

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions regarding the use of the Scientific Approach in teaching reading comprehension to tenth-grade students at SMA Negeri 1 Dolok Merawan are summarized as follows:

1. The Implementation of the Scientific Approach

In teaching reading comprehension, particularly with descriptive texts, the teacher employed the scientific approach along with direct instruction to deliver the material to tenth-grade students. The teacher implemented the five steps of the scientific approach in the classroom, which include: 1) Observation, 2) Questioning, 3) Associating, 4) Experimenting, and 5) Communicating. Throughout the lessons, the English teacher incorporated all activities with face-to-face interactions, covering motivation, brief explanations, information exchange, knowledge development, and growth. The teaching process was structured into preliminary, main, and closing activities. Although the teacher did not always follow these steps in strict order, the scientific approach was effectively implemented, positively influencing students reading comprehension.

2. Obstacles in Implementing Scientific Approach

The teacher encountered several obstacles in applying the scientific approach, especially in teaching descriptive text in reading comprehension. The students abilities in tenth grade students IPA 3 and IPA 2 understand English concepts, while others struggled due to limited vocabulary and less curiosity in

learning English also in technology. But teacher make students interested, sometimes make ice breaking when students start to get bored. Due to students lack of curiosity, the teacher creates a fun learning atmosphere. One of them is that I often use Power Point and Projector. However, it is constrained by limited technological infrastructure and electricity. Then, to address this, the teacher divided the students into groups for discussion-based learning, using the scientific approach to enhance reading comprehension. This strategy was intended to foster peer support and encourage collaborative learning within the groups.

B. Suggestion

At the end of this chapter, the researcher offers several suggestions based on the research findings. These recommendations are intended to improve students' reading skills by employing appropriate teaching techniques, methods, and processes.

1. For English Teacher

The researcher offers several suggestions for English teachers, teacher are the most responsible parties in implementing the Scientific Approach in the learning process. The use of technology such as projector is one of the tools used by English teachers to deliver learning to students to make it more interesting. Then, English teachers must follow the five stages of the scientific approach so that students can more easily understand their reading skills during learning. Finally, it would be good if teachers master the concept of knowledge of teaching reading comprehension and have the skills to realize it in real teaching behavior so as to produce a higher quality teaching and learning process in learning activities.

2. For Students

Students must be able to become good investigators. Students are expected to be able to use existing technology to improve vocabulary skills. Sources of information in the learning process do not only come from teachers but students can find out first using the internet. The initial process begins with collecting information through the application of human senses to build their own knowledge.

3. For Future Research

The researcher recommends this research as a reference to look deeper into the application of the scientific approach in reading comprehension skills. It should be held a continuing or renewal of a research about scientific approach to appeal the phenomena and the development of scientific approach in the future, and enrich science of English language teaching discussion.