

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study aims to analyze how teachers apply the Scientific Approach and how the difficulties faced by teachers in applying the Scientific Approach in learning English in class VIII SMPN 1 Percut Sei Tuan, the following conclusions can be drawn:

1. Based on data analysis, there are stages of applying the scientific approach, namely the first teacher is known to apply observing, experimenting, associating and communicating. Meanwhile, the second teacher applies the observing, associating and communicating stages. However, the implementation of these activities is still not optimal, because the implementation of the RPP that has been prepared is not appropriate and the teacher has not been able to develop a scientific approach effectively. It is known that the first teacher did not apply the questioning stage, while the second teacher did not apply the questioning and experimenting stage. Thus, it is known that the two teachers did not apply the five stages of the scientific approach in learning English.

2. There are difficulties faced by the eighth grade English teacher of SMPN 1 Percut Sei Tuan in applying the five-step scientific approach, namely observing, asking, experimenting, associating and communicating. There

is a suitability faced by the two teachers in applying the scientific approach according to Sani's (2014). The difficulties faced by the first teacher in applying the scientific approach were activating students, students were accustomed to getting explanations from the teacher, limited time, using tools/media and inviting students to draw conclusions together. While the second teacher had difficulties in applying the scientific approach, namely activating students, limited time, using tools/media and inviting students to draw conclusions together.

5.2 Suggestions

1. For Teachers

Teachers are expected to be able to apply the five stages of the Scientific Approach, namely observing, questioning, experimenting, associating and communicating in the process of teaching English by improving and evaluating the practice of their knowledge of the Scientific Approach in the 2013 Curriculum. Teachers also need to learn the use of technology as a medium of learning in order to create an effective teaching process. Finally, the teacher must be able to manage time so that he is able to apply the five stages of the scientific approach.

2. For students Students

Students are expected to be disciplined and actively participate during the learning process and are able to follow the stages of the scientific approach that has been applied by the teacher.

3. For Further Researchers

Future researchers are expected to be able to conduct varied research with different methods as a useful reference for further research.

4. For the government

The government is expected to provide policies on the difficulties of teachers in applying the five stages of the scientific approach due to the limited time allocation so that teachers can adjust their time to the targets or competencies achieved.

