

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

This chapter elaborates the conclusion made from the results of the study in relation to answering the research questions, recommendation for the teachers, policy makers, school authorities and for further research and some limitations.

5.1 Conclusions

As the objectives of this study, the first thing to conclude is about the beliefs of the teachers about Scientific Approach in English language teaching context. As often stated previously, to frame the beliefs of the teachers about Scientific Approach, this study used Chan and Leung's theory (1998) which classifies beliefs into cognitive, affective, identification, evaluative and conative beliefs. Based on the results of the study, there were positive and negative beliefs elaborated by the teachers. For the cognitive beliefs, both teachers seemed to be really positive. Both teachers confidently elaborated about how they defined the Scientific Approach in ELT context and its stages in order. Both also mentioned quiet similar definition of ideal activities to do in each stage. Both teachers also could mentioned how they should act in conducting Scientific Approach ideally. Furthermore, one teachers could agree to all of the basic principles should be implemented. However, the other teacher seemed not to be really aware of some principles. Even so, both teachers could be considered to be knowledgeable about Scientific Approach in ELT context. They seemed to be confident about what they should do to implement the approach. The positive and negative beliefs were likely found in the next categories of beliefs. In general, the teachers believed that Scientific Approach could be the best way to be implemented in some circumstances. Especially in the school they work, Scientific Approach was applicable since the school was supported by a quiet good technology and had good quality of students and teachers. Since, they also believed that the approach might not be efficient to be implemented to the low achiever students and at the school which were not supported by the technology needed. Furthermore, both

teachers also agreed that they had received enough treatment from the government and they could considered themselves to be well trained to conduct Scientific Approach. Last but not the least that both teachers believed that sometimes modifications should be made, whether the activities or the order of the stages of the approach according to the situation faced.

The positive beliefs of the teachers seemed to come from the sufficient knowledge, skill and experience they had about the approach, since those teachers could be considered as the best teachers in one of the best schools in the city. By those knowledge and skill, the teachers could be confident to implement and even to modify the approach to be well fitted to the situation. Both teachers also mentioned that they got many trainings from government on how to conduct Scientific Approach in ELT context. That could be one factor which made the teachers be confident and seemed to be well trained in conducting Scientific Approach. The second factors might come from the condition of the school. As explained before, it could be the best for the approach to be implemented in the situation when the technology is available and when the students have sufficient skills to receive the lesson using Scientific Approach. The teachers taught in one of the best school in the city, thus the supporting facilities were available and the students were considered to be quiet good. The teachers were aware of that, therefore they had positive beliefs about the use of Scientific Approach in ELT context. However, they were also aware that not all schools in Indonesia were supported by those facilities, those high-achiever students and qualified teachers, therefore the negative beliefs seemed to also be formed.

Concluded from the results of the study, the practices of doing the lesson using Scientific Approach seems to be influenced much by the beliefs valued by the teachers. First, the influences of the beliefs seemed to be seen in how the teachers implemented the approach. As mentioned before, both teachers seemed to have good knowledge about Scientific Approach. It could be seen on how they acted confidently in teaching in the classroom. They also seemed to be consistently implemented the ideal activities they thought they should do in conducting Scientific Approach and did their roles well. They also showed patience in creating the student-centered atmosphere and tried to provide the

students to the opportunity to use English as much as they can since they believed that it was the ideal form of learning using Scientific Approach. Furthermore, the influences seemed to be seen on the way the teachers chose the media. Both of them tried to involve and utilize the use of technology in the learning process. The more contrast influences could be seen on the way the teachers chose the materials and the instruction in the classroom. Since two of them had different beliefs about the use of authentic materials in the use of motivation in doing the Scientific Approach, the implementation of them were likely different. The one who believed that Scientific Approach would be better to use authentic materials and to utilize the use of motivation seemed to use all authentic materials and more motivation rather than the teacher who did not really value those two principles.

