Chapter V

Findings and Discussion

Chapter 4 outlined the implementation stage of this research. This chapter reports the findings from the data gathered in the research period. This chapter are decided into two sections. The first refers to the outcomes of data collection and second in relation to the research questions posed in this thesis.

5.1 Implementing a Writer's Workshop
5.1.1 Literacy Rich Environment

A literacy rich environment that provides interaction with print and oral presentation in a kindergarten is very important to early literacy development (McCarthy & Raphael, 1989; Rose, 2013; Wood, 2004). Early literacy development is important determinant in children's later ability to read and write (Dunst et al, 2011). It includes much exposure to language, oral as well as written texts and images. Images are important because in today's digital age, children are used to see images as a form of communication.

In this study the focus are on the impacts of the implementation of writer's workshop as an early literacy activity on students'writing abilities and vocabulary learning in a kindergarten. Due to the limited space available and the lack of literacy rich environment, in the form of language decorations; such as word walls and sight words, the pre-writing/brainstorming session took place in the classroom where exposure to prints were available. Whereas the writing through publishing sessions took place on the school's stage. The negative aspect of moving to the stage area was the lack of literacy rich environment.

5.1.2 Workshop Preparation

The teachers decided that ⁵⁹ students topic would be limited to themes related to the school's weekly topic. This allowed the teachers to see the development and students'understanding of the topic in their writings. By following the school's topic, teachers were not required to make extra preparation.

5.1.3 Time Allocation

Time allocation was an important issue, in which both teachers agreed that twice a week for thirty minute sessions were insufficient. Due to other planned activities within the curriculum, it was difficult to acquire more writer's workshop time. According to Graves, children should "write daily, at the same time if possible, for a minimum of 30 minutes"(1985:7) to determine changes in their writing.

Summary

This section has discussed the result of analyzing the implementation of writer's workshop through literacy rich environment, workshop preparation and time allocation. These elements were important because their proper execution contributed to students'vocabulary learning.

5.2 Data Analysis Based on Writer's Workshop as a Process Writing
5.2.1 Pre-writing

In the implementation stage, the teachers and researcher opted to incorporate modeling, vocabulary booklet, reading from passages, personal experience and story telly in the pre-writing or brainstorming session.
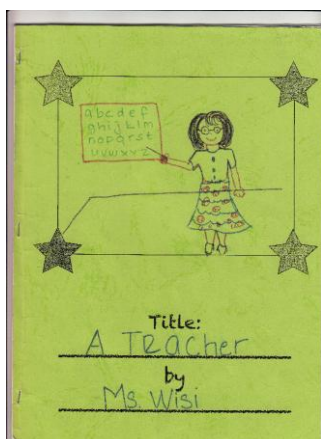
5.2.1a Modeling

In session 1, the teacher informed the children she will make a book. After showing the book, she discussed elements of book cover: images, title and author. The children were given the task of creating a book about what they want to be when they grow up.
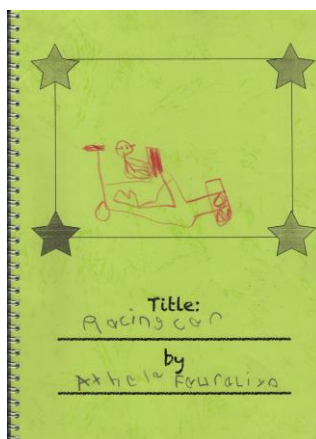
Pic. 17   Pic. 18   Pic. 19

S1
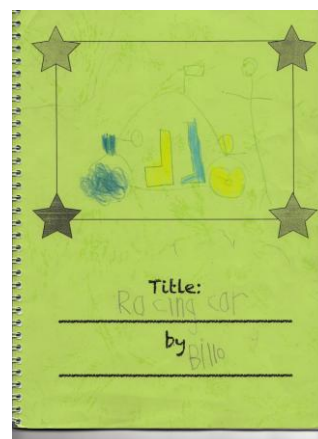
The data above show children's choices of future careers. The data show the children are able to follow their teachers' instruction in creating their cover booklet, Pic. 17. Each student drew a picture, gave title and written their names as the author in Pic. 18 &19. Thus, the modeling aspect of pre-writing are consistent with the theory that children follow adults example (Vasyleva & Waterfall, 2011) and copies freely ideas of their peers (Dyson, 2010).

