek yang sama. Diah is betul maka di sini studies bukan study. Kenapa? Karena Diah itu orang ketiga tunggal jadi harus tambah -es. Di situ predikatnya yang muncul pertama kan help. Ya kan? Lalu predikat kedua muncul apa? Creating. Mestinya yang betul apa?
- Help digarisbawahi tidak?** **Q**
- All students : Tidak

Teacher : **Tidak(F)**. Berarti acuannya predikatnya simple present maka creating mestinya create. **Paham tidak?**

Q

Some students: Tidak pak.

Teacher : Ini kita bicara masalah tenses. Kalau grammar selalu berelasi, kalau yang dibahas predikat itu bicara masalah kata kerja. Kata kerja yang diidentifikasi dalam rumusan tenses. Coba perhatikan ocean currents that help. Help itu kan kata kerja, ya.

All students : Ya

Teacher : Kenapa tidak ditambah –s karena subjek ocean currents itu dalam konteks ini adalah dalam bentuk jamak. Kemudian mestinya create itu juga mengikuti subjek yang sama. **Tidak dalam bentuk verb –ing melainkan berbentuk ...**

I

Mudrikah : Verb 1

Teacher : **Verb 1(F)**. Seperti contoh itu Diah. Itu kata kerjanya studies. Kalau study salah. Kalau study, berarti kan subjeknya harus jamak untuk simple present. Tapi kalau subjeknya she atau orang ketiga tunggal verb 1-nya tambah –s. Okay the last reading comprehension. Nah cara menjawab reading dalam tes TOEFL, jangan kamu mengerjakan secara otodidak atau konsep progressive. Artinya progressive itu urut, kamu baca teks lalu setelah baca teks kamu baca pertanyaan. Setelah baca pertanyaan

cari di teks. Jangan seperti itu waktunya habis. Jadi baca pertanyaannya sehingga kamu tahu yang ditanyakan apa. Lalu kembali ke teks sambil mencari jawaban. Setelah dapat langsung jawab.



Third Meeting

Teacher : You can try practice this statement between your daily activities and time in English. **Liza what time do you take a bath in the morning?**

Q

Liza :

Teacher : **I take a bath ...**

I

Liza : I take a bath in the morning at.....

Teacher : **At...** Sek-sek maca sek..coba cek (look at the student's book)

I

Liza : I take a bath in the morning at....

Teacher : **Enam seperempat**

I

Liza : Enam seperempat berarti a quarter past six

Teacher : **Ya a quarter past six. Oke good (F).**Oke from your daily activities in your verbs I think you'll have this kind of verbs every day for daily activities (sambil menunjuk table yg ada di proyektor). Every day I wash, every day I clean, every day I take a bath... take a nap. Oke.**Asmi, what time do you watch TV in the morning?**

Q

Asmi : Jam delapan kurang seperempat

Teacher : **Jam delapan kurang seperempat how can you say?**

Q

- Asmi : Jam delapan kurang seperempat...quarter to eight...
- Teacher : **I watch TV in the morning....** I
- Asmi : I watch TV in the morning quarter to nine.
- Teacher : At **quarter to...** I
- Asmi : At quarter to...
- Teacher : **Eight. Delapan kurang seperempat... quarter to eight.** I
- Asmi : At quarter to eight.
- Teacher :**Okay (F).** Dina, ask to Ashid whatever you want to ask. You can use this verb or maybe you get your own verbs. Ashid what time do you bla bla bla in the morning, in the afternoon or in the evening.
- Dina :
- Teacher : **Ashid what time do you meet your boyfriend?** Q
- Dina : **Ashid do you mean with boyfriend?** Q
- Teacher : Ashid do you meet your boyfriend? **Meet or mean?** Q
- Dina : Meet.
- Teacher : **Ya.** F
- Dina : **Ashid do you meet with your boyfriend?** Q

