

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter deals with the findings of the data analysis which answer the research questions. Each research question is explained into three parts which are data description, data analysis, and finding and discussion.

#### **4.1 How are the components of dialogic teaching implemented in the process of learning English?**

##### **4.1.1 Data Description**

To answer the first research question, the classroom observation was conducted in an English classroom of fifth grade which consisted of 31 students. The data which are the teacher and students' utterances in the form of video and sound recordings were transcribed. The data transcription was also attached by the codes in order to identify the meeting, the order of the utterances, the episode, and the speaker. For instance, 1A001T is the code for the utterances in the first meeting, on the first episode, as the first utterances and is spoken by the teacher. Then, each utterance is categorized into the six components in Dialogic Inquiry Tools (DIT) which are the authority, question, feedback, meta-level reflection, explanation, collaboration. The authority is the only one component which deals both with the teacher and students utterances. Meanwhile, question and feedback are only dealing with the teacher's utterances. As for explanation and collaboration, deal with the students' utterances. Next, the result of data

categorization is classified into the three segments of DIT continuum which are dialogic, transitional, and monologic.

#### **4.1.2 Data Analysis**

The data which were the video and sound recordings were transcribed (see Appendix 3). To get the detailed finding, the process of transcribing data was done along with the coding process. The codes consisted of 6 digits of number and letter. The first digit is the number which referred to the meeting of the classroom observation, the second digit referred to the episode or sequence of the learning which refer to Scrivener (2012), meanwhile the third digit referred to the number of the utterance, and the last digit was the speaker of the utterance. Then, the data reduction was done to get the data which could be categorized as selected indicator of Dialogic Inquiry Tools (authority, question, feedback, meta-level reflection, explanation, and collaboration). The data categorization was done. Next, the result of data categorization was interpreted as the continuum of the monologic, transitional, and monologic interaction.

#### **4.1.3 Finding and Discussion**

##### **4.1.3.1 Findings**

The data analysis showed from 788 teacher-students utterances, the data is reduced to 528 utterances. The dialogic interactions were found There were only 149 dialogic interactions found from the data analysis. Although the dialogic was not predominant, there were 75 utterances which were interpreted as transitional. The transitional interaction had the possibility for the dialogic teaching to happen

in the classroom. However, it was not as many as the monologic interaction. The data analysis revealed that 304 utterances were interpreted as monologic which was clearly closing down the possibility of dialogic interaction to happen in the classroom.

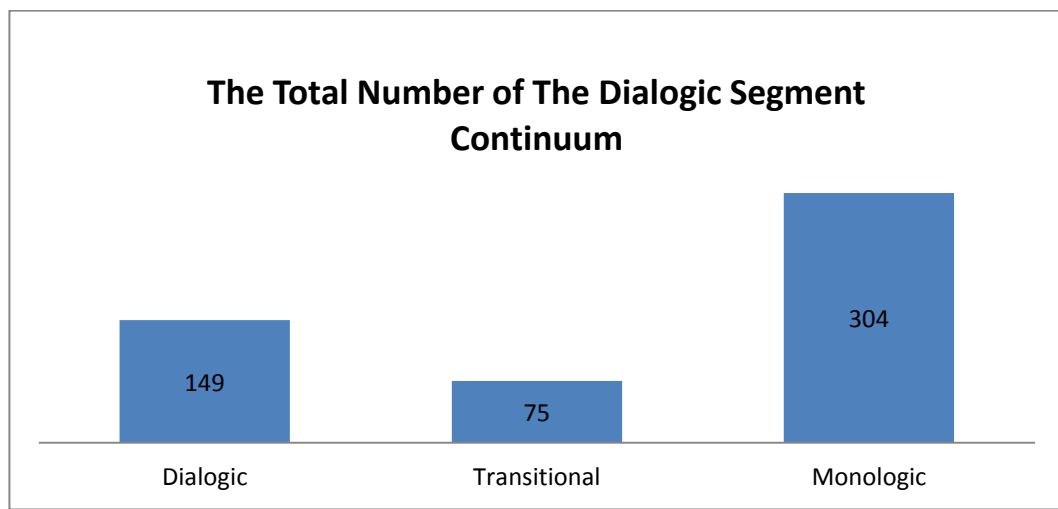


Figure 4.1.3.1.1 The Total Number of The Dialogic Segments Continuum

The dialogic teaching was mostly happened in the episode E which was the sequence of post activity, when it was the feedback, and comparing answer, and checking answer session.