5.2.1b Word list : Copying

The vocabulary booklets were given to students in accordance with their chosen careers. Given that all of the chosen careers have difficult orthographies for children to write, the booklet provided students with new as well as familiar words for them to copy. The list of words in the vocabulary booklet is presented in the previous chapter in section 4.3.1b. The following page shows students using their word list to assist them in writing the correct orthography.
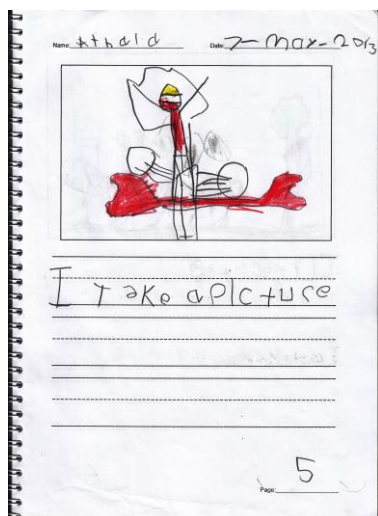
Pic. 20
S1

Action Words

Go	Cut
Walk	Tweez
Stand	Take
Eat	Take a picture
Check	Put
Look	Lock
Write	Turn
Draw	Speed
Drive	Stop
Run	Break
See	Sew
Design	Make

Pic. 21

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As an important element in the emergent writing theories, through drawings children communicate what they want to write (Jentzen 2010; Hall, 1987; Davido 2012), in Pic. 20 a student has drawn a picture of himself taking a picture of a race car. He uses the word list to guide him in writing. Although he has written on "I take a picture", the teacher could have encouraged him to write more about what kind of picture he has taken. As Dyson (2010) theorizes that copying is as much as a social activity as independent, pictures from the workshop has shown that
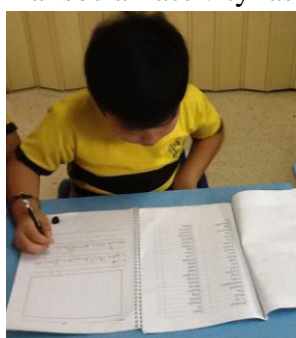
copying is not limited to only the use of the booklet.

In Pic. 22, student 1 copies word from his vocabulary booklet. Whereas in Pic.23, student 7 remembers that she has written the same word before in an earlier page and has chose to copy from what she has written. In Pic.24, student 1 asks his classmate to help him find a word. Thus, the activities shown are consistent that in this context, copying is a positive practice that could be done individually or with others.

Copying can also be in the form of ideas in which students share through discussion. Below are two similar drawings based on students' common interest.
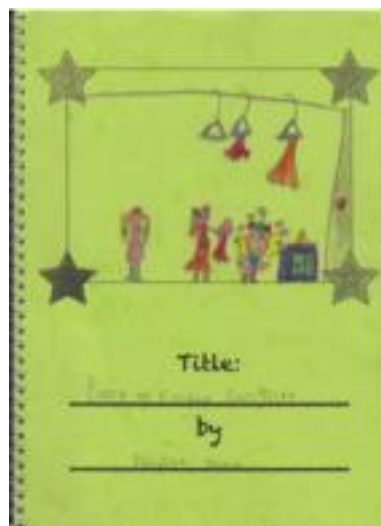
Pic. 22 Pic. 25   Pic. 23   Pic. 26   Pic. 24

The two illustrations above shows similarities. Both students want to become a fashion designer. S5 whose book cover is shown in (Pic. 25) is best friend with S7 (Pic. 26). It is known that S5 is more dominant of the two. A conversation reveals S5 surprise that S7 has more detailed drawings as shown in the dialogue in the following page:

1 S5: How do you get this magic?   63   (Pointing to the silver hanger)
2 S7: I just do it with drawing. I   draw first with pencil than with crayon.
3 S5: Why did you do that?
4 S7: I just draw because I'm traveling. Going to put that and jump,jump,jump.
5 S5:   We can do that
6 S7: And I draw this with my hairdresser (pointing to the girl with blond hair and red ribbons).

In line 1, S5 is questioning S7 how to make silver hangers. Line 2, S7 explains the process of first using a pencil then color it with crayon. Line 4, is an inquiry of her intention for coloring the hangers silver by student 5. In line 5, S7 explains her reason and S5 agrees with student 7's idea for traveling in line 6. This conversation shows that children borrow ideas from each other, although the execution of their drawings are not identical. Both students have pictures of two girls, representing a younger sibling for S5 and an older sibling for S7. Both students have three hangers and three dresses in their pictures. However, S7 has colored the hangers silver and has included a drawing of her hairdresser. Thus, the data shows S7 is more imaginative in (Pic.26) and has more information to communicate with her audience.

