

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion drawn related to the implementation of Scientific Approach in teaching reading comprehension through E-learning in SMAN 1 Batang Kuis as follows:

1. The activities of implementing the scientific approach in teaching reading comprehension especially descriptive text at tenth grade students in SMAN 1 Batang Kuis during online learning, teacher used Zoom Meet as a Platform to delivered the learning material to students. In application, the teacher follows five stages of scientific approach in online classroom are follows: :
1) Observing, 2) Questioning, 3) Associating, 4) Experimenting and 5) Communicating. In this activity in online learning, the English teacher at SMAN 1 Batang Kuis related all the learning to the Zoom Meeting platform, starting from access and motivation, online socialization, information exchange, knowledge construction and also development. The learning activities were pre-activity, main activity, and closing activity. The teacher has conducted five steps of scientific approach even though sometimes she or the teacher applied the steps doesn't sequentially. But general the teacher had applied this approach well enough in online learning. The school also frees teachers to use other platforms to support learning to be more effective, such as WhatsApp, G-Classroom, Google Meet, and ect. The implementation of the used Zoom Meeting is used for

every teaching and learning activity every Monday-Saturday. So, Zoom Meeting has been implemented by the English teacher grade tenth in SMAN 1 Batang Kuis.

2. To implement the scientific approach in teaching e-learning used Zoom, there are problems faced by teacher to apply it. In Applying the E-learning while teaching learning process in online especially in reading comprehension descriptive text, there were problems that faced by teacher such as unstable networking, the teacher ability to use technology in online learning, the limitation in the learning controlling, faced problems about students that can attend the meeting because have no quota, and the last problems that faced by the teacher are about students that who cannot understood the material. This is because students often lose focus when the teacher delivering the material during online class. There are always obstacles that can make students' focus on learning disrupted, it could be because students do not have enough vocabulary in English and home or environmental factors of each student.

B. Suggestion

In the end of this chapter, the researcher would like to give some suggestions related to the research. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which can improve students reading skill as follows:

1. For the English Teacher

Teachers as the most responsible parties in implementing the Scientific Approach in Online Classroom. Zoom Meeting is a platform to be

used by English teacher to delivering the learning and to know the students reading comprehension especially in descriptive text. Then, the English teachers should follow the five stages of scientific approach in online classroom to make the students easier to comprehend their reading skill during online learning. Last but not least, it would be better if the teacher master the concept of knowledge of teaching reading comprehension and have skills to realize it into real teaching behaviour to produce the better quality of teaching and learning process in online learning activities.

2. For the Other Researcher

For the next researcher who wants to explore the same topic, it is suggested to do the researcher in different school. It is recommended to develop this kind of learning technique for teaching different language skills and language component and it would be helped the next researcher as the source to conduct the next research with the similar to problem of reading comprehension techniques it self.