CHAPTER V
CONCLUSIONS, LIMITATION AND RECOMMENDATIONS

As the final part of the thesis, this chapter elaborates the conclusion of the study consist findings from the previously proposed research questions. The discussion present summary from all data in the previous chapter around the process of scaffolding for the disadvantaged students in learning to write an analytical exposition text and the improvement gained after the instructional intervention. This chapter also discusses some limitations on this particular research and finally recommendation for possible future research.

5.1 Conclusions

To summarize the findings based on the objectives of the research the conclusion falls into two main discussions. The first part of the discussion elaborates how R2L can be used to scaffold vocational secondary school mandated basic competencies in this particular point 3.22 and 4.22 on the teaching of writing analytical exposition texts especially for disadvantaged students. The second part of the discussion present the revealed data emerged after the instructional intervention on this research finished. To conduct the research, descriptive qualitative design is employed in this particular case study type.

The participants of this study are students at vocational secondary school. Since the research was conducted on regular class activity, the whole 22 students joined the session of the instructional intervention. However, six students were chosen as the focal students. The recruitment of the six focal students followed R2L recommendation to closely observe two students from the low, two from the middle and two from the top range in the class (Rose, 2016c).

Based on the finding for the first research question, it is revealed R2L scaffold the teaching of writing analytical exposition text neither delivered to the students in "teacher-centered" nor "students-centered", it was instead focusing on how both teacher and students interact to build and develop the knowledge (Rose, 2016a). Both the principles of scaffolding and R2L in this study were aimed to give additional support for the disadvantaged learners.

Reflecting on the result of the diagnostic writing many of YIZA vocational secondary school students need additional supports on achieving the mandated basic competencies for year eleven students. The implementation of *Reading to Learn* (R2L) to scaffold mandated basic competencies for disadvantaged students emerged within the type of macro and micro scaffolding. Macro scaffolding in this research is the way R2L frameworks scaffold the teaching of writing analytical exposition text. Meanwhile the micro scaffolding was found in the classroom interaction. Additionally, R2L stages accommodate the scaffolding process systematically with step-by-step details. The learning cycles for preparing before reading, detailed reading and the joint construction cycle scaffold the teaching of writing analytical exposition text on most of its aspects. These include the design of the lesson planning, the goals, the assessment tools and all pattern guideline to interact with students when delivering lesson.

The results reveal students' competencies had improved. These data were gained from assessing students' writing exemplars through R2L assessments tools for argument genre including 14 descriptors; genre, stages, phases, field, tenor, mode, lexis, appraisal, conjunction, reference, grammar, spelling, punctuation and presentation. From these descriptors, students' significant improvements were mostly found on context skills. Meanwhile, moderate improvements were found on discourse skills and graphic features skills. As for the grammar skills, students' improvements were least visible compared to the other descriptors skills. It was indicated that skills for grammar descriptors need more intensive scaffolding and could not be given based on just one text model for one type of target genre. This is also supported by the minimum recommended time to track literacy development on R2L; one term within academic year (Rose, 2016c).

5.2 Limitations of the study

The most notable limitation for this research is the time limitation. R2L literacy development can be tracked better when the data are assessed for the whole year academic calendar or at least after one term has finished, instead of just one particular genre (Rose, 2016a). This study, however, only focused on one

mandated competency that was analytical exposition text, as part of argument genre.

Second limitation is related with the implementation of R2L in an integrated cross subjects at school. R2L recommend the scaffolding to accelerate students' literacy to be conducted not only for English subjects but rather combining the scaffolding process with other subjects thematically (2016a). The aim is to integrate the whole exposures on different subjects as part of simultaneously stimulation of preparing before reading, detailed reading, joint construction and individual construction by the end of the term.

Finally, this study was conducted using case study approach with qualitative design. Therefore, the findings gained on this research are not meant to be generalized to another classroom setting or school as different students, teacher as well as different supporting setting might result different results.

5.3 Recommendations for further research

Related with the topic scaffolding mandated basic competencies for disadvantaged students, this study proposes several recommendations for possible future research. The first recommendation is related with the concern to the time limitations on this study, which is impacted on limited gained data. Trying to conduct a research on how R2L can scaffold Indonesian EFL mandated basic competencies with longer period of time for the research is highly recommended. Previous study on R2L with long period of time had been held in USA and European countries (Acevedo & Lövstedt, 2014; Coffin, Acevedo & Lövstedt, 2013; Ramos, 2012), on which all the study reported promising results for students' literacy developments in particular to help disadvantaged students and/or students with migrant background.

Second recommendation is concerned with the participants of the study. This study focused its implementation for vocational high school students with one set of mandated basic competencies no. 3.22 on knowledge dimension and 4.22 on skill dimension to read and write analytical exposition text (Kemendikbud, 2017a). Previous research was implemented on tertiary level to help college students on writing factual texts (Khaerunnisa, 2014). None from these two

researches had dealt with primary school students or secondary school students, on which level Rose (2006b) conducted its first pilot project on R2L literacy programs to solve literacy gap in Australia. Thus, it is also recommended for future research to explore the implementation of R2L on primary or secondary school level.

Teachers and schools may also take benefit from R2L literacy program by infusing its principles on integrated reading and writing into the learning activities. The promising results that have been showed by many research, hopefully can also be gained at their schools. As for office of education, Indonesia has been implemented genre pedagogy principles since 2004 (Gustine, 2014; Emilia, 2005). R2L as one of the simple interpretations of genre pedagogy (Derewianka, 2010), can be utilized as additional support to scaffold genre based learning materials on Indonesian EFL curriculum for students and schools that need more supports.

To end the discussion, disadvantaged students can be linked to limited access for education and literacy resources due to middle low income family background (Rose, 2005). Indonesia as a country with enormous population and diverse background of its communities will gained many benefits to share R2L principles on literacy programs. To support an education system that can reach all parts of its communities including the disadvantaged one and be able to democratize access of education to all its schooling system.