The data presented support the theory that copying (Dyson, 2010) is beneficial in students' writings. Furthermore, in this study, copying contributes to writing and vocabulary learning.The process of copying words from the word list

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and references is an exercise at memorizing the correct orthography of words. Once the children are able to understand the meaning of words, they are able to use the words learned in their written texts as well as an elaboration of their drawings. Thus, this conditioning supports the development of their English vocabulary learning and to write correct orthography of words that could not have been spelled phonemically.

5.2.1c Reading passages from teacher's book

By reading passages from the teacher's book, the teacher is able to communicate to her students about 64 her work. The excerpt taken from the book, explained what she did at school, refers to section 4.3.1c. as shown in Pic. 7, 8 and 9. The following page presents students' writings in reference to what they will do in their chosen careers.

The data show that students are able to relate to their career choices. They are able to communicate what they will do in their future career choices clearly. Beside communicating messages, the data exhibit students in the late stage of phonetic spelling or invented spelling as shown in Pic. 28 and Pic. 29. The data also reveal that through the use of their invented spelling, students are learning to read and write simultaneously (Gleason, 2005; Shufelt, 2008; Lonigan and Whitehurst, 1998). In Pic. 27, student 1 uses the word list to assist him in writing the following words: work, race and race track from the word list. Whereas in Pic. 28 (student 6) and Pic. 29 (student 8), the students rely mostly on their phonemic awareness to write invented spelling.

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Pic. 27:	Pic. 28:	Pic. 29:
I work at the race track. I win the race.	I want to be arachnologist. I study scorpion and spider.	I want to be a doctor because I like to help people.

These written texts show words such   65   as wont (want), stadi (study) and aen (and) in student's 6 produce orally correct sounds in Pic. 27. Similarly, wune (want), becus (because) and piple (people) as written by student 8 in Pic. 28 are presumed to be acceptable by the writer because of their phonemic awareness. Unfortunately, English is not a phonemic language (Essberger, 2001; Sumerset, 2010) and orthography must be learnt and memorize individually.

5.2.1d Personal Experience

The teacher's book included passages referring to personal experiences. Personal recounts written by students were not confirmed for its validity. However, most involved those who are important to them as shown in the following data that are shown below:

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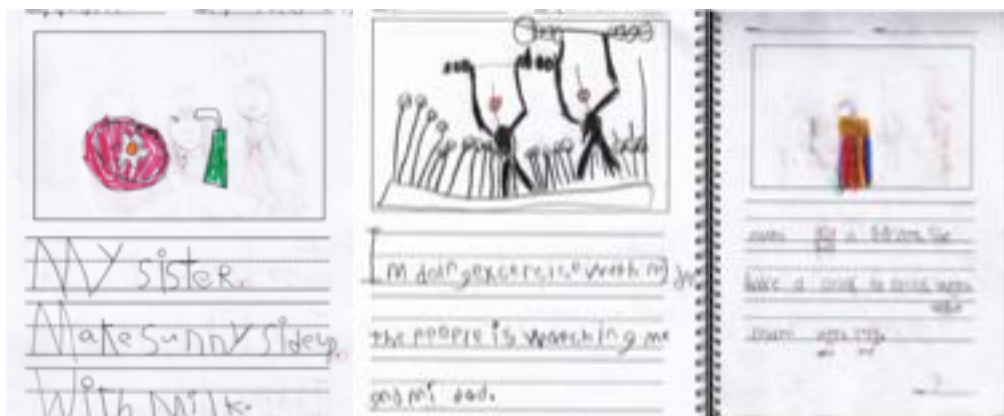
| Pic. 30 | Pic. 31 | Pic. 32 |
| My sister make sunny side up with milk. | I'm doing exercise with my dad. The people is watching me and my dad. | Mommy buys popcorn, she have a drink. To drink water mommy with me. |

All three pages, in the previous page, exhibit the inclusion of family members; sister, father and mother. This is consistent with the theory that children write about things and those that matters to them (Graves, 2008; Musthafa, 2010).

