

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 SMP Kemala Bhayangkari 1 Medan. The activities of implementing the scientific approach in teaching reading comprehension especially descriptive text for grade ninth students at SMP Kemala Bhayangkari 1 Medan during in class learning, teacher visualization of the reading used to delivered the learning material to students. In activity, the teacher follows five stages of scientific approach in classroom are follows:

1) Observing, 2) Questioning, 3) Associating, 4) Experimenting and 5) Communicating. In this activity learning, the English teacher at SMP Kemala Bhayangkari 1 Medan related all the learning to the student from front seat student be motivation, about socialization, information exchange, knowledge construction and also development. The learning 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 learning. The school also free teachers to use other independent creativity to support learning to be more effective, such as discussion active and familiar when in or out class with students . The implementation of the teaching reading comprehension is used for every

teaching and learning activity every Wednesday until Saturday. So, Meeting class has been implemented by the English teacher grade Ninth Students At SMP Kemala Bhayangkari 1 Medan.

To implement the scientific approach in teaching, there are problems faced The problem that most often happens is that when the class has started and little student late, maybe because student have another activity. From the results of the interview, the teacher explained Problems faced by the teacher in implementing Scientific Approach in teaching reading comprehension descriptive text learning materials, namely that there are still many students who cannot understand reading comprehension descriptive text itself. Because students often lose focus when the teacher teaches what is descriptive base on book generic structure of descriptive. and examples of descriptive explained by the teacher while there are use time in implementation scientific approach learning be like there are student who are silent because they are embarrassed. There are students who are Silent because they don't know and there are students who lack focus in their thinking look front of the class.

Based on the results of observations in the delivery of learning materials the teacher has delivered the material with clear so that students understand. And also every learning material is delivered by the teacher in detail. In the learning process, but still get there students' focus on learning disrupted, it could be because shay from student out sound read vocabulary. And students do not have enough vocabulary in English and home or environmental factors of each students so that teacher explain more again. Shay from student out sound read vocabulary.

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 Classroom. Approach in teaching reading comprehension 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 classroom to make the students easier to comprehend their reading skill during 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 behavior to produce the better quality of teaching and learning process in 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 our self.