CHAPTER IV

RESEARCH FINDING

This chapter presents the data presentation and the finding of the research. The point that will be described appropriately during the field research.

A. Data Presentation

The presentation data is used for knowing the field of data information. The data was originally taken from MA Al Ma'arif Tulungagung and the researcher did the research immediately using observational method, interview and documentation. The attendance of researcher is the key of field study in collecting the research data. The data was taken from the research site such as interview and documentation. While the observation result data was used for completing data which had collected.

1. The implementation of scientific approach learning design

According to K-13 curriculum, the teacher is the main actor and facilitator in learning process. The implementation of scientific approach in learning English had done by the teacher in tenth grade of religion class (*X-Agama*). SB was an English teacher confessing the implementation of scientific approach in learning Narrative text. He had prepared the learning plan which was based on Scientific approach steps. Of curriculum 2013. Hereby the research finding:

a. Planning

The Syllabus and learning plan (RPP) were made by the English teacher before which based on the newest form and other components had been discussed with all English teacher. The lesson plan which had been arranged and ready in

accordance with the material to be taught as the participation point system would be applied in the class.

> " *sebelum kami melakukan agenda pembelajaran di dalam kelas, kita telah menyiapkan RPP dan Syllabus kurikulum terbaru yang mana sebelumnya sudah dicek, dikoordinasikan dengan pihak sekolah khususnya WAKA Kurikulum serta seluruh guru lainnya. Jadi , untuk bahannya sudah ready, sudah siap jauh sebelum pembelajaran dimulai"*

> *"before we do the learning activity in the class, we have prepared the newest curriculum of Lesson plan and syllabus which had been checked and confirmed with the school specially the vice principal of academic affairs and curriculum and also all the teachers so, the had been ready yet before the class begun.*

According to SB as the English teacher when the interview was occurred, the lesson plan and syllabus has been made and also discussed by all the teachers and to get the same learning goal. Furthermore, teacher also as the facilitator of implementing the scientific approach had to be ready for everything during the learning activity.

Having good character and knowledge as the main goal of the implementing the scientific approach according Faturrohman (2015:109) was the learning target of learning, not only soft skill but also hard skill has to be improved for brightness future.

b. Implementation

The scientific approach which is accordance to the Curriculum 2013 has some steps according to Fatuurohman (2015:118) which was start from observation, questioning, exploring, associating, and networking/communicating, those steps was also called as(5M). The teacher implemented the scientific approach in learning writing narrative text at the tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung such as:

✓ Observating

Observation is the first step of implementing the scientific approach, here the explanation from SB as the English teacher:

"siswa-siswi disuruh mengamati contoh teks yang yang ada di LKS. Dan saya sebagai guru/pengajar akan memberikan gambar atau ilustrasi yeng terkait dengan teks tersebut."

"the students are asked by the teacher to observe the sample text from students work book and I as the teacher will give them pictures or illustration which accordance with the narrative text"

Based on those explanation, He asked the students to read the students work book could be as the first step of implementing scientific approach in learning writing narrative text., un-immediately student was going to understand about the learning material. The teacher also gave some additional ways to make the students more understand using picture or illustration thought.

✓ Questioning

The next step is question, SB said that:

"*saya akan memberikan kesempatan kepada mereka untuk* **bertanya***, perwakilan dari mereka saya ambil 2-3 pertanyaan. Setelah pertanyaan itu terungkapkan dan saya tulis dipapan tulis.*

"I will give them a chance to make question for about two or three students. After that, I will write the question in the white board".

SB gave the narrative text which was taken from the students work book. The narrative text was the tittle "Rapunzel". Student had to understand about the rule and structure of language which had explained by SB and he made some stimulations of the rule and structure of narrative text. after that students would ask about the curiousness of narrative text, it was also correlated with the question as the part of implementing the scientific approach in learning. the level of active students in questioning could be affective with their knowledge development and skill development.

One of the ways to make them curious but fun, SB ask the students to make question, it can be individual or group. The next, a delegation of students got a chance to make question about narrative text, such as the meaning of the text, the composition of the text or function and goal of the text. the teacher wrote the text in the white board. So, all the students can see the question clearly.

✓ Exploring

Exploring activity in this learning was the collection of information data about narrative text such as the definition, structure and the sample of narrative text. Students got the information data from the book, internet, the phenomenon of the story and the other sources which was based on

(Fathurohman, 2015). Continuing the previous step, SB as the teacher discussed with the students and answered the written questions on white board as the third steps of implementing the scientific approach. They answered the question which referenced by their collecting data. While the solved the questions, SB tried to give another different text which had similar story from the same context and compare them.

