

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research questions in this study:

1. What kinds of teacher's language used to scaffold primary students in English learning?
2. In what situation did the teachers scaffold primary students in English learning?

4.1 Description of the Data

This study analyzed teacher and students' language to determine in what ways teacher language scaffold the students during the English learning in the classroom.

The data were teacher and students' utterances which were collected from the classroom observation done by the researcher. The researcher found that there are 2.860 utterances which consist of 1.708 teacher's utterances and 1.152 students' utterances.

4.2. Findings

After analyzing the data by using Discourse Analysis by Sinclair & Coulthard (1975) adapted by Halliday (2004) the results were found as below:

4.2.1 Teacher and Students Moves in Interactions

Based on the analysis, the researcher found that the teacher was dominated the classroom interaction 1.708 utterances and 1.152 students' utterances.

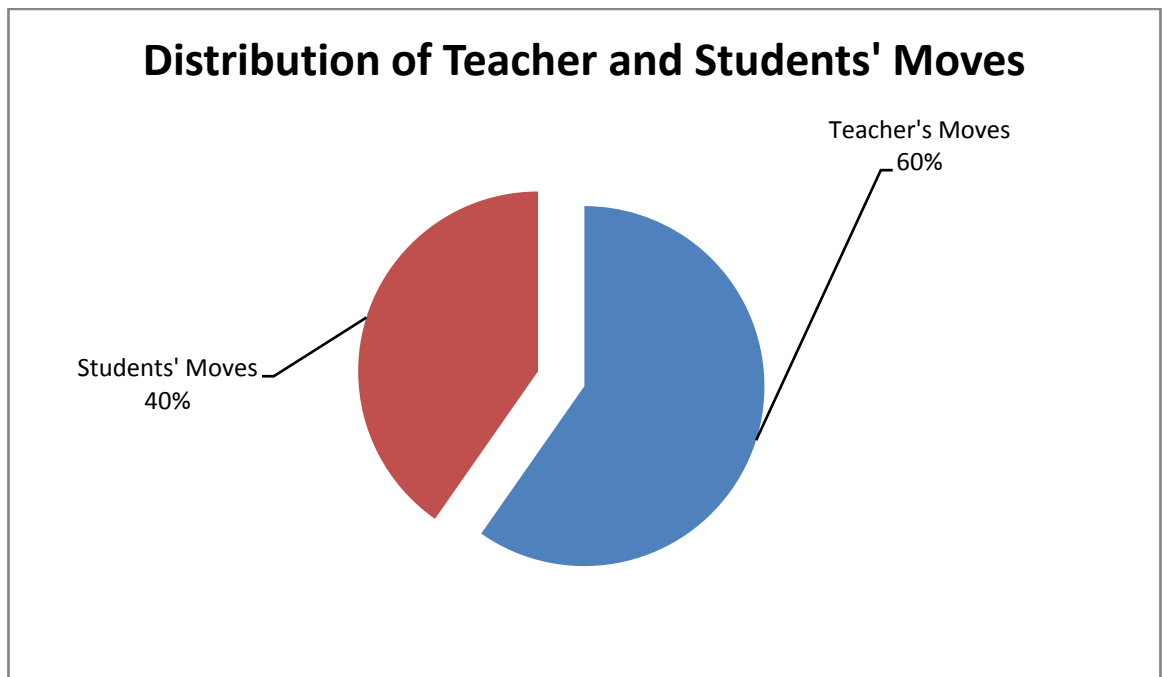


Chart 4.2.1

4.2.2 The Frequency of Teacher's Scaffolding

Teacher's scaffolding facilitates a student's ability to build on prior knowledge and internalize new information. 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). As stated by Van Der Stuyf (2002), 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. Here is the distribution of teacher's scaffolding in the classroom interactions.