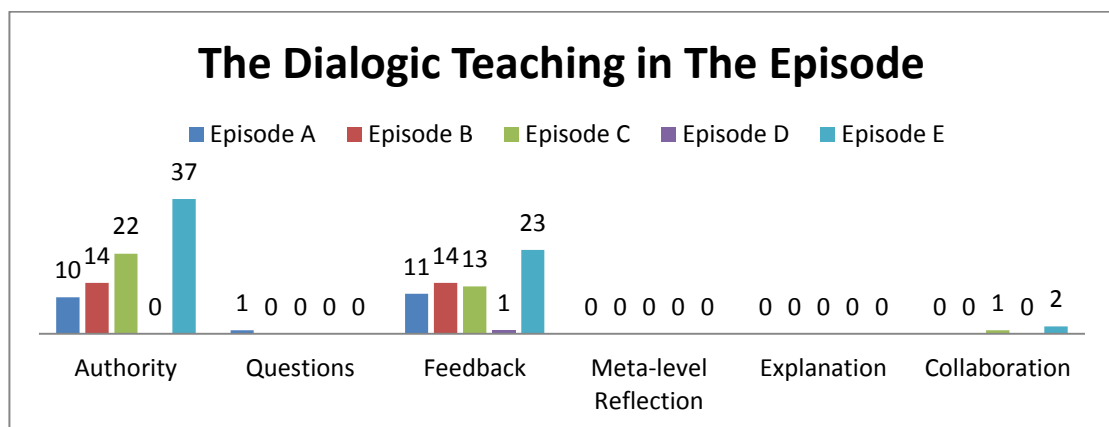


Figure 4.1.3.1.2 The number of dialogic Utterances per utterances found in episodes

On the episode A which was the sequence of lead-in, the teacher did not give any chance for the students to negotiate the topic, discussion, or activity. The teacher directly gave the instruction to the students not to do physical activities, then directly pointed a student to give an example of vocabulary that they would learn.

***Extract 1 (Meeting 2, Episode A/Sequence of Leading-in, 61-64)***

***2A061T : Ayo, Lukas, apa?***

*2A062S : Terminal miss.*

***(The teacher pointed the students as the sign of ordering them to answer)***

*2A063S : Library*

*2A064T : Iya, library*

The extract revealed that the teacher directly mentioned the student's name. Then, after the students answered the question, the teacher pointed other students as the instruction for asking them to give answer. The teacher did not give chance to the other students to explore their answer too. However, the students initiated to raise hand and speak. They gave their answer without being asked by the teacher. A student gave an answer and repeated it for three times, but the teacher did not give any feedback.

***Extract 2 (Meeting 2, Episode A/Sequence of Leading-in, 65-70)***

***2A065S : Department***

***(The teacher ignored and pointed other to answer)***

***2A066S : Department***

***(The teacher pointed the other student)***

*2A067S : Library*

*2A068T : Library (confirming)*

***2A069S : Department.***

*2A070S : Miss saya dong miss (asking for turn)*

In questioning, the teacher gave a question which brought the students to give their opinions. However, there was no answer from the students. To trigger the students to answer the question, the teacher re-asked the same question which was actually the open-question which allowed the students to answer based on their own opinion.

***Extract 3 (Meeting 2, Episode A/Sequence of Leading-in, 29- 34)***

***2A028T : What is public places? Apa sih tempat umum? Tempat umum itu apa sih?***

*(Students were busy with chatting each other, none answered)*

*2A029T : Tempat umum itu apa sih?*

*2A030T : Apa sih tempat umum itu? What is public place? Apa itu tempat umum?*

*2A031S : Restaurant.*

*2A032S : Tempat yang dikunjungi oleh manusia, miss*

*2A033T : Tempat yang dikunjungi oleh manusia, apa lagi?*

From the extract above, it can be seen that the teacher asked the open-question. By giving feedback which invited the students to give more answer, the teacher did not limit the students to express what they thought about the topic they would learn in that learning session.

