

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it divided into two sections. The first section describes the data gained by interview and classroom observations to answer the question about how the Implementation of Piaget, Vygotsky and Brunner Theories in Teaching English for Young Learners.

The second section contain a deeper explanation about the result and it relation with the theoretical review that researcher uses in this research.

A. FINDINGS

1. How is the Implementation of Piaget, Vygotsky and Brunner Theories in Teaching English for Young Learners.

This research was done in two schools which are MI Muhammadiyah 3 Al-Furqan Banjarmasin and MI Islam Arrahmatul Abadiyah, the researcher choose these schools because they have A accreditation from all of MI or Islamic Elementary schools in Banjarmasin according to *Kemendikbud (Ministry of Education and Culture)* Banjarmasin in 2017. This research focuses on to see how the teachers implement the English for Young Learners Theories by Piaget, Vygotsky

and Brunner. After the pre observation it was concluded that the researcher have picked one English teacher who teach for 3rd grade in each schools.

To gain the data, the researcher held an interview to get personal information and teacher's knowledge about the theories of Piaget, Vygotsky and Brunner and do the classroom observation to see the implementation of the theories. Based on the interview, the first teacher Mr. A, who teach in MI Muhammadiyah 3 Al-Furqan Banjarmasin, he has English education background. He graduated from UMM. Unfortunately, he took translation as the major concentration when he was in college. He does not know much about EYL theories. However, he doesn't realize that the way he taught was based on those theories. The second teacher is Ms. B, who taught in MI Islam Arrahmatul Abadiyah, she was graduated from UNISKA Banjarmasin and also has English Education background. However, she also does not know much about teaching English for Young Learner.

After the interview, the researcher did classroom observations for five meetings in both schools. The data gained is displayed in following table.

a) MI Muhammadiyah 3 Al-Furqan Banjarmasin

The classroom observation was done on 10th, 17th, 24th, 31st October and 7th November of 2019. Based on the observations, the researcher found that the English teacher did not use all the theories of teaching English for Young Learner. It can be seen

from the Table 4.1, the teacher only used theories by Vygotsky and Brunner.

A. Piaget

Table 4.1 <i>Teaching Young Learner's Theories According to Piaget used by English Teacher at MI Muhammadiyah 3 Al-Furqan Banjarmasin</i>						
No	Description	Meetings				
		1	2	3	4	5
1	Teacher created a familiar situation where student can learn English language alone / by them self.	√	√	√		
2	Teacher provides concrete materials for students to interact or experience before the class begin.					
3	Teacher apply student centered learning strategy, individually or team work	√	√		√	
4	Teacher gives time to students to state their opinion about the topic.					
5	Teacher have to open minded to students opinion about things that student see / mean differently.					
6	Teacher makes instructions relatively short, using actions as well as words.	√	√	√	√	√

In the first meeting the teacher applies Piaget's theory by creating situations that are familiar with students so that students can learn English easily. The teacher also applies a student-centered learning strategy either individually or in groups, by making students work in

groups and pairs during the learning process. In the first meeting until the fifth teacher always makes relatively short instructions using words or action, the teacher explains the meaning of *feeling* by using actions so that students are easier to know and remember the meaning of the word, when the teacher explains about *hungry*, then the teacher holds his stomach, when The teacher explains about *sleepy*, then the teacher pretends asleep.

B. Vygotsky

No	Description	Meetings				
		1	2	3	4	5
1	Teacher make a pair work or group work in learning process.	√				
2	Teacher make students involve in interaction with him/her or with their friends.					√
3	Teacher invites to do interaction, such as asking some question, telling story, or another activity using language.	√		√	√	√
4	Teacher helps student in doing the tasks.		√		√	
5	Teacher also involves in students activities.		√	√		
6	Teacher use English as a tool or	√				

	media in explanation.					
7	Teacher uses images to explain or shows how to do something (show how pronounce vocabularies correctly).					
8	Teacher uses particular words or expression to attract student attention (e.g good job).		√			√
9	Teacher provides the context or situation for student to interact (role play or dialogue).	√				
10	Teacher use things around them to explain the material (marbles, sticks, or fruits).					
11	Teacher show the example of say the words or express something.	√	√	√		

In the first meeting, teacher implemented the Vygotsy theory by made students to work in pair to practice a simple dialogue that he wrote on the whiteboard, students must be standing in front of the class and read the dialogue. Teacher showed an interaction with the students by gave them question such as “What day is it today?” and other questions about days and month. Also, teacher showed how to pronounce the vocabularies and asked students to repeat after him. Furthermore, teacher used a song as the teaching media to teach students how to pronounce the days correctly. Other teaching media that teacher was used in his class was a workbook.