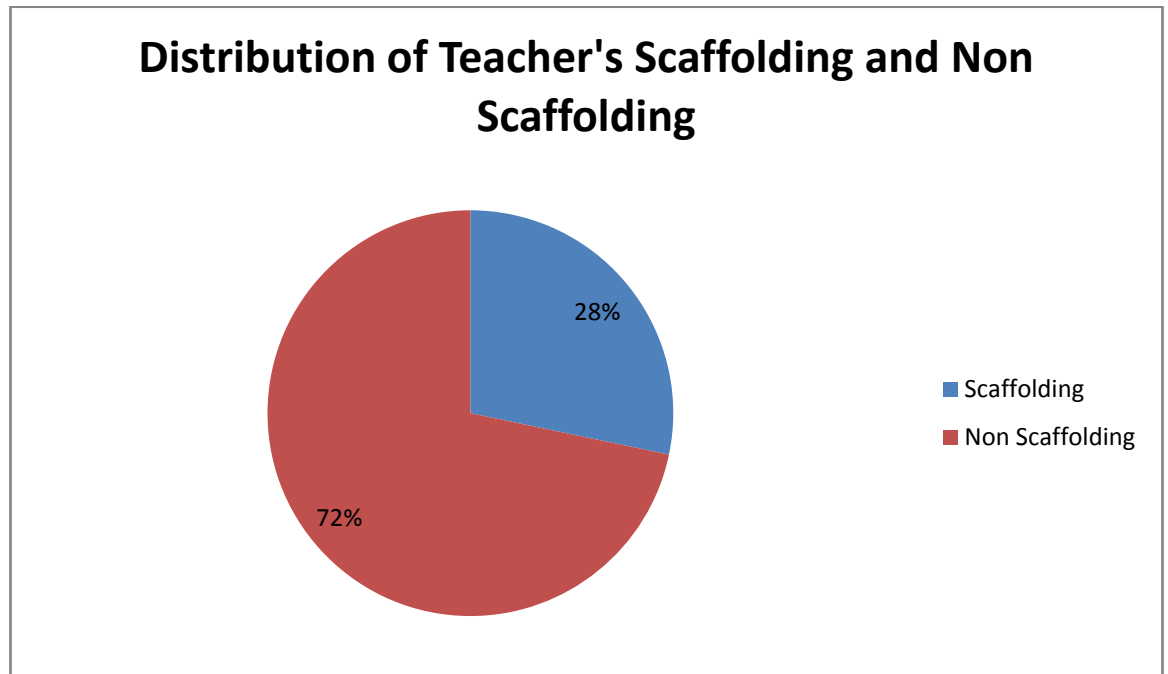


Chart 4.2.2

The chart above tells that 483 moves by the teacher functioned as scaffolding talk and 1,225 moves functioned as non scaffolding talk.

4.2.3 The Teacher's Language Functioned to Scaffold Student's in English learning

The teacher's turn which functioned as questions, command, or follow-up was taken into account as scaffolding talk. The analysis revealed that scaffolding talk appeared in almost each episode of the transcripts that came up in the teachers' questions, commands, and follow-up.

Command was mostly used to scaffold the students in English learning. It was found 205 utterances (42%) in command, 184 utterances (38%) in follow-up and 94 utterances (20%) in question made by the teacher. See the chart below.

