CHAPTER V

COCNLUSION AND SUGGESTIONS

This chapter provides the conclusion drawn from the findings of the research and suggestions for teacher, students and other researchers.

A. CONCLUSION

This study aims to describe the implementation of the scaffolding strategies by English teacher and to investigate the difficulties faced by the teacher in teaching reading narrative at SMA Teladan Pematangsiantar. During the teaching-learning process, it was found that the teacher used scaffolding strategies with the six types proposed by Walqui (2006), which were modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. In modeling, the teacher scoped the learning by giving examples of each sub-topic. In bridging, the teacher connected the students' background knowledge with the lesson by relating it to the students' experience. Through contextualizing, the teacher focused on the language used by using synonyms, vocabulary builder, and mixing Bahasa and English. In schema building, the teacher organized the lesson by using visual media and technological tools. In the re-presenting text, the teacher re-formed a written narrative text into a mini drama role-played by the students. Lastly, in developing metacognition, the teacher engaged the students to be independent learners while monitoring and evaluating them.

When implementing scaffolding strategies, there were some difficulties found by the teacher. The first difficulty came from the students' problems on their zone of

proximal development (ZPD) such as lack of vocabulary, in English and the inactiveness of the students in learning, the unavailability of proper learning devices in the classroom, and the capacity of the class being categorized as a big class. Thus, the result of the study indicates that the teacher has done great work in applying the whole scaffolding strategies to facilitate the students' comprehension of narrative text.

B. SUGGESTIONS

Throughout the research, the researcher points out some insights as suggestions. The teacher as the facilitator of learning should be more aware of the students' learning needs and do further research on more accessible and innovative teaching strategies to support the students' comprehension. The teacher should find other suitable ways of applying scaffolding strategies more effectively and do more preparation to solve the possible difficulties. The researcher highly recommends the scaffolding strategies be used extensively in other lessons. Moreover, the school had better do regular maintenance of the devices used in the classroom, so the tools can work well to support the learning.

In addition, the students should pay attention to the teacher's explanation seriously and use the scaffolding strategies as a way to expand their abilities. Finally, the study about the use of scaffolding strategies is needed to be explored further by other researchers, in order to know its benefits in reading   skills and also the other language skills.