CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATION

This chapter provides the conclusion of this study derived from the results and discussion in chapter IV. It also provides implications and recommendations for further research in the same field and issues.

5.1 Conclusions

This study aimed at elaborating on the use of scaffolding to improve the students' writing analytical exposition text in EFL classroom context. In addition, this study also intends to explicate students' perceptions of the implementation of scaffolding to facilitate their exposition writing.

Regarding the first research question, it is concluded that the implementation of scaffolding in this study helps students improve their skills in writing analytical exposition text. Twelve types of scaffolding are implemented successfully in various activities in two cycles of classroom action research. They are bridging, contextualizing, modelling, schema building, verifying and clarifying students' understanding, representing text, offering explanation, developing metacognition, inviting students' participation, inviting students to participate clues, collaborative writing, and independent writing. These scaffolding types were implemented in the genre-based approach stages: building knowledge of the field, modelling, joint construction of the text, and independent construction of the text.

After the treatment was applied, there was an improvement in five aspects of writing: content, organization, grammar, vocabulary, and mechanics. It is proved by the improvement of students' scores from the pretest and post-test 2. The post-test result shows that scaffolding has improved students' skills in writing, and the impact varied from one aspect to another. Based on the pre-test result, the average was 2.19, the average score of post-test 1 was 3.55, and the average score of post-test 2 was 4.50. There is an improvement in students' scores on each test in all aspects of writing. It means that scaffolding helped students to improve students' writing analytical exposition,

Regarding the second research question, there were positive perceptions of students towards implementing scaffolding in the classroom. The result of the

interview supports these findings. All interviewed students from low, middle, and high achievers perceived the implementation of scaffolding in learning activities to overcome the writing problems found in the preliminary phase. It is also supported by the result of writing tasks mentioned earlier.

Students' perception regarding the implementation of scaffolding shows that the scaffolding technique is considered effective, and each response has distinct explanations based on their experiences in classroom activities. They believed that this technique aided them in getting a better understanding of writing related to the concepts. Scaffolding has become guidelines to provide a suggestion, adequate and practical support, collaborative learning, and improvement in their writing.

5.2 Implications of the Study

The present study's findings have several implications for teacher professional development in the teaching and learning process. First, English teachers should motivate students to be interested in writing by providing entertaining strategies to solve their writing problems and some practices to improve their English proficiency and competency. Second, scaffolding processes in the teaching and learning process from the macro to micro level can be considered an essential part of teaching all skills in English since the result of this study show that guidance from the teacher and support and help from the peers are needed by the students in the process of learning. Finally, the implications of this study may impact the teachers in developing their competencies through classroom action research. Instead of improving students' skills in learning, classroom action research improves teachers' teaching skills since it enables teachers to learn through their activities and develop competencies personally and professionally through its reflection.

5.3 Recommendations

Apart from its success, there are some limitations of the present study regarding the research methodology of this study. First, it is a qualitative study, and this result cannot be generalized to other settings or situations. Research in the same field might get different results. Furthermore, it is a classroom action research

whose purpose is to solve the individual problem in teaching and learning, so the result of this study might not be effective in other contexts or situations.

In this study, the researcher also only focuses on the result of students' writing skills, not the writing process, which is also essential in writing. The researcher also didn't consider other aspects of the teaching and learning process, such as critical thinking, problem-solving, which also may be necessary for language teaching since many recent studies reveal that problem-solving and critical thinking are essential abilities that rank highest on the list of the most desirable characteristics in the twenty-first century.

This study recommends theoretical, practical, and professional recommendations regarding scaffolding to improve students' analytical exposition writing skills. These recommendations are addressed to researchers interested in the same field, English teachers, and EFL students.

Theoretically, considering the implementation of scaffolding in GBA is effective in improving students' analytical exposition writing skills, it is recommended that other teachers or researchers enhance not only students' skills in language learning but also improve students' critical thinking and problem-solving skills by providing different forms of scaffolding based on students' diverse needs and difficulties through differentiated language instruction.

Practically, it offers some suggestions to teachers and students who have the same problem in teaching writing. First, it recommends that teachers do more scaffolding to students to solve the problems in writing by improving their skills. Second, the teachers must focus on overcoming students' grammatical problems in writing. Finally, when teachers are skilled at managing their classroom technique, it can substantially impact their education and thus assist students to achieve their goals. Therefore, this study also recommends using the online tool in scaffolding to assist students in writing. The rapid progress of information technology and the internet enables learners to acquire knowledge or improve skills online, and learning is no longer restricted to paper-based formats nowadays.

Professionally, the result of this study provides insight to the teacher to have teachers' professional development by conducting classroom action research to

improve teaching quality and document it in a report. Classroom action research (CAR) offers a practical and important professional development alternative because of its rigorous teaching and learning inquiry cyclical nature. Teachers are the experts in their classrooms and schools, and professional learning can effectively capture their expertise. Teachers become active educational agents, sharing what they have learned to help their students learn more efficiently and what will and won't work in their classrooms for the students.

On policy, the findings suggest to evaluate the existing policies and as references for the upcoming school and government policies. Conducting professional development training for English language teachers regarding CAR is essential. Action research provides an excellent opportunity for teachers to participate in relevant research because it is grounded in the social context of the classroom and the teaching institution. It also focuses directly on significant issues and concerns in daily teaching practice. Then, the result of the action research can be directly used to benefit the quality of teaching and learning activities in the classroom and the field of education in general.