- Ashid :
- Teacher : **Yes I do.** I
- Ashid : Yes, I do.
- Teacher : **Jam berapa?** Q
- Dina :
- Teacher : **What time do you meet your boyfriend?** Q
- Dina : Ehmmm....
- Teacher : **What time** I
- Dina : **What time do you meet your boyfriend?** Q
- Teacher : **I meet...** I
- Ashid : I meet with my boyfriend at seven.
- Teacher : **Seven o'clock in the morning... in the...** I
- Ashid : In the night
- Teacher : **In the night? Evening ya. Kalau jam 7 itu belum night ya. At seven o'clock in the evening.** F

Oke if you ask with this kind of tense, simple present so this is daily activity... daily routine... so everyday Ashid meets with her boyfriend at seven. **PM or AM?** Q

Ashid : PM

Teacher : **PM (F)**. Oke good.Ashid, ask to Monik.

Teacher : **Monik what time do you...** I

Ashid : **Monik what time do you eat in the morning?** Q

Monik : At twenty past...

Teacher : **I eat in the morning at ...** I

Monik : I eat in the morning twenty ...

Teacher : **I eat in the morning at ...** I

Monik : I eat in the morning at twenty past seven.

Teacher : Twenty past seven. **Jam berapa Ashid tadi?** Q

Ashid : Jam tujuh lebih dua puluh.

Teacher : Ya jam tujuh lebih dua puluh. **Okay good (F)**. Monik, ask
Mudrikah

Monik : **What time do you sleep at the night?** Q

Teacher : **What time do you sleep in the night?** Coba ulangi lagi. F

Monik : **What time do you sleep in the night?** Q

Mudrikah : I sleep in the night at twenty to eight.

Teacher : **Twenty to eight(F)**. **Jam berapa?** (sambil menunjuk Monik) Q

Monik	: Delapan kurang ...	
Teacher	: Delapan kurang dua puluh. Okay Ashid, you ask to Diah.	
Ashid	: Diah what time do you wash your dress in the evening?	Q
Teacher	: What time do you wash your dress in the evening?	F
Diah	: I am washed the ...	
Teacher	: Not I am washed(F) . Kalau I am washed nanti artinya saya dicuci. I wash my dress ...	I
Diah	: I wash my dress ...	
Teacher	: In the evening	I
Diah	: In the evening at twenty past eight	
Teacher	: Twenty past eight(F).Jam berapa?	Q
Ashid	: Delapan lebih dua puluh.	
Teacher	: Delapan lebih dua puluh . Liza, ask to Chelsi.	F
Liza	: Chelsi, what time do you breakfast ...	
Teacher	: What time do you have breakfast ...	I
Liza	: What time do you have breakfast ...	
Teacher	: In the morning	I
Liza	: What time do you have breakfast in the morning?	Q

Chelsi : I have breakfast half past ...

Teacher : **I have breakfast at half ...**

I

Chelsi : I have breakfast at half past six.

Teacher : Sekarang dibalik. Gimana kalau yang disebutkan jamnya dulu.

Think about the time and then at bla bla bla what do you do or

what do you do at bla bla bla. Beda tadi what time do you. Kalau

yang pertama tadi kan what time do you get up in the morning.

Kalau ini what do you do at time bla bla bla. Saya Tanya Ashid.

What do you do Ashid quarter to ten in the evening?

Q

Ashid : ...

Teacher : **I go to ...**

I

Ashid : I go to ...

Teacher : **Sleep. Okay(F). Do you understand?**

Q

All students : Yes.

Teacher : So you have to understand the time and match with your daily

activity. Okay please Ashid you can choose your friend freely.

