

KOLTA 4

Konferensi Linguistik Tahunan Atma Jaya:

Tingkat Internasional

Koordinator
Bambang Kaswanti Purwo

Pusat Kajian Bahasa dan Budaya
Unika Atma Jaya
Jalan Jenderal Sudirman 51
Jakarta 12910
15-16 Februari 2006

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JADWAL KOLITA 4
PKBB UNIKA ATMA JAYA, JAKARTA

Lokasi: Aula Gedung D

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WAKTU	KEGIATAN	RUANG	HLM.
8:00–8.50	Pendaftaran dan Pameran Buku	Aula D	
8:50–9:00	Pembukaan	Aula D	
9:00–9:30	<i>Yugianingrum</i> Penggunaan Ungkapan Berbahasa Inggris dalam Beberapa Iklan Berbahasa Indonesia	Aula D	155
9:30–10:00	<i>I Nyoman Suparsa dan I Wayan Arka</i> Segmentasi <i>mb, nd, dan ngg</i> sebagai Sebuah Segmen Pranasal Stop dalam Bahasa Rongga	Aula D	19
10:00–10:30	Istirahat Kudapan Pagi	Aula D	
10:30–11:00	<i>Yetty Morelent dan Gusnetti</i> Cermin Ungkapan Sinisme dalam Bahasa	Gd. C 801	149
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11:00–11:30	<i>Katubi</i> Meneropong Kekerabatan Orang Hamap di Alor Melalui Kajian Terminologi Kategori Sosial “Suku”	Gd. C 801	89
	<i>Ike Revita</i> Daya Pragmatik Permintaan dalam Budaya T tutur Masyarakat Minangkabau	Gd. C 806	73

11:30-12:00	<i>Muhammad Fauzi bin Jumingan</i> Aspek Semantik-Pragmatik dalam Penterjemahan Bahasa Figuratif Arab-Melayu: Satu Analisis Teori Relevans	Gd. C 801	101
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13:00-13:30	<i>Haji Azmi Abdullah</i> Tendensi Arah Rujukan Fungsi Adverbial	Gd. C 801	21
	<i>Jufrizal</i> Tipologi Gramatikal Bahasa Minangkabau: Bahasa Akusatif, Ergatif, atau Campur?	Gd. C 806	83
13:30-14:00	<i>Nadra</i> Refleks Fonem Bahasa Melayik Purba dalam Isolek Sungai Bendung Air di Kabupaten Kerinci	Gd. C 801	105
	<i>Sumarlam</i> Subjek dalam Bahasa Jawa: Kajian Terhadap Fungsi, Posisi, Kategori, dan Peran	Gd. C 806	137
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15:00-15:30	<i>Agus Dwi Priyanto</i> Pemilihan Kode pada Anak: Sebuah Studi Kasus pada Dira	Aula D	1
15:30-16:00	<i>I Gusti Made Sutjaja</i> Cerita Rakyat Bali dan Jepang: Perbandingan Kisah 'I Bawang Teken I Kasuna' dengan 'Hadiah dari Burung Pipit'	Aula D	67

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9:30-10:00	<i>Haji Jaludin bin Haji Chuchu</i> Pembentukan Kata di Kalangan TKI di Negara Brunei Darussalam	Aula D	29
10:00-10:30	Istirahat Kudapan Pagi	Aula D	
10:30-11:00	<i>Agus Hari Wibowo</i> Strategi Menyusun Dialog yang Efektif untuk Siaran Pedesaan RRI Stasiun Surakarta	Gd. C 801	7
	<i>Joni Alfino</i> Strategi Pemberian Tanggapan dalam Rubrik "Bujang Padek" pada Koran Padang Ekspres	Gd. C 806	79
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11:30-12:00	<i>I Nengah Suandi</i> Pembentukan Kata-kata Baru dalam Bahasa Bali	Gd. C 801	109
	<i>Ermanto</i> Afiks men- dalam Bahasa Indonesia dari Perspektif Morfologi Derivasi dan Infleksi	Gd. C 806	57
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13:00–13:30	<i>Dora Amalia</i> Bebaso: Kontak Bahasa Melayu-Jawa	Gd. C 801	45
	<i>Rosijanih Arbie</i> Bahasa Jaton di Minahasa Sulawesi Utara: Perlukah Leksikon?	Gd. C 806	127
13:30–14:00	<i>Pininto Sarwendah</i> Teachers under Attack: What Can Teachers Learn from Students' Criticism in Student Evaluation?	Gd. C 801	115
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14:00–14:30	Istirahat Kudapan Siang	Aula D	
14:30–15:00	<i>Helen Hendaria Kamandhari</i> The Application of Teaching Thru Films in ESL Students' Mixed Level Listening Class at the University of X, USA	Aula D	63
15:00–15:30	<i>Widiatmoko</i> Estimation to Examinee Parameter Using Newton-Raphson Method: An Application for Language Testing	Aula D	143
15:30–16:00	<i>Eri Kurniawan and R. Dian Muniroh</i> Black Vernacular English in Detroit	Aula D	51