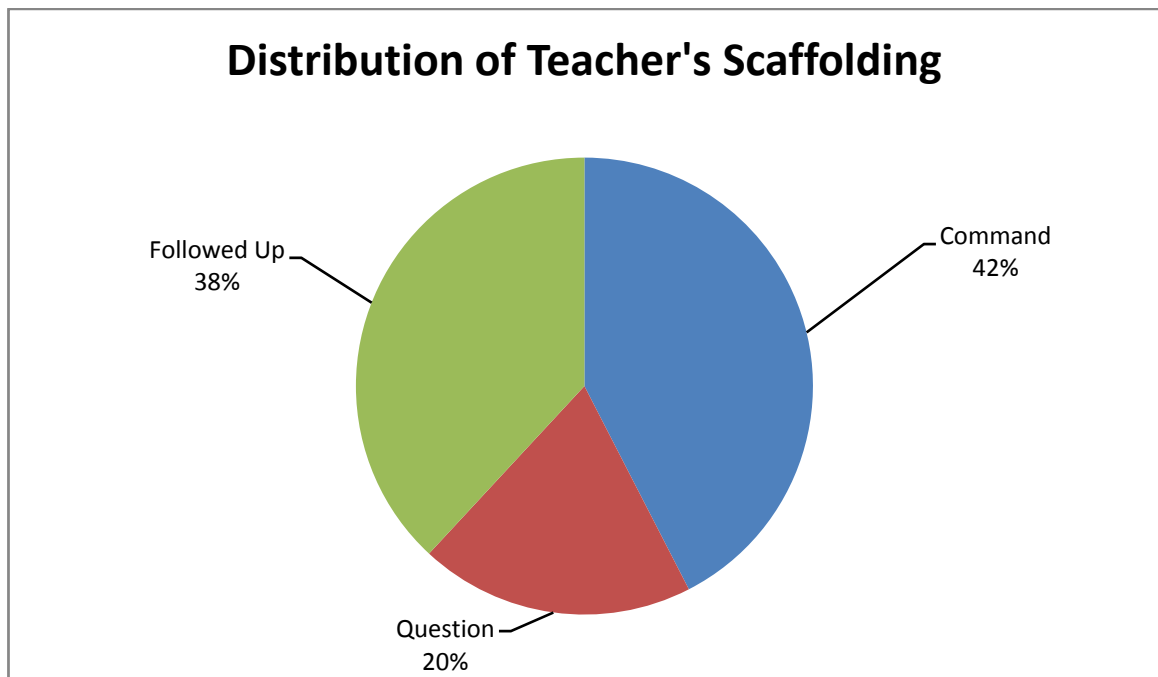


Chart 4.2.3

1. Questions

Based on the analysis of the transcription in the classroom interaction, question was used by the teacher to scaffold primary students in English learning. By using question, the teacher asked about the information that related in the English learning. Instead the teacher asked about the meaning of words and signaling students to make them be able to answer the question during the English learning. Questions are also used by the teacher to check the students' understanding or students'

comprehension on the materials given by the teacher. Questions which were used by the teacher in the classroom interaction has several purposes such (1) to ask about the meaning of words, (2) signaling students to make them be able to answer the questions, and (3) checking students' understanding. Based on the analysis, teacher's spent 94 turns (20 %) as scaffolding talk in asking questions to the students. Here is the chart representing the percentage of scaffolding talk in question.

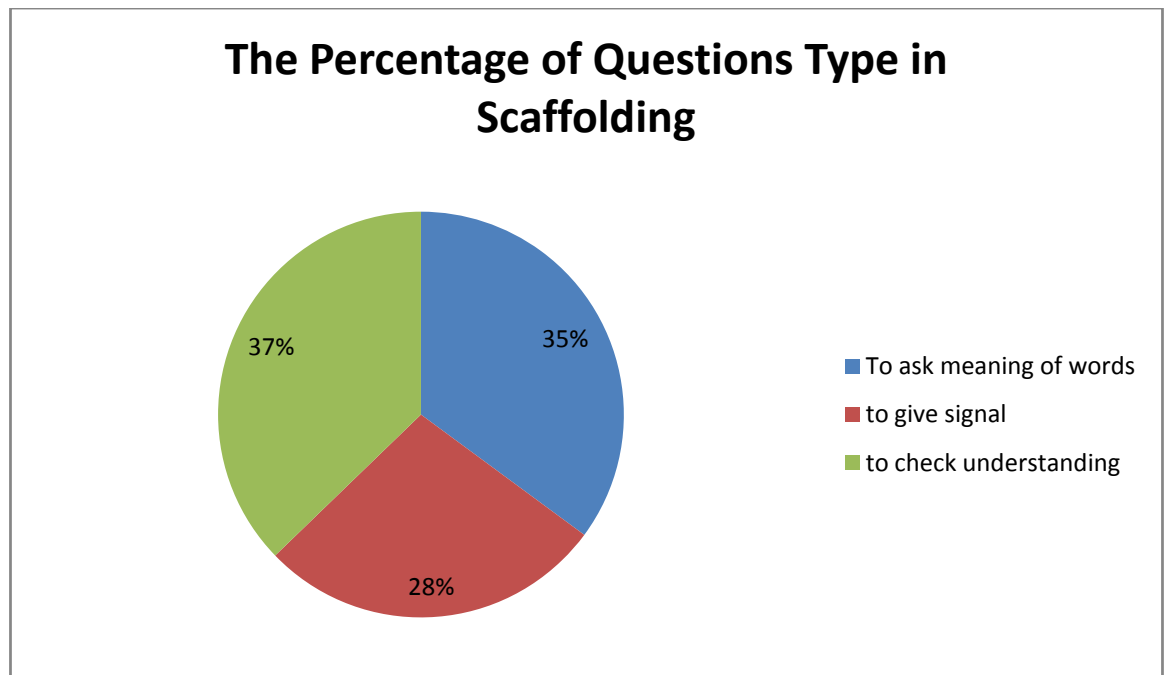


Chart 4.2.3.1

From the chart above, it can be seen that questions in understanding during the English learning was mostly used 35 turns (37%), to ask meaning of words 33 turns (35%), and to give signal 26 turns (28%). Here are several extracts that were derived from the transcription to describe those purposes.

