

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings of this study and the interpretation based on the two major research questions:

1. What kinds of students' engagement that appears during the main activities?
2. In what stages of engagement that students do during the main activities?

To answer the first research question, the sub question "What are the most of students' engagement that appear during the main activities?" is answered based on the students' engagement analysis which was adapted from the theory of Fredrick, Blumenfeld, and Paris (2004). Next, to answer the second research question, the researcher analyzed the stages of engagement based on *Standar Proses Pendidikan Dasar dan Menengah* that was proposed in Curriculum 2013. Last, discussions are written to elaborate some points from findings.

#### **4.1 Initiations and Kinds of Responses by Using IRF**

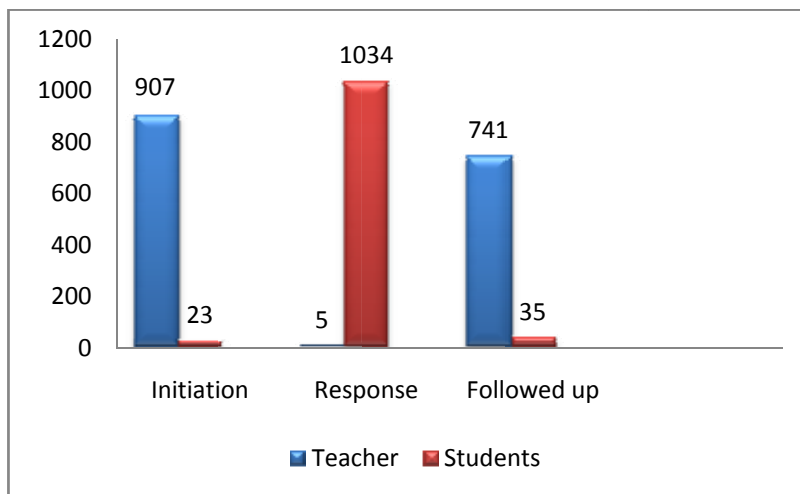
The data were teacher and students' utterances which were gathered from the classroom observation done by the researcher. There are five classrooms which is different grades (year 4, 5, and 6) from three different schools that have been observed by the researcher. From the observation, the researcher transcribed the utterances said by the teachers and students in classroom interaction.

To answer the research question, the researcher firstly transcribed the video observation, and then the researcher analyzed it into table of moves IRF (Initiation – Response – Followed up). From the observation, the researcher found that there are 2856 utterances which consist of 1.701 teacher’s utterances and 1.155 students’ utterances.

	Teacher’s Utterances	Students’ Utterances
Class A	346	210
Class B	240	157
Class C	202	112
Class D	513	347
Class E	400	329

*Table 4.1.1 a table of teacher’s and students’ utterances in the classroom.*

From those numbers, based on Initiation – Responses – Followed up (IRF) analysis, the researcher divided the moves more specifically into initiation (offer, command, statement, and question), responses (acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer) and followed up.



Graph 4.1.1 The percentage of initiation, response, and followed up in the classroom

The graph above showed that teachers play a role more in the initiation (907 utterances) and followed up (741 utterances) parts, while students play a role more in the response (1034 utterances) part. This reveals that teachers are the one who gives something to the students or demands something from them. In other words, the teachers tend to control the interactions although the graph shows the students also have interaction with 35 utterances from students to students as a followed up part.

#### Extract 1 (B, episode 4, 40-43)

*T: Apa ini ordinal number? masih ingat?*

*Ss: Masih*

*T: Apa itu?*

*Ss: Angka atau nama hari*

*T: Angka?*

*Ss: Angka hari*

*T: Angka apa?*

*Ss: Angka hari*

*T: Angka bertingkat.. ke satu sampai seterusnya..*

**Extract 2 (E, episode 2, 19)**

*T: Where can you see a doctor?*

*Ss: Hospital*

*T: hospital.*

The extracts above were a sample of interaction which showed that the interaction mostly was began by the teachers' initiation. The teachers initiate the interaction by asking the question and then the students response it by answering the teacher's initiation. This kinds of interaction also can be found during the classroom activity that will be explained on the purposes of students' response.

Besides answering the teacher's initiation, the students also response teacher's initiation by undertaking their command. The extract below will explain it further.

