

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion that was derived from the discussion based on the research questions. The implication recommendation were presented to bring some suggestions related to the pedagogical practices and further research.

5.1 Conclusion

Related to the question, the results of the study revealed that the teacher in teaching and learning activity scaffolding talks mostly appeared in three stages of the lesson, that are when main lesson delivery the teacher used 89% scaffolding talks while in opening of the lesson the teacher used 11% and 0% in closing the lesson. From the three stages of the lesson, the teacher mostly used scaffolding talks when deliver main of the lesson.

From the opening the lesson until closing the lesson, there are seven types of scaffolding talks that used by the teacher, that are: modelling 20 utterances (11%), explaining 27 utterances (15%), inviting students participant 36 utterances (20%), reviewing 8 utterances (4%), basic questioning 14 utterances (8%), clarifying students' understanding 54 utterances (30%), and reinforcing 20 utterances (11%). Clarifying students understanding and inviting students' participant are very dominant in all data analysis. The teacher generally use questions in using scaffolding talks to building up students' activeness and

understanding in the classroom. In other words, the teachers have tendency to ask question more than others technique. Meanwhile, the least type of scaffolding talk that rarely used by teachers is basic questioning.

At the beginning of the lesson, the teacher reviewed some the lesson on the last meeting and teacher also provide students with question that invited students to participant in the classroom. In the middle of the lesson, the teachers also invited the students to participate in the discussion of the topic by asking a series of questions. They also used questions to check the students' understanding. They explained the material using the technique explaining material and giving concrete example that appropriate with the lesson, it also intended to develop students' understanding about the lesson. In the teacher's scaffolding talks, the teacher often performed positive verbal reinforcement to motivate the students. They showed enthusiasm towards the students' responses by accepting and paraphrasing the answers or agreeing and asking the other students to elaborate the previous answers. Paraphrasing the students' answers was also done to give good model of the target language.

From the data analysis above, it is obvious that the teachers performed their scaffolding talk to build the classroom discourse. Scaffolding talks provide guide support and how to adjust between students and teacher in order to be able to build a target language easily without any difficulties through interaction and the help of teacher to open the way to start the talk relay and full of fun. Teachers become the students' facilitators, assistants, guides, coaches, partners, and mediators to achieve the desired expressions.

5.2 Recommendation

For the future research on the same area, the researcher recommend the future researcher to have the observation in the different situation of English language learning such as in an elementary school, in the different case of English classroom activities such as listening, speaking, drama or role play, or another activities in an English class. The future researcher can also be focus on the specific technique or specific activity, whether the Indonesian student can follow the activity or not. Beside for further researcher, the findings of the study are also for the input for the Islamic boarding schools to have a special education background of the teacher who have a good English to support the student spoken English. It would be better if the teacher were structured in the school and cooperated in designing the lesson. The recommendation is also given to the English teacher to be more patient to wait for the students' answer and try not to answer their own questions. The teacher as an actor should be able to perform the show well no matter what the situation is like, in order that the audiences are not bored and feel satisfied. To make the audience satisfied and not bored it will be better for the teacher to make more variety of types of scaffolding talks in their classroom discourse properly.