Ashid : **Mudrikah what do you do at seven o'clock in the morning?**

Q

- Teacher : **Not o'clock(F)**. It is easy if you just mention one o'clock, two o'clock, three o'clock. Gampang ya. Itu jam tujuh tepat. More or less.
- Ashid :**Mudrikah, what do you do at quarter to seven in the morning?** Q
- Mudrikah : At quarter to seven in the morning, I take a bath.
- Teacher : **Ya good. One more.** F
- Ashid :**So what do you do at twenty to ten in the morning in the class?** Q
- Mudrikah : At twenty to ten in the morning, I study in the class.
- Teacher :**Ya. Okay good (F)**. Mudrikah come here. You can ask not only one student. You can share to others too.
- Mudrikah :**Diah what do you do at thirty to five in the evening?** Q
- Diah : At thirty to five in the evening I watch TV.
- Teacher : **Program apa?** Q
- Mudrikah : What you ...
- Teacher : **What kind of program do you watch on TV?** Q
- Mudrikah : What kind... of program do you watch TV?
- Teacher : You can repeat after me. **What kind of program ...** I
- Mudrikah : What kind of program ...

Teacher	: Do you watch ...	I
Mudrikah	: Do you watch ...	
Teacher	: On TV ...	I
Mudrikah	: On TV ...	I
Teacher	: What kind of program do you watch in TV?	Q
Mudrikah	: What kind of program do you watch on TV?	Q
Diah	: Program is KATAKAN PUTUS.	
Teacher	: One more to other student.	
Mudrikah	: Dina what do you do at quarter to nine in the night?	Q
Dina	: Quarter to nine in the night, I sleep.	
Teacher	: At quarter to nine in the night, I go to sleep.	F
Dina	: I go to sleep in the bedroom.	
Teacher	: Coba apa yang kamu lakukan sebelum tidur.	
Mudrikah	: Dina what do you do	
Teacher	: Before you go to sleep in the night.	I
Mudrikah	: Before you go to sleep in the night?	
Teacher	: I ...	I

- Dina : I... before sleep in the night... I wash my ...
- Teacher : **I wash my face and then I brush my teeth.** I
- Dina : I wash my face and I brush my teeth.
- Teacher : **Okay(F).** Asmi come here. Ask your friend.
- Asmi : **What do you do at ten to ten in the evening?** Q
- Teacher : **At ten to ten...** I
- Chelsi : At ten to ten I eat
- Teacher : I eat.. I have... ehmm breakfast terlalu siang tapi kalau makan siang terlalu pagi jadinya brunch. **At ten to ten I have brunch in...** I
- Chelsi : In the canteen.
- Teacher : **Okay good(F). Yang dimakan apa?** Q
- Asmi : **What do you eat?** Q
- Chelsi : Ehmm... I eat noodle.
- Teacher : **Thank you(F).** Now Chelsi.
- Chelsi : **Monik, what do you do at quarter to three in the morning?** Q
- Monik : At quarter to three...
- Teacher : **I usually...** I

Monik : I pray.

Teacher : **Berdoa untuk siapa?** Q

Chelsi : You pray for?

Monik : My parents and I

Teacher : **What do you do at half past two in the afternoon Ashid?** Q

Ashid : I study in the class.

Teacher : **What do you study?** Q

Ashid : I study English.

Teacher : I study English in the class. **Good(F). Why do you like English?** Q

Ashid : Because English is very important for me.

Teacher : **Ya thank you (F).**Next Diah. Diah please ask me.

Diah : **What do you do at quarter past seven in the morning?** Q

Teacher : I usually go to market with my wife to buy our daily need. Ask me about my weekend.

Diah : **What do you do in the weekend?** Q

Teacher : I usually go to Simpang 5 or Tugu Muda to join Car Free Day. Do you know Car Free Day? **Have you been there?** Q

Diah : Yes. Usually I ride my bicycle.

Teacher : **Do you go there by riding your bicycle?** Q

Diah : No. I ride my motorcycle and I pinjam...

Teacher : **So you rent a bicycle?** Q

Diah : Yes I rent a bicycle.



Fourth Meeting

Teacher : **What is interrogative?** Q

All students : Pertanyaan

Teacher : **Yes pertanyaan(F)**. Yesterday you studied about simple present example 'what do' but in simple past we use expression for making sentence, did. Simple present using do and does; simple future will; simple continuous is, am, are and present perfect has and have. You can change before subject. Okay example, Liza sedang apa ini? **Liza is...** **I**

All students : Operating

Teacher : Liza is operating, is sitting, is smiling, is watching you. This is statement Liza sedang tetapi jika ditanya apakah Liza sedang kan gitu so we can change to be or auxiliaries before subject.

