

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Having elaborated and analyzed the aforementioned findings, this chapter puts forward conclusions of the present study and proposes some suggestions. First, the conclusions are developed on the basis of research analysis and its findings. Second, the suggestions are directed to those who are interested in the issues addressed here and are willing to carry out further studies.

#### 5.1 Conclusion

This study was supposed to find out scaffolding strategies utilized by the English teacher in improving learners' speaking skills. From the results and findings in previous chapter, several conclusion can be drawn.

There appeared to be some evidence of scaffolding during speaking class, namely: *offering explanation, verifying and clarifying students understanding, modeling, game, drilling, doing elicitation, work in pairs, stating goal, gesture, error correction, and motivating.*

The most frequently applied type of scaffolding was doing elicitation. It was done because of several pedagogical considerations: theoretical foundations of language learning underpinning such determinate types of scaffolding. The fact is that the students lack of opportunities to use English both in the classroom and outside of calss; they communicate in Sundanese and Bahasa Indonesia. The students who were reluctant and highly infrequently communicating in English needed teacher's support and assistant. Doing elicitation was considered effective, successful, feasible for learners' language acquisition.

There appeared to be some reasons behind the use of scaffolding. Firstly, language learners need opportunities to acquire the target language and get involved in meaningful communicative events. They need exercises which enable them to attain communicative objectives of the curriculum, engagement in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Secondly, language learners need an enjoyable and more relax classroom learning atmosphere. Most of the students did not like speaking English or having English conversation lesson. This call for a serious attention in that fluency, which is the final goal of classroom teaching and learning, can only be achieved through communication. To reach this, Young (1991, as cited in Pang & Liu, 2006) claims that It requires the English teachers to create a friendly and low-anxiety classroom learning environment in which the students can communicate with each other freely in the target language. Thirdly, to foster language learners' development, the language learners need a great deal of exposure to real-life English use. It is the language the teachers use in the classroom as the major source of comprehensible target language input. It is important for language learners to listen to as much English in meaningful context.

## **5.2 Suggestions**

The findings of the present study offer some suggestion for further research in the same field of inquiry and teachers.

Despite the fact that this study provides evidence of the issue being investigated and might be useful for basic information for further research, the finding is not exhaustive since a limited number of observations were merely allowed to be conducted due to the factors provided for conducting this study. This study only covers very limited areas and discusses certain points. This study only took five the classroom observation. Other phenomenon could be found if the classroom observation were done more than five meetings. In relation to the number of students and classes involved in this study, it would be good if the class used as the samples more than one teacher and 40 students in one class. Therefore, further studies are needed for comprehensive understanding about scaffolding strategies in accordance with L2 speaking.