

## **CHAPTER IV**

### **FINDINGS**

As stated in the previous chapter that the goal of this study is to find out the types of teachers' scaffolding talks that used in the classroom, the functions of each scaffolding talks and the teachers' reason of using such scaffolding talks. There are four main parts as the result of this study. They are:

#### **A. Types of Scaffolding Talks Used by the Teachers**

From the observation, the researcher concluded that the teaching learning process in first grade of bilingual class at SMP 01 Tayu used English almost the time in the lesson. The teachers opened the classroom, done the explanation and gave exercises to the students by using English Language. Sometimes they changed or translated into Indonesia language if the students had a difficulty to catch what the teachers mean. Based on the result of the interview, it is reported that all the participants have understood about scaffolding talks. Both of the teachers said that the teacher's scaffolding talks is important enough to support and facilitate learners' development. They stated that they always use scaffolding talks during the lesson. It could be seen from the classroom observation, the researcher found some kinds of scaffolding talks used by teachers in the classroom during the teaching and learning process. From the data analysis, it could be seen that the teachers used scaffolding talks as their teaching strategy. The followings are the types of scaffolding talks performed by the teachers:

##### **1. Inviting students' participation**

The first type of scaffolding that the teachers performed was inviting students' participations because at the beginning of the teaching and learning process, both of the teachers did not directly explain the material. The teachers invited students' participations by asking them questions that related to the topics would be discussed or asking about the previous lesson.

Therefore, the first scaffolding made by the teachers was inviting students' participations. In this type of scaffolding, the teachers used a particular strategy such as using open ended questioning where the teachers asked questions to elicit response from the child, to describe things or events, to make predictions and to plan the future, and to relate new knowledge with previous experiences.

## 2. Inviting students to contribute clues

The next type of scaffolding used by the teachers in the classroom is inviting students' to contribute clues. In this scaffolding, the teacher used a particular strategy such as using joint problem solving.

The teacher 1 used this type of scaffolding as a plan to generate extended talk in the form of making descriptive text. The teacher and the students worked together to create a descriptive story entitled my school. For example, the teacher gave ideas to the flow or sequence of the story, the students were asked to create the story starting from the beginning until the end.

The teacher suggested information or ideas to be added to the compositions of the story in order to motivate and help the students participated in creating a descriptive text, the students were encouraged to offer clues about how to complete story together. From the observation, the researcher concluded that the teacher had successfully provided scaffolds for the students in making up the story. The students have created a story with its features including identification and description with the support done by the teacher.

## 3. Verifying and clarifying students' understanding

The teacher used type of scaffolding by providing feedbacks after the students gave responses to the teachers' questions. When the students came up with the correct answers, the teachers acknowledge the students by saying "good", "yes". In addition, the teachers also compliment the answer and mentioned the name of the students who correctly has answer.

The next strategy in giving feedbacks performed by the teachers was agreeing the students and then repeating the students' answer. When the teachers repeated the students' answers, the teachers wanted the students to hear the new words by repeating them so that the students can memorize the words.

Another strategy applied by the teachers in verifying and clarifying students understanding is by agreeing and asking for elaboration the answer by asking the students more question.

The teacher 2 scaffolds her students by providing model in the activity section. In the activity section, the teacher provided pictures that illustrate about the topic they have learned. Firstly, the teacher explained about simple past tense in the positive, negative, and interrogative form. Then, the teacher clearly stated about the activity the students would like to do so that the students understood the activity that they should be done.

The functions of scaffolding talks performed by the teachers are explaining, questioning, reinforcement and introductory procedures and closures.

## **B. Functions of Teachers' Scaffolding Talks used by the teachers**

Based on the first and second research question of types and functions of teachers' scaffolding talks, it is found that scaffolding talks has several functions to improve students' motivation study English and make them easily to understand the material. Following points are drawn and considered to answer it. These all the points of teachers' scaffolding talks and its functions:

### **a. Explaining**

Explanations are explicit statements adjusted to fit the learners' emerging understandings about what is being learned (declarative or propositional knowledge), why and when it will be used (conditional or situational knowledge), and how it is used (procedural knowledge).

From the observation the researcher concluded that teacher 1 use the time for explaining was 35,3% and at the second meeting the teacher done explanation about 21%. The teacher 2 used 31,6% time for explanation at the first meeting and 37,2%. It means that the teachers did the explanation mostly in teaching and learning process. From the data studied, both of the teachers also applied some components of explaining from Turney et al such as raising key questions, using examples and monitoring feedback.

