# SCIENTIFIC LEARNING APPLICATIONS IN READING ACTIVITY OF NARRATIVE TEXT TO IMPROVE POSITIVE PARTICIPATION OF STUDENTS IN CLASS IX-1 AT SMP NEGERI 1 PADANGSIDIMPUAN

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***Abstract**: This classroom action research was conducted to find out how the application of learning science in learning to read narrative texts is able to increase students' positive participation in learning English in Class IX-1 at SMP Negeri 1 Padangsidimpuan. This qualitative research was carried out in two research cycles with 24 students as participants and the researcher himself as participant-observer. The technique of collecting data is through observation and analysis of findings, and the findings are then analyzed qualitatively based on relevant theories. This study proves that the implementation of learning with the application of a scientific approach in learning English is able to increase students' positive participation in participating in Fairy Tale reading learning activities in Class IX-1 at SMP Negeri 1 Padangsidimpuan. The ability of students in group cooperation is strongly influenced by the heterogeneity of group members. The scientific approach directs students to be more confident in asking questions, expressing opinions properly and correctly, being able to find information in an orderly manner and making responsible presentations. Teachers who implement the scientific approach should not only act as information providers in learning activities, but teachers must also be able to act as motivators, collaborators, inspirations and good models to develop and foster positive characters in students. Further research in relation to the above themes still needs to be done to obtain more satisfactory results.*

***Keywords**: Positive Participation, English, Narrative Text, Scientific Approach, Classroom Action Research, Qualitative Research, Junior High School Level.Meeting, Qualitative, Online PTK, Junior High School*

***Abstrak:** Penelitian tindakan kelas ini diselenggarakan untuk mencari tahu bagaimana aplikasi pembelajaran Saintifik dalam belajar membaca teks Naratif mampu meningkatkan partisipasi positif siswa dalam belajar Bahasa Inggris di Kelas IX-1 di SMP Negeri 1 Padangsidimpuan. Penelitian kualitatif ini dilaksanakan dalam dua siklus penelitian dengan partisipan sebanyak 24 siswa serta peneliti sendiri sebagai partisipan-observer. Teknik mengumpulkan data adalah melalui observasi dan analisis temuan, dan temuan selanjutnya dianalisis secara kualitatif berdasarkan teori-teori yang relevan. Penelitian ini membuktikan bahwa pelaksanaan pembelajaran dengan aplikasi pendekatan Saintifik dalam pembelajaran Bahasa Inggris mampu meningkatkan partisipasi positif siswa dalam mengikuti kegiatan belajar membaca Fairy Tale di Kelas IX-1 di SMP Negeri 1 Padangsidimpuan. Kemampuan siswa dalam kerjasama kelompok sangat dipengaruhi heteregonisme anggota kelompok. Pendekatan Saintifik mengarahkan siswa lebih percaya diri dalam bertanya, mengemukakan pendapat dengan baik dan benar, mampu mencari informasi dengan tertib dan melakukan presentasi yang bertanggung-jawab. Guru yang mengimplementasi pendekatan Saintifik tidak seharusnya bertindak sebagai pemberi informasi saja dalam kegiatan belajar, akan tetapi guru juga harus mampu bertindak sebagai motivator, kolaborator, inspirator dan model yang baik untuk mengembangkan dan membina karakter positif dalam diri siswa. Penelitian yang lebih jauh sehubungan dengan tema-tema di atas masih perlu dilakukan untuk memperoleh hasil yang lebih memuaskan.*

***Kata-kata kunci:** Partisipasi positif, Bahasa Inggris, Teks Naratif, Pendekatan Saintifik, Penelitian TindakanKelas, Penelitian Kualitatif, Tingkat Sekolah Menengah Pertama.*

# I. INTRODUCTION

Zuchdi (2011) states that educators can use literary works as an instrument model for moral goodness, by helping students strengthen their imaginations. In this case, Zuchi (2011) further explains that educators must be willing and able to guide children in moral imagination during and after reading literary works. Furthermore, just as learning English at the secondary school level is currently teaching English through texts (Depdiknas, 2013), then narrative texts as one of the texts targeted for student study are expected to be able to strengthen students' imaginations as well as provide moral learning. Narrative texts, which are part of children's literature in the form of legends, fables and other fairy tales, are not only entertaining and increase imagination, they are also able to raise awareness in students about the values of goodness that appear in the text.

