

Scaffolding in Narrative Learning: Appraisal Analysis in Teachers' Talk

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Abstract

Engagement is one of appraisal dimensions introduced by Martin and White (2005) that is used to analyze the stances which a teacher takes, both in relation to the students and the visual-verbal components in texts and the way of the teacher align or dis-align the students. This paper explores the interaction between a teacher and thirty-two junior high school students in learning narrative texts. The focus of this study is on the stages of scaffolding to help the students to cope with narrative texts. This study employs classroom discourse analysis particularly appraisal analysis on engagement elements in teacher's talk. The findings of this study depict that in teaching the students, the teacher uses different kinds of engagement systems of heterogloss (contract and expand) to take particular stance to mediate the students with teaching materials. The heterogloss is also used to guide the students in exploring the learning materials. Practically, the result of the study is beneficial for the EFL teachers as a reference in teaching narrative texts.

Keywords: Appraisal system, engagement, narrative, scaffolding, teacher's talk

Introduction

Classroom interaction is usually associated with students' level of achievement. It can be achieved when teacher and students interaction in the classroom go together. Teacher plays an important role in creating an effective, enjoyable and engaging environment for learning where the students can feel motivated and interested to participate in classroom interaction. The way a teacher uses language and builds the discourse patterns will determine students' engagement in seeking knowledge. As argued by Halliday (1993), language is the most important condition of knowing the process in which knowledge becomes the speakers' experience. Meanwhile, Wells (1999) adds that knowledge is developed in the discourse between people doing things together.

In classroom interaction, teachers can do several types of scaffolding in the classroom practice to offer explanation, invite students' participation, verify and clarify students understanding, give a model, engage students into learning and invite them to contribute ideas (Roehler & Cantlon, 1997). The process of scaffolding in this study is integrated in one of four curriculum cycle stages of Genre Based Approach (GBA), namely Building Knowledge of the Field.

At the beginning of the lesson, teachers can design specific building knowledge strategies to build connections to the existing knowledge by reminding students of a shared experience (Sharpe, 2001). In doing so, students are engaged to improve their understanding about the material given and knowledge of the field deeply. They participate in a conversation that leads to an increased understanding of subject content and to promote shared understanding. They use the language for making meaning and take critical stance toward information and knowledge. It means that students learn how to use language and they develop a language to talk about language (Gibbons, 2009).

However, there are teachers in Indonesia who do not understand how to do the scaffolding process in the stage of Building Knowledge of the Field. They misunderstand the concept of Building Knowledge of the Field. The teachers usually use this stage to discuss the generic structures and linguistic features of the text. It is not appropriate because the stage should be used to build their knowledge on the content of the topic (Emilia, 2011).

This study aims to analyze the scaffolding instruction that a teacher applies to facilitate students learning during the stage of Building Knowledge of the Field in the setting of Genre Based Approach. The analysis of teacher and students' interaction is based on the appraisal theory of engagement system of meaning proposed by Martin and White (2005). It is the source for the authorial voice to position or to engage with other voices and alternative positions that are interpreted in the communicative context. Engagement comprises two sub systems, namely contract and expand.

The analysis on classroom interaction is an attempt to find out the way the teacher conducts the scaffolding strategies to guide the students to construe their position or stance through their word choices. This analysis will provide some benefits for pedagogical practice to help the students to be aware on construing stance on position in others' point of view or certain issue in classroom discussion. Theoretically, the study also might support previous research concerning scaffolding in teacher's talk in genre-based learning context and enrich the literature of appraisal analysis in classroom discourse. Practically, it might provide teachers useful insight to guide the students in the effective scaffolding process to facilitate students' learning.

