

READING COMPREHENSION OF REPORT TEXT THROUGH SCIENTIFIC APPROACH

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Abstract

Reading is one of the language skills. That should be mastered by students, especially for senior High School. Objectives and development of knowledge, technology, art, and culture, and relationship with the others country. It is true that language is really necessary for education. The problem of this research is How to improve the students' reading comprehension through scientific approach. The study aimed to improve the students' reading comprehension through scientific approach. This research design of this study was classroom action research (CAR). This research is conducted at XI Agama 2 of MA Al-Amiriyyah Blokagung, it was known that the students had problem in reading comprehension. Based on the result of analysis of the data, can be concluded that the application of scientific approach in learning report text can improve the students' reading comprehension. It can be shown from the result of mean score and test score have increased. The mean score in pre-cycle was 65,78 and the percentage of completeness of 37%, in cycle 1 was 69,47 and percentage of completeness of 63%, the mean score in cycle 2 was 81,05 and percentage of completeness of 100%.

Keywords : *Reading Comprehension, Report text, Scientific Approach.*

Abstrak

Membaca merupakan salah satu keterampilan berbahasa. Itu harus dikuasai oleh siswa, terutama untuk SMA. Tujuan dan pengembangan ilmu pengetahuan, teknologi, seni, dan budaya, serta hubungan dengan negara lain. Memang benar bahwa bahasa sangat diperlukan untuk pendidikan. Masalah penelitian ini adalah Bagaimana meningkatkan pemahaman membaca siswa melalui pendekatan saintifik. Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui pendekatan saintifik. Desain penelitian penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilaksanakan di kelas XI Agama 2 MA Al-Amiriyyah Blokagung, diketahui bahwa siswa memiliki masalah dalam pemahaman bacaan. Berdasarkan hasil analisis data, dapat disimpulkan bahwa penerapan pendekatan saintifik dalam pembelajaran teks laporan dapat meningkatkan pemahaman membaca siswa. Hal ini dapat dilihat dari hasil nilai rata-rata dan nilai tes yang mengalami peningkatan. Nilai rata-rata pada pra siklus 65,78 dan persentase ketuntasan 37%, pada siklus 1 adalah 69,47 dan persentase ketuntasan 63%, nilai rata-rata pada siklus 2 adalah 81,05 dan persentase ketuntasan. 100%.

Kata Kunci: *Reading Comprehension, Report text, Scientific Approach*

A. Introduction

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. Besides that we also remember that there are some important factors in foreign language learning, which will mostly influence students, or learners in mastering the language. Bustami Subhan (1990: 18) in his paper (entitled) “Some important factors in foreign language learning” explained that learning a foreign language involved five factors. The first of all is intelligence. It is a gate for knowledge. Secondly, motivation plays influential role in encouraging students to learn the language. It covers both intrinsic motivation which comes from the students themselves and extrinsic one which comes from outside. The third and fourth ones have close relation with each other that are students’ attitudes and strategy of language learning. Facilities of language learning are the last factor which is not less important than the others.

To have better reading comprehension, teachers should have an approach or method which is prepared well before it is applied in the classroom. The selected approach will influence successful of learning target. Some researchers had conducted a research to examine an approach or method to improve students’ reading skill. Yanti (2014) and Safadi (2012) used scaffolding technique to improve reading comprehension skill. They found that there was significant improvement and effect in using the technique. While fitrawati (2009) applied genre based approach. She used CAR design and the result shown that there was significant increased point from cycle one to cycle two. On the other hand, a study which examines Scientific Approach, new approach in the curriculum 2013, to improve reading skill has not been applied yet. Therefore, the researcher is interested to examine scientific approach in teaching English especially for reading comprehension.

Curriculum 2013 (Scientific Approach) is still adopted from the previous curriculum (KBK and KTSP). This approach is designed under theory of Systemic Functional Linguistic (SFL) which argues that language is used for making meaning, interacting, and communicating. Derewianka (2011: 3) said that someone uses language to do something in daily life and take part in school or community in the context of communication.

