

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of data analysis that has been conducted to answer the research question as outlined in chapter one, that is;

“What types of scaffolding talks do the English speaking teachers carry out during the teaching and learning process?”

4.1. Description of Data

The data from this study were the teacher’s utterances as scaffolding talks to analyze what type of teacher’s scaffolding talk that used during the teaching and learning activities in the classroom. There are three transcriptions which the writer analyzed to investigate types of teacher’s scaffolding talk. From that three transcriptions, the researcher found that there are 831 utterances which consist of 442 students’ utterances and 380 teacher’s utterances.

4.2. Findings and Discussion

After analyze the data using table division of teacher’s scaffolding talks and teacher’s main talk adopted from Agustien (2000) and table types of scaffolding talk theory suggested by Wood (1998, in Cameron 2001) the result were presented below.

4.2.1. Teacher's Scaffolding Talks During Teaching Learning Process

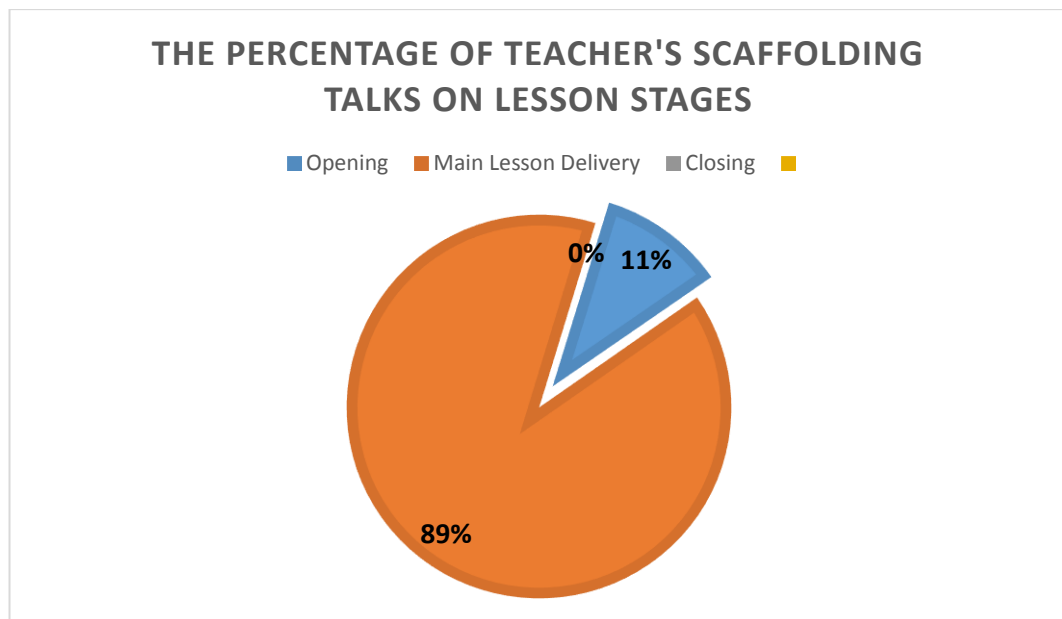


Chart 4.2.1 The percentage of Teacher's Scaffolding Talks on Lesson Stages

The researcher found 380 teacher's utterances in which the teacher's scaffolding talks dominated during teaching and learning process with 179 utterances, while the teacher's main talk 201 utterances. 179 utterances of teacher's scaffolding talks divided into three stages of lesson activities, they are opening the lesson, main lesson delivery, and closing the lesson.

Based on the analysis, the teacher's scaffolding talks dominated when teacher given the lesson in main lesson delivery. In main lesson delivery the teacher used 89% scaffolding talks while in opening of the lesson the teacher used 11% and 0% in closing the lesson.

The scaffolding talks mostly used by the teacher in main lesson delivery. From 179 utterances of teacher's scaffolding talks, 19 utterances of teacher's scaffolding talks in opening the lesson, 160 utterances of teacher's scaffolding

talks in the main lesson delivery and in closing the lesson teacher not used scaffolding talks to close teaching and learning activities.

This findings in line with Scrivener (2005, p.115) who stated clarification refers to a lesson stage in which the learners focus in on a piece of language, to see it, think about it and understand it, to become much clearer on its form, meaning and use. It can be done in a variety of different ways (e.g. students look it up for themselves in a grammar book). For the moment, in this lesson example, let's assume it means 'teacher explains the language point'. This clarification stages is the second stages in teaching and learning activity, it refers to the main lesson delivery, teacher mostly used scaffolding talks when deliver main of the lesson because in this stage teacher gave students meaning of the lesson, teacher explained and gave examples about the lesson. In this stage the teacher tried to make students understand about the lesson that teacher given. So that, when deliver main of the lesson the teacher mostly used scaffolding talks in teaching and learning process.