Theory

Scaffolding in Genre Based Pedagogy

Genre-based pedagogy views language as an open dynamic system where knowledge about language is taught in an explicit manner, and genre are used as the starting point for modelling, deconstructing and understanding language (Martin, 1999). It is a social constructivist model of teaching and learning, where the scaffolding is to construct knowledge in and through joint participation in activities where all participants are actively involved in negotiating meaning. Learners construct new and extended understanding through their collaborative participation in scaffolded activities. Through talk, information and ideas can be shared, points of view explored, and explanations presented. In the process, the ways of thinking and understanding maybe constructed (Hammond, 2001).

The process of scaffolding is conducted based on the principles of Genre Based Approach:

- a. A social activity
Learning is a social process, and knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value systems and ideology of the culture (Halliday in Emilia, 2005).
- b. Explicit teaching
To be a teacher, we must make connection to what we studied, why it is being studied, and what outcome should we expected from our students at the end of the study (Gibbons, 2002).
- c. Apprenticeship teaching
Giving the students opportunity to learn language as apprentices with their teacher in the authoritative role of expert on language system and function (Feez & Joyce,

2002). This apprenticeship is a series of scaffolding which address language in different aspects (Gibbons, 2009).

Building Knowledge of Field (BKOF) in Narrative Teaching

The basic principles of BKOF are used to guide teachers to design scaffolding which can be used as authentic material to enable learners to achieve task and increase the students' knowledge that they might not able to manage on their own (Hammond, 2001).

There are two level of scaffolding according to Dansie (see in Hammonds, 2001): (1) *Macro-level scaffolding*: the key elements of scaffolding are: a clear goal of teaching, understanding of the linguistics demands of the associated tasks, the knowledge of students and their current abilities and understandings, careful sequencing of task designed to develop the practices required to achieve the goal, and a gradual but constant shift of responsibility for task completion from teacher to student and (2) *Micro level scaffolding*: evident in the interaction of students and teacher in the nature of support. It is to determine the minimum support required by constantly removing or supplying support as needed to complete the task at hand.

According to (Roehler & Cantlon, 1997), there are five Micro scaffolding where it occurs during the teacher-students' interaction such as inviting students' participation, offering explanation, modelling of desired behavior, verifying and clarifying students understanding as well as inviting students to contribute clues.

It is furthermore, classified into six types by Walqui (2006). The first is modelling by giving clear examples through describing, comparing, summarizing, evaluating, etc. Second is activating students' prior knowledge to make the students are able to produce written text as well as spoken language. It is also beneficial to link students' real-life experience to the subject matter. Third, creating analogies based on students' experience by using simple daily language to explain complicated academic language. It is crucial to assist students to understand the lesson easily. Fourth, building the schema to cluster of meanings that are interconnected. It is essential for students to gain knowledge of the material or topic before studying the details. Fifth, representing the text to invite students to engage them in some activities that require the transformation of linguistics instruction that they find different in one text to the others. The last is developing metacognition to guide students the ways to manage their own thinking, apply the strategies in learning activities, and evaluate, adjust and monitor their performances to complete the task.

Moreover, Luke, et al. (2005) propose more general scaffolding types namely content scaffolding, strategic scaffolding and procedural scaffolding to provide guidance for students' achievement level to the assigned task. Content scaffolding refers a guidance for the students including concept and definition to help them to do a given assignment. Then Strategic scaffolding deals with alternative strategies which assist students learn to do the assignment. The last, procedural scaffolding is to give guidance for the students on utilizing available resources and tools to help the students to do a task.

In Genre Based Approach, scaffolding as a basic principle is practiced in a series of four cycles and each cycle has its own particular teaching purpose (Gibbons, 2009), which is described briefly as follows.

1) Building Knowledge of the Field

In this phase, the teacher briefly and clearly explains the material they discuss and builds up the students' background knowledge of the context in the class until the students understand the material given.

2) Modelling

This stage focuses on the students giving examples of the material including the purpose, text organization and linguistics features of the genre discussed.

3) Joint Construction

This stage describes both content and language focus. The purpose is that the students write together in pairs, constructing a piece of writing collaboratively of the chosen genre.