In the following activity , SB explained about narrative text before which was start from definition, structural text (grammatical view), the construction of the text according to (Anderson, 1997, p. 8) such as orientation, complication, climax (top of complication), resolution. By explaining the concept of narrative text, the students were invited to observe the difference about the text had they read before. While they listened the Explanation, some of students wrote the important point which had no explanation from the students' book. To make the students more understand, he tried to give some clues about the text using picture and tried to add another story such as Indonesian story; Malin Kundang, si Kancil or Crying stone.

Writing was the one of productive activities which had to belonged with the students in implementing the scientific approach. Writing narrative text of the students had been planned by the teacher which was chosen by the teacher from work book. The writing process of narrative text had to follow the rule and structure of narrative text which had explained by the teacher before. SB was also explained about the theme and title which had to differ the structure of narrative and student would determine the text had

they written. While the teacher did their writing activity, SB gave them some texts which had to differ and determine the composition of text. Here the declaration of the teacher in interview:

> "*Kita Bersama-sama akan **mencoba,** dan membandingkan setelah itu saya akan tampilkan teks yang lain tetapi serupa. Selanjutnya kita **amati** apakah ada kesamaan dari awal sampai akhir".*

We try together and compare, after that I give the different text but similar. The next we observe the text and try to find the different or same of those texts. Kegiatan ini dilakukan dengan menggali dan mengumpulkan informasi dari berbagai sumber untuk mengumpulkan informasi terkait materi yang dipelajari.

✓ Associating

Associating was the next step after finishing exploring step. he explained that some of students had relied about narrative text. So, he gave them different narrative text which had same context meaning. They could distinguish the introduction, complication, top of complication and resolution as the part of narrative text. before going to the next step, he made some quizzes which becoming a strategy and increasing their creativity in arranging the sentences.

The teacher made quiz by using puzzle which had every paper was contained a paragraph of narrative text. after that, the student came forward and filled the blank column with that paper. While the students were active answering the quizzes, SB could make result to go the next step in implementing the scientific approach.

SB: *"oh ternyata yang sama itu pembukaanya, walaupun jumlah paragraphnya berbeda tetapi inti pembukanya sama. Dimana dalam text tersebut diawali dengan pengenalan, kemudian konflik dan puncak dari konflik, setelah itu di akhiri resolusi. Nah setelah itu, anak-anak tahu tentang struktur text narrative tersbut. Saya akan membagikan contoh text narrative yang sudah saya potong-ptong kemudian saya siapkan kolom- kosong sejumlah tiga sampai empat kolom. Dan saya akan menyuruh anak-anak untuk maju dan meletakkan potonngan teks tersbut sesuai dengan struktur teks narrative (opening, complication, top of complication, resolution)*

SB: The opening of the texts is same, even the amount of paragraph is different but they have same context meaning. It (narrative text) is start from introduction, complication (start conflict), top of conflict and resolution which is the last of the text. students finally understand about narrative text. to make them more understood. I give students a sample of narrative text which has cut before, I make puzzle quiz and I prepare some columns on the with board. I ask students to come front of the class and fill the blank columns which appropriate with the narrative text structure.

✓ Communicating

The last steps of implementing the scientific approach was communicating. the students had to capable of communicating with other students in the class. The teacher gave them a chance to communicate about the material they had learned. This activity, could be written activity which was they had taken from the narrative text point of view learning, retold the contain of narrative text story during the learning process and presented about the sample of narrative text contains. These activities could be as the result of learning and an assessment for the teacher. Those could be taken by individually or group. SB said:

SB   :*Mengkomunikasikan merupakan tahap akhir dari implementasi scientific approach. Tugas yang sebelumnya kita koreksi langsung bersama anak-anak. Oh iya ini benar potongan teks ini merupakan bagian dari opening dan tidak lupa juga kita langsung benarkan (jika ada kesalahan) saat itu juga*

communicating is the last steps of implementing the scientific approach. The duty is being corrected before is immediately corrected together with students. That's corrected this piece paper is the part of opening and we fix the wrong answer immediately.

According to SB. The communicating activity in the class was corrected the answer. SB involved the students to check the answer together. When SB Found the wrong answer, SB immediately fix it. So, students could know their mistakes and fix it by themselves. In the future, they can be more capable of knowledge, attitude and skill.

2. The Problem of Implementing the Scientific Approach Through Writing Narrative Text Learning

The problem in implementing the scientific approach in learning writing narrative text for students were understanding the learning text, it caused by English was foreign language which they had to know the structure an vocabulary well. The addition problem was they were not accustomed with the English text before when they were in junior high school. If the contents of the narrative text taken from Indonesian Story, they were pressuring the plot story as they known. Based on those problems which made them passive, so they were not confident in asking questions, answering questions and going forward. At this point, SB as the English Teacher of MA Ma'arif Tulungagug said:

✓ **Siswa** : *problemnya tidak semua anak tahu tentang vocabulary-nya (kosakata pada teks tersebut) bahkan ada yang mengalami kesulitan dikarenakan mereka tidak terbiasa dengan teks-teks (Bahasa Inggris) pada saat jenjang sebelumnya. Kecuali jika teks naratifnya seperti malin kundang dsb., mereka akan bisa mengira-ngira alur isi cerita tersebut..*

The problems were not all the students knew about vocabulary of the text; in fact, they were in trouble because they were unfamiliar with English text in the previous level. It was the exception when the contents story from Indonesian story such as Malin kundang and others, they could be expected the plot.

