

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the study. The conclusions are based on the results of the study which are discussed in the previous chapter. It also presents some suggestions related to the implementation of Scaffolding strategy in the class. The suggestions are recommended to the English teachers and the next researchers who want to conduct the research area in reading comprehension.

#### **5.1 Conclusion**

Based on some activities that have been given to the students related to the implementation of Scaffolding strategy, so it can be concluded that:

Scaffolding strategy can improve student's reading comprehension. It can be shown from student's reading score gotten from pre test and post test. The score is significantly improved, from 40 based on pre test, to 93 based on post test.

The implementation of Scaffolding strategy in teaching reading comprehension can make students understand the text well.

The procedure of Scaffolding strategy in the action represented in the lesson plan that could improve the students' reading comprehension are:

##### **A. In pre teaching**

Teacher explained the learning materials to the students about the meaning of the narrative text, the generic structure of narrative text that including orientation, complication, and resolution. Teacher also explains about the kinds of narrative text actually about fable, fairy tale, and legend. Then teacher explains every part in the narrative map. Then teacher activated students' background knowledge by giving some question, showed some pictures and asked to retell about the story that related to the topics.

### **B. In whilst teaching**

In this step teacher grouped students into two groups based on their ZPD. The purpose was the students could help their friends to understand the text.

When reading aloud, in the first meeting teacher pointed one student to read the text. However, that student could not spell vocabularies well and the other students were noise and did not pay attention on their friend who read the text. In the second meeting, teacher tried another way in reading aloud. Teacher pointed one student repeat her to read the text. Actually, this step was success to helped students to spell vocabularies. However, there were students who were still noise. In the third and fourth meeting, teacher made innovation again. Teacher asked all of students to repeat her read the text. This way was more effective and also the class was more conducive than before.

In comprehension monitoring, teacher used same ways in every meetings. Teacher monitoring student's comprehension by asking the students the meaning of the paragraph that had already they read. Teacher also gave some examples and explanation to the students who still confuse with the sentences.

### **C. In post teaching**

In this step teacher asked students to answer the question and fill the narrative map that in the next of the text. After finished the tasks, teacher asked students to fill the narrative map in front of the class and then gave some questions about the generic structure of the narrative map. The purpose was to build students understanding about the material that had already they learned.

The researcher did all steps like Vygotsky(from the journal of Gasong:2007) theory. However in applying this strategy in classroom, the researcher make something different in use this strategy. In the steps that explained by Gasong (2007), there were no activities that used to activating students' background knowledge. However, in the first meeting researcher

used some pictures, asked some questions and asked students to retell the story that related to the topic to activating their background knowledge and teacher also used more steps in scaffolding strategy, those are reading aloud, comprehension monitoring, graphic organizer, and question answering that did not done by the Gasong (2007)

The implementation of Scaffolding strategy in teaching reading comprehension in this research is by giving reward, it is helpul because students will be motivated to answered some questions from teacher and to retell about the story.

## **5.2 Suggestion**

Dealing with strengths and weakness of Scaffolding strategy above, the researcher provides some suggestions for the teacher and next researchers, as follow:

### **a.For the Teacher**

It is important for the teacher to find, to create, to be more innovative and to be more interesting method in teaching and learning process, to improve student's in language skill. In this case, the teacher can apply Scaffolding strategy as a choice of teaching reading technique which can improve student's reading comprehension. Moreover, Scaffolding strategy can be used as often as possible to improve student's reading comprehension.

### **b.For the Next Researcher**

Scaffolding strategy is very effective strategy which is used in reading comprehension. In this case, if the next researcher wants to apply this strategy, the next researcher who are interested in applying this strategy, it is suggested that they conduct a classroom research the use strategy in the teaching of reading in highest grade, for example Senior High School level. It is recommended for them to develop this teaching method for teaching different kinds of the text.