4) Independent Construction

This stage is suggested to ask the students to construct their own text individually.

The analysis is conducted at Building Knowledge of the Field at the initial stage of learning. It is aimed at building up the students' background knowledge (Feez, 2002; Derewianka, 1990). It is the time for students to share experiences relating to the topic (Dansie, 2001). Moreover, in the stage of Building Knowledge of the Field, the teacher can provide various texts for the students as the source of learning. The texts are used to teach reading, listening, speaking, or learning grammar through the expressions that can be found in the text (Emilia, 2011).

The aim of narrative, as the focus of the study, is to entertain and instruct through dealing with unusual and unexpected development of events (Droga & Humphrey, 2003). The schematic structure of narrative is orientation ^ complication ^ evaluation ^ resolution ^ coda (Droga & Humphrey, 2003; Knapp & Watkins, 2005; Christie, 2005; Christie & Derewianka, 2008).

Both teacher and students can explore narrative texts that are challenging and stimulating. It can be a source to facilitate critical thinking and communicative skill for the students. Thus, the students can express their thoughts and feelings on the characters and content of the story. The text will allow students to interact and question to the text to explore their critical awareness.

Relating to the scaffolding strategy, Gibbons (1991) states that reading is the process of getting meaning from print. It requires the reader to be active and thinking rather than passive and receptive activity. It means as a competent reader, he can reconstruct a writer's message. Furthermore, it can be referred to as an interactive process between potential reader and text. In doing so, the readers rely their own background knowledge of the field and their understanding of the language system itself to gain the meaning of the text. Gibbons (2002) adds that building up shared knowledge of the topic can be done by shared reading to have opportunity with the students to discuss the content of the text.

Derewianka (1990) proposes that the last activity in BKOF is that students take turn to read the story. It is the time for them to discuss the content of the story and mainly the difficult vocabularies. In exploring narrative, students can be encouraged to listen to stories for sheer enjoyment. They have to be aware that they have to learn to construct a story and bring it to life.

In relation to the previous one, the teacher, according to Christie (2005) should lead and guide their students to write through teachers' talk. In line with this, the teacher prepares the students to read a short story by showing the book to them which contain of pictures or illustrations. By guided talk, a teacher can direct his students initially to think about meanings of the story they have read. The use of teachers' questions will guide the students to comprehend and lead to later closer examination of the language patterns used. Students are invited to identify the actual words in the text required to answer the questions. In a whole class discussion, the teacher takes responsibility to hold the discussion and takes a part as learning facilitator to make sure that the classroom interaction is running well and all students are interactively involved in seeking of knowledge.

Appraisal system of Engagement

Appraisal system, one of meanings in the study of systemic functional linguistics SFL), is realized through the interpersonal meaning. As cited in Cahyono and Nina (2019), interpersonal meaning comprises using language to interact with other people and construct roles and relationship as well as giving evaluation (Martin & Rose, 2007). According to Martin & White (2005), there are three appraisal systems namely engagement, attitude and graduation.

Engagement (Martin & White 2007) deals with the interpersonal negotiation of the attitude sources; where it depends on a social dialogic perspective developed by White (2003). This system allows us to recognize author's position towards what has already been written or said by someone else by employing engagement (Martin & White, 2005).

The system of engagement is based on a fundamental distinction between utterances, which engage with dialogic alternatives. The distinction is classified as monogloss and heterogloss. A monogloss proposition does not have an alternate proposition. The propositions are declared absolutely which explicitly engaged in the dialogic alternative. However, the system of heterogloss allows alternate points of view for dialogic alternatives (Martin & White, 2005). The example below demonstrates the monogloss and heterogloss respectively:

Farizah is a good girl. **In my view**, Farizah is a good girl.