Furthermore, character building is one of the main missions of the current 2013 Curriculum. Learning to read simple narrative texts at the junior high school level seems to be able to become part of the implementation of character building activities in schools as expected by the education curriculum. Supporting the opinion of Fry (2000) and Suwartini (2021) which states that learning to read helps students learn the relationship between the writings printed in the text and the meaning carried, Zuchdi (2011) states that critical reading helps students evaluate the information presented in the text. Thus reading activities are not just understanding the structure of the text and

enriching students' vocabulary, but reading activities will facilitate students to understand the content of reading and other contexts contained in it.

Relevant to this, learning with the implementation of the Scientific approach is a learning process recommended in the 2013 Curriculum (Depdiknas, 2013). The Scientific Approach is designed in such a way that students are actively able to construct concepts, laws or principles of knowledge through the stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions and communicating. concept (Depdiknas, 2013).

The scientific approach is intended to provide understanding to students in recognizing and understanding various subject matter using a scientific approach. This will teach students that information can come from anywhere, anytime and does not only depend on unidirectional information from the teacher (Puspitasari, et al., 2021).

Furthermore, the 2013 curriculum is designed with characteristics that are expected to be able to develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities in students (Semiawan, & Munandar, 1984). In this case, the school is considered as part of the community and is believed to be able to facilitate a planned learning experience that is memorable for students. Thus, students will be able to apply what they have learned in

social life and be able to use this knowledge as a provision in real life in line with the beliefs and moral considerations they believe in.

Furthermore, based on the results of a preliminary study conducted by researchers in Class IX-1 at SMP Negeri 1 Padangsidimpuan regarding the effect of curriculum changes on the formation of students' character, especially those related to learning English, the researchers found the following facts. From a brief interview between the researcher and several English teachers at SMP Negeri 1 Padangsidimpuan, it was concluded that the tendency of the 2013 Curriculum which directed students to study in groups resulted in an increase in social attitudes and appreciation among students. The results of the interview then made the researcher assume that there had been a shift in learning that was originally dominated by the teacher into an activity that was able to involve students in learning activities. From a brief observation in several IX grades in the target schools, the researcher found the fact that although students seemed to be quite participating in learning activities, it appeared that only students with high abilities dominated the learning activities. This automatically triggers other students to commit fraud by imitating or copying the work of their friends, and not trying their best in completing the tasks given by the teacher.

Thus, based on the findings of the preliminary study, the next researcher intends to conduct a further study to find out how to improve students' moral discipline in participating in English learning activities at SMP Negeri 1 Padangsidimpuan by carrying out scientific learning in narrative text reading

lessons. This research is a Classroom Action Research (CAR), which was held in two research cycles and focused on how the influence of scientific learning on improving students' moral discipline in Class IX-1 at SMP Negeri 1 Padangsidimpuan.

## II. METODOLOGY OF RESEARCH

Classroom Action Research (CAR) is a study of classroom action, which is related to the activities of observing the teaching and learning process (Arikunto, 2006). The action research in this study was conducted in two research cycles, with the hope of being able to develop the positive character of students by carrying out learning activities to read narrative texts (fairytales) with the application of a scientific approach. This study was carried out in Class IX-1 at SMP Negeri 1 Padangsidimpuan with the application of scientific learning. This PTK is reflective in that the researcher acts as a participant-observer in the sense of a researcher/observer who also carries out actions in class (Arikunto, 2006). For data validation, the researcher asked a colleague to record the learning activities. This research was conducted in Class IX-1 at SMP Negeri 1 Padangsidimpuan, with the number of participants as many as 24 students. The researcher chose SMP Negeri 1 Padangsidimpuan as the research location because the researcher is one of the English language teachers in the target school, which allows the researcher to have adequate access to carry out this research as well as possible. This research is descriptive qualitative, in which the findings are analyzed by describing the initial conditions of student participation in

narrative text reading activities, where the findings will then be compared with the findings from each research cycle. As a CAR, this research was carried out by following the CAR principles concerning preparation, implementation of actions, observation and reflection on the results of student activities (Arikunto, 2006). Data were collected from observation and transcription of learning video recordings and then evaluated and analyzed to become answers to research problems (Sugiono, 2008). Furthermore, reflection is used as an effort to examine what has happened, has been produced, or has not been completed in the previous step or effort and the results of this reflection will then be used to take further steps in an effort to achieve the research objectives.