4.2.1.1.Types of Teacher's Scaffolding Talks

No	Types of Scaffolding	The Total Amount of Teacher's Scaffolding Talk Types			Total
		Opening	Main Lesson Delivery	Closing	
1	Modeling	0	20	-	20
2	Explaining	4	23	-	27
3	Inviting Students Participant	5	31	-	36
4	Reviewing	2	6	-	8
5	Basic Questioning	1	13	-	14
6	Clarifying Student's Understanding	7	47	-	54

7	Reinforcing	0	20	-	20
Total		19	160	0	179

Table 4.2.2 Total amount of teacher's scaffolding talk types

No	Types of Scaffolding	Percentage of Teacher's Scaffolding Talk Types (%)			Total
		Opening	Main Lesson Delivery	Closing	
1	Modeling	0	11	0	11
2	Explaining	2	13	0	15
3	Inviting Students Participant	3	17	0	20
4	Reviewing	1	3	0	4
5	Basic Questioning	1	7	0	8
6	Clarifying Student's Understanding	4	26	0	30
7	Reinforcing	0	11	0	11

Table 4.2.2.1 Percentage of teacher's scaffolding talk types

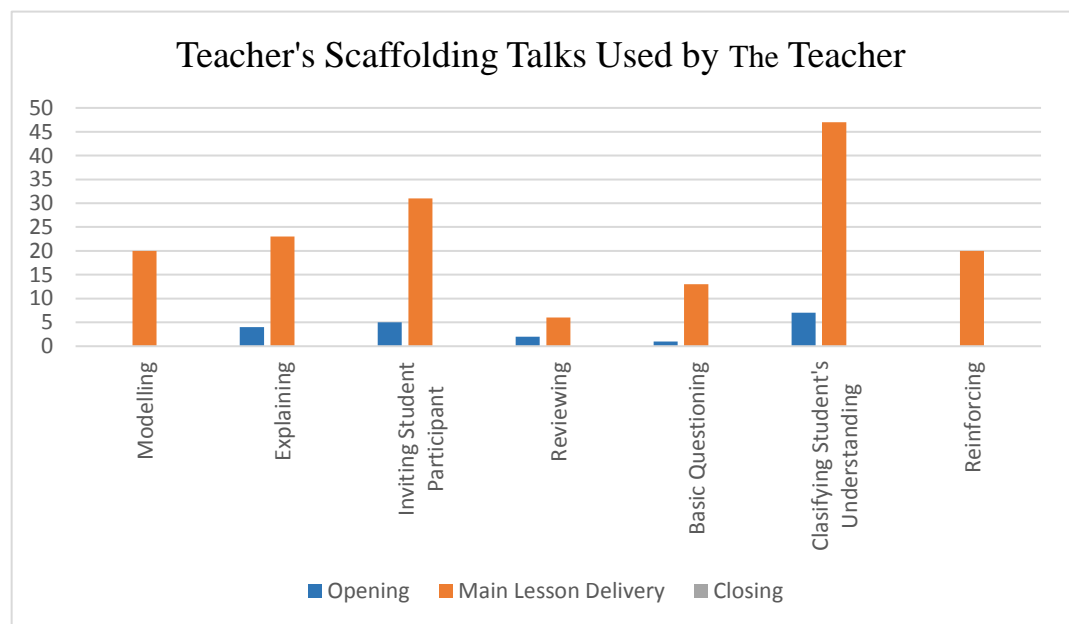


Chart 4.2.2 Teacher's Scaffolding Talks Types used by the teacher

The data result above shows that from 179 utterances of teacher's scaffolding talk, it was found modelling 20 utterances (11%), explaining 27 utterances (15%), inviting students participant 36 utterances (20%), reviewing 8 utterances (4%), basic questioning 14 utterances (8%), clarifying students'

understanding 54 utterances (30%), and reinforcing 20 utterances (11%). This findings indicate that the teacher mostly used scaffolding talk in giving main lesson delivery.

When using scaffolding talks in giving main lesson delivery to the students, the teacher apparently used seven types of scaffolding talks, such as; modeling, explaining, inviting students participant, reviewing, basic questioning, clarifying students' understanding, and reinforcing.

. Inviting student participant is one of the types of scaffolding talks that used by the teacher, (3% or 5 utterances) in opening and (17% or 31 utterances) in main lesson delivery, and they reveal below:

Extract 1 (Meeting 1, Opening, 205-211, Tourism)

T: Ok, now who want to share about superhero song? Do you remember our lesson on the last week? Ayo dibuat kesimpulannya, udah dikasih tau kan kemarin? ↑

SS: Belum semua Miss

T: Masa belum semua, masa sih?