Martin and White (2005) classify heterogloss into two broad categories and they are dialogic contractively or dialogic expansive. Dialogic contraction acts to reject directly or challenge alternative propositions, real and/or imagined, and is further categorized as disclaim and proclaim. Disclaim is the "direct rejection or countering of a dialogically contrary position" (White, 2003). For example, the proposition, 'Farizah's grandma is **not** happy', explicitly engages with, but ultimately disclaim is the "direct rejection or outering of a dialogically contrary position."

Furthermore, White (2003) explains that proclamation is "the textual voice puts on display a personal investment in the viewpoint being advanced". The example for this case is 'Farizah's grandma **must** be happy'. The proposition does not directly negate or 'deny' the alternative. In fact, it is the high degree of personal investment in the proposition functions to 'close down' the dialogic space for the alternative.

Dialogic expansion 'entertains' or is 'open' to dialogic alternatives, real and/or imagined, and is categorized as either entertain or attribute. Through the resources of entertain, a proposition is presented as one possibility among other possibilities (White, 2003). For example, the proposition, Farizah's grandma **might** be happy', explicitly engages with the possibility that she might *not* be happy.

The resource of attribute is further classified as acknowledge and distance. White (2003) argues that by attributing a viewpoint to an external voice, the author represents it one of many potential positions since it is explicitly grounded in the individual subject hood of one speaker. For example, the proposition, '**they say** Farizah is a good girl' is exclusive to 'they', and as such, invites dialogic alternatives from anyone besides 'they'.

Method

The study tried to identify the engagement appraisal resources in a classroom interaction in an EFL classroom and describe how the engagement resources create the pattern of scaffolding during the teaching and learning process. Appraisal analysis as suggested by Martin and White (2005) makes use of case study qualitative method in which it studies classroom transcript and assign utterance to predetermined categories.

The case study focuses to provide a thick description of the phenomenon, provide explanations for the phenomena that are studied and make evaluation to the educational program under the study (Gall & Borg, 2003). Based on the definition, in this study the case study was the scaffolding in teacher's talk in a particular instance as a particular phenomenon. In addition, it was a classroom setting which apply genre-based pedagogy of Building Knowledge of the Field to obtain an in-depth account of the vent to illuminate the researcher's understanding under the study.

To obtain the required data, there were one teacher and 32 students involving in this study. The teacher was an experienced female teacher who had been teaching at the school for years. She holds her master degree from a local university specialized in English education program. She was involved in some GBA training programs and had been applying the method for years.

The data were collected from field note, video and audio recording of teacher and students' talks. The data analysis from the recording during the class discussion was focused on the engagement appraisal resources. The analysis was conducted to find out how the teacher guided the students to express their stance and to quote other voices in classroom discussion. The way the teacher did the scaffolding and how students present their ideas and accept or reject others' voice is represented in their choice of linguistic features in their expressions.

The analysis was conducted through three steps. First, transcribing the recording data carefully. Second, identifying the linguistic features that represent the engagement appraisal resources used in classroom discussion. Then, categorizing the linguistics features based on the engagement appraisal resources. Finally, the linguistic features were analyzed based on the appraisal and scaffolding-GBA theory and interpreted to determine how the teachers did the process of scaffolding and how the students took their position and viewed others' ideas in the classroom discussion.

Findings and Discussion

During the stage of Building Knowledge of the Field, teacher-students interaction was analyzed to find out whether the propositions are suggested monoglossically or heteroglossically. It is taken for granted or treated as an issue when the proposition is monoglossically formulated. Heterogloss proposition is formulated if the author's stance is dialogistically expansive or contractive, and then construing any alignments and anticipating the responses through the sub-types of engagement (Martin & White, 2005).