Liza is sitting. **Apakah Liza sedang duduk lalu menjadi? Is ...** **Q**

All students : Is Liza

All students : Sitting....

Teacher : **Ya is Liza sitting?** **F**

Apakah Liza sedang berpikir? **Q**

All students : Is Liza thinking?

Teacher : **Ya. Is Liza thinking?** **F**

Apakah Liza sedang tidur? **Q**

All students : Is Liza sleeping?

- Teacher : **Ya. Is Liza sleeping? (F)** Okay this is for present continuous. Do you understand about this? Okay Liza, ask to Ashid. **Apakah bapakmu sedang bekerja?** Q
- Liza : Is.... Is.... Is your father... **bekerja apa pak?** Q
- Teacher : **Bekerja apa?** Q
- All students : Working
- Teacher : **Ya.** F
- Ashid : Yes, he is.
- Teacher : Ashid, ask to Liza. Terserah apa aja. Apakah...
- Ashid : **Is your mother cooking?** Q
- Liza : Yes, she is.
- Teacher : You ask to Mudrikah (sambil menunjuk Liza).
- Liza : **Is your boyfriend sleeping?** Q
- Mudrikah : No, he isn't.
- Teacher : Now Mudrikah you ask to Asmi.
- Mudrikah : **Are you writing homework?** Q
- Asmi : Yes I am.
- Teacher : Now asmi, you ask to Diah.

- Asmi : **Is your younger brother playing?** Q
- Diah : Yes he is.
- Teacher : **Okay (F)**. Also with the other of tenses we use this form (sambil menunjuk layar proyektor). Did, we asking about in the past. Misalnya saya tanya ke Liza. **Apakah tadi malam tidur jam setengah sepuluh? How do you say this in English?** Apakah... Q
- Mudrikah : Did you...
- Teacher : **Ya did you...** F
- All students : Did you sleep...
- Teacher : **Sleep or slept?** Q
- Mudrikah : Sleep karena verb 1
- Teacher : **Ya sleep (F)** because back to verb 1 or basic ya. Liza slept last night at ten misalnya. **Apakah Liza tidur tadi malam jam sepuluh?** Q
- All students : Did Liza sleep...
- Teacher : **Did Liza sleep...** F
- All students : At ten pm.
- Teacher : **At ten pm.** F
- All students : Last night.

- Teacher : **Okay last night (F).**This is for did. And then if I ask to Ashid,
apakah liburan kemarin pergi ke bandungan? **Q**
- Ashid :
- Teacher : In English? **Did you...** **I**
- Ashid : Did you...
- Teacher : **Or did Ashid... apakah pergi...** **I**
- All students : Did Ashid go
- Teacher : **Ya did Ashid go to Bandungan...** **I**
- All students : The last holiday.
- Teacher : **Oke(F)** try to ask Mudrikah. Apakah minggu kemarin kamu...
you say in Bahasa then Mudrikah says in English.
- Ashid : **Apakah minggu kemarin kamu jalan-jalan?** **Q**
- Mudrikah : Did Mudrikah traveling with family that holiday? Minggu
kemarin itu apa sih? Last weekend.
- Teacher : **Travel** **F**
- Mudrikah : Oh iya gak pake ing. Travel.
- Teacher : Iya verb 1 ya. Did Mudrikah travel...
- Mudrikah : With family last weekend.

