

CHAPTER V

This chapter concludes the findings obtained of this research in the previous chapter. Implications, limitations, as well as suggestions are also defined in this chapter.

5.1 Conclusions

This study explored how Reading to Learn (R2L) pedagogy supports a young English language learner aged 12 years old reading comprehension skills. The results showed that the greatest amount of scaffolding provided by Reading to Learn (R2L) pedagogy which developed based on Vygotsky's theory and Systemic Functional Linguistics by Hallyday supported the learner's comprehension. Specifically, the implementation of the preparing for reading and detailed reading phase were beneficial in supporting the learner comprehension. Phases of reading exchange, step by step summary, and reading aloud were the scaffolding that helped the learner process the text. It helped the learner develop decoding ability, making meaning of the words, differentiating the words, analyzing the main and supporting ideas, correlating the text elements, interpreting the information based on the background knowledge, and analyzing the writer's aim.

However, the process of guiding the learner to process a higher level of comprehension was not run smoothly. Lack of ability in decoding, making meaning, and correlating the text elements occurred in the preparing for reading phase, specifically during the step by step summary and reading aloud lesson. To solve the problem during the lesson, giving a clue by directing the learner, chunking the questions as well as the explanations, mixing the language, and switching Bahasa into English and vice versa was used to scaffold the learner. The strategies turned out effective, as proven by him being able to comprehend and follow the lesson until the end.

5.2 Implications

Theoretically, this study contributed a new perspective on teaching reading comprehension, especially using Reading to Learn (R2L) pedagogy. As the results revealed through this study, the maximum scaffolding provided by Reading to Learn (R2L) pedagogy could support a young English language learner's reading comprehension. It was undeniable that Vygotsky's theory on scaffolding and Halliday's Systemic Functional Linguistics (SFL) reinforced a young English language learner's reading comprehension. The theories used

were in a form of step by step summary and phases of reading exchange where these allowed the learners to access the language that seemed hard for them by giving a brief preparation statements and elaborating statements. Therefore, this study became one of the proof of the richness of Reading to Learn (R2L) pedagogy in supporting a young English language learner.

Reflecting on the results of this study, it was possible for every teacher in Indonesia to implement phases of Reading to Learn (R2L) pedagogy, especially in primary grades. The flexibility of Reading to Learn (R2L) pedagogy in terms of giving scaffolding to learners made it easy for every teacher to adjust it based on the learner's ability and educational situations. Furthermore, the phases that were used also could be followed and selected based on the focus skills, whether it was reading or writing skills. As proven by this study, the use of Reading to Learn (R2L) pedagogy could support young learner's reading comprehension skills.

5.3 Limitations

The results of this study did not reflect the ability of one group of learners which in this study was young learners. Considering the amount of participants and his ability in this research, it could be said that his English language ability before and after joining the phases did not reflect all Indonesian young English language learners aged 12 years old. It was because children' ability and characteristics are very different from one another. Furthermore, the implementation of Reading to Learn (R2L) in this study was very restricted due to the targeted skills. As known for sure, Reading to Learn (R2L) pedagogy has lots of phases that could be used to support both reading and writing skills. However, due to the targeted skills, this study only implemented the preparing reading and the detailed reading phase. Therefore, the results of this study did not reflect the implementation of all phases of Reading to Learn (R2L) pedagogy.

5.4 Suggestions

For further implementation, it is highly recommended for every researcher to fully understand the knowledge about Reading to Learn (R2L) pedagogy first before really giving intervention to the participants. This suggestion is made as an attempt giving an in-depth scaffolding to participants in the right ways. Furthermore, the amount of meetings for further implementation needs to be taken into consideration. The more meetings conducted using

Reading to Learn (R2L) pedagogy in one research allows the researcher to see the results thoroughly. In contrast, a short period of meetings minimizes the researcher to see in-depth results. Hand in hand with the amount of meetings, the future researcher also should select an appropriate text which is still achievable for the participants.