CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter presents the conclusion of the research and suggestions for further researcher who feels interested to develop and improve study in the scope of task in language learning or scaffolding.

A. Conclusion

The conclusion appeared for this research regarding to the research questions on the first chapter is presented in these following points:

1. The ways of providing relevant task support by both student-teachers at SMKN 1 Surabaya are begun by conducting the activity that learners are interested in, which in this case is watching a video, or reviewing the previous learned material. But in fact, this activity cannot keep them interested and engaged when the content of the video is not attractive. It proves that learners' interest needs to be looked at and reviewed. In addition, both student-teachers at SMKN 1 Surabaya teach the material on the textbook accordingly. Or in other words, they teach the book. The modification on how to present and transfer the knowledge is still able to make learners keep engaged and involve them into learning. In contrast, going on directly to the book page does not interest them, and they become

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easier to be distracted by another activities even they themselves created the distractions.

2. The supports provided by the student-teachers at SMKN 1 Surabaya were appropriate in the beginning steps of Bloom's Taxonomy. Unfortunately, both student-teachers chose to not stepping up the level accordingly. Their decision to jump up the level put the learners into high demand because of receiving insufficient input to construct the whole understanding of the material. As a result, the balance between task demand and task support is not achieved and the learners did not optimally complete the demand of the task for receiving superficial understanding. The student-teachers still rely on individual learner's language ability in completing the task they instructed.

B. Suggestions

This research focuses on the balancing task demand and task support designed by the student-teacher at SMKN 1 Surabaya. The balance is reached when the supports are appropriate and sufficient to complete the demand. The intended supports are the sequence of learning activity which commonly known as scaffolding. Scaffolding is exposed as a purpose to know how well the student-teachers provide meaningful learning for learners which not only about remembering sentence pattern and translation.

During the observation, however, the researcher found that student-teachers retell what the book said with less consideration on how to construct understanding of the whole material. From the two student-teacher, one chooses to explain the concept in very detail way and one another prefers going on directly to the book page with least explanation. Therefore, the researcher suggests the further researcher to conduct a survey focusing on how the way student-teachers construct learners' understanding and the reason why they chose that technique.