

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion that was derived from the discussion based on the research questions. The implication recommendations were presented to bring some suggestions related to the pedagogical practices and further research.

#### 5.1 Conclusion

Generally, in this research the teacher's language dominated used in the classroom interaction. The teacher spent 1.708 moves (60 %) and students 1.152 moves (40 %). Based on the analysis, the teacher's language functioned to scaffold primary students in English learning was 483 utterances (28 %), and 1.225 utterances (72 %) as the other functions.

In questions, 94 utterances (20 %) as scaffolding talk, 205 utterances (42 %) as scaffolding talk in command, and 184 utterances (38 %) as scaffolding talk in follow-up. Questions which were used by the teacher in the classroom interactions 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. The teacher's spent 94 turns (20 %) as scaffolding talk in asking questions to the students. Usually the teacher use questions to scaffold students when the students asked to say in English but they say in Bahasa Indonesia. So the teacher scaffolds them to say in English using the questions to ask the next stage. In addition,

the teacher scaffolds students by giving signal and asking simple question when the students cannot answer the questions and they don't understand with the teacher said or confused how to answer it, so they can understand about the language and can answer in English. Moreover, the teacher scaffolds students when the students miss understand about the meaning of word or they didn't know the meaning of that word, so the teacher gave some questions related to the real condition until the students could answer the question by themselves. Even though, usually the answer and pronunciation was wrong, but the teacher corrected the pronunciation directly and they finally know the meaning of that word.

Based on the analysis of the transcription, 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. Moreover, the teacher scaffolds students when they couldn't speak in English or get stuck, so the teacher guide them by speak

in English first to open the conversation to command him to repeat teacher's utterances and command him to continue saying.

Feedback was done by the teacher as scaffolding talk in English learning. Based on the analysis of the transcription, feedback use by the teacher's 184 turns (38 %). Feedback which was used by the teacher in the classroom interactions has several purposes such (1) Follow-up students' answer, and (2) repeating students' said. Usually the teacher scaffolds students when the students missed the pronunciation, so the teachers do follow up for correcting students' answer. Then the students expected to be able to answer and say in English. Finally the student could answer the question individually. Furthermore, the teacher scaffolds students when they cannot response the question, so the teacher guide them to repeat and continue saying, after the students said, the teacher follow up the students' answered and made sure about the answered by repeating the students' said and elaborating they answered. Teacher's scaffolding is also appeared when the students couldn't answer the question completely so the teacher corrected students answer by giving completely sentence. Besides all of them, the teacher's scaffolding is used to correct the grammatical errors, miss pronunciation, wrong vocabulary, etc.

From the discussion, it can be concluded that teacher's language as an essential to monitor their teaching, as well as to judge the success of their students in English learning. Scaffolding deliver with questions that probes to make students able to continue saying in English, checking understanding, signaling students to the next stage and so on. Teacher's language to scaffold primary students during the English

learning is very important to build and develop their prior knowledge, and create new information.

From the discussion above, it can be seen that scaffolding that used by the teacher makes them be able to speak for themselves. However, from the result we can found that teacher's didn't scaffold the students step by step in English learning. Those utterances for scaffolding through teacher's language just to make the students repeat those utterances do not facilitate the students to develop their oral proficiency in English learning.

## **5.2 Recommendation**

The recommendation for the next English Department students, who will conduct study using discourse analysis, specifically concerning the teacher-students interaction in the classroom, is to gain deeper information focusing on teacher's language in scaffolding primary students in the terms of the textual or experiential functions.

## REFERENCES

- A.K, Aiedah & Audrey Lee K.C. 2012. Application of Project-Based Learning in Students' Engagement in Malaysian Studies and English Language. Taylor's University, Malaysia. *Journal of Interdisciplinary Research in Education (JIRE)*
- Anderson. 1989. *The Effective Teacher: Study guide and readings*. New York: McGraw-Hill Book Company.
- Bomia, L., Beluzo, L., Demesster, D., Elander, K., Johnson, M., & Sheldon, B. 1997. The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC ClearingHouse on Elementary and Early Childhood Education (ERIC Document Reproduction Service No. ED 418952).
- Bransford, J., Brown, A., & Cocking, R. 2000. *How People Learn: Brain, Mind, and Experience & School*. Washington, DC: National Academy Press.
- Brewster, C., & Fager, J. 2000. Increasing students engagement and motivation. Time-On-Task to Homework. Portland, OR: Northwest Regional Educational Laboratory Retrieved December 2013, from <http://www.nwrel.org/request/oct00/index.html>
- Brophy. 2004. *Students characteristics and teaching*. New York: Longman.
- Brown, G., and Yule, G. 1983. *Discourse Analysis*. Britain: Cambridge University Press

