

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This section presents the conclusions and recommendations based on research findings regarding the teacher's role in implementing a staged question-and-answer strategy during reading comprehension instruction at an Islamic junior high school (MTs) in Malangbong, Garut.

5.1 Conclusions

Based on the findings and discussion of this study, it can be concluded that the implementation of Scaffolding Questioning Strategy in teaching reading comprehension at one of the MTs in Malangbong was carried out effectively through the systematic use of questioning techniques that supported students' understanding of reading texts. The findings revealed that teachers employed various levels of questions, including factual, inferential, analytical, evaluative, and open-ended questions. These questions were intentionally organized from lower-order thinking skills to higher-order thinking skills, enabling students to develop their comprehension gradually and systematically. Through this process, questioning functioned not only as an assessment tool but also as a learning strategy that guided students toward deeper understanding and critical engagement with texts. The use of inferential, analytical, and evaluative questions was particularly effective in encouraging students to interpret information, connect ideas, and express their opinions based on textual evidence.

Furthermore, the implementation of Scaffolding Questioning Strategy was integrated into all stages of reading instruction, namely pre-reading, while-reading, and post-reading activities. During the pre-reading stage, teachers activated students' prior knowledge through introductory questions related to the topic of the text. During the while-reading stage, teachers provided guidance through a sequence of structured questions, prompts, clues, and explanations that helped students understand the text progressively. In the post-reading stage, students were encouraged to summarize, evaluate, and reflect on the information they had read. The findings demonstrated that teachers gradually reduced instructional support as students became more capable of comprehending texts independently. This process reflects the fundamental principles of scaffolding, where assistance is provided according to students' needs and gradually withdrawn as learners gain greater competence and confidence.

The study also revealed that teachers played significant roles in the successful implementation of Scaffolding Questioning Strategy. They acted as facilitators, guides, motivators, classroom managers, and providers of feedback throughout the learning process. Through these roles, teachers created a supportive learning environment that encouraged students to participate actively in reading activities and classroom discussions. The teachers also expressed positive perceptions regarding the effectiveness of the strategy, believing that it improved students' reading comprehension, increased classroom participation, enhanced critical thinking skills, and promoted learner autonomy. However, the implementation of the strategy was not without challenges. Teachers reported difficulties related to

differences in students' English proficiency levels, limited vocabulary mastery, low self-confidence among students, and limited instructional time. Despite these challenges, the teachers continued to implement the strategy because they observed meaningful improvements in students' engagement and comprehension abilities.

Overall, this study concludes that Scaffolding Questioning Strategy is an effective instructional approach for teaching reading comprehension. The strategy enables teachers to provide structured and gradual support that helps students develop not only reading comprehension skills but also critical thinking and independent learning abilities. By employing a sequence of carefully designed questions and providing appropriate assistance throughout the learning process, teachers can facilitate deeper student engagement with reading texts and create more meaningful learning experiences. Therefore, Scaffolding Questioning Strategy can be considered a valuable pedagogical practice for enhancing reading comprehension and fostering active learning in English language classrooms.

5.2 Recommendation

Based on the findings, discussion, and conclusions of this study, several suggestions are proposed for teachers, students, schools, and future researchers to maximize the benefits of Scaffolding Questioning Strategy in teaching and learning reading comprehension.

For teachers, it is recommended to continue implementing Scaffolding Questioning Strategy in reading comprehension instruction because the findings

indicate that the strategy can effectively support students' understanding of texts while promoting critical thinking skills. Teachers are encouraged to employ various levels of questions, ranging from factual questions to analytical and evaluative questions, in order to accommodate students' cognitive development. In addition, teachers should carefully adjust the level of questioning according to students' abilities, learning needs, and classroom conditions. Providing appropriate prompts, clues, and feedback is also important to ensure that students receive sufficient support without becoming overly dependent on teacher assistance. Furthermore, teachers should create a supportive classroom environment that encourages students to express their ideas confidently and participate actively in classroom discussions.

For students, it is suggested that they actively engage in questioning activities and classroom discussions during reading lessons. Students should not only focus on finding correct answers but also develop the habit of analyzing, interpreting, and evaluating information presented in reading texts. Active participation in questioning activities can help students improve their reading comprehension, critical thinking skills, and confidence in expressing opinions. Moreover, students are encouraged to increase their vocabulary mastery and reading practice outside the classroom, as vocabulary knowledge plays a significant role in understanding texts and responding to higher-level questions effectively.

For schools, it is recommended to provide greater support for the implementation of interactive and student-centered instructional strategies such as Scaffolding Questioning Strategy. Schools can facilitate professional development

programs, workshops, and training sessions that help teachers improve their questioning techniques and instructional practices. In addition, schools should provide adequate learning resources, including reading materials and instructional media, to support reading comprehension activities. Creating an academic environment that encourages active learning and critical thinking may also contribute to the successful implementation of the strategy.

For future researchers, it is suggested that further studies be conducted to explore the implementation of Scaffolding Questioning Strategy in different educational contexts, grade levels, and language skills. Future research may investigate the effectiveness of the strategy in teaching speaking, writing, or listening skills, as well as examine its impact using quantitative or mixed-methods approaches. Researchers may also involve a larger number of participants or compare different instructional strategies to obtain a broader understanding of how scaffolding questioning contributes to language learning. Additionally, exploring students' perspectives and experiences regarding the strategy may provide deeper insights into its effectiveness and practical implications.

Finally, it is hoped that the findings of this study will contribute to the development of English language teaching practices, particularly in the area of reading comprehension instruction. The researcher expects that Scaffolding Questioning Strategy can serve as an effective pedagogical approach that helps students become more active, critical, confident, and independent learners while enhancing their ability to comprehend and interpret reading texts effectively.

5.3 Concluding Remarks

This chapter presents conclusions and suggestions derived from the study's findings regarding the implementation of the Layered Questioning Strategy in teaching reading comprehension at an Islamic Junior High School (MTs) in Malangbong. The findings indicate that the English teacher employed various levels of questioning, starting with questions focused on factual information and basic comprehension, and gradually progressing to inferential, analytical, evaluative, and open-ended questions. The teacher also applied this strategy across the pre-reading, while-reading, and post-reading stages by activating students' prior knowledge, guiding their understanding of the text, providing cues and feedback, and encouraging students to reflect on and articulate their understanding independently. The conclusions presented in this chapter summarize the key findings in relation to the research questions, while the suggestions offer practical considerations for English teachers, schools, and future researchers. Overall, the chapter concludes the study by emphasizing the importance of systematically structured questioning and appropriate instructional support in facilitating students' reading comprehension.