

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was conducted at Pondok Pesantren Iqra' Barung-Barung Belantai, Pesisir Selatan, focusing on the English teacher's strategies in teaching English for Class VIII students in the lesson Asking and Giving for Attention.

The findings revealed that the teacher applied two main strategies effectively: Scaffolding and Questioning Strategy.

Through the Scaffolding Strategy, the teacher guided students step by step to comprehend texts. This process began with activating students' prior knowledge through greetings and questions about the day and attendance. Key vocabulary, such as "*Attention, please,*" was introduced and clarified to reduce cognitive load. The teacher then modeled expressions with appropriate intonation, gestures, and verbal cues. Students practiced under the teacher's supervision, and responsibility was gradually released as they engaged in independent and group activities. Feedback and reflection were provided throughout to ensure correct understanding. This systematic approach allowed students to bridge the gap between their current abilities and the demands of the reading task, increasing their confidence and comprehension.

The Questioning Strategy guided students in approaching questions systematically. The teacher asked questions that required identifying explicit information, integrating information from different parts of the text, and connecting content with personal knowledge or experience. These steps promoted analytical thinking and comprehension, enabling students to interpret, evaluate, and respond to questions accurately. While the lesson plan included a role-play activity as part of scaffolding, it was not implemented during the observation, indicating that the teacher adapted strategies according to classroom conditions.

Overall, the combination of scaffolding and questioning strategies created an interactive and supportive learning environment. Students were actively engaged with reading materials, developed critical thinking skills, and demonstrated improved student understanding. These strategies did not merely function as teaching methods; they acted as bridges, leading students from uncertainty to understanding and transforming reading comprehension into a meaningful and empowering learning process.

B. Suggestions

1. For Teachers: Continue applying scaffolding and questioning strategy in the lessons while also integrating interactive activities, such as role-play, as planned in the lesson plan to enhance engagement.
2. For Students: Participate actively in classroom activities, use questioning strategies when answering questions, and collaborate with peers to strengthen comprehension.
3. For Future Researchers: Investigate the long-term impact of scaffolding and questioning strategy and further examine discrepancies between lesson plans and actual classroom practice.

Overall, the combination of scaffolding and questioning strategies created an interactive and supportive environment for teaching English, where students were actively engaged, encouraged to think critically, and guided toward meaningful language use. Scaffolding provided structured support through modeling, guided practice, and gradual independence, helping learners gain confidence in speaking, writing, listening, and reading, while questioning techniques promoted interaction, stimulated deeper thinking, and fostered authentic communication. Together, these strategies functioned not only as teaching methods but also as bridges that transformed students' initial difficulties into opportunities for growth, making the process of learning English more accessible, engaging, and empowering.

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