LANGUAGE SCAFFOLDING TASKS IN GENRE-BASED WRITING

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Introduction

Writing teachers usually ask a key question concerning the necessity to focus on linguistic form and when this kind of language activity occurs in writing tasks. The answer to this question is language activities are central to genre-oriented writing classes and language exercises are a staple of ESL writing instruction and most teachers acknowledge that language proficiency can seriously frustrate their L2 students' attempts to create effective texts. Moreover, despite variations in teaching practices, there is a strong case for providing learners with the linguistic and rhetorical resources they need to express themselves at the point they need them: when they are beginning to draft, especially disadvantaging weaker learners.

Because teachers are concerned with how learners use language, it is often a good idea to begin language scaffolding by working down from the entire text rather than approaching it in a piecemeal fashion from the bottom up. This involves considering how a text is organized at the level of the text in relation to its purpose, audience, and message, then working on how all parts of the text, such as paragraphs and sentences, are structured, organized, and coded so as to make the text effective as written communication.

This paper aims at discussing the implementation of language scaffolding tasks in the writing activity which is based on the genre-based approach. "Scaffolding" in this case is the activity to provide any kind of support for students while they are establishing their understanding of a text and their linguistic competence to create them. This activity involves providing input and instruction that can be used to encourage and as well as to challenge students. The discussion will be focused on four main steps of scaffolding. They are language familiarization, model analysis and manipulation, controlled composition, and guided composition. It will end in how these steps are sequenced in the teaching-writing cycle.

Genre based teaching

The genre based teaching was first developed in Australia through the work of educational linguists and educators who have been working with disadvantaged groups of students. This approach is now widely used in all sectors of education. It is based on three assumptions about language learning (Feez and Joyce, 1998). The first assumption is learning language is a social activity. Halliday (1992:19) explains language learning as 'learning to mean and to expand one's meaning potential' and this carries out three outcomes: students learn language, students learn through language, and students learn about language. The second assumption is learning occurs more effectively if teachers are explicit about what is expected of students. The genre approach is concerned with providing students with explicit knowledge about language. It values teacher-learner interaction as well as interaction among students. The third assumption is the process of learning language is a series of scaffolded developmental steps which address different aspects of language. This is based on the work of the Russian psychologist Vigotsky (1934/1978) and the American educational psychologist Bruner (1986).

Michael Halliday (e.g., Halliday, 1994; Halliday and Hasan, 1989) through the theory of systemic functional linguistics develops classroom perspectives on genre based teaching. This theory addresses the relationship between language and its social functions and sets out to show how language is a system from which users make choices to express meanings. Halliday argues that we have developed very specific ways of using language to accomplish our goals, which means that texts are related to social contexts and to other texts. In general, if several texts share the same purpose, they will often share the same structure, and thus they belong to the same genre. So genres are resources for getting things done, and we all have a repertoire of appropriate responses we can call on for recurring situations.

Martin (1992) defines genre as a goal-oriented, staged social process. Genres are social processes because members of a culture interact *to* achieve them; they are goal-oriented because they have evolved *to* achieve things; and staged because meanings are made in steps and it usually takes writers more than one step *to* reach their goals. By setting out the stages, or moves, of valued genres, teachers can provide students with an explicit grammar of linguistic choices, both within and beyond the sentence, *to* produce texts that seem well-formed and appropriate *to* readers. All texts can therefore be described in terms of both form and function, that is, how their elements are organized for making meanings and the purposes this serves. Some core "factual genres" are listed in the following table:

Table 1: Some Factual genres

Genre	Purpose
<i>Recount</i>	to reconstruct past experiences by retelling events in original sequence
<i>Procedure</i>	To show how processes or events are accomplished - how something is done
<i>Description</i>	to give an account of imagined or factual events and phenomena
<i>Report</i>	to present factual information about a class of things, usually by classifying them
<i>Explanation</i>	to give reasons for a state of affairs or a judgment

