

CHAPTER 4

CONCLUSION

Based on the findings of the research and discussion in chapter 3, and then proposed the following conclusion:

The strategies that the teacher used in teaching reading comprehension in "English First" Kota Harapan Indah are Scaffolding and QARs (Question Answer Relationship). The teacher uses Scaffolding strategies to make the student understanding the reading text and the students are guided to be more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students can more easily understand the contents of reading.

QAR strategy is helping the students to identify different level of questions and the relationship between question and answer to make the students able to determine the source of information to answer the question and activating the students to participate in the teaching-learning process of reading.

The implementation of first strategy by the teacher in teaching which is scaffolding strategy can help students who have difficulties in understanding the material and can develop about idea which readable. The kinds of scaffolding used by the teachers consist of greeting, brainstorming, questioning, giving instruction to work in groups, asking students to conclude, giving homework to the students, providing the material, selecting interesting topics, using interesting media, giving appraisal to every single students performance, giving eye contacts to the whole class in turn taking which means giving the same attention to the whole students are also included into scaffolding. Meanwhile, the media for scaffolding itself is picture, text between the teacher and the students.

QARs (Question Answer Relationship) addresses four troubling problems of practice today, particularly involving students of diverse backgrounds who often receive little literacy instruction oriented to promoting high levels of thinking about text. First, QAR can help address the lack of a shared language

among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students' activities outside of school, or in high-stakes testing situations. Second, QAR can bring coherence to literacy instruction within and across grade levels by providing a framework for a developmental progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension strategy instruction. Third, QAR provides a focal point to begin sustained efforts for whole-school reform aimed at higher standards for literacy learning and teaching. It is difficult to find points of contact that bring teachers from kindergarten through middle school to the table with the same high levels of interest. Yet all readers at all grades can benefit from learning to think in terms of information sources for answering and asking questions. Fourth, QAR provides a responsible approach to preparing students for high-stakes tests at different grade levels and in a variety of subject areas, without detracting from the high-quality instruction that leads to high levels of literacy.

Using the QAR framework can provide benefits to schools, teachers, and students for a relatively small amount of time and effort. For schools, the benefit comes in the chance to pull the grade levels together around reading comprehension instruction. For teachers, the benefit is found in the opportunity to improve instruction around questioning activities and reading comprehension. For students, the benefit lies in gaining access to reading comprehension and higher level thinking with text.

Based on the conclusion above, the writer would offer some suggestions which is hopefully can be useful: a) for the teacher, this research can improve the quality of the English teacher in teaching English. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process; b) for the student, with the strategy that is used by the teacher, the students are expected to understand more about reading comprehension and enjoy with his lesson; c) for the other writers, the writer wishes that other writer should conduct this research in wider area. The next writer can conduct the research about the teacher strategies that used by an

English teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