Extract 1 (Episode 6, Code: 4CM13, 82-98)

- T : I'm..
- S : /I'm ten years old now./
- T : Ok I was born..
- S : /I was born/
- T : Born
- S : /Born/ /In Jakarta 30 Oktober 2003/
- T : Tanggal berapa?
- S : 30
- T : 30 apa?
- S : /Thirty/
- T : Tahun?
- S : /2003/
- T : Dua ribu tiga. Dua ribunya apa?
- S : /Two thousand/
- T : tiganya?
- S : /Three/
- T : Two thousand and three

Extract 2 (episode 2, code: 6CM14, 5-12)

- T : Where can you buy some vegetable?
- S : (...)
- T : is it library?
- S : (...)
- T : Is it book store?
- S : (...)
- T : Is it bank?
- S : (...)
- T : where is it?
- S : (...)
- (one student raised his hand)
- T : yes, Dafa?
- S : /Supermarket/
- T : Supermarket, good.

The extracts above describe when the teacher's scaffold the students by giving signal to make the student able to answer the question and to continue saying. In extract 1 the scaffold appeared when the students introduced himself in Bahasa Indonesia, then the teacher commanded him to say in English. The teacher scaffold students by giving signal and asking simple question so that the student can answer in English. In extract 2, the scaffolding talk appeared when the students couldn't answer the questions, and the teacher was giving signal so that they can answer the questions.

Extract 3 (Episode 7, Code: 4CM13, 145-151)

T : *how old are you?*
 S : */(...)/*
 T : *Klo how old are you berarti nanyain apa?*
 S : */// umur///*
 T : *Berarti jawabnya gimana? Bingung. I'm..*
 S : *(...)*
 T : *I'm...*
 S : *(...)*
 T : *umur?*
 S : */I'm ten/*

Extract 4 (Episode 8, code: 4CM13, 238-244)

T : *Jenis kelamin ditulisnya sex. Nanti ada pilihannya kalo laki-laki male, kalo perempuan female.*
 T : *You are male or female? (asked a girl)*
 S : */female/*
 T : *you are male or female? (ask a boy)*
 S : *(...)*

T : *Kamu laki-laki apa perempuan?*
 S : */laki-laki, male/*

The extracts number 3 and 4 describes an interaction when the teacher scaffolds the student to check their understanding about the related study. Teacher scaffold the student when they cannot answer the questions and they don't understand with the teacher said or confused how to answer it. Here, the teacher scaffolds student with the question to give understanding in order to make them understand about the question. Then the student finally could answer the question individually.

Extract 5 (Episode 10, 318-325)

T : *Tempat tanggal lahir?*
 S : *///I was born///*
 T : *itu dalam kalimat. kita mau yang biodata. Date of birth. Jadi bahasa inggrisnya tempat tanggal lahir apa?*
 S : *///place, date of birth.///*
 T : *Umur, apa itu umur? Sepuluh tahun berarti?*
 S : *///ten years old///*
 T : *kalo umur bahasa inggrisnya age. Kalo ada tulisan age berarti harus diisi dengan?*
 S : *///Umur///*
 T : *kalo alamat berarti salah ya.*

Extract 6 (Episode 10, code 4CM13, 215-217)

T : *Alamat. Siapa yang tau bahasa inggrisnya alamat?*
 S : *(...)*
 T : *Depannya A*
 S : *///alamat/// /address/*
 T : *Address.*

Extract number 5 and 6 describes how the teacher asked about the meaning of words. Teacher scaffolds students when the students miss understand about the meaning of word or they confused and didn't know the meaning of that word. Then usually the teacher gave some questions related to the real condition until the students could answer the question by themselves.

