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CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

1. Researcher found that the English teachers' basic understanding on scientific approach was good. In general, experienced-teacher and novice teacher had good understanding about the concept, functions and significance of scientific approach. Teachers' answers to this first question varied. It ranged from complex definition involving stages mentioned in the curriculum, to the simple and unclear conceptualization which did not really address the beliefs of the scientific approach. Teacher A clearly defined scientific approach as an approach used in the 2013 curriculum that demanded teachers to do five stages, like observing, questioning, collecting the information or experimenting, associating, and communicating. He even further emphasized the student-centered teaching as an essential spirit within this new curriculum. Meanwhile, Teacher B elaborated the concept of scientific approach relatively not clear enough. He did not explain about some stages in the scientific approach. Teacher B showed his point of view about student-centered in implementing the scientific approach. Besides giving chance for the students to explore and speak in English, this mind set changing from teacher-centered to students-centered were also encouraging students to try something, to work together, and to learn independently.

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2. The findings derived from the classroom observation showed the experienced-teacher has completely implemented the stages of scientific approach in teaching English while the novice teacher has partially implemented it. Of the two teachers observed, it was seen that the experienced teacher was consistent in implementing those activities of five stages in scientific approach. He could apply them in all topics. Meanwhile, the novice teacher had obvious gap in applying those activities in each of stage. The research findings showed that, among the five stages of scientific approach, Teacher B was not able to implement the observing and questioning stages optimally yet. Meanwhile, in experimenting, associating and communicating the Teacher B has applied them well.
3. Extracted data from the semi-structured interviews reveal that there were three main factors influenced the scientific approach implementation raised by two participants: the first was the contribution of in-service training and government socialization toward scientific approach. The trained teacher showed a better understanding of the scientific approach than those who were not. The second factor was the availability of facilities and learning sources. Both participants believed that in implementing scientific approach, teachers needed a specific approach and attractive media to fulfill the learners' needs and the curriculum demand. The last factor was the conducive academic environment and teachers' creativity. The 2013 curriculum is highly urging to learn English in groups discussion or pairs.



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Both English teachers explained how far the essence of discussion in groups is and in pairs in their classroom.

5.2 Recommendations

As results of this study have been presented, the following points are the recommendations to related authorities related to the research findings especially the implementation of the scientific approach in teaching English at SMA Cendana Pekanbaru, as follows:

1. Based on the conclusion, the novice teacher needs more in-service training to implement the scientific approach. The training will be useful to shape their basic understanding of scientific approach in the 2013 curriculum. As have been indicated by both participants of the study, teachers should have the appropriate knowledge to implement the scientific approach by attending the 2013 curriculum training and joining the teacher group discussion (MGMP).
2. For other scholars, this research can be utilized as the reference to evaluate further the implementation of the scientific approach and its impact on students' proficiency in learning English. There are various interesting and creative methods from English teachers related to the scientific approach implementation that are still not researched.

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3. Formal Education Institution or University

For those who are studying in the Faculty of Education and Teacher Training, they should get proper education related to 2013 curriculum so when they graduate from university or formal institution, they have enough knowledge and can directly implement it in their classroom teaching.

4. It is crucial for the government to have quality control for 2013 curriculum implementation. The quality control can be actualized by providing more structured and periodical training to the teacher, providing extra logistics to support the schools and the teachers, and established the regulation to encourage more scientific approach implementation.