In Pic. 30, the written textx by student 7 include an older sister making breakfast. In Pic.31, student 1's written texts reveal that he is exercising with his dad, when in fact his dad was at work when he played in the indoor gym with his classmates. The word 'exercise' was introduced by his teacher prior to sending her students to the gym and Student 1 included the vocabulary in the written text. In Pic.32, the student's texts are not related to any career choice. Instead, she wrote about spending time with her mom. Thus, the three pages are consistent with the social-constructivist theory in early childhood language learning in which the students' written texts are the result of students' thinking which are most likely

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immersed in the immediate context of situation (Musthafa, 2010; Dyson, 2010; Dyson 1997). Furthermore, students are showing recounting of their previous experiences in their stories by using invented spelling and copying to get their message communicated.

5.2.1e Storytelling

Referring to section 4.3.1e, children's vocabulary learning takes place from the frequency of inputs given to the learners (Vasilyeva & Waterfall, 2011). The teacher read a story about going to a One Direction concert. The following are student's interpretation of supposedly attending a One Direction concert:

Pic. 33
One Direction in Jakarta.
I go with dad to the concert.
I see Zein on the stage.

67
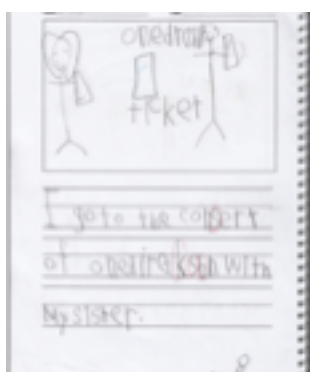
Pic. 34
I go to the concert of One Direction with my sister.

Pic. 35
Me and my sister go to watch a concert of One Direction.

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Students' interpretations of a One Direction concert reveal similarities in which family members are included in the written text. In Pic. 33, student 1 draws his idol, Zein, singing on the stage as he watches the concert with his dad. Pic. 34, student 3 drawings of a boy and a girl holding tickets is actually of himself and his sister going to the concert. He also uses labeling to communicate his drawings. Pic. 35 reveals student 5's drawings of two sisters on stage with labeling of their names. The written texts communicate the author is at the One Direction concert with her sister.

Story telling conducted by the teacher is successful. Students include new vocabularies; such as concert, ticket, stage into their writing. The written texts are of fictional personal accounts of what the students are thinking at the time the task was given (Musthafa, 2010; Harris et al, 2011).

Summary:

The data reveal the presentation of the pre-writing or brainstorming sessions through modelling, copying, reading passages from teacher's book, concrete personal experiences, story telling and going on field trip and doing physical activities as a prelude to writing are successful. The students are able to produce written texts in the form of recounting from experience or fictional stories with new vocabulary given in the   booklet or written on the white board for students to use.   68

5.3 Writing

Referring to section 2.2 of Early literacy development in young learners, writing does not literally translate to written texts. Writing in kindergarten is more complex. Emergent writing goes through the phase of scribbling, drawing and the emergence of inter-textualities, phonemic awareness towards phonetic spelling, developmental spelling/invented spelling and conventional spelling.

5.3.1 Drawing

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According to Davido, "through drawing, a child can say anything that she feels, how she lives and how she sees her surroundings" (2012:6). In addition, children see drawings as forms of verbal and non-verbal communication to express their needs and wants with reference to the norm of conventional communication (Wright, 2007). The following data reveal how students integrat drawings, vocabularies from word lists and written texts in communicating their messages:

Pic. 36
I want to be a racer because I like to drive car.

Pic.37
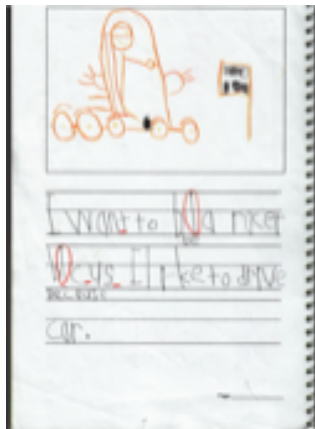
Pic. 38
I want to be a racer because I like to drive car.

At the Race Track

Race car driver	
Flame resistent driving suit	
Crash Helmet	
Gloves	
Ear plugs	
Balaclava	
Shoes	

Pic. 39

The data above reveal how two students S1 (Pic. 35 & 36) and S3 (Pic. 37 & 38) who have chosen the same future career have similar illustrations and written texts. The illustration allow students to associate between words and images since according to Bruner, the students are between the iconic and symbolic representation (McLeod, 2008). In addition, pictures allow more concrete communication (Davido, 2012) for students to easily comprehend and substitute for their lack of vocabulary knowledge. Furthermore, the word list allow students to associate images with correct orthography and enable them to copy (Dyson, 2010) the vocabulary into their written texts.