Then, in the second meeting, the teacher implemented the Vygotsky theory, the teacher help students in doing the task and the teacher gave examples of word pronunciation by instruct students to make sentences according to their date of birth. Teacher showed how to pronounce the vocabularies and asked students to repeat after him.

Next, in the third and fourth meeting, the teacher implemented the Vygotsky theory by makes games for students, the teacher shows expressions and students guess English words and the teacher involves in students activities. The teacher instruct 3 students to came forward to the class to give 3 examples of expressions and the other students guess the English word. The teacher approved student and help student to do the task.

The last meeting, the teacher implemented the Vygotsky theory, the teacher do conversations to all students one by one related to the topic which is about *what are you doing?*. The teacher also used a guess game together with the students before started the game the teacher asked students, *are you ready?*. The teacher showed how to pronounce the vocabularies and asked students to repeat after him.

C. Bruner
Scaffolding

Table 4.3
Teaching Young Learner's Theories According to Bruner used by English Teacher at MI Muhammadiyah 3 Al-Furqan Banjarmasin

No	Description	Meetings				
		1	2	3	4	5
1	Teacher repeat words that related to the topic they learn today.	√	√	√		√
2	In giving example of the word teacher use things around them (door, table, whiteboard etc).					
3	Teacher keep using the words they have learn for in the next meeting or when it needed.	√	√	√		
4	Teacher gives familiar activities and instructions to students.	√	√	√	√	√
5	Teacher gives more word repetition than explanation.	√	√	√	√	√

Routine

No	Description	Meetings				
		1	2	3	4	5
1	Teacher starts the lesson by greeting the students "good morning".	√	√	√	√	√
2	Teacher asking the students how they doing with "how are you?"	√	√	√	√	√
3	Teacher checking student attendance lists by saying "who is absent today?"	√	√	√	√	√

4	Teacher reminds students by saying “what have we learn before?”		√	√	√	√
5	Teacher checking students understanding by asking: Do you understand?, Is it clear?, Do you have any question?					
6	Teacher giving instruction by using English: Please open page ...! Please come in front of class! Raise your hand!	√	√	√		
7	Teacher asking students what have they learn by asking: what have you learned today?					
8	Teacher closing the lesson by saying: see you next meeting. Have a nice day.					

The implementation of Brunner Theory of teaching English for Young Learners was showed in all five meeting, the teacher always greet the students in English asked how they were doing and checked their present attendance, and in some meetings before he started the lesson he asked students if they were remember about the topic the learned in the last meeting. For example in meeting 2, after teacher checked the attendance teacher asked students “what day is it today?” students answered “today is Thursday” then, they reviewing the last meeting topic which is about Days and Months, after gave the students example how to pronounce, the teacher finally wrote the topic for that meeting which was about Date/Cardinal Numbers. Teacher also used

simple English instructions such as “Please open the book on page ...”.

“please listen” and “silent please”.

b) MI Islam Arrahmatul Abadiyah

A. Piaget

Table 4.4						
<i>Teaching Young Learner's Theories According to Piaget used by English Teacher at MI Islam Arrahmatul Abadiyah</i>						
No	Description	Meetings				
		1	2	3	4	5
1	Teacher created a familiar situation where student can learn English language alone / by them self.					
2	Teacher provides concrete materials for students to interact or experience before the class begin.					
3	Teacher apply student centered learning strategy, individually or team work	√				
4	Teacher gives time to students to state their opinion about the topic.					
5	Teacher have to open minded to students opinion about things that student see / mean differently.					
6	Teacher makes instructions relatively short, using actions as well as words.	√	√	√		

In the first meeting, the teacher divides students into groups to repeat what the teacher is reading, this is done by the teacher when the learning is almost over, the teacher allows a compact group in reading to back home early, then at the first meeting, the second and third teachers try to create relatively short instructions using words or actions.