- Brown. 2000. *Teaching by principles, An Interactive Approach to Language Pedagogy*. New Jersey : Prentice Hall Regents Englewood Cliffs
- Christie, Frances. 2000. *The Language of Classroom Interactions and Learning*. In L. Unsworth (ed.), *Researching Language in Schools and Communities*. London: Cassel.
- Creswell, John W. 2009. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America : SAGE Publication.
- Fredicks, Blumenfeld, and Paris. 2004. School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109.
- Halliday, M. A. K. 2004. *An Introduction to Functional Grammar*. (3<sup>rd</sup>ed.) United States of America: Oxford University Press Inc.
- Hartman, H. 2002. *Scaffolding & Cooperative Learning*. *Human Learning and Instruction* (pp.23-69). New York: City College of City University of New York.
- McCarty. 2000. *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- McKenzie, J. 2000. *Scaffolding for Success*. [Electronic version] *Beyond Technology, Questioning, Research and the Information Literate School Community*. Retrieved October 2013, from <http://fno.org/dec99/scaffold.html>
- Megasari, Alida. 2013. *Teacher's Language to Scaffold Students in Narrating Stories*. Jakarta. English Department. State University of Jakarta.

- Mehan, H. 1979. *Learning Lessons*. Cambridge, Mass: Harvard University Press.
- Newmann, F., Wehlage, G.G., & Lamborn, S.D. 1992. The significance and sources of student engagement. In F. Newmann (Ed.), *Student engagement and achievement in American secondary schools*, (pp. 11-39). New York: Teachers College Press.
- Olson, J. and Platt, J. 2000. *The Instructional Cycle. Teaching Children and Adolescents with Special Needs* (pp. 170-197). Upper Saddle River, NJ: Prentice-Hall, Inc.
- Raymond, E. 2000. Cognitive Characteristics. *Learners with Mild Disabilities* (pp. 169-201). Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.
- Richard. 2008. Strengthening student engagement. International Center for Leadership in Education.
- Richards, Jack C. 1992. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Rusli. 2013. Efektifitas Scaffolding dalam Pembelajaran Fisika melalui Pendekatan Pemrosesan Top Down. Surabaya: Fakultas Teknik UNESA.
- Sinclair J. McH and Brazil. D. 1982. *Teacher talk*. Oxford : Oxford University Press.
- Sinclair, J. McH., and R. M. Coulthard. 1975. *Towards an analysis of Discourse: The English used by Teachers and Pupils*. London: Oxford University Press.

- Suherdi, Didi. 2011. Scaffolding in Junior High School (SMP) English Learning Teaching Process. Bandung: Fakultas Pendidikan Bahasa Universitas Pendidikan Bandung
- Suyanto, K. K. 2002. The Teaching of English in Primary School: The Policy, Implementation, and Future Direction. The 50<sup>th</sup> TEFLIN International Conference (pp, 1-8). Surabaya: English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University.
- Unworth. 2004. Researching Language in Schools and Communities Functional Linguistic Perspective.
- Van Der Stuyf, Rachel. 2002. Scaffolding as a teaching strategy. Section 0500A - Fall 2002.
- Van Lier, L. 2006. Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity. London: Longman
- Vygotsky, L.S. 1962. Mind in Society. Cambridge, MA: Harvard University Press.  
Retrieved December 2013, from <http://www.marxists.org/archive/vygotsky/>
- Walqui, Aida. 2006. Scaffolding Instruction for English Language Learners: A Conceptual Framework. The International Journal of Bilingual Education and Bilingualism Vol. 9, No. 2, 159-180.
- Wang. 2013. School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using multidimensional perspective.



The Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Widodo, Wahono. 2010. Umpan Balik terhadap Laporan Hasil Pemecahan Masalah sebagai Scaffolding Keterampilan Pemecahan Masalah pada Perkuliahan Fisika Dasar bagi calon Guru SMK Program Keahlian Tata Boga. Fakultas Teknik. UNESA.