

CHAPTER V

CONCLUSION

A. This study can be concluded as follows:

1. Types of scaffolding talks performed by the teachers

All of the teachers in this study used scaffolding starting from the beginning to the end of the class. The types of scaffolding talks performed are inviting students' participation, inviting students to contribute clues, verifying and clarifying students' understanding and providing model.

2. The function of scaffolding talks performed by the teachers

The functions of scaffolding talks the teachers performed are explaining, questioning, reinforcement and introductory procedures and closures. The teachers gave explanation most of teaching and learning period. From the observation the researcher concluded that teacher 1 use the time for explaining was 35,3% and at the second meeting the teacher done explanation about 21%. The teacher 2 used 31,6% time for explanation at the first meeting and 37,2%. They started the explanation by raising question and using example related to the topic. Then, the teachers checked students' understanding about the material by gave them question or task. The researcher concluded that the teacher1 gave questions to his students 35,3% at the first meeting and 42,8% at the second meeting. The teacher 2 used 42% time to give question to her students at the first meeting and 34,9% at the second meeting.

After the students had answered the teachers' questions, the teachers verified and clarified those answer by giving feedback and reinforcement to motivate the students, accepting the students' responses or agreeing and asking the other students to elaborate previous answer. The researcher concluded that the teacher1 gave more reinforcement to his students than teacher2. At the first meeting the teacher1 reinforced his students 17,6% and 23,4% at the second meeting. However, the teacher2

reinforced her students 19% at the first meeting and 16,3% at the second meeting.

The teachers try to attract students' motivation by change their gestural positions and used several media. The researcher concluded that both of the teachers spent little time to attract their students' interest and motivation in learning English.

3. The teachers' reason use such scaffolding talks

Both of the teachers have the same reason used such kinds of scaffolding talks. There are:

- a. They gave the motivation to their students during the lesson.
- b. They use examples and elicit questions from the topic to make the students easier to catch teachers' explanation.
- c. The teachers use simple word and gsesture position to reinforce the students, so that the students can understand it easily.
- d. They use several media to attract student' interest about the lesson and make them do not bored.

B. Recommendation for future research

After conducting the research and knowing teachers' scaffolding talks at bilingual class, the writer would like to offer some suggestions. The suggestions are as follow:

1. English teachers should give the students scaffolding talks throughout teaching and learning process, to support the learners' development.
2. English teachers should use an interesting media to make students have interest on it.
3. The teachers should not use most of the time only to explain the material. It is better if they spent time to explain material for a while and then ask the students to be more active with do some discussion and other activities.
4. For other researchers who want to conduct a study under the same topic, it is suggested to do an action research to know the real power of scaffolding talks for the students' development.