In the beginning of the presentation section, both of the teachers gave explanation about what was being learned for today's lesson so that the students have clear idea about the topic were going to learn. The teachers and he students share the same goals in teaching learning process as we can see in the following excerpt the teachers stated the goal:

*“Let's talk about descriptive text”*

*“Today we are going to discuss expressing like and dislike”*

Based on the excerpt above, it could be seen that the teacher used that sentences in order to explain the purpose of the lesson.

In the beginning of the lesson at the second meeting, teacher 2 firstly gave the students scaffold by made a link between the last or previous lesson like the following excerpt, “Today we will continue our discussion that we did yesterday. Yesterday we discussed about descriptive text”. From those sentences, the students have the clear ideas that the lesson today was the continuity of the previous lesson.

In the explanation section, both of teachers started with raising question from the topic. The purposes of raising questions are to stimulate pupil thinking and the development understanding about the material and will raise questions as one of a number of means of appraising the pupils' comprehension. For instance, the teachers wanted to make the students know the topic was going to learned and invited students' participation by asking series of key questions to the students like in the following excerpts

*What should we do before make a descriptive text?*

*What do you think about descriptive text?*

*Do you like reading a newspaper?*

*What is simple present tense?*

Based on the excerpt above were the way how the teachers scaffold the students. They tried to assist the students to grasp the concepts of the topic of the lesson.

In presentation section, to support her explanation in presenting the teaching material, the teacher 2 used pictures as the models. The teacher brought the pictures for the students' attention and understanding. Explanation supported by using objects or examples was a good strategy to make the explanation understandable for the students. The students constructed their knowledge from working with objects. She used some pictures as the models as shown in the excerpt bellow:

*I have some pictures*

The pictures drew a person with their habitual action. Then the teacher divided it to the students and asked them to make a sentence using simple present tense in positive, negative and interrogative form based on the picture.

*I will divide it to you. Your duty is make the sentences using simple present tense in form of positive, negative, and interrogative based on the picture.*

Both of the teachers also gave the students explanation by making conclusions like in the following excerpt bellow:

*Do you understand? Before making a description we should make the identification first*

*In negative sentences if the name of person or things" she, he, it, we use doesn't and without adding s or es to the verb.*

The teachers also monitored feedbacks by agreeing and asked for elaboration to the students.

## b. Basic and Advanced Questioning

Questioning can be means of gathering information of students' understanding or gathering feedback from the students as the following teachers' scaffolding talks.

From the observation found that both of the teachers applied elements of questioning. There are the components of questioning that is used by the teachers:

### 1. Structuring

During the lesson, the teachers may also structure the discussion by giving specific information relevant to the task either immediately before or after a series of questions.

Both of two teachers structured the students' understanding like the excerpt bellow:

*Who is not here today?  
Do you know the generic structure of descriptive text?  
How many laboratories does your school have?*

*Uhm..... What do you like?  
What do you think about the sentence?*

Based on the excerpt above, the researcher conclude that the teachers tried to make the students created their own mind about what would they studied and make the students active in the classroom.

### 2. Phrasing or clarity and brevity

To facilitate responding by pupils, questions should be phrased in words that are appropriate to the level of development of students like the following excerpt:

*What should we do before describing objects?  
What is the identification of our classroom?  
Next, how to say "Apakah Anita suka membaca komik?"  
Then, How to answer it if Anita doesn't like reading comic?  
Now, what is the pattern of simple present tense?  
Good, Subject then Verb and Object or Complement?  
Now, how about the negative sentence?*

### 3. Re-directing

When the teacher wishes to maintain attention to one question, and to invite several pupils to respond, the technique of re-direction may be used. Having posed a question for the whole class the teacher may select pupils to respond in turn by naming them (verbal re-direction) or by pointing, nodding or smiling (gestural re-direction).

Both of the teachers scaffold the students with gestural redirection in the lesson as the following excerpt:

*Pointing*  
*Nodding*  
*Smiling*  
*Laughing*

Verbal redirecting done by the teachers during the lessons is:  
*what else...? No?, Yes?*

### 4. Distributing

The teachers gave questions to whole students in the classroom so that all pupils are encouraged to feel responsible for forming answers, such as the following excerpt:

*Then, what is the next?*  
*What else?*  
*What is this?*  
*Next, how to say "Apakah Anita suka membaca komik?"*  
*Then, How to answer it if Anita doesn't like reading comic?*  
*What is verb?*  
*Then, anyone of you wants to make the negative sentence from the second sentence?*

### 5. Pausing

The teachers pause for a few seconds after asking questions of the whole group and before a particular child to respond.

