

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discussed some theories related to the study. Those are classroom interaction, teacher's language, student engagement in learning, scaffolding, kinds of scaffolding and discourse analysis.

#### **2.1 Theoretical Review**

##### **2.1.1 Classroom Interaction**

Classroom interaction is a two-way process between the participants in the learning process which is the teacher influences the students and vice versa. Interaction is occurred everyday in the classroom activities between the teacher and students. The interactions that happen during the classroom not only involved the teacher and students but also students and students. Wells (2001) stated that in the classroom interaction, knowledge is formed and reformed between participants in a specific situation to achieve their goals that come out in the course of their activity. From that definition, can be concluded that classroom interaction is will be effective if the knowledge can deliver appropriately and the goals could achieved. Moreover, the interaction between the teacher and students in the classroom can achieve the educational goals such as developing knowledge and skills, understanding about the lesson, and make sure that the students have got the lesson they needed (Christie in Unsworth: 2000, 184).

Classroom interaction can be a good source of research for the study of learning, especially in the study of foreign language learning. It could be said good research besides the data source gained in accordance with the reality, naturally, and the data is authentic. Research data of classroom interaction can be used as learning and improvement in the future. Classroom interaction can show us how the teachers teach students, the methods he/she uses, the quality of teachers in teaching, pedagogical competence and academic, teacher's mastery of the material , teacher's skills in communication and language, etc .

Teacher's and students' language during the classroom interaction represent many functions, and expressed in various forms and delivered, especially pedagogical and instructional functions, and this fact is also expressed by (Halliday and Matthiessen, 2004) . The functions of teacher's language will develop the students' ability such as attitude, knowledge and skills when the teacher's language in the classroom interaction is planned, controlled, and organized. This will be reflected in the students' response to the teacher's language.

### **2.1.2 Teacher's Language**

Language is a system of communication that enables humans to cooperate. Language used to express the ideas or opinions that would like to conveyed. In the classroom, teachers and students use a tool to communicate that is a language. Language presented by the teacher must be in accordance with the level of students who will be taught. Teachers should use the appropriate language to make the

students easy to understand what the teacher conveyed. As Richards (1992.P.471) stated that the teacher has to simplify their language in trying to communicate with the learner.

There are some researchers who talk about the teacher's language and teacher's talk. Sinclair J.McH and Brazil. D (1982) stated that teacher's talk are totally different with the doctor's talk , chef's talk and other job's talk else since the physical setting and the social relation are different. Teacher need to manage classroom which is consists of 30 kinds people , in this case student, besides doctor only need to analyse one person in one time. He also stated that there are kinds of teacher's talk. First is telling things to pupils including informing them, describing things, explaining the lesson, demonstrate experiments, etc. Second is getting pupils to do things such as ordering them and controlling them, instructing them in how to do things, organizing the teaching/learning process. Third is getting pupils to say things like questioning, and probing for answers, stimulating various kinds of talk, involving pupils by getting them to commit themselves. Last is evaluating the things that pupils do for instance acknowledging their responses and giving them indications of their progress and achievements.

Parrish cited in Unsworth (2004) stated that teacher's language is categorized as warm-up chats, direct instruction, giving directions, giving feedback, making transitions, and checking understanding. Teacher's language has an important role in engaging students in the classroom. In teaching and learning process, teachers need to develop tools that can use to assess the effectiveness of the language pattern that they

initiate and develop. This is important to their capacity to plan and observe their teaching and also to assess the success of the students.

The researcher use teacher's language refers to the teacher's utterances, and concluded that teacher's language is about what the teacher says to students, and how the teacher delivers the language to students. Teacher's language is a tool that can improve students' motivation in learning, and also develop their knowledge. In other words, teacher use the language to communicate with students and it helps students to improve their English proficiency. Indirectly and unconsciously, language has force them to engage in learning process. It means that teacher's language is a language used to interact with students in the classroom, which if it delivered properly, the learning process can be effective since the students be motivated and involved in the learning process.