## III. RESULT

Cycle I, groups I, III and IV were categorized as low-ability groups. Groups II and V are categorized as medium ability and group VI is considered high ability, among other groups. Although the above results are still unsatisfactory, when compared with the analysis of the results of the preliminary study, the findings of Cycle I have shown a slight improvement. The results of the preliminary study show that there are still many students who are passive and almost do not care about learning activities. Cycle I has shown an overview of students' abilities in participating in the process of learning to read, improving speaking skills and increasing motivation and desire to be responsible for completing their tasks. From these data, it can be concluded that the recordings and field notes also show that students in

particular still have difficulty in associating and communicating, although when compared to the initial study the results have increased slightly.

Cycle II concluded that Group VI still occupied the criteria as a group with High ability with an average score of 93 (very good). Although group I still occupies the category of low ability group, the results of the group's acquisition in Cycle II have increased from the criteria of less to sufficient. Furthermore, in Cycle II, groups II, III, IV and V were categorized as moderately capable groups with an average score above 80 (Good). Furthermore, from the learning video recordings and field notes, it was concluded that the positive participation of students had been maximized. Students have been better able to work together and be more independent in completing the task of presenting. In addition, students have also been able to respond and answer questions in a better language. Some students ask challenging questions related to the subject matter, which makes other students eager to find satisfying answers. Group cooperation was seen maximally in Cycle II of this research, as well as the desire to get a higher score has created a kind of positive competition between groups.

The results obtained from the progress of students in understanding the subject matter increased due to the learning activities proposed different and broad subject matter. The activities carried out by researchers are also sufficient to facilitate students in conducting exploration, association and communication. Students enjoy learning activities because they are directed to be maximally involved in all activities and the feeling of cooperation and

mutual respect in students grows more and more.

## IV. DISCUSSION

This research took place in two cycles, where each cycle consisted of four stages, namely the planning stage, which included developing a learning implementation plan, compiling instruments, compiling observation sheets and preparing equipment for the implementation of learning in accordance with the learning model. Then, the action implementation stage which includes the implementation of the planning activities consists of two meetings, then the observation stage, namely the observation of the implementation of the action with the help of the observation sheet. The last stage is the reflection, which is analyzing and giving meaning to the implementation of the action so that a better action plan can be made in the next cycle. This study aims to find out how the implementation of the scientific approach can improve students' character development while participating in learning to read texts in the target class, in this case reading Fairy tale.

The first meeting of Cycle I which is part of the implementation of the action, the activity begins with the implementation of apperception and giving motivation. In this phase, the researcher motivated all students to participate in activities to the fullest and make apperceptions related to learning English. Students are expected to ask questions for things that are not understood by using good and polite language and respecting the opinions of other

students. The researcher observed the learning activities and made sure the activities were recorded by a colleague, as had been prepared beforehand. Next, the researcher divided the students into six heterogeneous groups, where the heterogeneity involved students' achievement, character and gender.

In the second meeting of Cycle I, which is still part of the implementation of the action, the researchers started the learning activities with preliminary activities, which were then continued with the presentation of the subject matter with laptop and projector facilities. Researchers have previously prepared subject matter related to material about narrative texts, in this case expecting students to be able to read and write interesting things related to character development from the focused text. Previous researchers have prepared simple teaching materials in the hope that they will be easily digested and understood by students, but contain elements of moral learning as expected. The first session of the second meeting was the researcher gave an explanation of the subject matter and the second session was followed by a question and answer session between the researcher and the students. During the second meeting, the researcher continued to observe and make notes that were deemed necessary for further study.

