

R.

PERPUSTAKAAN UNIVERSITI MALAYA

ACH-8137

INVC 2/2/2001

DISCOURSE ANALYSIS : AN EXAMINATION OF TEACHER-LED
VERSUS STUDENT-STUDENT DISCUSSION IN AN ESL CLASSROOM

TING MEE KEAN

A Research Report Submitted to the Faculty of Education, University of Malaya
in Partial Fulfillment of the Requirements for the Degree of
Master of Education.

1999

Perpustakaan Universiti Malaya



A510033144

OK

ACKNOWLEDGEMENTS

I gratefully acknowledge the guidance and valuable advice my supervisors, Professor Dr. Safiah Osman and Professor Dr. Hyacinth Gaudart, extended throughout the duration of the research study. They provided insight and encouragement from the initial phase to the completion of the report. Professor Dr. Gaudart especially availed herself and set aside valuable time for consultation throughout a major section of the findings. Her patience and commitment in assisting me to complete the research are deeply appreciated. Special thanks are also due to Associate Professor Dr. Moses Samuel and Professor Dr. Leonard Yong for their assistance and advice.

This study would not have been possible without the cooperation and assistance of my students and colleagues in my institution. Special thanks are extended to my students who have promptly responded in the class discussions and patiently provided the necessary data. To my colleagues, I am specially grateful for their invaluable knowledge and assistance in the interpretation of data and the use of computer. Their help has been invaluable.

I am also very thankful to my parents for their patience, understanding and sacrifices during the period of this research. They have been very supportive throughout the study.

Finally, I am indebted to my closest friend and companion who has been my source of inspiration and motivation throughout this study.

ABSTRACT

The aim of this study was to examine the nature of discussion when it was led by a teacher and when it was conducted by students. The major factors considered were the forms of questions employed by the teacher and the students during discussion and the students performance before and after interaction. More specifically, the study investigated the types of questions used by teachers and students to elicit information and the effects of teacher-led and student-student questions on learning outcomes.

The subjects were twenty-four pre-university students in a private college in Malaysia. They were of high, average and low ability. The students discussed and elicited relevant information from two passages and wrote a detailed outline for each passage before and after discussion. The discussion was then analyzed in terms of the question forms employed by the teacher and students. The detailed outlines written by the students were evaluated for the number of main and supporting ideas.

One of the findings of this study was that the teacher-led discussion was unnecessarily long. This was because the questions were either too general or repetitive in nature thus leading to ambiguous answers or making the discussion convoluted. However, when the questions were more specific, the discussion involved fewer turns and were thus shorter because the relevant points were obtained quickly. On the other hand, the student-student discussion was shallow because students lacked questioning skills and they often quoted answers from

the passage regardless of whether they addressed the question. Some portion of the discussion had no logical development or connection with other parts of the discussion.

It was also found that although class discussion helped improve the overall performance of the students, it had greater impact on average students. The findings revealed that teacher-led discussion seemed to play a more important role in enhancing performance than peer discussion. Low proficiency students apparently benefited more from the former.

Taken together, the findings of this study revealed that different forms of questions do aid students in eliciting information and that class discussions had a significant impact on the learning outcomes of students.

ANALISIS PERBINCANGAN : SATU KAJIAN MENGENAI
PERBINCANGAN DIPANDU GURU DAN PERBINCANGAN PELAJAR
SEMASA PELAJAR DIJALANKAN DALAM KELAS BAHASA INGGERIS
SEBAGAI BAHASA KEDUA (ENGLISH AS A SECOND LANGUAGE)

ABSTRAK

Tujuan penyelidikan ini ialah untuk mengkaji bentuk perbincangan yang dipandu oleh guru dengan perbincangan yang dijalankan pelajar sesama pelajar. Faktor-faktor utama yang dijadikan tumpuan adalah bentuk-bentuk soalan yang dikemukakan semasa perbincangan dijalankan baik dari pihak guru mahupun dari pihak pelajar dan keduanya mengkaji perlakuan pelajar sebelum dan selepas berinteraksi. Khususnya, penyelidikan ini mengkaji tentang jenis soalan yang dikemukakan oleh guru dan pelajar bagi memperolehi maklumat serta mengkaji tentang kesan soalan-soalan guru dan pelajar terhadap hasil pembelajaran.

Subjek terdiri daripada dua puluh empat orang pelajar pra-universiti di sebuah institusi pengajian tinggi di Malaysia. Mereka terdiri daripada pelajar yang berkeupayaan rendah, sederhana dan tinggi. Pelajar membincang dan mendapatkan maklumat yang relevan daripada dua buah petikan dan kemudian merangkakan secara terperinci kedua-dua petikan yang telah dibaca sebelum perbincangan dijalankan dan selepas perbincangan dijalankan. Perbincangan itu dianalisis berdasarkan bentuk soalan yang dikemukakan oleh guru dan pelajar.

Rangka yang ditulis oleh pelajar kemudian dinilai mengikut jumlah idea-idea utama dan idea-idea sokongan yang diperolehi mereka.