SS: Iya Miss (.....)

S: Saya aja hilang kertasnya Miss

T: Hayo:o siapa sekarang yang bisa buat kesimpulan? Raise your hand

SS: Inayah katanya mau Miss

From the extract above, it can be seen that teacher usually give a question to students related to the topic which has just explained. With the question, student will focus on current teaching process. So, the students will not bored in the classroom activity. This technique also can be simulation for students in practice their speaking skill.

In inviting student participant by using question and command like extract above, the teacher supported the students to be involved actively in teaching and learning process. From three meeting observation, this types of teacher's scaffolding talk is commonly used by the teacher. Therefore, students could active in engage in teaching and learning process. The students answered the teacher's question and command enthusiastically.

The result of this study above is differ with result of the previous study conducted by Surtiati (2008) which showed explanation is the biggest amount of frequency of the teacher's scaffolding talks and modeling is the lowest amount of frequency of the teacher's scaffolding talks. The result from this teacher's scaffolding talks study can be different because the material that teachers given are different. The result from the previous study showed the explanation is the biggest amount of frequency of the teacher's scaffolding talks. It means that the teachers dominate the classroom and just little opportunity given to the students. The class is silent. And then, teachers are not considered as good model as they are not capable to speak English well and they cannot construe the teaching material well.

Clarifying students' understanding is providing explicit and positive

feedback of the students' responses. In this research, this types of teacher's scaffolding talks is the the most used widely of all scaffolding talk types. Based on analysis the percentage was 4% in opening lesson and 26% in main lesson delivery.

Extract 3 (Meeting 1, Opening, 131-137, Tourism)

T : Pronoun dibagi menjadi?

S : Dua

SS : Tiga:a

T : Ya pronoun dibagi menjadi tiga, yang pertama ?

SI : Pronoun ada dua, empat eh

S2 : Ada dua ya Miss

T : Itu noun yang ada dua mah

The extract above describe how the teacher used scaffolding talks to clarifying students understanding. The teacher gives feedback in the form of clarifying and correcting the students' answers. From this extract showed that scaffolding also can be applied for the teacher to teach grammar in the classroom. As that written in the opening of 2013 Curriculum that *pelajaran Bahasa Inggris Bertujuan untuk mengembangkan kemampuan berkomunikasi dalam bentuk lisan dan tulis (mendengarkan, berbicara, membaca, dan menulis)*. So, if the students understand about the grammar well, it will increase students' writing in English itself and the purpose of the English lesson will be achieve, not only in writing but also in speaking.

The specific scaffolding talks to clarifying students' understanding using the question, as reveals below :

Extract 4 (Meeting 3, Main lesson, 96-100, Procedure)

*T: Add means tambahkan, add means tambahkan, and then number four. Add the vegetables. **What about vegetable? What does it mean?***

SS: Sayuran.

*T: Finally, serve it warm. **Serve, what does it mean?***

SS: Melayani

*T: In this text it means sajikan. **Get it? sudah mengerti? Ngerti belum nih?***

Teacher usually ask students like, “what does it mean?”, “get it’ or “do you understand?”. Teacher always ask students about material that just been explained directly. From the extract above shows that the teacher emphasized on mastering vocabulary. Therefore, when there was new vocabulary, this teacher always ask a question on the meaning of the words. From this types of scaffolding talks the teacher can provide the students to be more understand about the lesson and make students feel easy and comfort in join the lesson. This finding in line with study by Ghea (2009) that showed teachers are beginning practice with easier material, providing information to guide the students and giving hints to them. Those ways are able to help the students in the learning process in the classroom. The way of teacher to scaffold students

in both of this study are differ but have same intend, that is to make students understand about the lesson that given by teachers.

Another type of scaffolding talks is reviewing. Reviewing is to check the students the students' understanding of what has been given, as reveals below:

Extract 5 (Meeting 1, Opening, 127-130, Tourism)

S2 : Brush up ayo kita brush up

SS : ((students sing a song about pronoun))

T : Nah itu lirik lagunya tentang apa?

SS : Pronoun

Dealing with the extract above, the teacher checks the students' understanding of what has been given on the last meeting by reviewing some vocabulary that has given. The teacher mostly used this type in opening the class, based on data analysis the percentage was 1% in opening the lesson and 3% in delivering main part of the lesson.

