

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two main parts namely conclusion and recommendation. The conclusion is based on the research question, findings and discussion stated in the previous chapter. The suggestion is intended for the improvement of future research especially in teaching reading field.

5.1 Conclusion

This study was carried out to find out the implementation of scaffolding strategy in learning to read. This study was aimed to investigate the effectiveness of scaffolding strategy in improving students' reading comprehension.

Concerning the effectiveness of scaffolding strategy, the result obtained from the pre-test and post-test proved that scaffolding strategy was effective in improving students' reading comprehension. This can be seen from the post-test score of the experimental group. From the descriptive statistics, the experimental group's score was higher than the control group's score. The experimental group obtained as much as 17.67 point while the control group obtained 6.92 point. This showed that the post-test score of the experimental group was higher than the post-test score of the control group. In addition, the parametric test was conducted to support the idea above. The parametric test employed was independent t-test. The independent t-test showed the significant value of 0.000. This result portrayed that there was a significant difference between the post-test score of both group.

Besides the improvement of the students' reading comprehension, the effectiveness of scaffolding strategy in improving students' reading comprehension was supported by the students' response toward the implementation of scaffolding strategy. Thus, the questionnaire was distributed to investigate the response. The result from questionnaire mostly indicated positives attitudes. It is showed that more than half of the students found the scaffolding strategy useful for their reading.

From the result on the questionnaire, it can be conclude that the students mostly gave positive response towards the implementation of scaffolding strategy to improve their reading comprehension. Most of the students stated that they like scaffolding strategy and it helps them to comprehend the text they read during the treatment process. Therefore, it can be said that scaffolding strategy can be used in learning to read.

The result of this study also portrayed that this strategy has several pedagogical implications that are beneficial in reading learning. Those implications are described in the following description. First, this study proved that the implementation of scaffolding strategy is effective in improving students' reading comprehension. It can be seen from the improvement of the experimental group students' post-test score. The mean score of the experimental group's post-test experienced the improvement approximately 17.67 points from the mean score of the pre-test. Second, the implementation of scaffolding strategy brought beneficial implication for the students since this strategy was able to engage students to read more. It can be seen from students' responses toward the questionnaire given which stated that 79% of the students were motivated to read more after the implementation of scaffolding strategy. When the students are motivated to read more, reading activity will become the activity that is anticipated by the students. If this happens, the students will be easier to deal with more sophisticated text in the future. Third, this study gives new information about the effective method that can be used in teaching reading. The teacher can implement this method in the classroom since this method is proved to be effective to improve students' reading comprehension. By implementing this method, the teaching reading process will be interesting for both students and teacher. The teacher will know how to introduce the sophisticated text to the students and the students can easily deal with that sophisticated text. Lastly, this study also supported the GLN which nowadays becomes a main concern for the Indonesia government. This study was proved to increase students' interest in reading. When the students are motivated to read more, the students will

initiatively read by themselves. Then the GLN program will not become a burden for students since they will do reading by their own initiative.

To sum up, the implementation of scaffolding strategy was effective in improving students' reading comprehension. Similarly, students' positive response toward the implementation of scaffolding strategy supported the effectiveness of the implementation of scaffolding strategy in improving students' reading comprehension. Therefore, it can be concluded that scaffolding strategy which helps students in comprehending a text is appropriate to be taught in the classroom as an approach to teach reading.

5.2 Recommendation

Based on the findings of this study, some suggestions for the teacher and further researcher related to the implementation of scaffolding strategy in improving students' reading comprehension are presented in the following description.

For the English teacher who are willing to teach reading using scaffolding strategy, it is important to get the students familiar with this strategy. It is suggested that the teacher provides more clear description regarding the strategy. Thus, the students will get familiar with the strategy and it can decrease the confusion which might occur during the implementation of scaffolding strategy.

In line with this, it is also suggested that the teacher provide some activities that engaged students to read more. Thus, the students will be motivated to read more and employ the strategy. Therefore, the students will be skilled in implementing this strategy during reading the text. It is suggested to choose the interesting text that is close to the students. Thus, their interest and motivation in learning English, specifically learning to read will be improving.

Lastly, due to several limitations in this study, the following recommendations for the future researcher who are willing conduct a similar study are presented in the following description. This study was aimed only to investigate the effectiveness of the implementation of scaffolding strategy in improving students' reading comprehension. Based on that question, this study only investigated the

effectiveness of this strategy which was supported by the result of the questionnaire. However, it is also important to find out the effect, strengths and weaknesses of each scaffolding instructions implemented in this study. To obtain deeper findings regarding the effect, strengths and weakness of each scaffolding instructions implemented in this study, it is suggested to exploit each instructions using the appropriate instrument. It is also expected that the further researcher is able to obtain more data regarding the instruction that becomes the most powerful instruction in helping students comprehend the text. Additionally, it is suggested to provide way of teaching reading that is more interesting so the students will enjoy the reading process and be able to learn reading comfortably.