Satu dapatan dari kajian ini ialah bahawa perbincangan yang dipandu oleh guru didapati terlalu panjang. Ini adalah kerana soalan-soalan yang dikemukakan itu didapati sama ada terlalu umum atau berulang-ulang sehingga menyebabkan jawapan yang diperolehi itu menjadi samar-samar ataupun menghasilkan perbincangan yang berbelit-belit. Walau bagaimanapun bila soalan-soalan yang dikemukakan itu berupa soalan yang lebih spesifik maka perbincangan menjadi kurang berbelit-belit malah ia lebih ringkas kerana butir-butir yang relevan dapat diperolehi dengan cepat. Sebaliknya, perbincangan pelajar sesama pelajar didapati agak cetek kerana murid kurang mahir dalam teknik penyoalan dan mereka sering mendapatkan jawapan daripada petikan tanpa mengambil kira kehendak soalan. Sesetengah bahagian perbincangan tidak berkembang secara logik ataupun tidak berkaitan dengan bahagian yang lain..

Didapati juga bahawa perbincangan seluruh kelas dapat meningkatkan pencapaian pelajar tetapi ia lebih memunafatkan pelajar yang berkeupayaan sederhana. Kajian juga menunjukkan bahawa perbincangan dipandu oleh guru memainkan peranan penting bagi meningkatkan pencapaian pelajar dalam perbincangan berbanding pencapaian dalam perbincangan antara rakan sebaya. Pelajar yang kurang mahir kelihatan lebih mendapat munafaat berbanding dengan pelajar yang mahir.

Dengan mengambil kesemua hasil kajian, penyelidikan ini menunjukkan bahawa bentuk-bentuk soalan yang tertentu sememangnya dapat membantu

pelajar mengumpul maklumat dan perbincangan secara seluruh kelas mempunyai kesan atas hasil pembelajaran pelajar.

CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
CONTENTS	viii
LIST OF TABLES	xii
CHAPTER 1 : INTRODUCTION	1
1.1 Purpose	5
1.2 Rationale	6
1.3 Significance	9
1.4 Summary	12
CHAPTER 2 : LITERATURE REVIEW	13
2.1 Relation Between Classroom Discourse & Learning	16
2.2 Peer Group Talk	19
2.3 Summary	27
CHAPTER 3 : METHODOLOGY	28
3.1 Subjects	28
3.2 Materials	29
3.3 Data Collection Procedure	31

3.4	Data Analysis	34
3.4.1	Forms of Questions	34
3.4.2	Student Performance with Detailed Outlines	36
3.5	Summary	40
CHAPTER 4 : FINDINGS		41
4.1	Use of Questions to Enhance Comprehension of Passages	41
4.1.1	Use of Different Question Forms by Teacher and Students	42
4.1.2	Use of Questions to Elicit Information in Teacher-Led Discussion	47
4.1.3	Use of Questions to Elicit Information in Student-Student Discussion	63
4.2	Effects of Class Discussion on Students' Performance	76
4.2.1	Effects of Teacher-led Discussion on Learning Outcomes	76
4.2.1.1	Comparative Study of Learning Outcomes Before and After Discussions	77
4.2.1.2	Comparative Study of Learning Outcomes Among Different Proficiency Students	79
4.2.2	Effects of Student-Student Discussion on Learning Outcomes	82

4.2.2.1	Comparative Study of Learning Outcomes Before and After Discussions	82
4.2.2.2	Comparative Study of Learning Outcomes Among Different Proficiency Students	84
4.3	Comparative Study of Teacher-led and Student-Student Discussions	86
4.4	Summary	87
CHAPTER 5 : DISCUSSION		90
5.1	Summary of Findings	90
5.2	Pedagogical Implications	93
5.3	Limitations	97
5.4	Direction for Future Research	98
REFERENCES		100
APPENDICES		
A.	The Jury - Citizens' Friend?	103
B.	Pharmaceutical Products Not the Only Answer	104
C.	The Importance of Wilderness	105
D.	Detailed Outline	106
E.	Transcript of Teacher-Led Discussion	108
F.	Transcript of Student-Student Discussion	122
G.	Samples of Students' Detailed Outlines Before Discussion of the Passage, "The Jury"	130

H. Samples of Students' Detailed Outlines After Discussion of the Passage, "The Jury"	136
I. Samples of Students' Detailed Outlines Before Discussion of the Passage, "Pharmaceutical Products."	143
J. Samples of Students' Detailed Outlines After Discussion of the Passage, "Pharmaceutical Products."	148

LIST OF TABLES

Table	Page
3.1 Procedure and Task in Reading Passages	33
3.2 Main and Supporting Ideas in the Passage, “The Jury”	38
3.3 Main and Supporting Ideas in the Passage, “Pharmaceutical Products”	39
4.1 Forms and Frequency of Questions in Teacher-Led Discussion	42
4.2 Forms and Frequency of Questions in Student-Student Discussion	43
4.3 Students’ Performance Before and After Discussion on the Passage, “The Jury”.	78
4.4 Performance Among Different Proficiency Students on the Passage, “The Jury”.	81
4.5 Students’ Performance Before and After Discussion on the Passage, “Pharmaceutical Products”.	83
4.6 Performance Among Different Proficiency Students on the Passage, Pharmaceutical Products”.	85
4.7 Mean Scores of Class Discussion	86
4.8 Mean Scores of Different Proficiency Students in Class Discussion	86