

CHAPTER V

IMPLICATION AND SUGGESTION

This chapter concludes the overall outcome of this study. Implications, suggestions are also defined in this chapter.

5.1 Conclusions

This research investigates how R2L Pedagogy supports the reading comprehension ability of a class of EFL learners in one lower secondary school in West Java, Indonesia. The result shows that the structured scaffolding in the Reading to Learn (R2L) pedagogy can support learners in growing and developing their literal, inferential, and evaluative skills in reading comprehension of descriptive texts. The existence of two important phases of Reading to Learn (R2L) pedagogy in this study, namely preparing for reading and detailed reading, were the leading factors for learners' success in comprehending both texts. The series of scaffolding applied to these two phases were the reading exchange, reading aloud, pre- and post-reading discussions, and several strategies the teacher gave during the teaching process. This scaffolding assists learners in comprehending the descriptive text from the lowest cognitive level or (LOTS) which equal with literal comprehension, such as the ability to remember each element contained in the text, understand the relationships contained in each text element, and apply a concept or information contained in the text in daily life. In addition, this scaffolding also supports learners' higher-order thinking skills (HOTS) or inferential and evaluative levels, such as the ability to analyze a complex concept or information from a text and then be able to simplify it to make it easier for them to understand, the ability to evaluate the values contained in texts whether they are good or bad and useful or not, and to respond to texts according to their knowledge and experience.

However, during the learning process, students experience various difficulties in comprehending the text, such as their limited vocabulary, so they need help understanding the text or the teacher's instructions properly. It could be a factor in decreased student motivation. Furthermore, learners found difficulties filling out some worksheets due to limited knowledge of grammar and writing some English words, as well as difficulties in making sentences in English with good and correct

grammar. Thus, through additional strategies such as switching and mixing the language, spelling, chunking, translating, and repeating, teachers can overcome those problems. This is evidenced by the participants being able to discuss the text well in the post-reading discussion activities in both the first and second texts. Moreover, students can follow this learning to the end.

5.2 Implication

Theoretically, this research has become a further source of new perspectives in teaching English to EFL learners, particularly reading comprehension skills. Based on the results of this study, the successful implementation of the Reading to Learn (R2L) pedagogy is influenced by a series of structured scaffolding enforced in both stages of R2L. It reinforces the usefulness of the theories underlie R2L in teaching reading comprehension, namely Vygotsky's theory of scaffolding and Halliday's theory of Systemic Functional Linguistics (SFL). These theories are conducted into various scaffolding series given to students so that they can easily understand the text. Therefore, this research is a new perspective in presenting the benefit of the Reading to Learn (R2L) pedagogy approach in supporting students to comprehend academic texts, in this study, descriptive texts.

Meanwhile, in practice, this research can be evidence for English teachers in Indonesia to use the Reading to Learn (R2L) pedagogy approach in teaching reading comprehension, especially to lower secondary school learners. Due to the various benefits that R2L holds, specifically the adjustable scaffolding series in R2L, it can give freedom to teachers in compiling learning sequences based on the targeted learning focus. Furthermore, this research can be a milestone for future researchers exploring effective strategies for teaching reading skills to EFL learners.

5.3 Limitation

Despite the implications above, this study has limitations. The first limitation is this study did not provide the first situation of students' reading comprehension skills before the approach was given. This limitation might be personal factors that hinder the researcher from gaining more accurate results. Besides that, another limitation of this study is the short period of meetings to

implement this approach in the EFL learners' class. As known for sure, Reading to Learn (R2L) pedagogy has a complex learning cycle that the teacher should apply to succeed in teaching reading or writing to the students.

5.4 Suggestion

Three things are suggested for future researchers to get the greatest results related to this research; one is mastering the Reading to Learn (R2L) Pedagogy approach well before teaching. It will reinforce researchers in determining and establishing effective scaffolding series; second, plan discussion activities very well. Prepare questions which are able to dig deeper into learners' abilities, specifically their higher-order thinking skills in reading comprehension. The last is more meetings are suggested to gain more in-depth results on how Reading to Learn (R2L) pedagogy approach supports learners' reading comprehension.