In the classroom interaction, it is found that the teacher and students as participants in the discourse do not adopt the monogloss system of engagement. Monogloss is to shut down all the negotiations from other sounds or dialogue space. The utterances leave no space for other viewpoints (Martin & White, 2005). The teacher in classroom interactions embraces alternative voices to have rich discussion with the students. Heterogloss resources are used by the students to present their voices, their findings and to persuade others to accept their ideas. However, the language users both the teacher and the students do not choose to distance himself/herself from the propositions expressed by using reported verbs like 'claim'. It is referred to as 'distance' in the engagement system. The details result will be discussed as follows.

Table 1: Teacher’s Engagement Resources Proportion

Contract				Expand	
47 %				53 %	100 %
Disclaim	Proclaim			Entertain	Attribute
Counter	Concur	Pronounce	Endorse		Acknowledge
3.6 %	36.4 %	29.1 %	30.9 %	85.5 %	14.5 %
100 %				100 %	

The table above illustrates the percentage of dialogic contraction 47 % and expansion 53 %. The finding shows that the teacher uses the first type *contract* to open the dialogic space for subsequent alternative voices or whether it rules out subsequent dialogic instances and disclaim-proclaim. In the interaction with students, the teacher does not choose to deny for presenting a negative orientation to reject students’ viewpoints. It is conducted through the sub-system of *counter* to invoke a contrary position to the one introduced by introducing a proposition, which replaces or substitutes the one expected. The excerpt below presents how the teacher employs *counter* in classroom interaction.

Excerpt 1

120c.	T	You mean that Instagram gave Farizah a bicycle and cookie shop and she said thank you to Instagram by saying it to the principal?	
121c.	S10	Yes	
122c.	T	Well, I think there is a better answer. Tidak seperti itu, ada penjelasan dan jawaban yang lebih baik.	It is not like that. There is a better explanation and answer.

Teacher’s utterance shows the function of *counter* to reject implicitly student’s proposition by offering to show another alternative proposition to replace the rejected one. It is to give the student and other students an opportunity to create better or more appropriate ideas.

The tool of scaffolding that the teacher used is metacognitive development type to ensure that students pick the methods consciously, evaluate their choice and determine their future choice (Waqui, 2006). It is also to verify and clarify students’ emerging understanding as suggested by Roehler and Cantlon (1997). It is important for the teacher to lead the students to recognize whether they understand the content of the discussion by encouraging them to think their own thought and restate their thinking.

Then, sub-system of *concur* is used by the teachers to show the agreement or share the same knowledge with the students, as can be seen in the transcript below.

Excerpt 2

22a.	S1	probably, the girl selling cookies to help family
23a.	T	Very good S1, probably, the girl is selling cookies to help her family

It can be seen in the excerpt above that it shows that the teacher first did the *bridging* (Waqui, 2006) to connect the new concepts with students’ previous knowledge or their

personal experiences and then the teacher did a verification (Roehler & Cantlon, 1997) to show that the students has good understanding toward the issue of the discussion.

Next, *pronounce* is used mostly by the teacher to give explicit instruction, as we can see as follows.

Excerpt 3

83a.	T	OK, students, I would like you to have a group discussion and also an interview assignment with your group.
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By giving instruction the teacher utilized contextualization as one of scaffolding types (Waqui, 2006) that gives the students a particular task to increase the students' ability to understand and produce meaning appropriately and effectively.

The last sub-system of *contract* that the teacher uses is *endorse* to refer to a valid or correct source. The classroom interaction below shows how the teacher asks the students to find the answer by observing a picture. The picture shows the undeniable facts that can be used by the students as the reference. The picture was used by the teacher as realia to make a connection with students' real world for contextualizing (Waqui, 2006).

Excerpt 4

38a.	T	Now, next question. Look at the picture What is she wearing?
39a.	Some SS	Uniform
40a.	T	Yes, right,
41a.	T	she is wearing a uniform.

The dialogic expansion of *entertain* is the most resource that is used by the teacher in classroom interaction. The aim is to allow the students to put their ideas and opinions forward and have an interactive meaningful discussion with other students.