**Extract 3 (D, episode 1, 1)**

*T: Sst hei mulutnya diem dulu dafa.*

*Ss: (student keep silent)*

**Extract 4 (C, Episode 1, 1)**

*T: If you're happy and you know it, please sit down*

*Ss: Sit down*

**Extract 5 (A, Episode 2, 11-13)**

*T: Listen and repeat. Dengarkan, lalu ulangi. Hello*

*Ss: Hello*

*T: Hello*

*Ss: Hello*

*T: My name is Lia Ayustringa.*

*Ss: My name is Lia Ayustringa.*

The extracts above showed that the teachers initiate the interaction by giving command to the students. In extract 3 and 4, the teachers' initiation were used to make the students to undertake the teacher's by giving an action response, while in extract 5, the teacher commanded the students to undertake by repeating the teacher's pronunciation. The more details about the turns of teacher's and students' utterances can be seen on appendix 2, table of move.

Since the researcher focused on the kinds of students' engagement during main activities in English teaching and learning, the IRF analysis was very helpful the researcher to see whether students engaged in the process of teaching and learning during main activities or not. Furthermore, the kinds of responses also helped the researcher to reveal the students' engagement; cognitive, emotional, behavioural which was using a theory from Frederick, Blumenfeld, and Paris (2004, p. 62-63) and then it referred to *Standar Proses Pendidikan Dasar dan Menengah* which is implemented by the government of Indonesia.

#### **4.1.1 Students' Response during Main Activity**

In the process of English teaching and learning in primary school, the students' engagement in learning is an essential part to get the successful of the learning. Students' engagement can be seen from their response into the teacher's initiation. Feeling engaged without act it out is dissociation and acting without feeling engaged is just involvement or even compliance. (Harper and Quaye, 2009; Trowler, 2010).

Therefore, before analyzing the students' engagement, the researcher firstly analyzed the students' responses by using Initiation-Response-Followed up (IRF) pattern.

From the total of 1.155 students' utterances during English teaching and learning process, there are 1.082 students' utterances that appears during main activities.

Students' Utterances	Set Induction	Main Activities	Closing
Class A	10 utterances	200 utterances	-
Class B	18 utterances	138 utterances	1 utterance
Class C	18 utterances	91 utterances	3 utterances
Class D	4 utterances	342 utterances	1 utterance
Class E	-	311 utterances	10 utterances
<b>Total</b>	<b>50 utterances</b>	<b>1.082 utterances</b>	<b>15 utterances</b>

*Table 4.1.1.1 Students' utterances during main activity*

The students' utterances during main activities are mostly function as responses toward teacher's initiation. Based on the analysis, the researcher found that 1037 utterances that used to response teacher's initiation, 21 utterances that used to initiate the interaction, and 24 utterances that used to followed up.

To find kinds of students' engagement in the main activities, the students' utterances were identified to find the meaning of each student's responses. The students' response were then analyzed the function to determine kinds of students' engagement as reflected in the table of moves analysis. Based on the analysis it was found the students' response based on the teacher's initiation; 24 responses to the teacher's offering, 436 responses to the teacher's command, 59

responses to the teacher's statement, and 406 responses to the teacher's question.

Based on the analysis, response to the teacher's initiation were classified into eight kinds of responses that students gave during the interactions in the classroom, there are acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer.

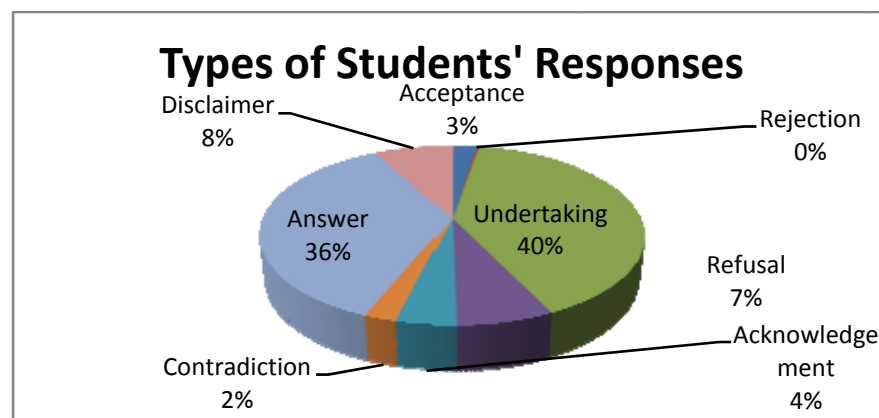


Chart 4.1.1.1 Types of Students' Responses

Based on the chart above, it can be seen that students mostly give responses toward teacher's initiation by undertaking the teacher's command. Looking at the table of moves, it was found that students respond teacher's command to repeat the teacher's pronunciation, and to do an action.

