

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter highlights the conclusion of the present study that is closely related to the research problems presented earlier in chapter one. This chapter also offers recommendations both for further researchers and practitioners.

5.1 Conclusions

Two research questions were formulated in the present study. The first research question investigates how scaffolding processes are implemented in SFL-Genre Based Approach to teaching writing of discussion texts. The second research question examines how scaffolding processes improve the students' writing of discussion texts. This study employed a qualitative design in a case study. In addition, the participants of this study were fifteen students in a tertiary level in a private university in Majalengka.

The first conclusion is that the scaffolding processes as implemented in the teaching phases can be categorized into macro and micro scaffoldings. Macro scaffolding is related to designed-in including on how the teacher set the teaching goals, how the classroom were organized, and how the tasks were selected and sequenced. Meanwhile, micro scaffoldings can be found in the classroom interactions. There are ten types of micro scaffoldings found in this study which include offering explanation, modeling, inviting students' participation, verifying and clarifying students' understanding, inviting students to contribute clues, bridging, contextualization, schema building, re-presenting text, and developing metacognition.

It is also found that the macro scaffoldings were provided by the teacher in all cycles of genre based approach. Meanwhile, the micro scaffoldings were mostly found in the two cycles of genre based approach namely building knowledge of field and modeling of the text. However, micro scaffoldings which found in the joint construction of text were mostly given by the peers.

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BASED APPROACH*

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The second conclusion based on the second research question is that the scaffolding processes improve the students' performance in writing of discussion texts in terms of social function, schematic structures, and language features of

discussion text. Dealing with the genre moves, comparing their text from the diagnostic text to their final text, the improvements are obviously seen in a way that they are able to show the social function of discussion genre and organize the text using appropriate schematic structure; issue, *arguments for* and *arguments against*, and conclusion. These are different from their texts in the diagnostic text in which the students did not fulfill the schematic structures of discussion genre. In addition, the students were also able to use the linguistic features of discussion genre appropriately; such as the use present tense, the use of conjunctions, modality, nominalization, and process types. In addition, the general concepts of writing such as the use of technical terms deal with vocabulary, grammar, spelling, and comprehension are also implemented in the findings. These indicate that the students are able to write discussion texts.

In summary, the scaffolding processes as implemented in the teaching phases which include macro and micro scaffoldings improve the students' writing of discussion texts. This conclusion is resulted from the underlying concepts of scaffolding; as an example, the teachers should provide the apprenticeship for the students so they can be able to do the similar task alone. The results of this study also claim that scaffolding processes should be considered in the teaching process to optimize the teaching and learning activities so the teaching goals can be achieved. Therefore, it can be said that scaffolding processes have been feasible to be applied in a teaching and learning process, especially in SFL-Genre Based Approach concept.

5.2 Recommendations

In line with the topic under the discussion about improving students' writing of discussion texts, there are some following recommendations for further researchers and practitioners.

For further researchers who want to conduct the research on the same field, it is recommended to conduct the research in more diverse educational settings to see how scaffoldings are implemented in a variety of teaching

practices. In addition, it also can be conducted in different language skills such as speaking, listening, or reading.

In addition, the findings of this study cannot be generalized to other settings. However, it is recommended that scaffolding processes including macro and micro level should be considered as one of the important parts of teaching. The findings of this study show that scaffolding as the teacher's supports is really needed by the students especially in the EFL context. Apart from the method and approach used by the teacher in teaching any skill, the provision of scaffoldings during the teaching and learning process cannot be removed because it guides the students to be independent learners. In addition, it maximizes the zone proximal development in which the students can do better than what they do without support from the experts. Moreover, this study found that the use of scaffoldings lies with the concept of SFL- Genre Based Approach in the teaching writing helped the learners in improving their understanding of discussion genre.