### **2.1.3 Student Engagement in Learning**

Newmann, Wehlage and Lamborn, (1992; A.K., Aedah & K.C., Lee, 2012, p. 39) defined student engagement as a psychological and physical effort towards learning, understanding, and mastering knowledge, skills that academic work is intended to promote. Bomia et al., (1997) stated that student engagement can also refer to a student's need, willingness and compulsion to actively participate in the learning process. Student engagement can be examined by observing their level of participation in classroom activities, their enthusiasm and interest, and the level of care shown in completing the tasks assigned to them. Twenty years of studies indicate

that engagement and motivation lead to high achievement of the students (Brewster and Fager, 2000).

Student engagement is characterized by four criteria, namely responsible learning, strategic learning, collaborative, and energized by learning (Learning Point Associates, 2004). The first criteria are responsible learning that is a condition in which students have the willingness and awareness to be able to understand and master the learning. They have the initiative to determine and to decide their own learning goals. They also will be actively involved in the classroom interaction without being forced or expect something like a reward and will earnestly study and always do their best.

Second, strategic learning is a way how students in developing and improving the learning process and have a way to solve their own problems with an easily, creatively, and efficiently ways. Third, collaborative learning which is means that students can work in groups and play their own roles with responsibility, wisely, and professionally in achieving the success with.

Last, is energized by learning is students will be involved directly, consciously, and with pleasure when the learning process begins. They are motivated from inside by their interest and enjoyment in the learning. They do not feel tired and bored while studying and showing their passion and actively engage in the classroom interaction. They also motivated from outside by the positive values and will be compete to be the best.

Dr. Richard D. Jones, Author and Senior Consultant, International Center for Leadership in Education (2008) explained about the engagement-based learning and teaching (EBLT) approach provides the foundation for developing and strengthening student engagement and the overall learning process. This foundation is built through specific principles, habits, skills, and strategies. All members of the school community can join forces to develop schoolwide practices that cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the crux of high levels of student engagement. The three domains of student engagement unfold in EBLT. The first one is cognitive domain consists of beliefs and values. Second is emotional domain consists of motivation and feelings, and the third is behavioral domain consists of habits and skills.

The Elements of Engagement-Based Learning and Teaching (EBLT) approach encompasses the following six objectives.

The first one is cultivate one-on-one relationships. It is important to build one-on-one relationships between teacher and students. Teacher has an important role and as a facilitator to help students to improve their motivation and engagement to the higher level of participation in the classroom, in academic and school life.

Second is learning new skills and habits. Teachers can learn new skills and new habits that can help them to develop, polish, and enhance their natural inclination to motivate and engage students. By way of engaging students, teacher is actually learns how to deal with students with different characteristics and background knowledge. Teacher is also learns how to engage them with many ways.

Third is incorporate systematic strategies. Teachers can learn systematic strategies that facilitate student engagement. Teacher as a facilitator can help them developing their ability, and guide them to increase their knowledge and understanding. Forth is take responsibility for student engagement practices. It is the teacher's responsibility to engage the students. All teachers expected students to engage automatically and naturally, but in reality not all students can be directly involved in the learning process, therefore teachers should guide them to be engage in the classroom interaction (Scaffolding).

Next is promoting a schoolwide culture of engagement. Teachers should always involve students in all activities. The best way to engage students to the highest level is to develop and manage a schoolwide initiative that is dedicated to creating a culture of student engagement. There are engage students in school activities, and providing a relevant education program for all students. The last is professional development is an important part of increasing student engagement. Staff development, combined with staff ownership and recognition, is critical to developing and maintaining a culture of effective student engagement.

Anderson (1989) stated that teacher can engage in at least three activities that are likely to increase student's chances to learn. The first is creating a conducive situation in the classroom. The activities related to the classroom management which can help teachers to organize students during the learning process. Teachers can make some rules and routines that must be followed by students. Second is optimizing the time in which it relates to the use of the instruction. Teachers should be able to

optimize their time in order within the time specified can be achieved all activities included in giving the task, and explaining the lesson. Last, teacher is a facilitator, manager, counselor and supervisor for students. They can supervise students as the students work at their desks or tables.