Then at the second meeting of cycle I, the researcher gave tasks to each group to be discussed. Each group is given a different task, but efforts are made to have relevance to the learning theme that contains a moral message. Thus, during the third meeting, each group is expected to collect

as much information as possible regarding the target text and after the information is deemed sufficient, each group is expected to re-discuss their findings to be read and presented by group representatives at the fourth meeting. During the third and fourth meetings, the researcher made more field notes than the observations in the first and second meetings. In the third meeting, the researcher observed the activities carried out by students to collect information and observed how students asked questions. In the third meeting, the researcher motivated and helped students appear in front, ask and answer questions. Researchers also respond to explanations, ask and answer questions, collect information, associate findings according to needs and then communicate them between group mates. The following are the conclusions of student observation data which are the results and reflections of Cycle I activities.

**Table 1. Table of Indications of Positive Student Participation in Fairy Tale Reading Activities with a Scientific Approach Cycle I.**

| N0 | Indicator | Group | | | | | |
|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | VI |
| 1 | Observation | 55 | 70 | 70 | 60 | 65 | 75 |
| 2 | Ask | 55 | 70 | 60 | 60 | 65 | 75 |
| 3 | Collect Information | 50 | 75 | 60 | 60 | 65 | 75 |
| 4 | Associate | 60 | 60 | 60 | 60 | 60 | 60 |
| 5 | Communicated | 50 | 70 | 60 | 60 | 65 | 70 |
| | Total | 270 | 345 | 310 | 300 | 330 | 355 |
| | Average | 54 | 69 | 62 | 60 | 66 | 71 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Criteria | K | K | K | K | K | C |

Based on the table above, it is concluded that positive participation and student learning outcomes in Cycle I are still inadequate. The table above shows that for Cycle I, groups I, III and IV are categorized as low-ability groups. Groups II and V are categorized as medium ability and group VI is considered high ability, among other groups. Although the above results are still unsatisfactory, when compared with the analysis of the results of the preliminary study, the findings of Cycle I have shown a slight improvement. The results of the preliminary study show that there are still many students who are passive and almost do not care about learning activities. Cycle I has shown an overview of students' abilities in participating in the process of learning to read, improving speaking skills and increasing motivation and desire to be responsible for completing their tasks.

Apart from the appearance of the table above, the conclusions from the recordings and field notes also show that students in particular still have difficulty in associating and communicating, although when compared to the initial study the results have increased slightly. The researcher considers that the implementation of the activities has not been maximal, especially in terms of motivating and directing students to find knowledge through impressive learning experiences, because as is known most students are still copying the work of their friends who are considered more capable. This is explained by the fact that the group cooperation has not been maximized. There is a tendency that only students who are considered capable of good are

expected to complete assignments and make presentations. Another fact that was also found from Cycle I is that students' ability to integrate learning in an integrated manner between reading, writing and listening is still not as expected, which in itself will affect their understanding and achievement. Furthermore, the students' reading results related to Fairy tale were not quite satisfactory. Students still have difficulty in reading the text, which is evident from the lack of understanding of students regarding the content of the text when at the end of the activity a question and answer session is held and students are not able to respond as expected. The findings of Cycle I above make the next researcher plan to readjust the steps of more specific learning activities with clearer moral themes. In addition, researchers plan to provide more adequate enrichment of subject matter in Cycle II and at the same time provide maximum motivation and encouragement to participate in learning activities. The following is a discussion and discussion of Cycle II.

For the preparation stage for Cycle II, as previously explained, the researcher again revised the steps of more specific learning activities, which are in line and in more detail in accordance with the stages of scientific learning that support character development activities. Then, the researcher rearranged the teaching materials which were shorter but denser and simpler in description. Researchers prepare instruments and other necessary things such as preparation for Cycle I, then perform apperception and provide motivation, as the beginning of the implementation of the action.

Just like the first meeting of Cycle I, the first meeting of Cycle II was also

carried out by motivating students to participate in activities to the fullest. The first session of the first meeting of Cycle II was showing videos to motivate students to participate in activities and the second session was continued with handling videos related to reading activities. In this first meeting, the researcher tested students' understanding of the implementation of learning activities based on the scientific approach by asking relevant questions and fostering students to get used to speaking and expressing their opinions in good and correct English. At the end of the first meeting, the researcher changed the composition of the group members, the change in composition was aimed at maximizing heterogeneity with reference to the results of the Cycle I research.