(Source: Martin, 1989 in Hyland, 2003: 20)

Genre-based literacy pedagogy has produced a number of teaching and learning models since it became the focus of research beginning in the late 1970s. One of its teaching and learning models is taken from the *Write it Right Project* conducted in the Metropolitan East Region of Sydney's Disadvantaged Schools Program (Martin, 1999:127). The teaching and learning process represented by this model is divided into three stages: deconstruction, joint construction and independent construction. Learning within the process can begin at any point dependent on the students' needs. At all stages of this cycle, the social context of the genre and field knowledge required for the writing task are considered and made explicit (Martin, 1999:130). The deconstruction stage of the cycle is a critical analysis of models of the genre under focus. These models can be analyzed for content, structure and language features to provide insight about the genre and register to the students. The joint construction stage foregrounds collaboration between the participants of the learning process in preparation of the text, and the individual construction stage focuses on the production of a text by each student.

Feez and Joyce (1998) explain in details each component in the teaching/learning cycle. In building the context, the students are introduced to the social context where the text-type is used and its social purposes, to the features of general cultural context, and to the immediate context of situation by investigating the register of a model text. In modeling and deconstructing the text, students investigate the structural pattern and language features of the model, and compare the model with other examples of the text-type. Modeling and deconstruction activities can be done in whole text level (sorting sets of texts, sequencing jumbled stages, labeling stages, etc), clause level (activities relating to grammatical features of the text), and expression level (oral-aural, pronunciation, decoding, spelling). The next stage is joint construction of the text. In this stage students begin to contribute to the construction of whole examples of the text-type, and the teacher gradually reduces the contribution to text construction. Joint construction activities involve teacher questioning, discussing and editing whole class construction, skeleton texts, jigsaw and information gap activities, small group construction of text, and self-assessment and peer assessment activities. The next stage is independent construction of the text. In this stage students work independently with the text, and student performances are used for achievement assessment. Finally, in linking to related texts, students investigate how what they have learned can be related to other text in the similar contexts, and future or past cycle of teaching and learning.

Tasks form the heart of language teaching. Not only are they a fundamental planning tool for teacher writing syllabus, goal, materials, and methodology, they are the ways that students come to understand and develop the abilities to use the language effectively. The following table summarizes the tasks and teacher roles in the teaching-learning cycle.

Table 2: Tasks and teacher roles in the teaching-learning cycle

Stage	Purpose	Teacher role	Sample tasks
Contextualizing	Assist students to understand purpose, audience, and context	Initiator/guide Resource	Reading, site visit, research, library study, questioning, jigsaw reading, brainstorming, vocabulary building, role-play
Modeling	Investigate prototypical patterns and language of genre examples	Instructor/guide Controller	Familiarization, model manipulation, controlled and guided composition tasks
Negotiating	Teacher and students jointly create examples of the text	Prompter Resource	Composition heuristics, guided composition work on individual text stages
Constructing	Students create texts independently. Performance used for assessment	Observer Responder Assessor	Extended writing, planning, drafting, conferencing, editing, peer review, polishing
Connecting	Students relate work to other texts in similar contexts	Observer Guide	Journal reflections, project work

(Cited from Hyland 2003, 140)

Language Scaffolding Tasks

There are many tasks can be done to improve students' language competencies for writing. Hyland (2003) classifies these tasks into four main groups. They are language familiarization, model analysis, controlled composition and guided composition. These scaffolding tasks are designed to gradually increase learners' independence and control, moving from basic noticing activities through manipulation of models to tasks that vary the degree of guidance.

Language familiarization

The main concern of familiarization tasks is raising awareness of language forms and patterns without requiring production. They link tasks closely with texts, drawing students' attention to how language is used in relevant contexts and helping them to see that the language they are learning is directly relevant to creating their target genres. These tasks also allow learners to examine aspects of the whole text and then go on to identify and practice selected features of grammar and vocabulary. At the text level it is possible to look at the visual layout of a text, its move structure, its use of headings, or the way it is divided into paragraphs. Another example is students can be asked to compare recount and procedure, and discuss the ways in which they are similar and different, or they could explore patterns of cohesion by underlining pronouns and linking them back to referents. The following texts can be the model of the activity:

