CHAPTER V

CONCLUSIONS, LIMITATION OF THE STUDY, AND RECOMMENDATIONS

5.1. Conclusions

There are two conclusions that can be infered from this study. First, the key elements of macro scaffolding are manifested in the teacher's scaffolding practice. Besides, in implementing scaffolding, the teacher needs competence and high awareness to read the situation in the classroom and what students need to create more learning opportunities. High challenge and high support can be served to the students by a highly competent teacher.

Second, the teacher's implementation of scaffolding strategies often in the form of integrated strategies in which she combined some strategies to scaffold the students in reading activity. In the process of micro scaffolding, the teacher most frequently used verifying and clarifying students' understanding and modeling of desired behavior. Sometimes, the teacher involves modeling of desired behavior in the clarifying the students understanding. The teacher was aware of the scaffolding strategies that she used and the intention is using it. Since the teacher focus on making the students analytical in completing the task, hence the intention of scaffolding strategies that she used was cognitive structuring. Besides the types of scaffolding strategies which are suggested by experts, the teacher also use local language and L1 to scaffold students in dealing with constructing meaning.

5.2. Limitation of the Study

There are some limitations of the study. This study was only conducted in one school. It only involved an English teacher and four classes which consisted of approximately 100 students. This study only analyzed the teacher's practice and point of view based on the teacher and students' utterances and interaction. This study did not involve the students in the interview.

5.3. Recommendations

      Based on the limitation of the study, there are some recommendations proposed for teachers and future research in the field of scaffolding students' reading activity. First, since teachers as the students' facilator have a significant role that can help students in the learning process, the teacher could explore more scaffolding strategies which are effective in terms of time and relevance to the students' needs and ability. Teachers could adapt the task and activities given to the students based on their level of ability and understanding.

      Second, since the study was done in one school and only involved one teacher, comparative study can be an alternative in which it can be conducted at more than one school and involve more than one teacher Second, peer scaffolding which was not covered in this study is interesting to be explored for the next research since some experts state it also has great potential to scaffold students' knowledge and ability in reading activity.