

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on research findings, it is concluded that:

1. The teachers applied 2013 Curriculum by doing the scientific approach steps in learning activities of 2013 Curriculum. The learning activities were pre-activity, whilst-activity, and post-activity. In doing the whilst-activity, the teachers did not do the five steps of scientific approach well because the teaching learning processes did not focus on student-centered but still in teacher-centered way.
2. There were five underlying reasons they believed which caused them to perform the teaching ways, they were (1) teachers believed that the students could comprehend the text by comparing the kind of texts, (2) teachers believed that knowing definition of descriptive text is the first step to comprehend the text, (3) teachers believed that the knowledge of text structure could help the students in comprehending the text, (4) teachers believed that repeating the recording of material could train students' skill of listening, and (5) teachers believed that translating difficult words is helping students in understanding the text.

B. Suggestions

Based on the conclusions, the following suggestions were given as follows:

1. In teaching listening comprehension of descriptive text, the teacher should not limit the teaching ways by providing the definition and the characteristic text only, but should also integrate it to the listening comprehension skill of the students because those characteristics enable the students to make their listening comprehension better.
2. The teacher should provide activities which can involve more listening subject with 2013 Curriculum instead of KTSP since 2013 Curriculum enhance role and interaction that centered on student so the students can actively involve in the learning and learn the language in more efficient way, such as problem-solving, role play, brainstorming.
3. The student should realized that English classroom is the chance to learn English not only as the subject but also as the medium. Therefore with 2013 Curriculum, the students should actively listen to the subject to train their competency in understanding English as in listening is really important in interaction.
4. It is suggested to the institution to provide English textbook that explain how to really conduct 2013 Curriculum concept to teach listening descriptive text instead of only provide the text, and
5. To the next researcher, it is suggested to conduct further studies on how to conduct 2013 Curriculum in more efficient way especially in listening descriptive text, because 2013 Curriculum support student-center learning.