Excerpt 5

56a.	T	Next question, if you meet him, will you buy the cookies?	
57a.	SS	Silence	
58a.	T	Bagaimana? Kalau bertemu anak itu, apakah kamu mau membeli kue nya atau tidak	How? If you meet the girl, will you buy the cookies or not
59a.	Some SS	Yes	
60a.	T	If Yes, why and if No, why, give me the reason, apa alasanya kalau ya atau tidak	
61a.	SS	Silence	

In the interaction above, the teacher used schema-building (Waqui, 2006) to help students organize knowledge and information by having a rich discussion in spoken discourse. The aim was to make the students understand the concepts and lexical or grammatical or academic terms by providing scaffolding that is needed by the students to understand the concepts and formulate their ideas.

The last resource of appraisal-engagement used by the teacher is *acknowledge* to report, re-state or quote the proposition that is put forward by the students or other resources. The interaction can be seen below.

Excerpt 6

44c.	T	kenapa sebagai kakak harus melakukan itu, S7?	Why as an elder sister she has to do it , S7?
45c.	S7	Mungkin ga ada orang tua, jadi gitu	Maybe, because they have no parents
46c.	T	S7 think that because she has no parents, so as the elder she has to do that	

From the excerpts of the classroom interaction shown above, it can be concluded that the teacher used appraisal-engagement resources to build relationship with the students. By doing modelling (Waqui, 2006), the teacher wanted to make sure that all of the students can successfully grasp, retain and apply new knowledge in their learning. The teacher gave clear and practical model, example and pattern that students are required to imitate.

Students' Engagement Resources Proportion

The excerpts below are presented to show the result of scaffolding used by the teacher to assist the students to construe their ideas and express their opinion. The teacher has scaffolded the students by giving them enough basis that later let them to monitor, manage and demonstrate empowerment in spoken discourse.

Table 2. Students' Engagement Resources Proportion

Contract					Expand	
83.7%					16.3 %	100 %
Disclaim		Proclaim			Entertain	Attribute
Counter	Deny	Concur	Pronounce	Endorse		Acknowledge
2.9 %	6.8 %	22.3 %	55.3 %	12.6 %	30 %	70 %
100 %					100 %	

The result of the analysis of each of the heteroglossic categories within the framework of *appraisal – contract* and *expand*, corresponding to whether the students use each of the resource to restrict or entertain external voices, respectively. In classroom interaction, there is apparent tendency to use *contract* over *expand*. Results show that the students make use the types of *counter*, *deny*, *concur*, *pronounce* and *endorse* and the most frequent was *pronounce*.

Within *disclaim*, the students introduce an external voice and then reject or dismiss it and express their own voice after that. The following examples illustrate this.

Excerpt 7

15b.	S10	Group one say she is 12 but we think she is not 12.
16b.	S10	She is young than 12. Her body is small. She is a diligent girl cause she work hard to sell cookies.

The other type of disclamation is counter. In this case, the students decided to introduce other voice to challenge them for strengthening their own position.

Excerpt 8

93c.	T	Then why Fariza was asking what is instagram?	
94c.	S5	Kan masih kecil atuh bu, belum main gituan	She is still young, she does not understand how to use about it
95c.	SS	Laughing	
96c.	S2	Anak SD juga tau kaliiii, adik aku juga main	Elementary students know about it, my younger sibling also uses it.
97c.	S5	Ga semua kaliiii...dia kan ga mungkin punya HP	Not all of them, it is impossible that she has a cellular phone

In the extract, the students tried to explain and justify why Fariza, a little girl, the main character in the story, does not understand what Instagram is. Through this dialogic interaction, certain view is referenced and then rejected.

Based on those three subcategories pertaining to the form of contractive dialogism, proclaim, the analysis shows that the students frequently use the resource of *pronounce*. In this case, the students create their own voices rather than other voices, as described in these examples.