Based on Fredicks, Blumenfeld, and Paris (2004), engagement is about the willingness and awareness of students to learn and understand the lesson. From their willingness and awareness, there is a desire to be the best and get good grades in the classroom. They would like to compete in a good way, and acquire positive academic outcomes, including a great achievement and persistence in school. And more importantly, teachers, peers, and family support them. Their involvement was also associated with better academic results in challenging and authentic task, and opportunities for choice and sufficient structure.

Student engagement encompasses not only engaging and maintaining engagement, but also re-engaging those who have disengaged. As Brophy (2004), et.al., stated that engaging and re-engaging students in learning is the facet of teaching that draws on what is known about human motivation. Motivation consists of two, intrinsic motivation and extrinsic motivation. Intrinsic motivation is really important and influential in student involvement in the classroom. Teachers, parents, and peers motivation can increase their involvement in learning process. Extrinsic motivation such as reward can also motivate them but usually it is temporary.

### **2.1.4 Scaffolding**

Scaffolding instruction as a teaching strategy firstly introduced by Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000, p.176). The scaffolding teaching strategy provides individualized support based on the learner's ZPD (Chang, Sung, & Chen, 2002).

The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000). Bransford, Brown, & Cocking (2000) stated that the more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD.

Vygotsky (1962) defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently (Chang, Sung, & Chen, 2002, p. 7). Based on Hartman (2002) stated

that the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver.

Observational research on early childhood learning shows that parents and other caregivers facilitate learning by providing scaffolds. The scaffolds provided are activities and tasks that motivate or enlist the child's interest related to the task, simplify the task to make it more manageable and achievable for a child, provide some direction in order to help the child focus on achieving the goal, clearly indicate differences between the child's work and the standard or desired solution, reduce frustration and risk, model and clearly define the expectations of the activity to be performed (Bransford, Brown, and Cocking, 2000).

Hartman (2002) stated that scaffolds may include models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. The cue prompts help the students to complete the next step of the task. Teacher may also use questions as scaffolds to help students solve a problem or complete a task. Teachers may increase the level of questioning or specificity until the student is able to provide a correct response.

Olson and Platt (2000) stated that if teacher receives no response or an incorrect response after asking the student about the question, "How do we change lady to ladies?" teacher should proceed with a more intrusive verbal prompt: "What is the rule?" to remind the student that there is a rule. If necessary, continue with "What do we do when a word ends in y to make it plural?" to give the student a part of the rule". As the student develops his or her ability with applying the rule, the number

and intrusive nature of the questions would be decreased until the student can do the task without prompting.

McKenzie (1999) declared that teachers have also used scaffolding to engage students in research work and learning. In this context, scaffolding facilitates organization of and focus for students' research. The teachers provide clarity and support but the students construct the final result through their research. He concluded that the scaffolding is secondary. The building is primary.

Van Der Stuyf (2002) stated that scaffolding is extremely important with many special needs students, who can become frustrated very easily then shut down and refuse to participate in further learning during that particular setting. This method can improve the student involvement in the learning process. Scaffolding is not only helps students to improve their prior knowledge but also form new knowledge. In working with students who have low self-esteem and learning disabilities, it provides an opportunity to give positive feedback to the students by saying things like "...look what you have just figured out!" This gives them more of a can do versus a "this is too hard" attitude. This leads into another advantage of scaffolding in that if done properly, scaffolding instruction motivates the student so that they want to learn.

Another benefit of this type of instruction is that it can minimize the level of frustration of the learner.

From the explanation above, can be concluded that the scaffold is a way to facilitate students to build their prior knowledge and internalize new information. Scaffolding instruction is a role of teachers and others in supporting the learner's

development and providing support structures to get to the next level. It may include models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. Scaffolding is also a way to engage students during the learning process and it can help them to minimize the level of frustration of the learner. It motivates them so that they want to learn and this is important to many students, who can become frustrated very easily then refuse to participate in the learning process.