Last but not least, it seems important to bring the lesson plan issues found during the study. The lesson plans made were inconsistently good and bad. One lesson plans were actually made quite well, while the rest were poorly made. This phenomenon were often found on the reality while the teachers were lazy to deal with such administrative side of teaching, especially for some teachers who have taught for a long time and considered to be experienced. They felt like they were experienced enough to teach without any written plan before, therefore the lesson plan seemed to be poorly given attention.

5.2 Recommendation

1) For teachers

Teachers could be considered as the most important holder in realizing what are written in curriculum to its practices. Good or bad the implementation of the curriculum could depend on the teachers as the agent of practicing the curriculum. The beliefs including cognitive, affective, identification, evaluative and conative components are counted to be the basic foundation for the implementation. Based on the results of the study, the beliefs of the teachers toward Scientific Approach were considered positive, so that they were reflected in the positive implementation too. Rich knowledge about Scientific Approach and strong wills to develop owned by the participants of this study became some factors which supported the positive beliefs and practices of Scientific Approach.

Therefore, the recommendations for teachers for a successful implementation of a certain approach are to have sufficient knowledge first about the approach, good trainings and good will to develop their skills in conducting the approach.

2) For policy makers

Based on the results of the study, it was shown that the implementation of Scientific Approach depends on the beliefs of the teachers and the supportive facilities available at school. This study was conducted in a referral school with qualified teachers, qualified students and sufficient facilities for Scientific Approach implementation which made the results showed only few problems appeared. Since 2013 curriculum is a national curriculum which have to be used by formal educational institutions in Indonesia, the qualified teachers and supporting facilities should be distributed well. Besides, some good trainings to develop the skills in conducting the curriculum and to enrich them with sufficient knowledge about the curriculum are also recommended to be facilitated.

3) For school authorities

School is the first place to be directly related to the implementation of Scientific Approach. It makes the school authorities to be one of the first to have responsibility for the successful of the implementation of the approach. School authorities could be the most responsible holder to make sure that the school is ready to implement the approach. For the successful implementation of the approach, the school authorities could make sure that the teachers have enough chances for their professional development and manage to get some budgets to improve the supporting facilities to meet the requirement for a better development of Scientific Approach implementation.

4) For further researches

Due to the controversies of the compatibility of Scientific Approach for language teaching, it always makes the issue related to it interesting to be explored more. There are some points related to the issue which leave gaps for the literature about Scientific Approach in language teaching. One of the gaps was the effectiveness of the approach for English language teaching which could be conducted using quantitative research design.

Moreover, talking about the approach in language teaching in Indonesia leaves the researchers many possible choices to explore. As stated earlier in the previous chapters, now, beside Scientific Approach, the 2013 curriculum also recommends genre-based approach and task-based approach. It could be a good chance for further researches to explore more about the comparison of the three approaches to be implemented in English teaching.

5.3 Limitations

This study is mainly intended to explore the teachers' beliefs in Scientific Approach in ELT context and how the beliefs are reflected in their classroom practices. However, there were some limitations occurred while conducting this study which make this study far from the word perfect. Those limitations are explained below.

The first limitation is related to the time this research was conducted. The data were collected during October, when the students will be facing mid-term test soon. Therefore the time available for the observations was very limited. It left the researcher with limited choices of materials to be observed.

The second limitation is dealing with the framework used in this study about beliefs. The concept of beliefs itself is really wide and there are many frameworks available for it. However, I admit that the theories chosen to frame this study is too wide that make me struggle and spent long period of time to fulfill the comprehensive explanation about the findings of the study. Furthermore, it also causes some points to be poorly elaborated.

The third limitation is related to the data collection and the procedures. There were three data collection techniques used in this study which were interview, observation and document analysis. All of the data collected had to be transcribed, translated and coded. It made the procedures of the data collection and analysis spent too much time. It would be much more efficient if there were some assistance from others to do some steps like transcribing or translating the data.

Despite all of the limitations mentioned, I believe that this study is credible and trustworthy. It represents well the teachers' beliefs in Scientific Approach in

ELT context and how they were reflected through their teaching practices. The participants were chosen based on their qualifications and their knowledge about the subject matter, the data collected were sufficient and they were analyzed based on clear frameworks.