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The following pictures reveal   70   drawing recounting a field trip to the hair salon. The most detailed drawings from a girl and boy student are purposely chosen to reveal as much data as possible.

Pic. 40
I go to the salon.
I get a hair curl.

Pic. 41
I went to the Salon
I got a hair wash
I got hot towel steam and hair message.

The data reveal two students experiencing different treatments at the hair salon. In Pic. 40, student 7 reveals in her written text exactly what she has experienced. Similarly in Pic .41, the student's 10 drawing is very elaborate illustration showing the process of cream bath which include a hair wash, a hot towel and a hair message. This data are consistent with children producing texts with new vocabularies that are the result of participating in direct experience (Musthafa, 2010). Furthermore, students writing reveal less occurring incorrectly written orthography as students not only used their phonemic awareness, but also paying more attention to what the teacher has written on the board for them to copy into their written texts.

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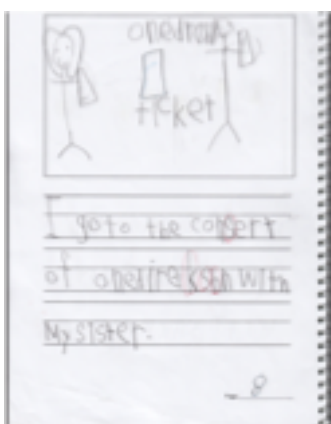
5.3.2 Labeling

Labeling is important in early ⁷¹ childhood writing. The data below revealed labeling are used accentuate drawings:

Pic. 42
label: lab.

Pic. 43
label:
Ra, Bianca, Nadine

Pic. 44
label: One Direction
and ticket.

Pic. 45
label:
Family members

The data reveal students label things and images of persons that are important to them. Fig. 41, student 1 72 labels the building of where he works as an arachnologist. Fig. 42, names of students are written on top of three girls who are playing in the gym by student 7 . Pic. 43, for student 3 labeling is important in his minimalist drawing to convey to the audience what his illustration is about. Pic. 44, student 4 labels family members taking a sick child to the hospital. Labeling provides much information about what the students want to convey that could not have been written. In addition, labeling is simple, definitive writing students can engage in to get their message across.

**5.3.3 Invented Spelling: Phonemic Awareness towards conventional spelling**

As defined in section 2.2.3, phonemic awareness is the "ability to exploit spoken words and the comprehension that sequences of speech sounds made up spoken words (Yopp, 1992). The data below revealed the variations in the spelling of the word "because" written by the students.
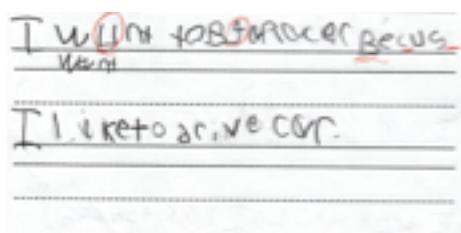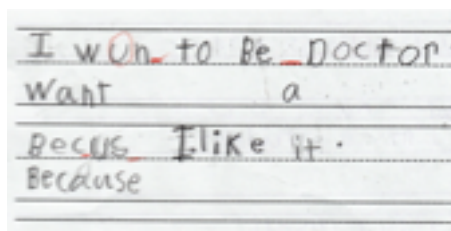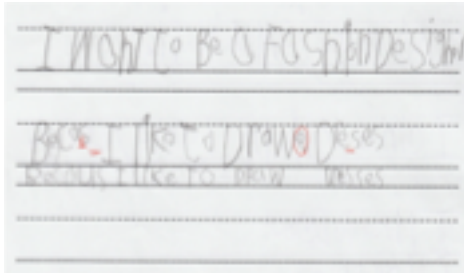
Pic. 46
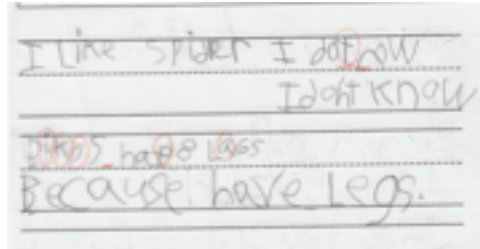S1, becus
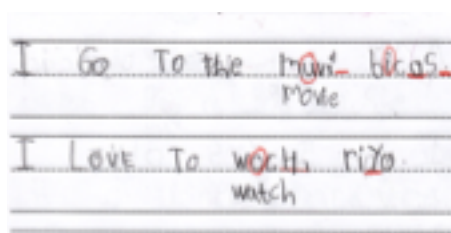
Pic.47
S2, bicas
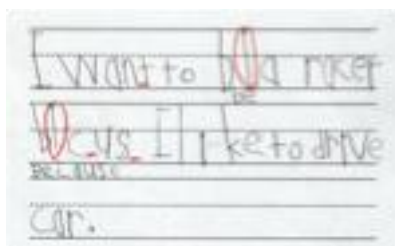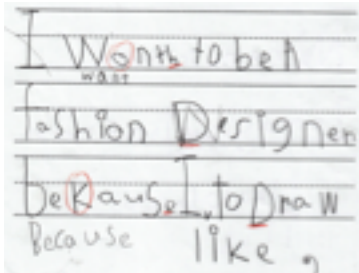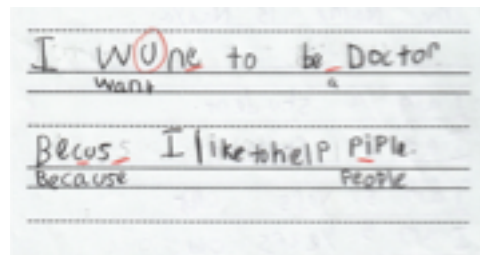
Pic. 48
S3, bicus