B. Vygotsky

No	Description	Meetings				
		1	2	3	4	5
1	Teacher make a pair work or group work in learning process.					
2	Teacher make students involve in interaction with him/her or with their friends.					
3	Teacher invites to do interaction, such as asking some question, telling story, or another activity using language.					
4	Teacher helps student in doing the tasks.		√	√	√	
5	Teacher also involves in students activities.					
6	Teacher use English as a tool or media in explanation.					
7	Teacher uses images to explain or shows how to do something (show					

	how pronounce vocabularies correctly).					
8	Teacher uses particular words or expression to attract student attention (e.g good job).					
9	Teacher provides the context or situation for student to interact (role play or dialogue).					
10	Teacher use things around them to explain the material (marbles, sticks, or fruits).					
11	Teacher show the example of say the words or express something.					

In meetings 2,3 and 4 teachers apply Vygotsky's theory each teacher gives assignments to students the teacher helps students in doing the task, the teacher approaches the students and gives more explanations to students who need additional explanations. The teacher only applies this part of vygotsky's theory.

C. Bruner

Scaffolding

Table 4.6
Teaching Young Learner's Theories According to Bruner used by English Teacher at MI Islam Arrahmatul Abadiyah

No	Description	Meetings				
		1	2	3	4	5
1	Teacher repeat words that related to the topic they learn today.					
2	In giving example of the word teacher use things around them (door, table, whiteboard etc).					
3	Teacher keep using the words they have learn for in the next meeting or when it needed.					
4	Teacher gives familiar activities and instructions to students.					
5	Teacher gives more word repetition than explanation.					

Routine

No	Description	Meetings				
		1	2	3	4	5
1	Teacher starts the lesson by greeting the students "good morning".			√	√	√
2	Teacher asking the students how they doing with "how are you?"			√	√	√
3	Teacher checking student attendance lists by saying "who is absent today?"					

4	Teacher reminds students by saying “what have we learn before?”					
5	Teacher checking students understanding by asking: Do you understand?, Is it clear?, Do you have any question?					
6	Teacher giving instruction by using English: Please open page ...! Please come in front of class! Raise your hand!					
7	Teacher asking students what have they learn by asking: what have you learned today?					
8	Teacher closing the lesson by saying: see you next meeting. Have a nice day.					

The class observation is done in this school on 20th September, 18th October, 25th October, 1st November and 8th November of 2019. Based on the observations, the researcher found that the English teacher did not use all the theories of teaching English for Young Learner. It can be seen from the Table 4.2, the teacher mostly also implemented the theories of Vigotsky and Brunner. But not as much as the teacher A in MI Muhammadiyah 3 Al-Furqan.

Out of five meetings, the teacher started to implemented Brunner theory in the third meeting to the fifth meeting, for instance the teacher greet the students by asking “good morning, how are you today?”, then the students answered it. Unfortunately the teacher only

used one part of the routine in Brunner Theory. For the rest of the lesson the teacher only give students assignment and it was in the students' workbook or LKS. The teacher usually wrote the page of the workbook in the whiteboard then asked them to answer the questions. However, in meeting 2 to 4 the teacher sometimes approached the students who had difficulty in answering the questions and explain more about the assignment.

Based on observation, the implementation of Piaget, Vygotsky and Brunner theories in teaching English for young learners in two schools it was Good. But there are differences in the parts of the use of young learner theory in both schools, at MI Muhammadiyah 3 Al-Furqan, the teacher applied most parts of Piaget, Vygotsky and Brunner theories, while in MI Islam Arrahmatul Abadiyah the teacher applied very little part of the theory of Piaget, Vygotsky and Brunner theories.

B. DISCUSSION

This section presents a discussion of the finding from the observation and interview had done in collecting the data to the theories related. As mentioned in first chapter there is a question that needs to answer which is how is the implementation of Piaget, Vygotsky and Brunner Theories in teaching English for Young Learner.

When researcher asked the two teachers about English for young learners of Piaget, Vygotsky and Brunner theories they answered that they did

not know about the theory. Meanwhile, when observations turned out they applied the theory in their learning process, apparently they did not realize that they applied the theory.

The implementation of Piaget, Vygotsky and Brunner Theories in teaching English for Young Learner in MI Muhammadiyah 3 Al Furqan Banjarmasin mostly the teacher used Piaget, Vygotsy and Brunner theories in his teaching.