### 6. Prompting

The teachers gave feedbacks to the students by repeating or modifying students' answers like the following excerpt:

*T: What do you like?*  
*S: I like cycling.*

*T: Yes. I like cycling.*

If the students gave an incorrect answer, the teachers indicated that students' answers are incorrect by saying for example like in the following for example in the following excerpt:

*T: How many classes does your school has?*

*S: There are eighteen class at my school?*

*T: There are eighteen class at my school? Are sure?*

*Eighteen class or eighteen classes?*

*T: Next, how to say "Apakah Anita suka membaca komik?"*

*S: Do Anita like reading comic?*

*T: Uhm.....Do Anita like reading comic? Is it true?  
(Raising eyebrows)*

*T: Then, anyone of you wants to make the negative sentence from the second sentence?*

*S: Mr. Saipul don't goes to work at 7 am every day.*

*T:Uhm..... thank you Septi, but there are some mistake in your sentence.*

Based on the excerpt above, when the students answered with wrong answer, the teachers gave prompt statement by saying *Uhm.....Do Anita like reading comic? Is it true?* to indicate that the students have incorrect answer and need to rethink again.

From the observation showed that the teacher1 gave questions to his students 35,3% at the first meeting and 42,8% at the second meeting. The teacher 2 used 42% time to give question to her students at the first meeting and 34,9% at the second meeting.

### c. Reinforcement

After asked questions and got the students answer, the teachers reacted or gave reinforcement to the students' answer. The teachers repeated the students' correct answers as the strategy to make the students can memorize it. Teacher 1 agreed students' answers by repeating it, and then teacher elaborated his response by asking more question like "*what else?*" or "*how about...?*"

From the observation found that the teachers applied the components from reinforcement. They said "*good, ok, excellent or yes*" to response students' answers. It was includes in verbal reinforcement. The next components of reinforcement are token



reinforcement. There was only teacher 2 applied this type of reinforcement. She gave points to the students who can answer the questions correctly.

The third is contact reinforcement. Both of the teachers used this term of reinforcement. They was standing besides students to check their work or stick their finger or signaling ok to response students' correct answer, nodding and smiling.

The researcher concluded that the teacher1 gave more reinforcement to his students than teacher2. At the first meeting the teacher1 reinforced his students 17,6% and 23,4% at the second meeting. However, the teacher2 reinforced her students 19% at the first meeting and 16,3% at the second meeting.

All of the teachers tend to repeat the same words when giving the reinforcement to their students. They said that by using similar words, their students can understand it easily. The use of simple and familiar words is good for the students to avoid confuses. They also have same way to response students' mistakes answer. They tend to use the warmth and pleasure way to gave corrections. The teachers asked another student to correct the mistakes answer without blamed the students' mistakes answer.

#### d. Introductory Procedures and Closures

Introductory procedures and is what is actually happened during the teaching and learning process from the beginning until the end of it. Based on observation, showed that all of the teachers applied some components of introductory procedures and closures.

At the beginning of teaching period both of two teachers try to attract students' attention by using gesture position such as moving to the center of the classroom, then walking to the backside. T2 used picture to attract students' attention about the topic.

At the beginning of the lesson at the second meeting, teacher 2 firstly gave the students scaffold by made a link between the last or previous lesson like the following excerpt, "Today we will continue

our discussion that we did yesterday. Yesterday we discussed about descriptive text". From those sentences, the students have the clear ideas that the lesson today was the continuity of the previous lesson.

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*What do you think about descriptive text?*

*Do you like reading a newspaper?*

*What is simple present tense?*

Based on the excerpt above were the way how the teachers scaffold the students. They tried to assist the students to grasp the concepts of the topic of the lesson.

The teachers used various gestures to attract students' attention such as moving their position from the front of class to the center or back side of classroom.

At the end of lesson, the teachers reviewed materials that have studied. So that students can remember the material. Then the teachers evaluated students' understanding by gave them homework. However, the researcher concluded that both of the teachers spent little time to attract their students' interest and motivation in learning English because they spent most of the time to explaining and questioning.

