

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter highlights two sections: conclusions and recommendations for further research. The conclusions sum up the research findings and discussions in the preceding chapters.

5.1. Conclusions

Based on the findings, the research concludes that seven types of scaffolding which were provided by the teacher in teaching writing News Item text were bridging, contextualizing, inviting students' participation, schema building, offering explanation, modeling, and verifying and clarifying students' understanding. The teacher provided various scaffolding among four stages of curriculum cycle. The most intensive scaffolding was provided by the teacher in the second stage of the curriculum cycle, Modeling stage, with six various types of scaffolding. There are some types of scaffolding found in each curriculum-cycle stage:

- In Building the Field stage: bridging, contextualizing, schema building (Walqui, 2006); and verifying and clarifying students' understanding (Roehler and Cantlon, 1997).
- In Modeling stage: contextualizing, schema building, modeling (Walqui, 2006); offering explanation, inviting students' participation, and verifying and clarifying students' understanding (Roehler and Cantlon, 1997).

- In Joint Construction stage: inviting students' participation, verifying and clarifying students' understanding, and offering explanation (Roehler and Cantlon, 1997).
- In Independent Writing stage: in this stage, the teacher has been removed all of types of scaffolding.

The benefits of giving scaffolding are to connect students' prior knowledge with a new concept, to engage students in learning process, to minimize the level confusion of students, and to build students' self-confidence. There are three challenges of providing scaffolding such as the amount of students in the classroom, time constraints, and demands on teacher.

English teacher should master the knowledge of genres, the understanding of teaching learning-cycle, and strategies to help students to tackle a current topic. It is said so since writing is challenging for students to master because of the difficulties which not only lie on generating and organizing ideas, but also lie on translating these ideas into a readable text (Gibbons, 2002). Hence, effective instruction in teaching writing is possible to be conducted to produce successful outcomes. In short, the more difficult materials, the more scaffolding should be provided by a teacher.

5.2. Recommendations for Further Research

In line with the topic under discussion, this research was carried out with a small number of subjects due to the time constraint. Therefore, the findings will not

be as rich as the research conducted with a large number of subjects. Regarding the shortcoming stated before, there are some recommendations for further research.

Firstly, it would be more useful for further research to use a bigger number of subjects in different context to get richer and more reliable data.

Secondly, regarding some activities during learning process which use group work, interactions between or among peers should be discovered to find out another dimension in the use of scaffolding. It is considered to be important to gain various scaffolding provided by the teacher.