Pic.49
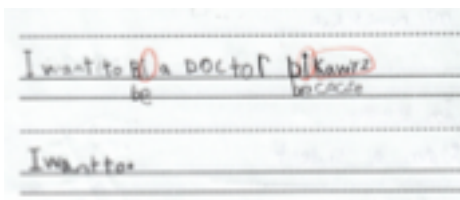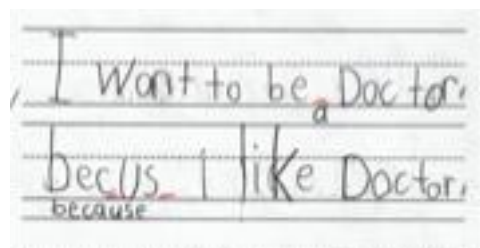S4, becus

Pic.50
S5, becas

Pic.51
S6, bikos

Pic. 52
S7, bekaus

Pic.53
S8, becus

Pic.54
S10, bikawyz

Pic.55
S11, becus

The data reveals the students are able to produce six different spelling for the word

"because": 'becus' by S1, S4, S8 and S11; 'bicas' is written by S2 and S5; 'bicus" by S3; 'bikos' by S6; 'bikaus' by S7 and 'bikawyz' by S9. Although the ten out of 11 students who use the word "because" in their writing are not able to write in the correct orthography, those who writes 'bicus', 'bikos' and 'bikaus' sound correct when referring to their phonetic knowledge. This is because they have learnt phonetics by singing the "Ants on the apple song":

Balls are bouncing…b.b.b…b (bh, bh,bh…..bh) is the sound of B (bi)

Indians is itching …i.i.i…i is the sound of I (i |ʌɪ|).

Caterpilar's coughing…c.c.c…c ('k.'k.'k…'k) is the sound of C.

King kicks a kettle…k.k.k…k (k.k.k…k) is the sound of K (keɪ).

Ants on the apple…a.a.a…a (ə.ə.ə…ə) is the sound of A (ə)

Up umbrella…u.u.u…u (ʌ.ʌ.ʌ…ʌ) is the sound of U (juː)

Old orange octopus…o.o.o…o (əʊ.əʊ.əʊ…əʊ) is the sound of O(əʊ)

Sausages are sizzling…s.s.s…s (ɛs.ɛs.ɛs…ɛs) is the sound of S (ɛs)

By referring to the song, the students use their phonemic knowledge to attempt to write the correct orthography by using phonemic awareness. This is conclusive with the early stages of invented spelling where children depend largely on their phonemic knowledge. Thus, the words written are not usually found on printed texts (Read cited Gleason, 2005). Furthermore, as stated in section 2.2.3, English is not a phonetic language (Essberger, 2001; Sumerset, 2010) and not all words are pronounced according to the way it is written.