- a. Piaget Theory; In the first meeting until the fifth teacher always makes relatively short instructions using words or action, the teacher explains the meaning of *feeling* by using actions so that students are easier to know and remember the meaning of the word, when the teacher explains about *hungry*, then the teacher holds his stomach, when The teacher explains about *sleepy*, then the teacher pretends asleep. According to Piaget (Piaget 1990, p. 9): Students should construct their own knowledge so that it is meaningful; students learn best when they are active and interact with concrete materials; learning should be student-centered and individualized; and social interaction and cooperative work should play a significant role in the classroom. Thus, learning is constructing knowledge and teaching in providing a stimulating environment with concrete materials and hand on activities.
- b. Vygotsy Theory; the teacher also use Vygotsky theory in his class, for example in meeting 1 and 2, the students work in pair to do a

conversation practice, the teacher involve in interaction with the student with asked them some questions related to the topic such as teacher ask *what day is it today?*, and the students answer it. Then, teacher showed how the correct pronunciation with a song. This is in line with Vygotsky statement, Vygotsky suggested that human development through social interaction plays an important role in children's cognitive development. According to Vygotsky children learn through two stages, namely interaction with others, parents, siblings, peers, teachers and individual learning through integrating everything they learned from others in their cognitive structure. Vygotsky put forward three human tools, namely tools of the minds, zone of proximal development and scaffolding.

In meeting 3 and 4 the teacher showed gesture to explain the topic about feeling. In these meetings, the teacher used gesture as the game for students, the students took turn to demonstrate the expression of sad, happy, cry, angry, sleepy and hungry, and the other students have to guess the gesture that their friends showed. It is related to Vygotsky statement the teacher can help children in various ways, while teaching to do something, also to save time and avoid things that are less fun. Teacher's assistance can actually encourage the achievement of children's development areas known as the zone of proximal development (ZPD). Teacher better know what assistance should be given to children for various actions, because they interact every day. Skilled and creative teachers will be able to help their students in various

ways in their classrooms with a large number of students and with different ZPD.

- c. Bruner Theory; in every meeting of 5 observation the teacher always greet the student, ask how the student's doing, check the present list, and sometimes use instruction in English such as *please sit down, listen please, silent please*. Likewise, the teacher did a repetition of the word that they have learned before, and the vocabulary the learned that day also the teacher always give example how to use and to pronounce the word correctly. It is related to Bruner, he state one example of routine that studied by Bruner is parents who read stories to children when they were little. In this study, routines are followed every day at the same time. Usually children sit on their parents' laps by opening a storybook with pictures. Parents and children together open page after page. At first the child asks a lot of questions and the father or mother repeats the sentence (language) while pointing to a picture that matches the content of the story. A small child always imitates what his father or mother said.

An important concept introduced by Bruner is scaffolding and routines, where scaffolding means the "teacher talk" that is carried out to carry out activities in the classroom from checking student attendance lists to dismissing classes that day. All this must use the language being studied. Thus, in this research the researcher uses scaffolding and routine theories for this research.

The implementation of Piaget, Vygotsky and Brunner Theories in teaching English for Young Learner the second school in MI Islam Arrahmatul Abadiyah the teacher used:

- a. Piaget Theory; In the first meeting, the teacher divides students into groups to repeat what the teacher is reading, this is done by the teacher when the learning is almost over, the teacher allows a compact group in reading to back home early. According to Piaget (Piaget 1990, p. 9): Students should construct their own knowledge so that it is meaningful; students learn best when they are active and interact with concrete materials; learning should be student-centered and individualized; and social interaction and cooperative work should play a significant role in the classroom. Thus, learning is constructing knowledge and teaching in providing a stimulating environment with concrete materials and hand on activities.

- b. Vygotsky Theory; the teacher only use one criteria in Vygotsky theory which is about a teacher help students when they did not understand or have difficulty in doing a task. It is related to Vygotsky's statement, he thinks that child is part of social. Child development and learning centers occur in a social context in the world that is full of other people, who are related to children from birth. These people play an important role in helping children learn (playing, reading stories, talking, opening objects, ideas). Here adults are the world mediator for children. The

ability to learn through communication and media is a feature of human intelligence. With the help of adults or teachers the child can work on and understand more about them doing it themselves. This means learning also something and learning to think is helped by interactions with adults. Many of Vygotsky's ideas used to organize were approved in children's language.

- c. Brunner Theory; in meeting of 3 until 5 observation the teacher always greet the student and ask how the student's doing. According to Brunner an important concept introduced by Bruner is scaffolding and routines, where scaffolding means the "teacher talk" that is carried out to carry out activities in the classroom from checking student attendance lists to dismissing classes that day. All this must use the language being studied. Thus, in this research the researcher uses scaffolding and routine theories for this research.