Procedure	Recount
If you want to grow beans, the first thing you do is to go a shop and get a packet of bean seeds. Buy them. Bring them home. Plant them in the garden. Water them every few days.	We wanted to grow beans, so we went to the shop and bought a packet of bean seeds. Then we brought them home and planted them in the garden. We watered them every few days and

When they grow, you pick them, and send them to the fruit market, and then someone buys them. They take them home and eat them (year 3)

when they grew we picked them. Then we sent them to the fruit market. Someone bought them and took them home and ate them

(Adapted from Martin, 1985:5)

The above texts provide the opportunities for both teacher and students to discuss the similarities and the differences between the two texts. They can talk about the generic structure of each text, the generality of the text, and the prominent language features that make the two texts different, such the use of pronoun and tenses.

Hyland (2003) states that this kind of activity enable learners to participate in collecting examples of a feature, perhaps using a concordancer, and seeing how it is used in a particular genre - which tenses are most commonly used, or what are the preferred ways of addressing readers. It is important that students are able to study a number of text examples as this can encourage reflection on similarities and differences. They could, for instance, examine the strategies writers use to open or close their texts or the kinds of paragraph development they use, while comparison activities are also helpful in raising awareness of features such as personal pronouns, politeness markers, or hedges to see how removing or adding these features can alter the style, tone, or presentation of the genre.

Manipulation of models

The next step in language scaffolding is manipulation of models. Models are important for familiarization tasks because they encourage students to reflect on the features of target texts. In the next stage in learners' acquisition of a language competence for writing, models are sources of manipulation activities. Good models therefore provide students with a reliable genre schema to prepare them effectively for authentic writing situations.

There are many types of activities that can be done in model-based tasks. Those kinds of activities involve students in combining, inserting, reordering, or deleting text segments. Combining tasks enable the students to match the first part of a sentence with an appropriate second part, a cause with an effect, an event with a consequence, and so on. Insertion tasks include cloze activities, where target words or features such as topic sentences have to be inserted into a text, and storyboarding, where students use their knowledge of format and topic to predict all the language needed to recreate a text from a skeleton. Deletion tasks are often designed to encourage succinctness and good style, while reordering tasks require students to (re)construct a cut-up text like a "jigsaw" or to reorder scrambled sentences or other elements into a coherent whole. In all cases students use their knowledge of a model to carry out the activity. The following example is a model for reordering scrambled sentences:

Rearrange the following sentences in a paragraph so that they follow a logical order!

1. First, put some toothpaste on the brush. Then put the brush in the mouth and move the brush vertically up and down on the outside surface of the teeth
2. Finally take a mouthful of water to rinse out the toothpaste. This can be spat out into the bathroom sink
3. After that move the brush further inside the mouth and repeat the vertical movement on the inner surface of the teeth.
4. The following things are needed : a good toothbrush with bristles, some toothpaste, preferably containing fluoride, a glass of water
5. If teeth are going to the cleaned properly, a certain routine should be followed
6. In both cases, the gum should be massaged by the brush as it goes over the teeth. The final brushing should go over the flat surface of the back teeth.

Controlled and guided composition

Model texts can also provide the foundation for controlled composition tasks, developing learners' confidence and fluency by providing a text frame to complete, a parallel text to write, a draft text to edit, or other activities that involve reworking or finishing a model. Example activities include rewriting a text from another viewpoint, writing the middle or end of a story, or writing a shorter version of a text.

As students gain familiarity with the genre, they can move away from models and use their increasing knowledge of purpose, structure, and language to create texts in specified contexts and with controlled input. Hyland (2003) says that more guided composition tasks may include:

- Information gap, where two students must exchange information to complete a writing task
- Information transfer, where information is translated into text form from a graph, a table, or notes
- Key word writing, where students write from a given set of key words
- Picture writing, where a text is produced from a picture sequence

These kinds of controlled and guided tasks are primarily intended for beginning and intermediate level students and those trying to gain familiarity with a new genre.

Concluding Remark

Vygotsky's (1978) views of collaborative learning and Bruner's (1986) ideas of scaffolding are two influential things in genre-based approach. This approach is often presented in the form of a cycle of teaching and learning which is designed to enable students understand what is to be learned and to build their confidence and ability to write effectively. Novice L2 writers require greater support during the early stages of working with an unfamiliar genre. The teacher scaffolds their progress by providing information, appropriate language, and opportunities for guided practice. When they are able to control this new genre, the scaffolding matters are gradually removed and more responsibility shifted to the students.

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