**Extract 6 (E, episode 3, 24)**

*T: Repeat after me, pleasure in town.*

*Ss: pleasure in town.*

**Extract 7 (E, episode 3, 46)**

*T: now, repeat by yourself.*

*S: It's a cinema. It's a hospital. It's a bus station.*

The extracts above showed that students gave a response toward teacher's initiation by undertaking the teacher's command to repeat the teacher's pronunciation.

**Extract 8 (A, episode 6, 62)**

*T: Sekarang Miss panggil lagi. Rahmat Tri Wibowo*

*S: (Rahmat came to the class)*

**Extract 9 (B, episode 6, 97-98 )**

*T: Yang bilang salah raise your hand..*

*Ss: (raised hand)*

*T: Yang bilang bener angkat tangannya*

*Ss: (raised hand)*

From the extracts above, it can be seen that students gave responses toward teacher's initiation by using a physical or action response. It showed that students undertook the teacher's command.

The second biggest number of students' responses that students gave toward teacher's initiation was answering the teacher's question. Based on the analysis, the students were answering the teacher's question with several kinds of answering such as to translate words, to show that they remember with the previous material, and to evaluate the other's answer.

**Extract 10 (A, episode 7, 108)**

*T: Klo **how old are you** berarti nanyain apa?*



*Ss: umur*

**Extract 11 (B, episode 7, 125)**

*T: Nina ngomong apa sih? What day is it today?*

*Ss: Hari apa ini?*

The extracts above exemplified the students' answers was to respond the teacher's question which is purpose to check students' comprehension by asking the meaning of sentences. It can be seen that students understood the meaning of the sentences that teacher asked to them.

**Extract 12 (C, episode 4, 43)**

*T: Is it correct? Correct?*

*Ss: Correct*

**Extract 13 (D, episode 14, 291)**

*T: okay we'll check Correct? Betul? Hospital?*

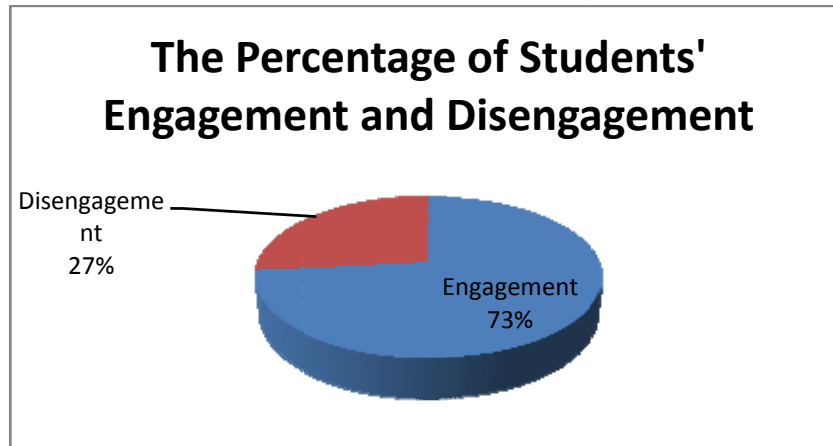
*Ss: yes*

*T: yap.*

Moreover, students also give a response to teacher's question which is propose to evaluate the other's answer. This is shown that students payed the attention to the English teaching and learning process.

Based on the analysis of IRF (Initiation-Response-Followed up) the researcher also found two kinds of responses that define the students' moves in the classroom interaction; Engage in the teaching

and learning process and Disengage in the teaching and learning process.



*Chart 4.1.1.2 The Percentage of Students' Engagement and Disengagement*

The researcher found that 105 students' responses showed the disengagement and 793 students' responses showed the engagement to the teaching and learning process. The students' disengagement were showed by using several responses; refused to answer teacher's question, did not get what teacher's said, distract the classroom activities, did not undertake what teacher's command, and just involved to the teaching and learning process without being engaged in their emotion.