Achieved learning was influenced by the teacher. The biggest problem according to SB was organize the students, they have to be focus on the learning process. The creativity of teacher in stimulating students was the main in successful learning. Teacher had to make the students interested the learning which they did not understand the meaning of story. Giving them the hooked picture with the narrative text could be One of the anticipate the problem.

- ✓ **Guru** : *problem untuk guru adalah mengorganisasi para siswa. Khususnya dalam menstimulus siswa supaya tertarik dengan materi yang saat ini dipelajari, apalagi sebuah cerita yang mereka tidak tahu artinya. Salah satu cara mengantispasi problem itu adalah memberi gambar2 yang terkait dengan teks tesebut.*

  The problem of the teacher was organizing the students, especially in stimulating the students to make them interest with the learning material which was the unfamiliar story, one of the solutions to fix that problem was giving them hooked picture.

3. The Result of Implementing the Scientific Approach Through Writing Narrative
   Text Learning

   Starting from arranging the lesson plan and syllabus before the learning began, teacher had to pay attention with the steps of implementing the scientific approach well. In addition, teacher also prepare the learning model which made the students easy to understand the learning. SB made group of students during the learning process and became the result of writing narrative text which collected to the teacher. Almost the students understood about narrative learning text and some of students could made narrative text themselves.

   ✓ *Sb   : dari pembelajaran tersebut, alhamdulillah hampir 80% siswa faham tentang pembelajaran teks narratif bahkan ada yang sudah bisa membuatnya, ada sedikit yang belum faham bahkan tidak ada gambaran sama sekali namun, presentasinya sangat sedikit sekali.*

   From that learning, *alhamdulillah* almost 80% students understand about narrative text learning. Indeed, they can make the text themselves, there are few students got misunderstand and they don't know anymore but it is very little in percentage.

   The teacher took an assessment using grouping students. SB divided the students which had active and smart, so the active student delegated to the passive students. By doing so, all the students which was passive could study together with the smart student and the additional reason was more efficient time in doing the assessment.

✓ . SB : pengambilan penilaian dilakukan secara berkelompok, karena jika dilakukan secara individu maka akan sangat lama sekali dikerjakan, jadi alangkah baiknya tugas berkelompok. Saya tempatkan anak2 yang memiliki pemahaman lebih, di beberapa kelompok, begitu jadi tidak saya kumpulkan yang pinter dengan anak yang pinter. Jadi, yang bisa itu akan saya pisah misalkan yang bisa ada 5, maka saya akan bagi menjadi 5 kelompok. Begitu

Taking the assessment uses grouping. Because if we take individually it would need more time to do. So, the good way is grouping assessment. I arrange collect smart students in some groups and I will separate themin different group. For example, there are 5 students, so I will make 5 groups.

The end of learning writing narrative text learning, the teacher made final examination which the questions were taken from the work book students (LKS) and oral tests to get the real value.

✓ *SB :tugas akhirnya adalah ulangan harian (multiple choice) yang diambilkan dari lks suswa, dan juga saya menambahkan lisan sekitar 2-3 pertanyaan untuk memurnikan hasil multiple choicenya itu.*

The final exam is multiple choice which taken from students' book and I add two to three oral tests to get real value

The data which taken from the interview process was appropriated with approaching the research steps in applicating and implementing.

B. Research Finding

The collecting data which has taken by the researcher from interview, documentation and observation deliver the concrete data such as Syllabus, Lesson Plan, and assessment aspect data. The finding data which planned before learning at the school began. The design had been discussed with all the teacher, minister staff and the headmaster of MA Al Ma'arif Tulungagung. So, the good steps of structurally design in accordance with the all the teacher has been done by SB.

The researcher found the implementation of scientific approach during the learning process which started from observation, questioning, exploring, associating, and networking/communicating. The students which were not from Tulungagung but from another place and stayed at Islamic boarding school absolutely had many different culture and character. SB as the English teacher give the different treatment in the teaching, he used discovery learning model in the class. When he taught the narrative text learning, he explained the learning which was linking to the Indonesian culture story and he packed the learning dramatically. So, the students influenced with the story of SB explanation.

After explaining the story, SB linked that with the concept and structure of narrative text and also the use of narrative text. The students tried to analyze the structural text of narrative and they remade the story by their own language. Finally, they could make the narrative themselves.