#### **2.1.4.1 Kinds of Scaffolding Talk**

Wood, Bruner and Ross (1976, p.4) identified six kinds of effective scaffolding. First is creating children's interest in the task. Second is simplifying the task, for example, breaking it down into stages. Third is keeping children on track by reminding them of the goal. Fourth is pointing out key things to do and/or showing the child other ways of doing parts of the task. Fifth is controlling the child's frustration during the task, and sixth is demonstrating an idealized way of doing the task.

Lier (2006) stated that there are six central kinds of pedagogical scaffolding in schooling. First is continuity; tasks are repeated, with variations and connected to one another. Second, Contextual support; Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways. Third, intersubjectivity; mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice. Fourth, contingency; task procedures are adjusted depending on actions of learners;

contributions and utterances are oriented towards each other and may be co-constructed. Fifth, handover/takeover; there is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner's readiness to take over increasing parts of the action. Last, flow; skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other.

### **2.1.5 Discourse Analysis**

Classroom Discourse Analysis is the study of communication system. Brown (2000) explains "conversations are excellent examples of the interactive and interpersonal nature of communication". In the same way, Halliday (1978:230-231) stated that "Its very existence implies that communication takes place within it; there will be sharing of experience, expression of social solidarity, decision-making and planning, and, if it is a hierarchical institution, forms of verbal control, transmission of orders, and the like". Based on Christie (2000) argued "the principle resource available to teachers and students to achieve educational goal is language". It implies that the discourse analysis is the analysis of language in use. As McCarty (2000) asserted that discourse analysis is defined as the study of the relationship between language and its context. That function which language serves in the expression of 'content' describe as transactional and that function involved in expressing social relations and personal attitude describe as interactional (Brown and Yule: 1983, p.1). The central structure in classroom discourse is the IRF sequence (teacher initiation–student response–teacher feedback; (Sinclair & Coulthard, 1975) or IRE, where E

means Evaluation (Mehan, 1979). There are four components in Discourse Analysis, such as Lesson consists of unit of transactions, transactions consist of units of exchanges, exchange consists of IRF and IRF consist of units of acts (Coulthard and Sinclair, 1975). These IRF divided based on the function. Initiation is used to initiate or open the conversation. Responses are used to respond the initiation. Follow-up is used to reinforce or give feedback for students about their performance in responding teacher questions with the focus on the form of the learner's response, whether the lexical items or grammatical structure was acceptable or not, the clarification check, and additional comment. Halliday (2004, p.110) defined two of speech roles. They are: (1) giving and (2) demanding. Based on what is being give and demand, they are divided into smaller group. Based on what is being give and demand, they are divided into smaller group that called by speech function. They are (a) giving goods-and-services: offer and (b) giving information: statement, while (a) demanding goods-and-service: command and (b) demanding information: question. This speech became a reference in categorizing the purpose or reason of questionings and the responses delivered by the students. Look at the table below!

Table 2.4 Speech function and response

		Initiation	response	
Give	Goods-&-Service	Offer: Shall I give you this teapot?	Acceptance: Yes, please do	Rejection: No, thanks
Demand		Command: Give me that teapot!	Undertaking: Here you are	Refusal: I won't

Give	Information	Statement: He's giving her the teapot	Acknowledgement: Is he?	Contradiction: No, he isn't
Demand		Question: What is he giving her?	Answer: A teapot	Disclaimer: I don't know

## 2.2 Previous Study

Wang, Eccles, and McKeachie (2013) conducted a study about student engagement using a survey that includes the evaluation of emotional engagement and cognitive engagement. Wang suggested that student engagement can be improved by promoting a positive school environment. He said that “Enhancing student engagement has been identified as the key to addressing problems of low achievement, high level of student misbehavior, alienation and high dropout rates.” He also added that “when we talk about student engagement, we tend to talk only about student behavior.” Emotion and cognition are also very important.