**Extract 14 (A, episode 7, 105-107)**

*T: Taufiq, how old are you?*

*S: (...)*

*T: apa ya?*

*S: (...)*

*T: how old are you?*

*S: (...)*

**Extract 15 (D, episode 6, 129)**

*T: Ya, coba siapa lagi nih yang selalu keep silent, diem. Ah new student dulu deh boleh.. Sebenarnya bukan murid baru juga ya..*

*S: (student didn't want to answer)*

Based on the extracts above the students disengaged in the teaching and learning process since they refused to answer teachers' question. In extract 14 the student refused the teacher's question by did not give any verbal or action response toward teacher's question. While in extract 15 the student refused to answer teacher's question by giving a gesture of refusal.

**Extract 16 (E, episode 8, 186-187)**

*T: Okay next. Who wants to try?*

*S: (student comes forward to answer)*

*Ss: pig. Restaurant pig*

The students' response that was highlighted showed the students' disengagement in the teaching and learning process since they were trying to distract the classroom.

**Extract 17 (D, episode 4, 50)**

*T: Duduk nak, duduk nak, duduk.*

*Ss: (student still stood up)*

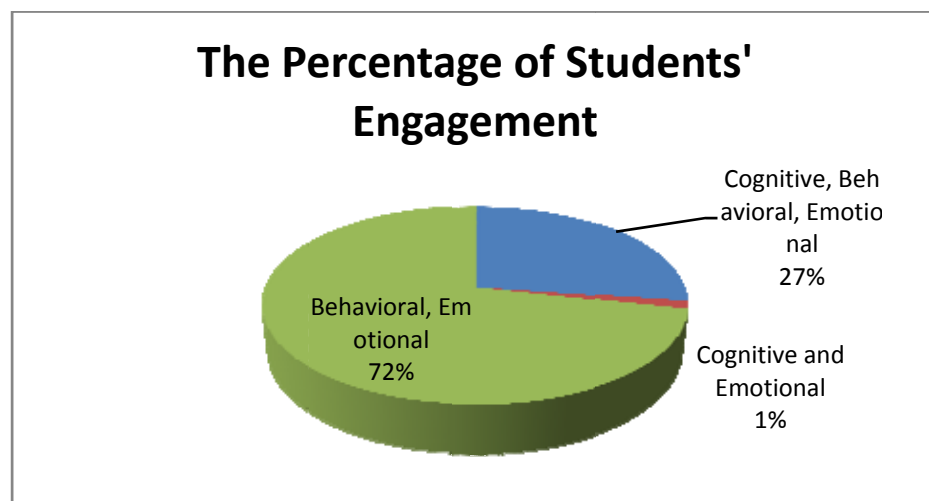
The extract showed that the students disengaged in the teaching and learning process since they did not want to undertake the teacher's command.

## 4.2 Students' Engagement in English Teaching and Learning

The researcher focused on the kinds of students' engagement and stages of engagement that appears during main activity. The discussion will be guided by the chart toward it.

### 4.2.1 Kinds of Students' Engagement during Main Activity

Fredrick, Blumenfeld, and Paris (2004) stated that engagement were defined in three ways: Cognitive, Behavioural, Emotional. Meanwhile, Harper and Quaye (2009) stated that engagement is not only a feeling engaged to the classroom activities, but also a result of combination between feeling, sense, and the ability to think. Moreover, they stated feeling engaged without act it out is dissociation and acting without feeling engaged is just involvement or even compliance.



*Chart 4.2.1.1 The Percentage of Students' Engagement*

Based on those statements, the researcher analyzed the students' response and found there are 217 responses engage in all domains; cognitive, behavioural, and emotional, 10 responses engage cognitive and

emotional, and 566 responses engage behavioural and emotional. Students engaged in all domains; cognitive, behavioural, and emotional showed when the students answer the teacher's question.

**Extract 18 (A, episode 8, 135)**

*T: Jadi bahasa inggrisnya tempat tanggal lahir apa?*

*Ss: Place, date of birth*

**Extract 19 (B, episode 4, 47-49)**

*T: kalo kesatu, kesatu pakeapa?*

*Ss: Satu st..*

*T: Bacanya nih first satu st belakang penulisannya ini (write: first) bacanya apa?*

*Ss: Satu st.. one st..*

*T: Tetep apa? Bukannya one st tapi apa tadi?*

*Ss: First.. first..*

The extracts above showed that the students were interested and payed attention to the teachers' question and they use their ability of thinking to answer it. Therefore, the researcher categorized this responses to the cognitive, behavioural, and emotional engagement.