In addition, these extracts describes how the teacher use questions to scaffold the students, when the student be silent and cannot continue saying because she/he confused how to answer the question, do not know the meaning of a word, or do not understand the question. When the teacher came up to scaffold them, they directly can engage the learning process, and they can speak by themselves.

2. Command

Based on the analysis of the transcription in the classroom interaction, command was dominated used by the teacher to scaffold primary students in English learning. Command use by the teacher's 205 turns (42%). Command which were used by the teacher in the classroom interactions has several purposes such (1) to say sentences or words and (2) to guide students how to start saying during the English learning.

Command which were used by the teacher has to guide students how to start saying in English during the English learning. Command usually appeared when some students didn't give any verbal responses when the teacher asked them to say in English. Moreover, command done by the teacher to guide the students when they

missed the pronunciation or vocabulary. In addition, command is used to check or train student's pronunciation, sometimes this is used to manage the class so that the students are not noisy, and force them to engage in the learning process indirectly.

Command use by the teachers in the classroom as command to read the sentence or words and repeat the correct pronunciation. Here is the chart representing the percentage of scaffolding talk in commands.

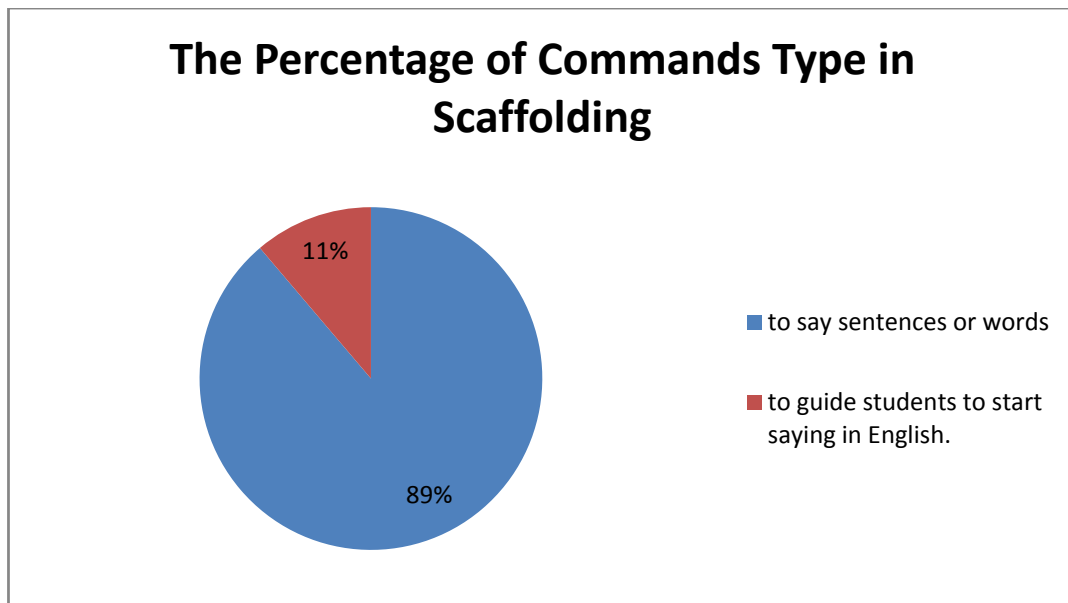


Chart 4.2.3.2

From the chart above it can be seen that commands that has purposes to command the students to say sentences or words was dominated in scaffolding to command 182 (89%), and to guide students to start saying in English during the English lesson 23 (11%). Here are several extracts that were derives from the transcription to describe those purposes.

Extract 7 (Episode 2, 21-31)

T : *Hello*
 S : *///Hello///*
 T : *Hello*
 S : *///Hello///*
 T : *My name is Lia Ayustringa.*
 S : *///My name is Lia Ayustringa.///*
 T : *My nick name is Lia.*
 S : *///My nick name is Lia.///*
 T : *I'm in the 4th class.*
 S : *///I'm in the 4th class.///*
 T : *I'm ten years old now.*
 S : *///I'm ten years old now.///*
 T : *I was born on September 14*
 S : *///I was born on September 14.///*
 T : *Two thousand*
 S : *///Two thousand///*
 T : *I live at Manggis street number 6 Jakarta.*
 S : *///I live at Manggis street number 6 Jakarta.///*
 T : *My hobby is playing chess.*
 S : *///My hobby is playing chess.///*

