

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation of this study. The conclusion is derived from the findings and the discussion in chapter IV. The recommendation is proposed here in order to give information as well as guidance to conduct further research concerning the same field or issue.

5.1 Conclusion

This study was aimed to investigate the process of the implementation of discovery learning for teaching descriptive text in class. The study was also intended to investigate the strengths and weaknesses of the implementation of Discovery learning as perceived by the teacher in teaching descriptive texts. Additionally, this study also tried to explore the students' attitude toward the implementation of Discovery learning in teaching descriptive texts. To accomplish those purposes, three research questions were formulated:

1. How is descriptive text taught through Discovery learning?
2. What are the strengths and weaknesses of the implementation of Discovery learning in teaching spoken descriptive texts as perceived by teachers?
3. What are the students' attitude toward the implementation of Discovery learning in teaching spoken descriptive texts?

The major conclusions of the study are described below. Regarding to the first research questions, it was found that the implementation of Discovery learning components were identified through stimulation (stimulate/giving stimulus), problem statement, data collection, data processing, verification, and generalization (Bruner, 1961; Syah, 1997:244; Kementerian Pendidikan dan Kebudayaan, 2013:222). This method was beneficial to improve students' ability to learn descriptive text. This statement is supported by the result of the study on the classroom observation, observation field note, and recording observation. In

this research, discovery learning method facilitated the teacher to foster more of a student-centered discussion of descriptive texts as well as in describing people, describing places or things. In addition, the classroom observation is the most common source of evidence in providing feedback to teachers. The purpose of teacher in the classroom was to see: how the teacher cooperates with the class, how the teacher teaches, how the teacher creates a positive atmosphere for learning, the teacher strategies and procedures used by the teacher in setting up activities, the way the teacher gives instructions and explanation, and how he or she gives feedback to learners. In short, the teacher helps the students to stay focused in completing an activity and to take note of the students' confusion and interest about descriptive texts.

Meanwhile, to answer the second research questions, the finding was supported by the classroom observation and the interview answer during the interview. It was found that there were some advantages of discovery learning for teaching descriptive text as perceived by the teacher in the classroom. They are (1) helping the students to absorb what is being informed, then actively seek the information or new knowledge; (2) assisting the students to improve and increase their skills and cognitive processes; (3) stimulating the students' effort to discover, which is the key in the process of teaching and learning activities; (4) helping the students to construct their spoken production of descriptive text by collaborating and interacting with their friends; (5) giving enjoyment and satisfaction among students, because of a growing sense of investigating successfully; (6) allowing the students to develop their knowledge quickly on their own; (7) helping the students to understand the basic concepts to learn and to pervade the better idea; and finally (8) encouraging the students to think intuitively, formulating their own hypotheses. In other word, the implementation of discovery learning in teaching descriptive text supports an active participations of the students in the learning process, nurtures their curiosity, empowers lifelong learning skills, and provides the students with an opportunity to get early feedback on their understanding.

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Additionally, apart to discover the benefit of discovery learning in the classroom, the researchers found some weaknesses of the implementation of discovery learning in the classroom observations and interviews. The following are some issues or challenges that need to be addressed in using Discovery learning in teaching descriptive text: (1) cultivating a readiness of mind for the students to learn; (2) being consistent, efficient and effective in teaching a large number of students; (3) taking too much time to help the students to find the concept, theory, and provided academic material, (4) dealing with the reality that not all of the students are enthusiastic to speak English because of their lack of interest in English lesson, (5) missing expectations of this model if the students and the teacher not yet accustomed the same way of learning. (6) the weak students' tendency to hide the problems that are not well understood, and (7) the teacher's hard to identify the situations that require strong recovery or scaffolding, especially in group learning. In general, discovery learning can potentially confuse learners if there is no guideline is available from the teacher, and can be inefficient because of time-consuming for academic activities, especially since there are not enough hours in a school year for students to "excavate" everything on their own and take an overriding education theory to produce an adequate education.

In responding to the third research questions, the finding reveals that the students have a positive attitude toward the implementation of discovery learning in teaching descriptive text. The fact is derived from the calculation of the questionnaire frequency and percentage by using MS. Excel 2016 and supported by the classroom observation. It is agreed that this factor gives a good impact on the students' knowledge to learn descriptive text.

Behavioral components show that the students responded positively toward the implementation of discovery learning in teaching descriptive text. Practicing teaching descriptive text using Discovery learning method in the classroom has enhanced their motivation to learn the text and English in general. The results from the implementation and attitude data clearly explain that the use of the

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method is successful in enhancing the students' confidence and interest. In cognitive components, students believed that the process of teaching and learning activities using discovery learning method is appropriate as the supplementary for learning the text. It is also indicated by the high percentage of the students' answer agreeing to this statement. Concerning with the affected components, the students reflect a strong positive attitude, especially on an emotional response to the attitudinal object but they have the low attitude of responding in identifying the problems concerned with describing people, place, and thing. Most of the students agreed that by practicing discovery learning in teaching and learning activities could help them to improve their knowledge and speaking skills. In sum, the students' answers showed their positive attitude onto the implementation of discovery learning in learning descriptive text.

5.2 Recommendation

This section presents some suggestions based on the basic findings of the study. First, this study employs a small number of participants (1 teacher and 35 students). Therefore, it is recommended that a further study could involve a larger number of participants. For example, a study involving all English teachers in Central Bangka Regency or tenth grade students of vocational high school in Bangka Tengah. The more participants included in the study, the more accurate the data will be then we can draw a generalization from the issue.

Second, the future research can develop similar model or method targeted to other subjects or skills (listening, reading, and writing). And the last, the future research could begin with a similar model or method, and could be developed to include four basic language skills (listening, speaking, writing, and reading) as an integrated research.

5.3 Limitation of the study

This study is lack of generalization. The findings in discovery learning are typically relevant to the specific class under investigation, in this case, accounting

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2, at tenth grade. While the implementation of discovery learning in teaching descriptive text was successfully conducted in this research site, it might produce different results in another classroom and context. Hence, the result of this research cannot be generalized into a larger scope. However, the implementation of discovery learning can be applied to the same level, lower, or even higher level of education.

During the study, another limitation was identified i.e. time limitation. It is found that the students need more time to practice their spoken language and develop their vocabularies. There must be more time given in teaching and learning session, because the time for learning English was limited, only 90 minutes per week. It may simply not be possible, within the constraints of the time available in a regular formal school hour, to offer efficient instruction that would enable all students to catch up with the rest. The effect of a particular method cannot be applied in such limited time. If the study undertaken is starting from the beginning of the semester until the end of the semester the data collected will be more significant. This study is only limited to the female English teacher in vocational high school and the school chosen is the one where the researcher works.