The engagement were categorized as an emotional and cognitive engagement when the students interested to the teaching and learning process and also they use their ability of thinking to answer the question, but they did not give any verbal or action respond. The extract below will explain why the students' engagement was categorized as emotional and cognitive engagement.

**Extract 20 (B, episode 4, 44-46)**

*T: Angka bertingkat.. ke satu sampai seterusnya.. ke satu..*

*Ss: ke dua, ke tiga, ke empat*

*T: masih inget apa?*

*Ss: First first (incorrect pronunciation)*

*T: Bacanya bukan first.. first. Second, penulisannya gimana?*

*Ss: (...)*

The students' response that was highlighted indicated the emotional and cognitive engagement since they interested to the teaching and learning process, but they were trying to remember how to write "second" that had been learned that was the reason why the student did not give any verbal or action respond to the teacher's question.

The domains that students mostly engage were in emotional and behavioural engagements. The extracts below will explain why the engagement were categorized as emotional and behavioural engagement.

**Extract 21 (C, episode 4, 43)**

*T: Write it on the whiteboard.*

*S: (The student wrote the right answer on the whiteboard.)*

**Extract 22 (D, episode 7, 137-140)**

*T: Yak, reading lagi baca lagi sama-sama.. Sleeping*

*Ss: Sleeping.*

*T: Bathing*

*Ss: bathing*

*T: I'm getting dressed*

*Ss: I'm getting dressed*

*T: eating and drinking*

*Ss: eating and drinking*

**Extract 23 (E, episode 6, 127-129)**

*T: now, I want to.. I want you to.. I want you to come in front and you point to. You point to the correct picture. Okay?*

*Ss: (. . .)*

*T: For example, it's a Bank. where is the Bank? which one is the Bank? this one or this one?*

*Ss: noh..noh*

*T: this. Okay, this one and you say it. It's a Bank. understand?*

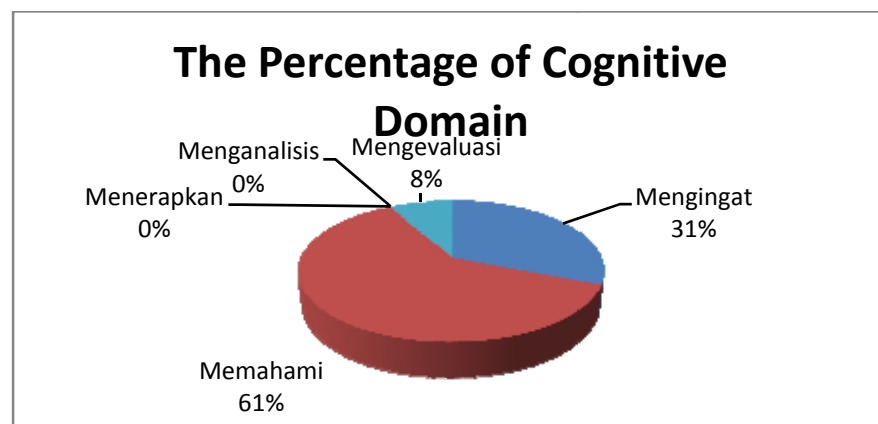
*Ss: yes.yes*

Those were some of the examples why the students' responses were being categorized as behavioural and emotional engagements. In extract 21, the student undertook the teacher's command with the action respond. It showed that he was engaged as emotional since they want to do it and actively participate in the classroom activity. In extract 22, the students still responses the teacher's command by repeating the teacher's pronunciation. It showed that the students interested to the teaching and learning material and wanted to try to pronounce as what teacher had said. In extract 23, the students were answering the teacher's question by actively participated in the teacher's explanation of what they had to do.

#### **4.2.2 Stages of Students' Engagement**

The government proposed the *Standar Proses Pendidikan Dasar dan Menengah* to become the indicator of the succesful teaching and learning process. It stated that the process of teaching and learning

should develop the three stagess of students' domain which is *Pengetahuan* that was exchanged into Cognitive (*Mengingat, Memahami, Menerapkan, Menganalisis, Mengevaluasi*), *Sikap* into Emotional (*Menerima, Menjalankan, Menghargai, Menghayati, Mengamalkan*), and *Keterampilan* into Behavioural (*Mengamati, Menanya, Mencoba, Menalar, Menyaji, Mencipta*).