Extract 8 (episode 9, code: 4CM13, 276-283)

T : *Personal data.*
 S : *///Personal data.///*
 T : *full name*
 S : *///full name.///*
 T : *nick name nick name*
 S : */// nick name.///*
 T : *place, date of birth*
 S : *///place, date of birth.///*
 T : *age*
 S : */// age.///*
 T : *address*
 S : */// address.///*
 T : *zip code*

S : */// zip code///*
 T : *phone number*
 S : *///phone number///*

Extract 9 (Episode 3, code: 5CM14, 38-40)

(Talk about time)

T : *Ok, everybody. Past.*
 S : *///Past.///*
 T : *Past, past, past.*
 S : *///Past, past, past.///*
 T : *to*
 S : *///to, to, to///*

Extract 10 (Episode 3, code: 6CM14, 55-59)

T : *repeat after me. It is a cinema*
 S : *///it is a cinema///*
 T : *it's a cinema*
 S : *///it is a cinema///*
 T : *next, it's a hospital*
 S : *///it's a hospital///*
 T : *it's a hospital*
 S : *///it's a hospital///*

Extract 11 (episode , code: 6CM14, 97-102)

T : *okay, repeat after me. It's a post office*
 S : *///It's a post office///*
 T : *It's a post office*
 S : *///It's a post office///*
 T : *it's a police station*
 S : *///it's a police station///*
 T : *it's a fire station*
 S : *///it's a fire station///*

The extracts above describes about an interaction when the teacher scaffold the students by command to say sentences or words. In this extract the teacher use command to check and train student's pronunciation, sometimes this it is used to manage the class so that the students are not noisy, and force them to engage in the learning process indirectly.

Extract 12 (Episode 6, code: 4CM14, 77-84)

T : *Hello*
 S : */Hello nama saya Yusuf/*
 T : *Hello in English. My name is Muhammad Yusuf.*
 S : */Hello. My name is Muhammad Yusuf./*
 T : *My name is Muhammad Yusuf.*
 S : */my name is Muhammad Yusuf/*
 T : *I'm.*
 S : *I'm.*
 T : *I'm ...*
 S : *(...)*
 T : *I'm ten years old*
 S : */I'm ten years old/*

Extract 13 (episode ,code: 4CM13, 114-122)

T : *hello my name is..*
 S : */Hello my name is tio/*
 T : *lanjut. I'm in the..*
 S : */I'm in the 4th class./ /I'm ten years old./*
 T : *I was born on. Lahirnya dimana? Tanggal berapa?*
 S : */September 2003/*

The extracts above showed that an interaction when the teacher scaffold the student how to start saying in English during the English learning. In extract 12, the

teacher commands the student to introduce himself in front of the class. The student introduced in Bahasa Indonesia, then the teacher scaffolds him to say in English and how to start saying. So the teacher initiated to scaffold student by saying “Hello”, and introduced in English. When the students couldn’t speak in English or get stuck, the teacher scaffold student by speak in English first to open the conversation to command him to repeat teacher’s utterances.

3. Follow Up

Follow-up was done by the teacher as scaffolding talk primary students in English learning. Based on the analysis of the transcription, feedback use by the teacher’s 184 turns (38%). Feedback which was used by teacher in the classroom interactions has several purposes such (1) Follow-up students’ answer, and (2) repeating students’ said. Here is the chart representing the percentage of scaffolding talk in follow-up.