Although, the data show that there are on average of 10 percent of invented spelling in students' texts (Table 1, p.88), the percentage may be affected by introducing students to the wordlist booklet and how to use references on the third session of the writer's workshop.
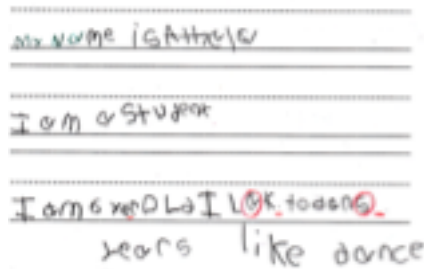
5.3.4 Formulaic Expressions

Referring to section 2.2.6 on vocabulary learning, formulaic expressions

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familiarize learners with common language expressions and the confidence to speak fluently (Schmitt, 2011:11).

75

Pic.56   Pic.57
S1   S3
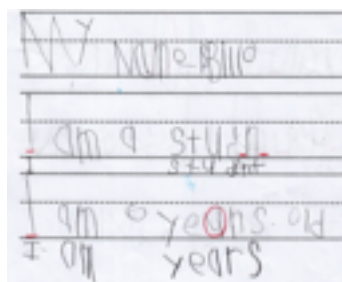
Summary:

Data analysis reveal that writing in kindergarten include drawing, labeling, phonemic awareness towards conventional spelling and formulaic expressions. The integration of word list and references in the third sessions allow students access to correct orthography that they can copy into their written texts as part of their vocabulary learning process. Thus, allowing them to develop their writing skills by using newly learn words and or orthography in their writings.

5.4 Conferencing

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Conferencing as described in section 2.1.1 is a scaffolding process in which teachers help children to achieve what they are not able to do individually (Hallet,1999 cited by Rose, 2011; Smith, 2002). Although conferencing is a designated lesson in the writer's workshop framework, in reality, conferencing occur throughout the mini-lessons as noted in this study. The chosen data represent the conferencing mini-lesson. The conversation took place between the researcher and S1 who created a detailed drawing but only wrote two sentences. The researcher wanted to know the story behind the drawings and to encourage more texts to be written as shown in the data in the following page:

Pic.58

76   Student 1 and Researcher Conference
              May 14, 2013

1 R: Can you read your story?
2 S1: I like eat egg.
3   I got you the egg.
4 R: Who is you?
5 S1: look! (pointing to the figure from left to right) 6 mamah, baby, me, papah and uncle. See
7   (pointing to their hands) have fork and knife.
8   Look, the egg (pointing to the circles above the figures).
9 R: You have four eggs. But there are five people?
10 S1: (Putting hand on his forehead) Aagh.. Oh, I
11   forgot, Miss.
12 R: You can draw another egg.
13 S1: Aah. No, I'm tired. Finish, Miss. (Closing and handing the book to the researcher.

The researcher begins the conference by asking the student to read his story in line 1. In line 2 to 3, S1 reads exactly what he has written. In line 4, the researcher inquires to whom he is referring to. S1, points to the picture and explains that 'you' refers to members of his family who eat eggs as stated in line 5 to 8. The researcher inquires that an egg is missing as stated in line 9. In line 10 to 11, S1 gives his reply. When asks to draw another egg in line 12, he simply refuses because he is tired.

The transcript data reveals the students have more to say about his drawings.

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He is able to give out detailed information about what he has drawn, however he is unable to disclose so much information in his written texts. Instead of writing each individual person, (line 5 and 6) he writes 'you'. Furthermore, words such as baby, uncle, fork and knife (line 6 and 7) are difficult words to write and are not in the word list. At the end of conference, the researcher allows the student to go without any revision. At the time, the researcher is being consistent with the early childhood learning theory that children's have short attention span and thinks in the immediate context (Musthafa, 2010). However, the researcher should have tried another approach to encourage S1 to do some revision. A method that could have been used is interactive writing in which the teacher also participates in the writing process to encourage students to write (Jentzen, 2010).

In conclusion, conferencing in kindergarten's writing workshop takes place throughout the writing process as students and teachers discuss ideas. The main reason to hold conferences is to listen to what children have to say and to give opinion on something (Peha, 1995). Thus, in kindergarten workshop it does not necessitates that children have to revise what they have written.

5.5 Editing/Revising

As concluded in the previous section, students were not willing to revise their stories. However, the following data reveal students are willing to correct their spelling as shown in the following written texts.

