CHAPTER FIVE
CONCLUSION AND RECOMMENDATION

This chapter highlights the conclusion of the present study that is closely related to the research problems presented earlier in chapter 1. This chapter also offers suggestion both for further researchers and practitioners.

5.1. Conclusion

Two research problems were formulated in the present study. The first problem explores three sub research problems i.e. (a) types of scaffolding the teacher use, (b) whether the type of scaffolding is related to each curriculum cycle, and (c) whether is the teacher aware of the concept and the actualization of scaffolding. The second problem examines the progress that can be faced in the students’ writing produced before and after the scaffolding instruction.

With regard to the first research problem, it is found that there are eleven types of scaffolding provided by two teachers in teaching cycles. They implemented offering explanation, modeling, inviting students’ participation, verifying and clarifying students understanding, inviting students to contribute clues, bridging, schema building, developing metacognition, content scaffolding, strategic scaffolding and procedural scaffolding.

It is also found that the provision of scaffolding was given in the first three cycles Building Knowledge of Field (BKoF), Modeling of text (MoT), and Joint Construction of Text (JCoT). Modeling stage contains the biggest number of
scaffolding and weakens in independent construction. This activities supported by Evangeline, et.al (2007:15) suggesting that the instructional activities designed based on the scaffolds of curriculum cycle are effective in teaching student genre practices.

The last first research problem revealed that both teachers aware the concept and the actualization of the scaffolding terminology, the teachers seemed to share the same ideas over the response. They mostly asserted that scaffolding instruction is easier to reach the goals of process of teaching and learning, to ease them achieve the learning goals, to facilitate the learning process, to help students better understand the material provided and to enhance the students critical thinking. Both teachers aware the aim of scaffolding instruction they provide in their classroom. They asserts that scaffolding instruction make students achieve the learning objectives, fast, fun and easy to understand by her students and also scaffolding can make students successful in learning. Both teachers have to master the media, the materials which is used to teach are easy to operate, easy to get and must be relate to the material being taught. They seemed to have awareness to provide scaffolding in each of learning process.

With regard to the second research problem, it is found that the result of text analysis from students text show significant progress of students hortatory exposition writing in terms of social function, schematic structure and language features. In other words, the provision of scaffolding instruction has affected students’ hortatory exposition performance. Their knowledge of schematic structures from diagnostic test to final construction has improvement as student
can separated thesis, argument and recommendation correctly. This finding strengthen the previous studies conducted by Roehler and Cantlon (1997), Sam (2005) and also elaborated the types of scaffolding activity proposed by Walqui (2006).

Furthermore, the student has applied the appropriate language features of hortatory exposition. the use of human and non-human participants, action verbs (material process), feeling verbs (mental processes), relational processes, present tense, passive voice, connective conjunction shows the student has applied the appropriate linguistic features of hortatory exposition text indicate that the students has good understanding in how to write hortatory exposition text. Therefore, the text the student write in Independent construction at final stage of curriculum can be considered as a good hortatory exposition text as it is relevant with steps in constructing hortatory exposition text (Derewianka, 2004:76; Gerrot and Wignell, 1995:210) that the students write hortatory exposition in an appropriate schematic structure.

On the basis of findings above, several conclusion can be proposes. First, not all types of scaffolding are actualized by teachers. It can be said that the use of scaffolding tends to be context or setting-specific depend on the ability of teacher or school. Second, modeling stage is the biggest amount of scaffolding instruction. In this case, more assistance giving on modeling because the essence of scaffolding instruction exist in modeling stage. The teacher should ensure that students are ready for group writing. Third, teachers were aware of the concept and the realization of scaffolding. The awareness of teacher in scaffolding
instruction depend on the teachers’ understanding on the theory of scaffolding and types of scaffolding they implemented. The last, scaffolding instruction is effective to improve students’ writing hortatory text. The activities contribute to the improvement of students’ writing such as explanation, re-explanation, highlighting toward the content of the lesson (social function, schematic structure and language features).

5.2. Suggestion

In line with the topic under discussion, there are three possible recommendation for further research to enhance the richness of scaffolding instruction in EFL contexts. The use of group work in genre-based teaching, interaction among peers should be discovered in an attempt to find out another dimension in the use of scaffolding instruction. This activity is very important to the scaffolding instruction provided by teacher.

Concerning the strength and weakness found in writing hortatory exposition, the teacher should provide the students with enough model texts and sufficient sources about the issues. The material can be obtained from internet or newspapers. The teacher should teach the students explicitly and guide them in details. It is intended to provide vocabularies related to the topic and its correction, engaging the students in terms of providing evident and examples in the text.

Furthermore, the next related research is also suggested to deal with bigger number of subjects in different context to get richer and more reliable data.