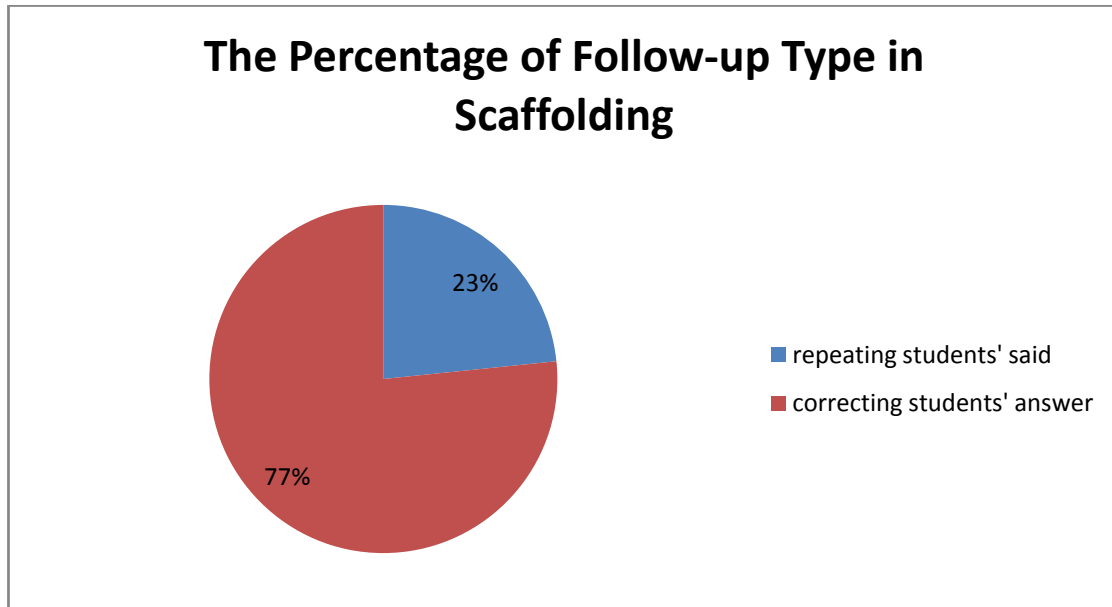


Chart 4.2.3.3

From the chart above, it can be seen that follow-up has purposes; as the correcting students' answer 141 turns (77%), and repeating students' said 43 turns (23%). Here are several extracts that were derived from the transcription to describe those purposes.

Extract 14 (Episode 10, 318-325)

- S* : /Miss occupation apa?/
T : what is your occupation? *Kamu pekerjaannya apa ya? Pe..la..jar. apa bahasa inggrisnya pelajar?*
S : */// study///*
T : *study itu belajarnya. Kalo belajarnya?*
S : *(...)*
T : *Hoo lupa..stu..dent.*
S : *///stadent///*
T : *Student. Student bukan student.*

Extract 15 (Episode 6, 110-111)

T : *My hobby is*
 S : *My hobby is bermain bola*
 T : *kalo bermain bola, diapain bolanya?*
 S : *playing football*

Extract 16 (episode 5, code 5CM14, 133-135)

T : *It's not two three. It is?*
 S : */Fiveteen./*
 T : *It is not fiveteen. It is?*
 S : */Fifteen./*
 T : *It is fifteen.*

The extract 14 and 16 describes an interaction when the teacher scaffold for correcting student's answers and student's pronunciation as a feedback. Students asked about something, then the teacher follow up the student's questions and follow up the students' answer. In this extract, scaffolding appeared when the students missed the pronunciation. In the extract 15, the teacher scaffold for correcting student's answers. When the students say in Indonesia, the teacher scaffolds by giving question in order to correct the student answer, then the student expected to be able to answer and say in English. Finally the student could answer the question individually.

Extract 17 (Episode 7, 163-169)

T : *how old are you? Umur kamu berapa?*
 S : *(...)*

- T : *I'm ... umur kamu berapa? Masa ngga tau umurnya berapa?*
 S : */eight/*
 T : *eight? Eight years old? Delapan tahun? Apa Sembilan?*
 S : */Sembilan/*

Extract 18 (Episode 7, 140-141)

- T : *Riska what is your hobby?*
 S : */My hobby is dancing and singing/*
 T : *Dancing and singing. Oke good.*

Extract 19 (Episode 6, 82-87)

- T : *I'm ...*
 S : *(...)*
 T : *I'm ten years old*
 S : */I'm ten years old/*
 T : *Ayo lanjut. I was born*
 S : */I was born/*
 T : *I was born on*
 S : */I was born on/*
 T : *Sekarang Miss panggil lagi. Rahmat Tri Wibowo*