For the Feedback, it was found 13 dialogic feedbacks on the episode A. in giving feedback, the teacher did not only confirm or reject the students' answer but asked them back in order to trigger them to speak more.

***Extract 4 (Meeting 2, Episode A/Sequence of Leading-in, 32-37)***

*2A032S : Tempat yang dikunjungi oleh manusia, miss*

***2A033T : Tempat yang dikunjungi oleh manusia, apa lagi?***

*2A034S : Tempat wisata..*

***2A035T : (confirming) Tempat wisata.***

*2A036S : Tempat rekreasi*

***2A037T : (confirming) Tempat rekreasi***

The extract above showed that the teacher opened the opportunity for the students to give the more answer. The teacher asked more, as the result, the other students gave their own answer on the opportunity that the teacher gave.

From the side of students, the data analysis on the indicator of explanation and collaboration showed that there were very slight dialogic utterances. It was found that the dialogic explanation and collaboration was absent in the sequence of leading-in/episode A.

On the episode B which was the sequence of setting up activity, it was found 14 authorities which were shared to the students and 12 feedbacks which were given to trigger students to speak more. For the indicator of authority, the students asked for the turn and asked question.

***Extract 5 (Meeting 1, Episode B/Sequence of Setting up Activity, 48-50)***

*(Students counted one until seven again for the third times)*

***1B048S : Miss, kok saya cewek sendiri?***

***1B049S : Terima apa adanya lah!***

***1B050T : Tidak ada yang protes!***

The extract showed that the students criticized the group member. But, the other students reacted to the student's question which was the form of dialogic collaboration. But, the teacher did not give explanation about how it was happened and why it was not a problem to be the only girl in the group but just directly rejected the student's critics.

In the sequence of setting up activity, the teacher's dialogic feedbacks were used to help the teacher in explaining how to form a sentence.

***Extract 6 (Meeting 3, Episode B/Sequence of Setting up Activity, 43-57)***

***3B043T: Berarti ini kata pertamanya apa?***

***3B044Ss : We***

***3B045T : Oke, yang keduanya apa?***

***3B046Ss: Go***

***3B047Ss: by miss..abis itu by..***

***3B048T : Ssst (asked the students to be quiet) artinya apa sih? We??***

***3B049S : Kami.***

***3B050T : Kami (confirming), go?***

***3B051Ss: pergi***

***3B052T : pergi (confirming) ke? Perginya kemana??***

***3B053Ss: Sekolah***

*3B054T: Ke sekolah*

*3B055Ss: naik..*

***3B056T: Pergi ke sekolah naik??***

*3B057S : Naik bus*

The extract 6 showed that the teacher asked the question as the feedback. The teacher did not just give any confirmation or rejection but also asked more and discussed with the students about what word that would appear next.

On the episode C which was the running activity, there were 19 dialogic authorities, 13 dialogic feedbacks, and 1 dialogic collaboration. The students were frequently asked question in order to make sure about how the task was done.

***Extract 7 (Meeting 3, Episode C/Running Activity, 95-98)***

***2C095S : Miss, gambar gereja boleh?***

*2C096T : Boleh, kenapa gak boleh?*

***2C097S : Miss, gambar rumah kecil boleh?***

*2C098T : Boleh tapi gambarnya yang besar.*

On the extract 7, it can be seen that the students made sure about what can be drawn. This question appeared as the initiation from the students. The teacher did not give any utterance which was aimed to trigger the students to give question. But they asked the question initiatively.

The dialogic feedbacks were also found on the episode C. It was also similar with the finding in the episode B in which the feedbacks used for triggering students to give more answer or explanation.



