CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this research. The conclusion is derived from the research findings and discussion. Meanwhile, the suggestions provide some ideas addressed to the future study especially on the similar topic about the Scientific Approach.

5.1 Conclusion

Tang et al. (2009) says that the Scientific Approach in teaching is similar to "doing science" itself, this approach conducts the learning process by breaking the whole process into some particular steps that can be followed. Through the Scientific Approach, the learners are given the chance to construct their understanding based on the steps of observing, questioning, experimenting, associating and communicating (Kemdikbud, 2013). It is explicitly stated in the curriculum that, with its excellences, the scientific method is very important for a better quality of teaching and learning to develop students' affection, knowledge, and skills.

This research has investigated the use of the Scientific Approach in helping students to develop their speaking skill. Based on the findings from the classroom observation, the students' works, and students' reflection, it concluded that The Scientific Approach is helpful for students.

Each stage of the Scientific Approach provides its own benefits. The observing stage can help the students to get into the topic easily by following the activity that required their attention in the beginning of the lesson. The questioning stage can help to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in developing the ability to think and draw conclusions (Hosnan, 2014). The experimenting stage can help the students to do the exercise regarding the material, so that they would have a better

understanding. In line with Richards (1990) statement that the interaction between students can help in the advancement of their cognitive skills since the activity of generating ideas is involved. The associating stage can help the students to check the work and also helped them to correct some errors through the group discussion, so that they had no misunderstanding of the material. Where students listen to each other, ask question and clarify issues, a cooperative language learning is constructed (Zhang, 2010). Lastly, the communicating stage can help the students to demonstrate attitude, skills, and understanding of the substance of learning given by doing some tasks (Hosnan, 2014).

In addition, there were also the improvements in students' performance after the Scientific Approach was implemented. The students found each stage of the Scientific Approach helpful in providing the more opportunity to obtain deep understanding of the material. Furthermore, the various activity provided in the Scientific Approach were interesting for them that they enjoy throughout the learning process. This aspect also took a significant part on the improvement of students' works that mentioned earlier. As stated by Reyes, et al. (2012), a classroom climate that is warm, respectful, and enjoy can produce the students with the better performance in academic terms because they are more engaged emotionally during the learning process.

To sum up, this study has proven that the Scientific Approach can help the students to develop their speaking skill. There were various activities that can be done in all five stages in the Scientific Approach as mentioned earlier. The key was not only in the implementation of the stages itself, but the strategies within each stage that needed to be executed properly according to the objectives of each stage. By doing this, the Scientific Approach could be applied optimally in order to provide the helpful lesson in the classroom.

5.2 Suggestion

The research findings have shown that the Scientific Approach can help students in learning EFL especially in speaking skill. Hence, it is necessary to provide some suggestions regarding the implementation of the Scientific Approach.

The suggestions presented in this study were intended to English teachers and other researchers who will conduct the same field of research.

The researcher expects that this study can contribute to teaching and learning EFL, especially in teaching speaking. This research showed that each stage provided in the Scientific Approach is interesting and helpful for the students. The students agreed that each stage can help them to be more interested in the lesson and provide more opportunities to obtain more understanding regarding the material. To optimize the use of the Scientific Approach, the teachers need to master every stage of this method. They also need to provide various activities for each stage without losing its sense. In addition, since this method employs the student-centred activity, the teachers must be aware to guide each activity carefully.

Furthermore, the future researchers can implement the Scientific Approach for different population. The students in different levels or different characteristics can be involved in the future research. In addition, since this research worked with speaking skill, the future researcher can try to experiment with the other skills or materials.