The extracts above describe an interaction when the teacher scaffold as repeating students' answer. In the extract 17, scaffolding appeared when the teacher asked about the age, but the student cannot response the question. Then the teacher scaffold students by saying "I'm" with the purpose to make him repeat and continue saying, and after he said, the teacher follow up the students' answered and made sure about the answered by repeating his utterances and elaborating students' answered. The scaffolding also appeared when the students couldn't answer the question completely; in this case, the students just answered "eight" when the teacher asked

about his age. Then the teacher corrected students answer by giving completely sentence “eight years old?” to justify what student’s said indicating something wrong, then the student corrected the answer individually and independently in order to guide the student in the correct answer. In extract 18, the teacher asked about the students’ hobby, and when the students could answer it, the teacher repeated her answered to give the reinforcement and clarify the students’ answered. But in this case, the teacher didn’t correct the grammatical errors did by the student. The teacher should follow-up the students answer by corrected the grammatical errors, miss pronunciation, wrong vocabulary, etc. In extract 19, the teacher tried to scaffold student when the student couldn’t say completely, then the teacher tried to complete the answer, but because of the student just repeated the teacher said and seems couldn’t continue saying, so the teacher didn’t continue scaffold him. The teacher didn’t want to make the student getting stressed or frustrated, so she commanded him to back at the chair, and give the chance to another.

4.2.4 The Kinds of Scaffolding Talk in English Learning that appeared in the Classroom Interactions

The teacher’s language was uses for scaffolding in English learning were appeared in questions, command, and feedback. The researcher found the kinds of scaffolding talk that the teacher used during the English learning was mostly appeared in command.

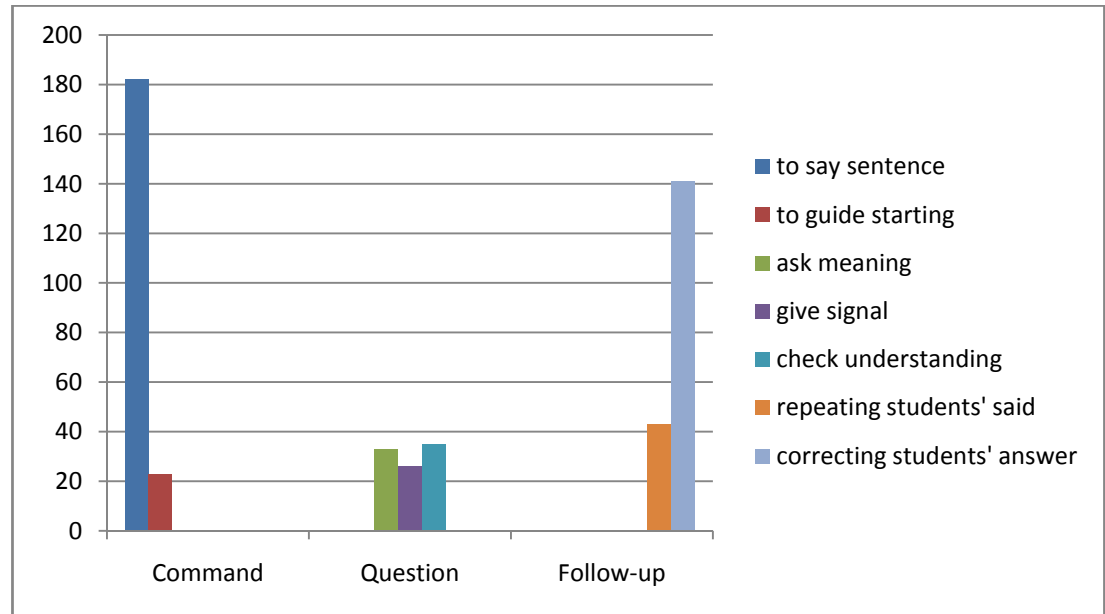


Chart 4.2.4

Based on the chart above, it can be seen that the teacher's language to scaffold primary students during the English learning was mostly used to command the students to say sentences or words. From 1.708 teacher's utterances, there are 483 utterances to scaffold students; command (205 utterances), questions (94 utterances), and follow-up (184 utterances). Command was mostly used to say sentences or words (182 utterances), to guide starting (23 utterances). In questions; to ask meaning of words (33 utterances), to give signal (26 utterances), and to check understanding (35 utterances). Followed by the teacher's language to scaffold in follow-up; repeating students said (43 utterances), and correcting students' answer (141 utterances).