CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions of the study and recommendations for further study. The conclusions sum up findings of the study. Then, the recommendations provide some advices for further study of same theme.

5.1 Conclusions

Based on the findings, the research concludes that there were six types of scaffolding used by teacher in teaching writing Descriptive text. Those six types of scaffolding were bridging, contextualizing, inviting students' participation, offering explanation, modeling and verifying and clarifying. Teacher used various ways to implement scaffolding during the four stages of curriculum cycle.

First, in Building the Field stage, Scaffolding used by teacher include: bridging was done through asking students about previous lesson; contextualizing was done through providing relevant illustration (Walqui, 2006); inviting students' participation was done through inviting students to participate in learning process; offering explanation was done through explaining Grammar; and verifying & clarifying students' understanding were done through Giving supportive feedback and praising (verification) & giving corrective feedback (clarification) toward students' responses (Roehler and Cantlon, 1997).

Second, in Modeling stage, Scaffolding used by teacher include : contextualizing was implemented through Giving illustration before giving a text; modeling was done through reading text model; offering explanation was done through explaining text Structure (Walqui, 2006); inviting students' participation was done through Inviting students to join in complishing a task; and verifying & clarifying were implemented through Giving supportive feedback and praising (verification) & Giving corrective feedback (clarification) toward students' responses (Roehler and Cantlon, 1997).

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Third, in Joint Construction stage, Scaffolding used by teacher include: offering explanation was done through re-explaining text Structure (Walqui, 2006), modeling was done through reading some ideas before constructing into a text, inviting students' participation was done through giving students a chance to accomplish task, and verifying& clarifying students' understanding were implemented through Giving supportive feedback and praising (Verification) and Giving corrective feedback (Clarification) toward students' responses (Roehler and Cantlon, 1997).

Fourth, in Independent Writing stage, Scaffolding used by teacher include: inviting students' participation was done through inviting students to read their writing work, and verifying students' understanding was done through giving corrective feedback (Clarification) toward students' inapropriate answer (Roehler and Cantlon, 1997).

All Scaffolding occured in each stage of curriculum cycles. This is irrelevant with with Hammond (2001), Gibbons (2002) and Emilia (2010) who professed that in independent writing stage, scaffolding is totally removed. This finding appeared due to the time limitation of meeting. As Suggested by Emilia (2010) that the process of curriculum cycles should be done minimally 12 meetings especially to teach writing. However this study only used 6 meetings in the learning process.

Then, there were three challenges faced by teacher. Those were amount of the students in the class, the language instruction during the teaching learning process, and time constraint.

5.2. Recommendation for Further Research

Due to the time limitations, the research used a small number of subjects. Therefore, the findings are not as much as if the research uses a larger number of subjects. Based on the statements above, there are some recommendations for further research.

First, it is highly recommended for further research to involve larger number of subject in different context. By involving larger number and subject the research will get richer and more reliable data.

Second, further research in this area may include of finding out how the good scaffolding should be arranged. Since various scaffolding is possible to reveal in each learning-cycle, it possibly to ascertain a good arrangement of scaffolding in teaching-learning process.

Third, it is highly recommended to have an adequate amount of time available, especially for teaching writing because it takes more time to teach writing. Therefore, it possibly to ascertain with scaffolding that teacher used in classroom practice.

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