- Teacher : **Okay last week or last weekend.** I
- Liza : **Bedanya apa last week atau last weekend?** Q
- Teacher : Last week itu terserah minggu lalu dari apa tapi kalau last weekend itu akhir pekan. Jadi jumat-sabtu. Tapi kalau last week it could be Monday, Tuesday, and then Wednesday, Thursday, Friday and the Saturday, Sunday. **Kalau malam minggu how can we say?** Q
- All students : Satnight.
- Teacher : Saturday night **kalau minggu malam?** Q
- All students : Sunday night.
- Teacher : **Okay(F)kalau malam Jumat Kliwon?** Q
- All students : Ehmm.... Friday night.
- Teacher : Thursday...Thursday night. Kliwon Thursday night. If we say in English with other language we still say it in its language and you do not need to change it.
- Okay. **Dimana kita sedang belajar bahasa inggris?** Q
- All students : Where are...
- Teacher : **Kita... where are we...** I
- All students : Studying English now?

- Teacher : **Where are we studying English now?** **F**
- Sekarang Dina ada dimana?** **Q**
- Teacher : **Where is...** **I**
- All students : Where is...Dina...
- Teacher : Dina...being now?
- All students :
- Teacher : **Okay(F)**
- Terus **kemana kamu pernah pergi ke tempat yang paling indah?** **Q**
- Mudrikah : Where have...
- Teacher : **Ya where have you...** **F**
- Mudrikah : You gone to..
- Teacher : **Gone to...** **F**
- Mudrikah : Beautiful place?
- Teacher : **The most beautiful place(F)**. Okay you can practice simple present, simple past, perfect and future.
- Now I want you to ask something to Mbak Ayu ya. **KapanMbak Ayu menikah?** **Q**

- All students : When did Mbak Ayu marry?
- Teacher : **Ya when did mbak ayu marry?** **F**
- Kalau kapan Mbak Ayu akan lulus?** **Q**
- All students : When will Mbak Ayu....
- Teacher : **Ya when will Mbak Ayu have graduation?** **F**
- All students : Have graduation?
- Teacher : **Jam berapa Mbak Ayu bangun pagi? What time...** **Q**
- All students :What time do...
- Teacher : **Does** **F**
- All students : Does Mbak Ayu get up in the morning?
- Teacher : **Mbak Ayu sedang belajar dimana?** **Q**
- Where is Mbak Ayu...** **I**
- All students : Where is Mbak Ayu...
- Teacher : **Studying now?** **I**
- All students : Studying now?
- Teacher : **Terus kemana Mbak Ayu pernah pergi?** **Q**
- All students : Where have...

Teacher : **Where has Mbak Ayu...** I

All students : Where has Mbak Ayu...

Teacher : **Gone to?** I

All students : Gone to?

Teacher : Now practice with your friends.

Diah : **What will you do this evening?** Q

Asmi : I will watch TV this evening.

Asmi : **What will you do this afternoon?** Q

Mudrikah : I will go home.

Mudrikah : **What will you do this weekend?** Q

Ashid : I will go to Banyumas

Teacher : **Betul** F

Ashid : **What will you do this weekend?** Q

Liza : I will go to simpang 5.

Teacher : **Okay** now you ask to Diah. F

Liza : **What will you eat for lunch?** Q

Diah : I will eat fried rice.

- Teacher : **Okay** now you ask Asmi untuk makan malam. **F**
- Diah : **What will you eat for dinner?** **Q**
- Asmi : I will eat French fries.
- Teacher : **Okay** untuk makan pagi coba. **F**
- Asmi : **What will you eat for breakfast?** **Q**
- Mudrikah : I will eat breath.
- Teacher : **Bread.** **F**
- Mudrikah : Bread.
- Teacher : Breath itu nafas berarti itu kamu makan nafas. Ask to Ashid for lunch.
- Mudrikah : **What will you eat for lunch?** **Q**
- Ashid : I will eat meatball.
- Teacher : **Okay** you ask to Liza (pointed to Ashid) about dinner. **F**
- Ashid : **What will you eat for dinner?** **Q**
- Liza : I will eat fried rice.
- Teacher : **Okay(F)** look at here. Do I, did I, will I, am I, have i. you can use with other subject like I, you, we, she, he, they. For example

kalau mau tanya kapan when did you go atau when do you go. Is there any question? If there is no question we can finish.