*Chart 4.2.2.1 The Percentage of Cognitive Domain*

Based on the analysis which is adapted from theory Fredrick, Blumenfeld, and Paris (2004) stated that the students' engagement is defined in three ways; cognitive, emotional, and behavioural, and then the each domain were divided into several stages that has been proposed in the Curriculum 2013, the researcher found that there 76 engagements were in *Mengingat* stage, 150 engagements were in *Memahami*, and 19 engagements were in *Mengevaluasi* from the cognitive domain.

The stages that students' engagement mostly showed in cognitive domain is *Memahami*. It showed when the students can answer teacher's question correctly and it can be as an indicator of students' language experience.



**Extract 24 (D, episode 10, 170)**

*T: travelling tau travelling?*

*Ss: Bepergian*

*T: Ya, I'm sure all of you like to travelling..*

The extract above showed that the students understand the meaning of teacher's question. As the students can translate the teacher's question, it can be concluded that the students have a language experience with this word and they comprehend it.

**Extract 25 (E, episode 5, 103-106)**

*T: how about this? It's all of the same like supermarket but it's not supermarket.*

*S: Groser store*

*T: you know. You know ehh tempat jual buah?*

*Ss: I don't know*

*T: you know tempat jual buah?*

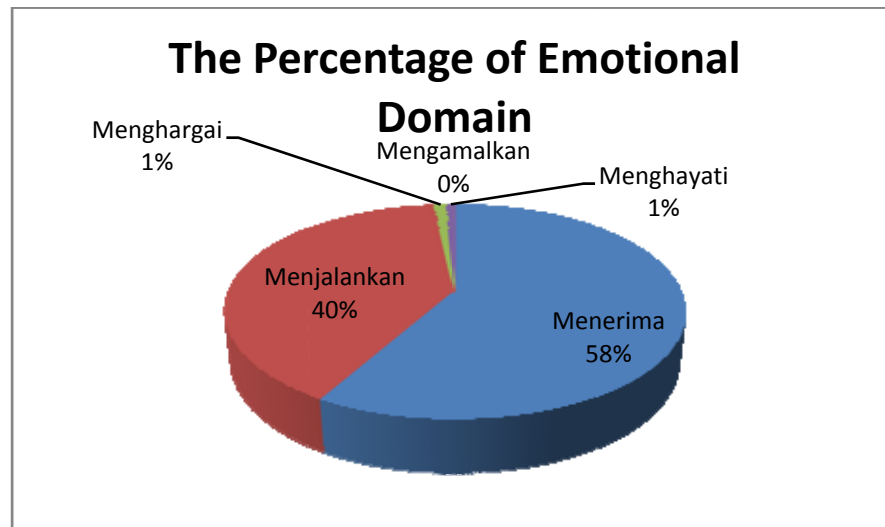
*S: Grocery store*

*T: Iya?*

*S: grocery store*

*T: ya.*

From the students' responses that been highlighted, the student showed his understanding about the place that the teacher mean in her question.



*Chart 4.2.2.2 The Percentage of Emotional Domain*

Based on the analysis, the researcher found that there 550 students' engagements were in *Menerima* stages, 379 engagements in *Menjalankan* stages, 10 engagements in *Menghargai*, and 6 engagements in *Menghayati* in Emotional domain.

Emotional domain is an essential part of the engagement in learning since there is no feeling engage to the teaching and learning process, the students will disengage into it. And the students' engagement mostly were in emotional domain was *Menerima*. *Menerima* consist of the feeling excited or interested in the teaching and learning process.

**Extract 26 (C, episode 6, 96)**

*T: Ok. What time is it?*

*S: Saya Miss.*

*T: No, no Randy. Yang belum jawab.*

The extract above that the students were excited to answer the teacher's question. Therefore, the teacher keep Randy to give a chance for the other to answer the question.