The extract above showed that teacher's scaffolding talks is possible to use for teachers in teaching vocabulary for students. Vocabulary as one of area in English lesson that must to learn for students in achieving the meaning of the words or the sentences well. In line with Harmer (2012, p.11) that said in the vocabulary area, students will learn a word meaning, how word get together (collocation and lexical phrase), metaphor, idiom, and proverbs. So, if students have much vocabularies they will know more the

meaning in every words when they read a text, news, or some information that written in English. It also useful, when students speak or listen someone or stranger that used English.

From the existing curriculum in Indonesia, the first graders of Junior High School are required to have the ability to reveal and express some various meaning as appeared in the fourth point of core competencies of the existing curriculum, *memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu*. So, from learning vocabulary with using scaffolding talks, the students be able to understand and be able to be more communicative in express the meaning in some spoken or written text that there in the lesson itself and students' daily life.

In the classroom, to motivate the students' active participation during teaching and learning process the teacher had better give positive reinforcement. As mentioned before on the data analysis the teacher used (11% or 20 utterances) for reinforcing students in main lesson delivery, and they reveal below:

Extract 6 (Meeting 3, Main Lesson, 62-66, Procedure)

T : Bawang putih? Yakin bawang putih?

S : Eh, bukan Miss

T : Jadi apa arti dari onion? ↑

SS : Bawa::::ang

T : Yes, that's right, good, Nah sekarang you can try the meaning number one until number ten. Kamu bisa tulis arti-arti tadi material satu sampai sepuluh. Noodle, onion, and//

To motivate the students' active participation during teaching and learning process the teacher had better give positive reinforcement. The following extract below showed how to motivate students by applying positive reinforcement.

Extract 7 (Meeting 2, Main Lesson, 257-261, Listening a song)

T : Come on, we sing together

((music played))

((teacher and students sing the song together))

T : Give applause to us

T&SS: ((applause))

The extracts above describe that the teacher used reinforcing as a giving command or motivation and to give applause after completing the task. Providing positive reinforcement is also important for teacher as it can motivate the students. The extract above proved that teacher uses it in her teaching and learning process.

Sometimes the students give the answer incorrectly toward the teacher question. When the students are not able to answer the teacher's questions correctly, the teacher may use negative reinforcement. It also type of scaffolding talks, and it reveals below:

Extract 8 (Meeting 3, Main Lesson, 111-113, Procedure)

T : Ok, that is quite clever question. Can you differentiate between onion and garlic? Which one is bawang merah? Anyone knows? ada yang tahu? garlic is bawang ()

SS : Mera:ah

T : No, onion is bawang merah. Lho, kan tadi sebelumnya sudah dikasih tau kan//

To anticipate the students to go further to the main subject, the teacher can have negative reinforcement by correcting their wrong answer as the extract above.

Explaining is an explicit statement to make the students understand easily. Through explaining teachers help the students see connection between things, make links between the known and unknown, and the new one. It belongs to one of the scaffolding talk types that also used by the teacher during teaching and learning process. Based on the analysis in explaining to the students, teacher used 4 utterances or 2% when opening the lesson and 23 utterances or 13% when delivering main of the lesson, as follows:

Extract 9 (Meeting 1, Opening, 139-146, Tourism)

T : Na:ah iya betu:ul, tau ga pronoun yang barusan dinyanyiin ada tiga, ayo yang pertama?

SS : Itu:u apa

T : Pertama personal pronoun

S : O:oh personal pronoun

T : Terus yang kedua?

SS : Possessive pronoun bukan?

*T : ((teacher make eye contact with students)) **ya possessive**, terus
yang ketiga*

SS : Reflexive

Extract 10 (Meeting 2, Main Lesson, 180-183, Listening a song)

T : Colour itu British atau America?

SS : British ↑

T : Iya betul, Amerika-nya color

*T : **Ini amerika** ((point to color word)), **ini british** ((point to color
word))*

From the extract above show that the teacher applied “explanation” in teaching and learning process to answering students’ questions. When using this types of scaffolding talks, teacher also it for giving examples, telling the material, providing a description of the material, making links, and making emphasis, as reveals below:

Extract 11 (Meeting 3, Main Lesson, 53-59, Procedure)

*T : You have there, example of procedure text, how to make a plate of
fried noodle. Fried noodle means?*

SS : Mie goreng.

T : Very good. Mie goreng. Yeah, let's check one by one about the generic structure, kita lihat satu per satu terutama tentang generic structure nya. Tentang strukturnya (9.0) yang pertama goal, don't forget to write the goal in procedure text. Jangan lupa menulis goal, jika kamu membuat teks prosedur. How to make a plate of fried noodle that is the goal. Second, part number second is material. Or ingredients. We have here number one, boiled noodle. Noodle is mie as you know. Then what is boiled? Boil, apa ya itu artinya?