Wang and Eccles' study is among the first attempts by researchers to use data to explore a multidimensional approach to the question of student engagement. In the past, only behavioral measures of student engagement—such as class attendance, turning in homework on time and classroom participation—had been evaluated when gauging student engagement. Wang said that teachers must take into account individual variation among students in order to fulfill the needs of each student.

Widodo (2010), Suherdi (2011), Rusli (2013), and Megasari (2013) conducted a study about scaffolding. Widodo (2010) investigated scaffolding for student who becomes a teacher in Vocational School with major is *Program Keahlian Tata Boga (PKTB)* in Surabaya, which is aimed to determine whether the feedback is made to report the results of problem solving in Physics lessons for students to become vocational school teacher with major is Program Keahlian Tata Boga (PKTB) may serve as scaffolding for students problem-solving skills. The research was used time series design, and the results showed that the presence of feedback on student reports, it turns out the error report student is getting a bit over time, so the feedback on the report of problem solving can be used as scaffolding for students.

Suherdi (2011) investigated scaffolding talk in the Junior High School in Bandung. This study discussed some perspectives on scaffolding and implication in teaching learning process in the classroom. The result is the analysis of two experiments in SMP classes in which scaffolding teaching is implemented. The findings of this study point out that the use of good modeling is one of the most useful kinds of scaffolding. Through modeling, the teachers help clarify the target performance that the students are expected to do.

Rusli (2013) investigated scaffolding in Surabaya. This study was aimed to determine the effectiveness of scaffolding in learning Physics through a top-down approach of dynamics rotational material of class XI SMAN 18 Surabaya. This study was used one group pre test post test design with 10 students as the

samples. Research instrument is in the form of product assessment to determine the effectiveness of learning Physics and questionnaire responses. The results showed that scaffolding in learning Physics through top-down processing is very effective to achieve mastery of individual learning and classical.

Megasari (2013) investigated scaffolding talk in the Junior High School. The study was aimed at identifying the teacher's language functioned as the scaffolding talk for students to narrate stories. The study was used a classroom discourse analysis then the interactions during learning the narrative texts were taped and transcribed to present the teachers and students utterances. The utterances were then to be analyzed their functions to determine were used to scaffolding in narrating stories. The result showed that scaffolding through teacher's language just to make the students repeat those utterances do not facilitate the students to develop their oral proficiency in narrating.

Based on the recent studies, the researcher not found the research related to the teacher's language to scaffold primary students during the English learning. This is the reason why the writer would like to conduct this study.

### **2.3 Theoretical Framework**

This study was based on four theoretical areas: IRF pattern of moves, teacher's language, scaffolding talk, and the kinds of scaffolding talk.

The researcher would like to conduct a study about teacher's language to scaffold primary students in English learning. The researcher will analyze the

teacher's language functioned as scaffolding primary students during the English learning. The researcher use IRF (Initiation-Response-Follow-up) to find which teacher's language functioned as scaffolding students. Next, categorized that functions and then analyzed using interpersonal moves by Halliday (2004).

The researcher focused on the teacher's language that is about what teacher says to students, and how the teacher delivers the language to students. Teacher's language is a tool that can improve students' motivation in learning, and also develop their knowledge. In other words, teacher use the language to communicate with students and it helps students to improve their English proficiency.

The researcher would like to analyze the teacher's language functioned as scaffolding primary students during the English learning. Scaffolding talk introduced by Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). He defined that scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level". The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information (Olson & Pratt, 2000).

There are kinds of scaffolding talk defined by Wood, Bruner and Ross (1976), they identified six kinds of effective scaffolding. There are creating children's interest in the task, simplifying the task, keeping children on track by reminding them of the goal, pointing out key things to do and/or showing the child other ways of doing parts of the task., controlling the child's frustration during the task, and demonstrating an idealized way of doing the task.