### **C. The Teachers' Reasons Use Such Scaffolding Talks.**

From the interview, the questions are related with the teachers' reason use such kinds of scaffolding talks. From the teachers' answer, the researcher concludes that the reasons are:

1. Both of teachers use scaffolding talks throughout the teaching and learning process. They tend that scaffolding talks is important in teaching and learning process.
2. They are always giving reinforcement to their students with using simple language and gesture in reinforcement to make their students more understand.
3. They have different ways to response students' mistakes, but they have same reason on it. Both of them are keep the students' mental and motivation. Teacher 1 tends to use personal correction to each student who makes an error answer.
4. They tend using examples when explaining the material. T2 said that, using example make the students easier to understand the topics given.
5. Both of the teacher try to attract students' interest and motivation with provide several scaffolding talks in teaching and learning process. T2 use computer, songs and games to attract students' interest. Then T1 sometimes do the teaching and learning process outside of classroom to make the students easier to understand the material trough study from the real examples.

#### **D. The Impact of Teachers' Scaffolding Talks to the Students**

The teachers scaffolding talks at the first grade of bilingual class was successful enough to support the students in learning English. It can be seen from the observation, the researcher saw that the students became active learners and did not feel embarrassed to speak up with English language.

From the interview, question number 3 the teachers stated that they tended to use example in the explaining section because the students could catch the material easily. It can be seen from the observation, the students could finish their task without any difficulties. If they were faced with difficulties, the students directly asked the teachers. The teachers showed patience and warmth in listening to the students' questions, and responded it through two ways. First, they directly answered the students' questions using simple language so that they could understand it. The

second was the teachers did not answer the questions directly but they stimulated the students to think by asking them questions. It is used to give clues and make them creative and independent students.

Both of the teachers stated that, when they response to the students' incorrect answer they tried not to make them feel embarrassed and afraid to answer the teachers questions in other occasions. In other words, the teachers really kept the students' mental and motivation in learning English. It was compatible to the observation data. The researcher saw that the students enjoyed with the teachers' ways correct their mistakes. The students didn't give up because the response from the teachers in their wrong answer, but they were motivated to study actively and hard so that they wouldn't make mistakes when answering another teachers' questions.

The researcher saw that the second teacher gave reward and punishment to the students answer. If they could answer the questions correctly the teacher gave them point as a reward. But they should be aware if they answered the questions incorrectly, they would receive the punishment. This is effective enough to the students at class A, the students tried to be the best students by giving the correct answers.

The teachers said that giving reinforcement to the students is important. It was a form of the teachers' appreciation to the students work. The teachers' reinforcement were also could be motivated the students to be more active because they felt appreciated by the teachers. The students at bilingual classes were really joyful with the reinforcement given by the teachers. Sometimes they repeated the teachers' verbal reinforcement like "good", "excellent", "nice" to show their satisfaction with the teachers' reinforcement and also show to their friends that they were able to do the task correctly.

The teachers also supported the students with their gestures. For example, the first teacher gave support to the students by using gestures. When he asked the students "*How many libraries at your school and where is it located?*" the teacher supported the students by pointing the

library which were located in front of their classroom so that the students would come up with the answer “in front of my “classroom”. When the teachers asked the students to describe their classroom, he asked “*what is this?*” and he supported by pointing the computer so that they would answer there is a computer in my classroom.

From the interview, question number 5 the teachers stated that they used several ways to attract students’ interest in learning English such as by using computer, songs, games or playing outside of classroom. However, the researcher didn’t find that the teachers scaffold the students by ways the stated. The teachers only used the same ways in teaching process. They used the time to present and gave the students the tasks. Only at the second time the second teacher supported her explanation by using picture.

The researcher concludes that the teachers succeed to scaffold their students. However, the teachers need to be more creative in creating an interesting lesson. They can use several media as they said in interview. The students would not feel bored and lazy during the lesson if the teacher provided different ways in every teaching and learning process. Then when the students didn’t feel bored and they have more spirit to study, the scaffold from the teachers will success and gradually the teachers can remove their scaffolding talks when the students become the independent learners.

The practical implications about how the teachers should use scaffolding effectively are: first of all, teachers must predict where students may have difficulties and then structure the lesson using appropriate strategies. Second, the new knowledge is presented through modeling, using various teaching aids such as pictures, miniatures, charts, and realia. Third, teachers invite students’ participation by providing open-ended questions. Forth, teachers develop guided practice that began on an easier level and then become progressively more difficult. Teachers provide ideas and suggestion when students struggle. Fifth, teachers provide direct feedback as well as self checking procedures. Then,

students will become more responsible while the scaffolding is gradually diminished. Finally, students are provided with independent practice time as a whole class, then individually with other students or teacher assistance completely and independently.