Excerpt 9

4b.	S2	We think that the girl is 12 years old. She is an elementary school student.
5b.	S3	She is a diligent and kind girl. She sell cookies and she is happy.
6b.	S4	She sell cookies cause she want to help her family.
7b.	S5	The family is poor and need help. It is a reason why she sell cookies.
8b.	S6	She sell cookies after school. Before go home so she take money for mother
9b.	S7	I feel happy if I the girl because I can help my family. If I meet her, I will buy the cookies to help her.

With respect to *concur*, the students construe their position that expresses concurrence with other students' or the teacher's views, as follows.

Excerpt 10

39b.	S25	We agree with most group that she is 9 or 10 year old and she is good cause she work to sell cookies.
40b.	S27	We think same as group 2. She sell cookies before school. School at elementary start at afternoon.
41b.	S28	We agree with most group. She sell cookies because help family. Her family is poor

When the students make use of *endorse*, they align themselves with some other voices which are considered as true answer. In the classroom discussion where the teacher refers to a text as the source of learning, the students use the text as their valid reference to find the answer as can be seen in the following extract.

Excerpt 11

7c	T	OK, Thank you S1 So, students, what is the name of the diary writer?
8c	SS	Farizah
9c	T	Good, you are right, what is the meaning of her name?

10c	Some SS	Strong
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The analysis of the heteroglossic categories of *expand* shows that the students make use both types of *expand* as *entertain* and *attribute*. The most frequent type is attribute of acknowledge and there is no record that the students use the type of *distance*.

When students' voices are entertained, the voice represents a given proposition as one of a range of possible propositions and entertains or invokes dialogic alternatives. It realized mostly through modals and modal adjunct of probability and usuality, as the excerpt shown below.

Excerpt 12

29a.	T	Yes, what's your opinion?	
30a.	S4	She might sell the cookies for ...tambah uang jajan apa bu	She might sell the cookies for (what is tambah uang jajan in English?)
31a.	T	She might sell the cookies to add her pocket money	
32a.	S4	Yes, that's it	
33a.	T	Good thinking, S4,	
34a.		any other ideas, students?	
35a.	S2	She might do that for charity	

In the last case the students made use of the other expansive subcategory *attribute* to report the position of other voices corresponding to *acknowledge*. They referred to other students' ideas and opinions, as shown in the following example.

Excerpt 13

10b.	S8	We interview 10 friends from different class. According to them, she is a good girl. She help family in young age.
11b.	S1	Most of them say that they will do the same if they are the girl, but few of them say that they will not do it. If they meet her, most of them say they will buy the cookies, only few say they will not. Thank you.

It can be seen from the above tables of analysis, most students tend to give their positive opinions toward other's voices. The students give elaboration towards the answers they give to other students and give comment to some voices produced by others. In addition, in this situation, the teacher acts as a facilitator by engaging the students to talk and give some opinions over the questions given to them. In giving their response, the students are able to give some reports or description collaboratively and well-spoken as illustrated in the tables of findings above. It can be summarized that the students used the engagement resources to state their agreement or disagreement to other voices, put forward their arguments and to report or quote other opinions and ideas.

Conclusion

Referring to the analysis, it can be concluded that this study reveals the interpersonal language resources in engagement dimension of appraisal are useful to explore students' empathy capacity. The engagement resources are used to facilitate learning to help the students to gain new understanding and knowledge. The teacher used the resources of engagement to guide the students to put their arguments forward, to critically agree or

disagree on others' opinion and to report or quote other voices.

The teacher also used the scaffolding tool to give all the students support that they needed to understand the content, terms and lexical items related to Narrative Genre. The teacher activated students' prior knowledge to make a connection with the new concepts to facilitate their understanding. The other scaffolding strategies such as highlighting the important expressions, predicting from the context, contrasting and summarizing ideas were also used. A collaborative learning was put into practice too through pair and group works to give the students the opportunity to exchange and share ideas as well as to interact with peers and teacher.

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