**Extract 27 (E, episode 5, 109-111)**

*T: come on, repeat after me. it's a restaurant*

*Ss: it's a restaurant*

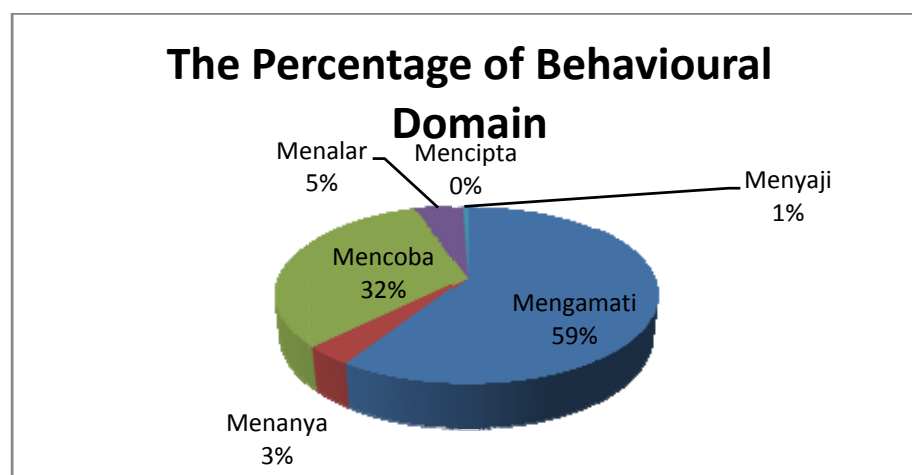
*T: Restaurant*

*Ss: Restaurant*

*T: it's a book store*

*Ss: it's a book store*

Besides *menerima*, the researcher also found the students engagement that mostly were in emotional domain; *menjalankan*. *Menjalankan* is the kind of engagement where the learner did the teacher's command.



*Chart 4.2.2.3 The Percentage of Behavioural Domain*

Based on the analysis, the researcher found that there 556 students' engagements were in *Mengamati* stages, 33 engagements in *Mencoba* stages, 302 engagements in *Mencoba*, 45 engagements in *Menalar*, and 5 engagement in *Menyaji* in Behavioural domain.

*Mengamati* refers to the participation of students. In this stages students were mostly engaged. The extract below will explain the reason why the students' response were categorized into *mengamati* stage.

**Extract 28 (B, episode 5, 68)**

*T: Kita mau masukin, eng.. apa namanya ordinal number kedalam urutan bulan misanya.. Bulan ke satuadalah bulan apa?*

*Ss: January*

From the abstract, it can be seen that students were giving attention to the classroom activities, if they were not, they would not be able to answer the teacher's question correctly.

**Extract 29 (A, episode 9, 172-175)**

*T: Listen and repeat. Dengarkan lalu ulangi. Personal data.*

*Ss: Personal data*

*T: full name*

*Ss: full name*

*T: nick name*

*Ss: nick name*

*T: place, date of birth*

*Ss: place, date of birth*

From the interaction above, the students responded by undertaking the teacher's initiation. This kind of response were classified into the behavioural engagement in *mencoba* stages since the students were imitating the teacher's pronunciation.

From the analysis, it can be seen that the students were mostly engage in the basic stages of engagement; *Mengingat*, *Memahami*, *Menerima*, and *Mengamati*.

### 4.3 Discussion

In relation to the first research question, the researcher found that there are three kinds of engagement that were introduced by Fredrick, Blumenfeld, and Paris (2004) which are Cognitive, Emotional, Behavioural. By finding these kinds of students' engagements, the researcher found that primary students were mostly engaged into the behavioural and emotional engagement. Furthermore, the students were mostly engaged in the basic stages of engagements which are *Mengingat* and *Menerima*.

However, beyond the results, it is necessary to discuss the way teacher delivers the material, it means what kinds of activities that the teacher used. As stated by *Standar Proses Pendidikan Dasar dan Menengah* which is proposed in Curriculum 2013 that the English teaching and learning process have to been done interactively, inspired, fun, motivate student to actively participate and give student a chance to explore their creativity based on their talent and psychology. In fact, from the three teachers have been observed, two of them just using a coursebook and using drilling method to be taught in the classroom activity.

To overcome this problem, the teachers should use different kinds of activities such as playing a game, sing a song, or anything that the primary

students love the most. These kinds of activities can be gain students engagement during main activities in the English teaching and learning process.

From this case, it can be learned that primary students' engagement are limited to participate in the repeating the teacher's pronuciation, accepting the teacher's statement, responding to the teacher's question since the activities during main activities just to listen teacher's explanation and to repeat the teacher's pronuciation. The teachers need to really think what kind of activities that can make students develop their stages of engagement. The activities that students enjoy and love the most.