SS : Rebus

T : Can you repeat? ↓

SS : Rebus.

T : Boiled noodle means mie rebus. And then three onion. What does it means, onion?

When explaining the lesson, the teacher is dominant in the class. Because of the teacher's dominance, the situation of the class is silent and passive. Sometimes, the students also do not feel free to follow the lesson. The learning experience and giving exposure to English do not appear so the students are not able to get the new knowledge and the target language optimally. Theoretically explanation helps the students see connection between things, make links between the known and unknown, bridge gap between students' previous knowledge and the new one. The students only listen the teachers' talk.

Besides explaining, to make the students understand the lesson easily the teacher given some example or perform the activity of the lesson as a model when explaining the lesson for the students. The teachers usually use modeling to provide students with a concrete example of the learning goal they are expected to achieve.

In this research showed that the used of modeling by the teacher is 11% or 20 utterances, as reveal below:

Extract 12 (Meeting 1, Main Lesson, 266-269, Tourism)

T: Nah terus ada eye contactnya, tau eye contact? Kontak mata?

SS: Iya tau ↑

T: Coba contoh nih, Miss ngomong ke Hanifah tapi matanya ke Sabina, enak ga?

SS: Ngga ((laugh))

Extract 13 (Meeting 2, Main Lesson, 180-182, Listening a song)

T : /'kʌlə/ itu British atau America?

SS : British ↑

T : Iya betul, Amerika-nya /'kʌlə/

Extract 14 (Meeting 3, Main Lesson, 127-132, Procedure)

T: Rais. What about cabe?

SS: Chili

T: What about bawang merah? ↑

SS: Onion

T: Onion or anyen?

SS: Anyen.

The extracts above show that teacher used modeling for giving example and correcting students' pronunciation. By pronouncing it correctly in teaching learning process, students could know and understand the pronunciation of those words. After that the students imitate what the teacher was said together.

In line with related previous study from Agnes (2005) showed the result her study that the number of errors is just a few and do not give significant impact on the teachers' talks. The kinds of scaffolding talks made by the teachers of Reading IV are modeling since they used their talks as model for the students. In this study, the teacher being a model and giving example to the students when corrected students' pronunciation or given example to students when explaining the lesson. Although the participant of this study is different, the result of these studies showed that scaffolding can be effectively in building up students' vocabulary, either in reading or in speaking English. As Richard et al. (1992, p.321) said that scaffolding is the building up a target language structure over several turns in an interaction.

One of the important teacher's talk in classroom discourse is questioning. In this research, almost all of the types of scaffolding that teacher used is questioning, but the data analysis show that basic questioning is the type of scaffolding talk that rarely teacher used when teaching and learning process. It was show from the percentage the type of teacher scaffolding that teacher used

only 1% for basic questioning when opening the lesson and 7% when delivering main of the lesson.

Extract 15 (Meeting 2, Main Lesson, 72-75, Listening a song)

T : Udah? Yang banyak mana yang belum?

SS : Satu, tiga, empat, sebelas, tiga belas, empat belas

T : Kebanyakan nomor akhir ya?

S : Iya::a empat belas, lima belas, eh ga tau juga deh

The extract showed that through basic questioning the teacher can obtain information about what potential problems they may encounter and what assistances are needed to facilitate the students' learning. When the students cannot answer, the teacher often answer her own questions as the teacher is not patient to wait for the answer. In spite of that, the question are not only answered in English but also in Bahasa Indonesia. So, the teacher know what kind of language and activities are used to facilitate the students in teaching and learning activity.

In this research teacher almost of the types of scaffolding talks used in teaching learning process is to build the activeness in the classroom. The activity of teaching process performed by the teacher was almost in giving question. The teacher giving question to students intending to provoke students to be more active and make students to be more confidence when speak or give comment in the classroom. The activeness of the students can be seen in the total amount utterance of the students and the teacher. The researcher found that there are 831 utterances which consist of 442 students' utterances and 380

teacher's utterances. It means the students more active and dominant in the classroom.

Based on the statement above, it has similar with the result of this study from Sri (2011) that showed scaffolding technique also effective to improve the students' competence in writing genre-based text. It can be seen from the increased mean score in every cycle. The mean score for the first test was 64.5. In the second test, the mean score increased by 5.1 point into 69.9, and it increased by 5.2 in the third test into 75.1. In the fourth test, the mean score increased by 5.1 into 80.2. In this study, scaffolding showed that it can make students to more active and in this Sri (2011) showed scaffolding can improve students writing. So, although in different types of skill and different lesson the scaffolding talks can be apply during teaching and learning process.