***Extract 8 (Meeting 3, Episode C/Running Activity, 36-44)***

***4C036S : Miss, postman apa sih?***

***4C037T: Post office artinya kantor pos, postman, artinya?***

*(Student was silent)*

***4C038T: Man artinya apa?***

*(Student was still silent)*

***4C039T : Man artinya?***

***4C040S : Pengantar pos.. (mumbling, inconfidently)***

***4C041T : Post office artinya apa? (Asking to the whole class)***

***4C042S : Kantor pos.***

***4C043T : Post office artinya apa? Mana yang artinya kantor mana yang artinya pos?***

***4C044S : Post itu pos miss***

The extract 8 showed that the interaction was started by a question which was initiatively asked by the students. Then, the teacher gave the question as the feedbacks.

On the episode D which was the closing activity, there was no evidence which showed that the dialogic interaction happened. So, the teacher closed the activity and prepared for moving on to the post activity, the teacher did not offer any selection. The teacher just instructed the students to finish quickly.

On the last episode, which was episode E or the sequence of post activity, there were found the highest dialogic interaction on the indicator of authority and feedbacks. The students frequently asked the question which was related to

checking answer and correcting answer. Although it was just for making sure, but the students could freely asked a question to the teacher

***Extract 9 (Meeting 3, Episode E/Running Activity, 124-127)***

*4E124T : Post office*

***4E125S : Hospital salah?***

*4E126T : Salah.*

*4E127T : Masa beli perangko di hospital.*

From the extract above, it could be seen that the students asked question to make sure about the right answer. The teacher gave a feedback which forced the students to think logically.

#### **4.1.3.2 Discussion**

The findings revealed that the dialogic teaching was not predominant in the learning process. The dialogic interaction tended to be implemented when the students asked for the authority which was realized in the form of asking question, criticizing, and asking for the turn. The monologic interaction was still found as the most interaction which was happened in during the learning process. This was quiet similar with the previous study by Kathard, Pillay, and Pillay (2015). However, they reported that the dialogic teaching was absent or 0%. The predominant interaction which was happened in the classroom was the monologic teaching which was 88% of the whole classroom interaction, while 12% were the transitional interaction. Although the finding showed that the students' responses

were still totally monologic, they collaborated dialogically with the other students and also the teacher in form of giving reaction.

The finding revealed that the teacher frequently nominated the students to speak. On occasion, some students asked for their turn or even spoke directly without being asked. This was different with the previous study by Kathard, Pillay, and Pillay (2015), which revealed that the teacher consistently nominated the students to speak and none of them initiated for asking the turn. The data finding showed that the teacher was not only asking the yes/no questions, but sometimes triggered the students to give opinion although in very simple way such as giving opinion about the topic. Meanwhile in the prior study, the teacher mostly asked yes/no question and pseudo-question which did not require an answer. Then, both in the data finding and previous study had similarities in meta-level reflection indicator which was found as totally absent.

The teacher did not keep the dialogic interaction going on and controlled the students not to talk more in the classroom, and not to talk if they were not pointed in order to build the more discipline learning atmosphere. The previous study by Kathard, Pillay, and Pillay (2015) confirmed this on their research discussion. They also draw the conclusion that monologic teaching happened the most because of the teacher who controlled the classroom and the students remained maintaining the monologue. They reported that the limited time of learning and the goal to maintain the discipline in the classroom were also caused the monologic teaching to happen more frequently.

## **4.2 What kind of students' engagement which is triggered by the implemented dialogic teaching?**

### **4.2.1 Data Description**

For answering the second research question, the data transcription was still used in order to get the portrayal of how it triggers the students to engage in the learning. To support the finding, the second data was used. It was the sound recording of the interview with the school headmaster about the school profile and also the condition and background of the students in the school. The data transcription was explained in the discussion part in order to support the finding of the data analysis.

### **4.2.2 Data Analysis**

The finding of the first research question was explained in line with the second research question. As for the second data, it was showed in discussion as the supporting data for the finding.

### **4.2.3 Findings and Discussion**

#### **4.2.3.1 Findings**

From the result of the data analysis, the dialogic interactions were not the predominant interaction. But, the dialogic interactions which happened in the classroom can trigger the students to be more focus and engage in the learning. As the data transcription showed that the students tended not to focus on the learning and did physical activities such as running, and wandering in the classroom (see Appendix 3). Thus, it was hard for them to engage in the learning process.