Pic. 59   Pic. 60

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The two data are chosen because both students produce two kinds of spelling for the word 'ambulance'. S3 in Pic. 59 writes *amallen* and S10 in Pic. 60 writes *d umbalan.* The two data reveal both students have difficulty using their phonemic awareness to write the word 'ambulance'. The students are informed of their mistakes or incorrect spellings during conferences with their teachers or researcher. Most students are willing to copy the correct orthography by referring to the word list or other references. Although studies conducted by Hansen (2007) and Kissel (2008) have shown that kindergarteners are willing to revisit their work (Stover, 2011), this behavior is not reflected in the study conducted at the kindergarten in South Jakarta. Thus, in reference to the current study, it can be concluded that editing and revising are extensions of conferencing and are limited to correcting misspelled words.

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5.6 Publishing

Publishing in kindergarten writer's workshop is done in the Author's Chair. As stated in section 2.1.1, publishing is a social participation (Dyson, 2010) and a platform for children to share their stories with others "taking pride and ownership of their work" (Graves, 1983; Dorn & Soffos, 2001 cited in Stover, 2011). Below is a transcript from Student 1.

11 June 2013
Author's Chair
Student 1

1 S1: Good morning, friends.
2 Ss: Good morning, Athala.
3 S1: This is about the race car. The first car is my grandpa's car.
4   And then I built it, a race car.
5   My name is Athala.
6   I am a stu…student.
7   I am 6 years old.

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8   I like to…………dance.

9 W: <whispers> dance.

10 S3: Why the car is so big Athala? But it's cool.

11 R: You can read it first. Read and then you show it to your friends.

12 S1: I want to be a race car because I like to drive cars.

13   <show picture by repeating> I want to be a race car because I like to drive

14   cars.

15   My car is number 1.

16   I work in the racetrack. I win the race.

17   I take a picture.

18   I like to eat egg and I got the egg.

19   I eat with dad.

20   I go to Pizza Hut.

21 S3: Pizza Hut.

22 S1: Concert One Direction. I see Zein.

23 S3: Zein, only?

24 S1: Yes.

25   I got a hair wash

26 R: Hair massage.   79

27 S1: Hair massage. I sing "What   makes you beautiful."

28 R: I'm doing…

29 S1:   I'm doing exercise with my dad.

30   The people is w…watching me and my dad.

31 R: watching

32   Do you want to add anything else?

33 S1: Finish.

34:    Ok, what do you say?

35 S1: Thank you friends, for listening.

36 Ss: Thank you, Athala for sharing

Data Analysis

     The author chair is a social event and begins with the author greetings his audience in line 1. The audience response to the greetings in line 2. The author introduces the title of the book by explaining his drawings in line 3 and 4. Line 5 to 7 follow the formulaic expressions modeled by the teacher. In line 8, the author includes his hobby in the written text. This is consistent with Graves' theory that students come to school with the willingness to write (1985) as long as teachers are able to facilitate their needs. In line 10, S3 inquires about his drawings and makes an approval comment. This spontaneity reveals that publishing is also an interactive social activity (Dyson, 2010; Stover, 2011). In line 11, the researcher sees the student is having difficulty reading and showing his drawings at the same

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time and gives a suggestion for the author to read the story first, then show his drawings.

In line 3 and 4 the students adds information about his grandfather's car that is not illustrated or written in the book. Line 9 reveals the teacher assisting with the pronouncing the word "dance" to keep the momentum going. Line 10 shows a student becoming interested and inquires about his drawings. Line 11, the researcher sees the student has difficulty reading and showing the picture at the same time and offers an alternative to read the story first, then show the picture to the audience. Line 12 to 20, the student reads as it is written in the book. In line 21, S3 confirms S1 going to the restaurant with his dad. In Line 22, the student skips the sentence "One Direction in Jakarta. I go with dad to the concert. I see Zein on the stage" (refers to Pic. 32   ) and read only "Concert One Direction. I see   80 Zein."

The data reveal that student has more to say than what he has written. He elaborates on information and even deletes written information during the Author's chair. This is consistent with the theory of children think in the immediate moment (Musthafa,2010) in which illustration and written texts are bound to change as stories are being read. The Author's chair also exhibits interaction amongst students (Dyson,2010; Kaersbaek, 2011) that has the same interest in cars. Furthermore, the teacher and researcher assist the student to read words to make sure the message is properly conveyed.

5.7 Conclusion

This section discussed in detailed the analysis of the data according to the implementation of the mini-lessons as process writing for writer's workshop. The data revealed that in the pre-writing mini-lesson, modeling, copying from word list, reading passages, integrating personal experience and storytelling were important aspects in assisting children to develop ideas to write and introducing them to new vocabulary. In addition, drawing, labeling, phonemic awareness towards conventional spelling and formulaic expressions were important in developing

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children's writing abilities.

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