CHAPTER FIVE: CONCLUSIONS AND SUGGESTIONS

The following chapter concludes the result of presented study and covers the suggestions concerning the study presented.

5.1 Conclusions

This section is aimed at summing up overall chapter into some conclusions to get clear description about the effectiveness of the use of scaffolding in teaching writing and students' response toward the use of scaffolding in teaching writing.

Hypothesis testing revealed that post-test score (M = 2.35, SD = .745) is significantly higher than pre-test score (M = 2.00, SD = .649) , in t(19) = -2.666, $p < .05$, r^2 = .272 in 2-tailed direction. The effect size is also considered as large ($r^2 > .25$), which indicates that the intervention had a large impact to the students' score. The result was significant at $p < .05$. It means that null-hypothesis is rejected.

In addition, the analyses of student texts imply that the use of scaffolding in teaching writing leads to the improvement of students' writing performance, not only in terms of score, but also in terms of its schematic structure, content, and language. Students write recount schematic structure in a better organisation. The content is improved, in which students are able to more properly depict the events. In terms of the use of language, error in grammar, vocabulary and spelling, and punctuation frequently occurred. Moreover, students use more proper style and tone after being scaffolded in writing. Students, furthermore, write recount text more purposefully and they can convey the context of recount text properly.

To conclude, both hypothesis testing and analysis of students text obviously answer the first research question proposed, whether the use of scaffolding in teaching writing lead to the improvement of students' writing performance. Therefore, it was obvious that scaffolding in teaching writing is likely to

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guarantee students to get better score achievement, and achieve better writing ability.

The findings of interview demonstrated that scaffolding gives positive contribution in students' understanding development. Bridging and contextualizing help students in identifying and engaging the whole lesson. Furthermore, offering explanation helps students in understanding the content of the lesson. Modelling provides scheme building, which helps students to organize their writing. Moreover, scaffolding also enables students to comprehend complex ideas into an easy and understandable concept in accordance with their level. Iterative practice helps students to experience the learning in various mode, in which the concept is delivered through various way. In addition, developing metacognition enables students to measure their understanding. To finish, feedback scaffolds students to identify their own errors in writing.

In conclusion, scaffolding is considered important in learning. Students feel that scaffolding helps them to master writing skill. Hence, scaffolding (Bruner, 1978) is a 'real' tool for the students to enable them move across the ZPD (Vygotsky, 1978).

5.2 Suggestions

Having seen the result of this study, the researcher suggests some positive recommendations that can be possibly considered. Furthermore, the suggestions are presented as follows:

1. For further researcher, it is needed to involve more comprehensive data collection techniques to get in depth information on the implementation of scaffolding in teaching. The sample chosen can be from different level, broader subjects, and elongated time allotment. Besides, this is expected to identify factors that contribute to maintenance and generalization of strategies to other similar tasks. An extensive study of the use of scaffolding in teaching

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also need to be conducted, to cover whole aspects of literacy so that the scope of study can also cover receptive skills.

2. For teachers, it is important to improve the quality of teaching writing. In addition, the teacher should give more exposure of 'scaffolding' so students will feel guided in writing lesson. Furthermore, teacher should teach writing strategies explicitly as well. Students should have lots of practice in writing, and teachers are encouraged to apply the scaffolding proportionally based on student needs. Practically, it is beneficial to assists student when they faced the difficulties in writing, particularly; writing in English for English is not their primary language.