However, the dialogic teaching which is implemented in the form of sharing the authority with the students could trigger the students to engage in the learning. While a student saw the other students asked for turn and the teacher allowed them to speak, they also wanted to give an answer or contributed themselves in giving answer.

*Extract 10 (Meeting 1, Episode E/Post activity, 74-78)*

*1E174S : Masjid miss itu masjid!*

*1E175T : Bacanya apa? (asked the pronunciation)*

*(Each student wanted to give an answer)*

*1E176S : /Mos-kwe/*

*1E177S : /Mos-ki/*

*1E178S : /Mes-kyu/*

From the extract 10, it could be seen that the teacher asked a question without pointing or calling a specific name. The teacher just asked a question to the other class which meant, the teacher did not control the turn. The teacher freely gave opportunity to the students to give the answer. As the result, when a student gave an answer, the other students wanted to give the answer too. In short, the dialogic question triggered the students to speak in the classroom.

The other dialogic teaching was found to be able to trigger the students to contribute in seeking the right answer.

*Extract 11 (Meeting 2, Episode A/leading-in, 14-19)*

*2A014T : What we learnt last week?*

*2A015S : Masjid*

*2A016T : Masjid, tentang apa itu?*

*2A017S : Gereja*

*2A018T : Gereja, itu contohnya. Disebutnya tempat apa itu?*

*2A019S : Tempat ibadah, miss..*

The extract above revealed that by asking a question to the whole class, the teacher can trigger the students to focus and engage in the learning. The students gave their answer about the prior knowledge that they have learnt last week. The students raised hand and gave their own answer. However, the teacher gave the dialogic feedback which triggered the students to explain more and gave the more appropriate answer. At the end, the students tried to give an example which was felt more appropriate.

#### **4.2.3.2 Discussion**

The finding of the second research question showed that the dialogic teaching which was implemented in the classroom could trigger the students to participate and engage in the learning process. The students were triggered to ask the question and engage in the discussion to seek the right answer. It confirmed (Alexander, 2008) which stated that the dialogic interactions has power to engage children, stimulate in thinking, and advance their learning and understanding. The dialogic utterances were found to be able to trigger the silent students to speak, and trigger the students to take their turn in speaking. This was similar with the finding of the prior study by Georgii (2010) which reported that the dialogic teaching made the students participate more in the classroom activities. However, she reported that the students had more opportunity in engaging in discussion and

collaboration with the other friends as the teacher gave time and chance for it which was not found in this study.

In more detail, the students which were hard to engage and tended to do the physical activities in the classroom, could focus and engaged when the teacher used the dialogic utterances. Although the frequency of the dialogic teaching was still small, the transitional teaching was often found. This transitional teaching could lead the classroom interaction to be more dialogic as it is the mixed of monologic and dialogic.

The disengagement of the students in learning activities and preferred to do the physical activities might be caused by their lack of attention to the learning. The reasons might be varied. In this study, there are two reasons were found from the supporting data. The first is the socioeconomic background, and the parents' education background. As reported by the school headmaster, there were 147 parents who worked as entrepreneur, 39 who worked as employee, 6 parents who work as the civil servant, and 52 parents were unidentified. The parents who were not identified were mostly work as the female labors. With these professions, there were 63 parents which finished the education until elementary school, 49 until junior high school and 113 until the senior high school. Only 9 parents continued education after senior high school.

According to the school headmaster report, the parents with the socioeconomic background did not have time in supporting and guiding the students to learn at home and also to deal with the homework. This was caused by

the limited time which the parents mostly used to work. The parents might spend their time mostly in the work place and only had limited time while they were at home. The educational background of the parents might influence their support and participation in teaching English to the children. With the low education background, it was hard for the parents to help the children to deal with the English subject. This also confirmed the previous study by Kathard, Pillay, and Pillay (2015) which reported that in the low socioeconomic school in which the students used English as the foreign language or additional language only, the participation from the students in English subject was low. As it was proved that there is no initiation or request from the students for taking turn or asking a question.