

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This concluding chapter summarizes the major findings of the research in addition to the contribution and some recommendations.

#### **5.1 Conclusions**

After discussing the findings, several conclusions can be made. They are as follows.

First, it can be seen that the teacher succeeded in leading the teaching learning activities. The teaching learning activities across the stages of scientific approach were complete and in each stage, the activities conform with the guidelines stipulated in the regulations. The activities also are relevant with the findings from other studies having teacher talk as the focus of attention.

Then, in relation to the curriculum macrogenre as another important term in this study, the three sessions contain Curriculum Initiation, Curriculum Negotiation/Collaboration, and Curriculum Closure. It means that the teaching learning activities observed also show the similar sequence, such as reported by Christie (2002). Also, it is found out that the stages of scientific approach fit in the curriculum macrogenre. Four stages of scientific approach, namely, observing, questioning, collecting, experimenting/collecting, and associating are covered in Curriculum Negotiation/Collaboration and networking/communicating belongs to Curriculum Closure.

Third, regarding the metafunctions of teacher talk and the regulative and instructional registers, the analysis of the metafunctions shows that the teacher use behavioral and material processes in the regulative register. Relational and existential processes are more dominant in the instructional register because it may be related with the “materi pokok” “Things around us” that needs more relational and existential processes. The teacher also used her authority in a more

flexible fashion to facilitate a less rigid communication with the students by using various pronouns to address herself and the students. Shifts across the stages were also managed by using continuatives to produce a smooth flow of the teaching learning activities.

## **5.2 Recommendations**

There are some recommendations that can be proposed to make research in this area more complete meaningful. They are as follows.

More complete descriptions of classroom dynamics can be achieved through a longer duration of time. The more time spent on observations, the better results and descriptions are expected. In addition, because the observations started after several meeting concerning descriptive text (genre), as suggested by the teacher in the interview, it is suggested to start the observations when a fresh genre begins to be taught to provide a more detailed step-by-step description of scientific approach is applied to a really new “Materi Pokok.”

Teachers should also read more investigations on other practices of teaching learning process using scientific approach in various settings to make a sound understanding of how this approach unfolds across settings and participants.

Other researchers interested in this field that uses the key terms used in this study may be also interested in using other classifications as used in some studies reviewed in Chapter II of this study. This should give a more complete descriptions of the dynamics happening the classroom discourse.