

CHAPTER V

CONCLUSION AND SUGGESTION

After carrying out the research, analyzing the data, the researcher would like to conclude from overall view of this research. The researcher also gave some suggestions that hopefully useful for English teacher, especially and for the next reseachers who want to develop this research.

5.1 Conclusion

Based on the result of the study, the hypothesis and the data presented in the result and discussion in chapter IV can be concluded as follows:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	1.027	.315	3.802	63	.000	7.38636	1.94291	3.50377	11.26896
	Equal variances not assumed			3.808	62.664	.000	7.38636	1.93974	3.50969	11.26304

The result of data analysis is 3.777 in t-statistic. This score is higher than the t-table. The t-table for respondents at 0.05 significance level is 0.00. Based on this result and the significance level of the t-test described in the chapter IV before, it shows that the result is significance. This should be “there is enough evidence to

conclude that Scaffolding technique has effective to improve reading comprehension". It means that there is significant effect of the use of Scaffolding technique to teach reading comprehension. It is the answer of the problem.

In addition, the effectiveness of Scaffolding technique is included physical learning strategy used for other teacher. This technique can be a simple alternative to maximize the ability of students and manage the class.

5.2. Suggestion

Based on this research, the researcher would like to give some suggestions:

1. For the English teacher,

Especially for teacher at SMP Muhammadiyah 4 Giri and other teacher should increase the frequency of using Scaffolding as a Technique to avoid monotonous activities and risk of frustration in English teaching learning process and to improve the students' Reading Comprehension achievement. This technique is also an advantage that can improve students Reading comprehension.

2. For the students,

The students are also expected to concentrate and motivate on the learning and increase their mastery of English reading. They should be able to improve their English reading. Teacher could practice their reading by using scaffolding technique in the classroom. The researcher hopes the use of Scaffolding as the teaching media

can be alternative or motivation for the students in mastering reading comprehension and can be used to maximize teaching and learning process in the class.

3. For the other researcher

This study is not complete yet, but the researcher hopes this study can hold up the previous study on errors that may be used as consideration for teaching and learning process in the future. The other researchers who are interested in educational research especially on scaffolding are suggested to do the research with long time and wide scope. The researcher mentions the weaknesses of this research to be considered before the other researcher take this research design. The weaknesses of this research is the first treatment often affect the result of treatments on the next treatments, because the respondents of this research was same and needed two different tests to avoid practice effects from the same tests.