CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview of the chapter

This study is aimed to reveal the answer of the following research questions:

1. What types of scaffolding strategies are used by the experienced and the novice English teachers in improving students' learning of English?

2. How do the scaffolding strategies used by the experienced and the novice English teachers influence the students' improvement in learning English?

This chapter portrays the resume of findings and discussions to be framed into conclusions of the study, implications and recommendations for the government and other researcher/s. It will also depict the scaffolding concept in Indonesian context.

5.2 Conclusions

The findings of this study give some insight on the way both the experienced and the novice teacher used several types of scaffolding strategies in their teaching. The findings presented in this study indicates that the way the experienced teacher scaffold the students differ from the novice teacher. The scaffolding strategies used can be categorized into macro and micro scaffolding. Macro scaffolding is related to the designed-in including on how the teacher set the teaching goals, how the classroom were organized, and how the task were selected and sequenced. Meanwhile, micro scaffolding can be found in the classroom interactions.

According to the findings, it can be concluded that: first, related to the first research question, there are several types of scaffolding strategies used by the experienced and the novice English teachers in improving students learning of English. Based on the classroom observations, the experienced teacher implement some of macro level scaffolding, such as: setting the clear goals (in syllabus, lesson plan), sharing the goals to the students, considering the appropriateness of the task for students, and careful sequencing of task to achieve the goal. Meanwhile, in the level of micro scaffolding, the experienced teacher used six

128

types of scaffolding strategies in teaching, such as: verifying and clarifying students' understanding, inviting students' participation, providing hints/ clues, contextualizing, offering explanation and modelling. From the classroom observation, there were also several evidences showing that the novice teacher implemented the macro scaffolding in his teaching such as: setting the clear goals of the study and share the goal to the students. In the level of micro scaffolding, there were also some types scaffolding strategies used by the teacher in his teaching activity such as: offering explanation, modelling, contextualizing, providing hints/ clues, verifying and clarifying students' understanding, and inviting students' participation.

Second, related to the second research question, based on the data from observation, interview and students' documents, it can be concluded that the scaffolding strategies used by the experienced teacher and the novice teacher are proven to improve students' knowledge in English. In the experienced teacher class, the students' knowledge in using To Be improved through inviting students' participation, offering explanation, verifying/ clarifying students' understanding, and contextualizing strategy. The students' knowledge in using ending –s/ es (verbs) improved through the verifying/ clarifying students' understanding strategy. The students' knowledge in using pronouns improved through offering explanation strategy. The students' knowledge in constructing some sentences to describe someone improved through modelling, contextualizing, offering explanation, inviting students' participation, and verifying/ clarifying students' understanding. Last, the students' knowledge in mastering vocabulary improved through contextualizing and inviting students' participation. By the guidance from the teacher, the students were able to achive the main goal of the study: describing people. In the novice teacher's class, the analysis of the findings shows that the students' knowledge about descriptive text improved through offering explanation, contextualizing, inviting students' participation, modelling, and providing hints strategies. The students' knowledge in using To Be (is, am, are) improved through providing hints/ clues strategies. The students' knowledge in using plural nouns improved through offering explanationand providing hints/

clues. Last, the students' knowledge in using pronouns improved through offering explanation strategy.

According to the findings, it can be concluded that although both teachers used the same types of scaffolding strategies, the experienced teacher and the novice teacher provide help differently. The scaffolding strategies provided by the novice teacher may help the students to complete the task, but it may not enhance learning as much as the scaffolding from the experienced English teachers. In short, the scaffolding strategies provided by the novice teacher are considered as low level of scaffolding since they do not really move the students to be independent learner.

5. 3 Implications

There are several implications drawn from this study especially for the novice teachers. The novice teacher can be assisted to employ scaffolding strategies like experienced teacher through apprenticeship and knowledge update.

Apprenticeship is a particular way of enabling the novice teachers to learn by doing. It is often associated with training where a more experienced teacher models behavior, the apprentice attempts to follow the model. There are several advantages of an apprenticeship, such as: teaching and learning are deeply embedded within complex context and allowing rapid adaptation to real world conditions; it makes efficient use of the time of expert, who can integrate teaching within their regular work routine and it provides learners with clear model or goals to aspire to. Doing apprenticeship can be conducted by doing partnership, such as:

a.   Team teaching

Team teaching is an approach where two or more educators share their teaching responsibilities within a classroom setting. The novice teacher can be assisted by the experienced teacher when he become a partner of the experienced teacher in teaching in the classroom. The novice teacher will learn and imitate how the experienced teacher scaffold the students in the classroom. It will be a useful experience for the novice teacher.

b.   Research team

A research team consists of people working together in a commited way towards a common research goal. Conducting a research such as classroom action research/ PTK (Penelitian tindakan kelas) together with the experienced teacher will help the novice teacher improve his teaching practice and his knowledge about the scaffolding strategy. They will collaboratively learn about scaffolding strategy.

Knowledge update can be another way to assist the novice teacher. The experienced teacher can share his research in an English teachers' forum called Teacher network or MGMP (musyawarah Guru Mata Pelajaran). English teacher network can be a forum to discuss and share new skills, knowledge and informations either from master teachers, school supervisors, one of the group members, or other source persons. There are many teachers join this forum and sharing knowledge in this forum will improve the teachers' knowledge about the effectiveness of scaffolding strategies. The experienced teacher can be a mentor in this forum and share his knowledge about scaffolding strategies. It's very useful to facilitate not only the novice teachers but also all the teachers in the forum.

5.4 Recommendations

In line with the topic under discussion, this study recommends various ideas to be implemented in the future teaching after the findings were discussed in depth. The ideas were embodied in recommendations for the government, teachers and also for future researcher to elaborate more about scaffolding strategies.

First, for further researchers who want to conduct the research on the same field, it is recommended to conduct the research about the more diverse educational settings to be to see how scaffolding are implemented in a variety of teaching practices. In addition, it also can be conducted in different language skills such as speaking, listening, reading, or writing.

Second, the findings of this study cannot be generalized to other setting. However, it is recommended that scaffolding strategies including macro level and micro level should be considered as one of the important parts of teaching. The findings of this study show that scaffolding strategies 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 skills, the provision of scaffolding during the teaching and learning process cannot be removed because it guides the students to be independent learners. It also maximize the zone of proximal development in which the students can do better than what they do without support from the experts.