Furthermore, at the second meeting of Cycle II, the activity continued with the researcher providing an explanation of the material related to the learning theme in Cycle I. The researcher again gave an explanation of the subject matter and observed the learning activities and ensured that the activities were recorded. At the second meeting of the second cycle, the researcher gave the task to each group to carry out extensive reading activities, where each group was given the task of reading texts that were different but relevant to the learning theme. During the third meeting, each group is expected to collect as much information as possible in relation to the subjects they discussed. After the information is considered adequate and the targeted time is sufficient, then each group is expected to write and then present it at the fourth meeting. The following table is the conclusion of

student observation data which is the result and reflection of Cycle II activities.

**Table 2. Table of Indications of Positive Student Participation in Fairy Tale Reading Activities with a Scientific Approach Cycle II.**

| N0 | Indicator | Group | | | | | |
|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | VI |
| 1 | Observation | 75 | 90 | 85 | 85 | 90 | 95 |
| 2 | Ask | 75 | 80 | 80 | 85 | 90 | 90 |
| 3 | Collect Information | 75 | 90 | 85 | 80 | 90 | 90 |
| 4 | Associate | 75 | 85 | 80 | 80 | 90 | 95 |
| 5 | Communicated | 75 | 85 | 85 | 75 | 80 | 95 |
| | Total | 375 | 430 | 425 | 415 | 440 | 465 |
| | Average | 75 | 86 | 85 | 83 | 88 | 93 |
| | Criteria | C | B | B | B | B | SB |

Furthermore, in Cycle II, groups II, III, IV and V were categorized as moderately capable groups with an average score above 80 (Good). Furthermore, from the learning video recordings and field notes, it was concluded that the positive participation of students had been maximized. Students have been better able to work together and be more independent in completing the task of presenting. In addition, students have also been able to respond and answer questions in a better language. Some students ask challenging questions related to the subject matter, which makes other students eager to find satisfying answers. Group cooperation was seen maximally in Cycle II of this research, as well as the desire to get a higher

score has created a kind of positive competition between groups.

The progress of students in understanding the subject matter increased due to learning activities that proposed different and broad subject matter. The activities carried out by researchers are also sufficient to facilitate students in conducting exploration, association and communication. Students enjoy learning activities because they are directed to be maximally involved in all activities and the feeling of cooperation and mutual respect in students grows more and more. However, overall this activity is considered quite time consuming. Group work and presentation activities are enough to make the class atmosphere less controlled and somewhat disturbing other classes around it.

## CONCLUSION

Based on the findings above, the conclusions of the research results are presented as follows. Implementation of learning with the application of a scientific approach in learning English is able to increase positive participation, cooperation, and a sense of responsibility of students in participating in Fairy Tale reading learning activities in Class IX-1 at SMP Negeri 1 Padangsidimpuan. The ability of students in group cooperation is strongly influenced by the heterogeneity of group members. Maximum participation of teachers and students greatly affects learning outcomes in learning activities that implement the Scientific approach. The scientific approach leads students to be more confident in asking questions, expressing opinions properly and correctly, being able to find information in

an orderly manner and making responsible presentations. The implementation of the Scientific approach is able to create fun and memorable learning activities for students. However, implementing the Scientific approach takes time. Group work and presentation activities tend to create a learning atmosphere that is not conducive. Scientific learning requires the teacher's hard work in bringing it to class, requires careful preparation in providing teaching materials and also requires good class management skills. Furthermore, the researcher strongly recommends that in implementing the Scientific approach in the classroom, the teacher is expected to have extensive knowledge and insight regarding the subject matter to be taught in order to achieve maximum student learning outcomes. Teachers who implement student-centered learning should be selective and sensitive in determining group members so that student achievement is satisfactory. Teachers who implement the scientific approach should not only act as information providers in learning activities, but teachers must also be able to act as motivators, collaborators, inspirations and good models to develop and foster positive characters in students. As classes in Indonesia still have a large number of students (above 20 people), teachers who implement scientific learning must have maximum ability in managing classes. Further research in relation to the above themes still needs to be done to obtain more satisfactory results.

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