Related with the main goal of language for education area, it can be stated that students learn language for communicative competence. They are expected to have ability both spoken language and written language. According to Canale (as cited Fauziati, 2009: 137), he offers four domains of communicative competence; Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Based on linguistic theory and applied linguistic theory, curriculum 2013 (Scientific Approach) covers five learning phases. *The First* is observing, students will read, watch, and listen the example of text from various resources. *Second* is questioning, in this stage, teachers guide to ask questions for students about social function, text structures, and linguistic features. *Third* is experimenting, students are allowed to read, watch, listen the other text from various resources as like textbook, handbook, internet and paying attention to social function, text structures, and linguistic features. *Fourth* is associating, students learn and analyze the text and mention social function, text structures, and linguistic features in group work. *The last* is communicating, students will read, present, modeling, publish, and speak related to the text that is being taught. Then teachers and classmates give feedback to the students' work (See Culture and education ministry, 2013).

The purpose of this study is to describe the implementation through scientific approach to improve students' reading comprehension and to examine the effectiveness through scientific approach in improving students' reading comprehension. The result of this study will be useful for teachers. They will know the learning phases to apply scientific approach briefly in the classroom while students will get new learning experience, more linguistics competence, and increased.

B. Related Theory

Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. Hornby (1974:711) explains that reading is the act of one who reads ; knowledge, ESP, of books : the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand Procter in Rahman (1998:6) Evison in Tahir (2001:8) explain that comprehension is the mind's power of understanding, or the ability to understand

Brown, Douglas (2007) divides the reading comprehension as follow: 1) Identify the purpose in reading; How many times have been told to read something without knowing

why you've been asked to read it, you do only a mediocre job or retaining what you read and perhaps are rather slow in the process. Efficient reading consists of clearly identifying purpose in reading something. 2) Use efficient silent reading for fluency; You are intermediate to advanced level student need not be speed readers, but you can help them increase reading rate and comprehension efficiency by teaching a few silent reading rules. 3) Skim the text for main idea; Perhaps the two most valuable reading strategies for learners are skimming and scanning. Scanning consist of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predeict the purpose of the passage, main topic, or message, and possibly some of the developing or supporting ideas. 4) Scand the text for the specific information; The purpose of scanning is to extract specific information without reading through a whole text. 5) Use semantic mapping or clustering: Semantic mapping or grouping idea into meaningful cluster helps the readers to provide some order to the chaos. Guest when you are not certain. 6) Analyse vocabulary; One way for learner to make guessing pay off when they do not immediately worda is to analyse it in terms what they know about it.

There are three levels of reading comprehension, there are literal comprehension, interpretative comprehension, and critical comprehension. Literal comprehension is the lowest of comprehension. The reader need to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling fact, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific direction, following a sequence, identifying stated conclusion and identifying explicitly stated relationships organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

The reader must simply read between the lines and make inferences about things not directly stated. Again, these inferences are made in the main idea, supporting details, sequence, and cause and effect relationship, interpretative comprehension could also involve interpreting figurative language languanfe, drawwing conclusion, predicting outcomes, fetermining the mood, and judging the author's point of view. From the definition above, it can be conclude that interpretative comprehension carry meaning into the text use context, reasoning, schema, and other tools.

General Concept of Report text

There are many references to define what report is, such as; definition, social function, generic structure and significant lexico gramatical features or language features. Report text is a type of genres in reading. This type of genre is appropriate to arrange information about natural or non natural phenomena or things in the world (Pardiyono, 2007, 272). The natural phenomena such as living things; plants and phenomena, such as about economic, technology, etc.

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrangement of natural, manmade and social phenomenon in our environment, such as; mammals, the planet, rocks, plant, countries of region, cultures, transportations, and so on.

The characteristics of a report text can be seen from its generic structures and linguistic features. Those characteristics will be explained below.

Generic structures

1. Title

A title of a report text indicates the topic of the text and it is a very general thing.

2. General Classification.

A general classification is a part that states classification of general aspects of things, such as: animals, public places, plants, etc. It will be discussed in general.

3. Description

This part gives a description of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

Linguistic features

A report text always introduces a group or general aspect and focuses on general nouns, such as: 'Platypus', 'Bees', etc.

1. A report text uses relating verb and action verb, for example:

Relating verb : Reptiles are scaly animals, etc. Action verb : Birds fly in the sky, etc.

2. A report text uses of simple present tense, for example: Platypus lives in streams, male platypus does not need any burrow, etc

3. The language used in a report text is a scientific language, for example: water contains oxygen and hydrogen, etc.

4. A report text uses Conditionals and logical connectives, such as: but, in other hand, etc.

Scientific Approach

As informed earlier, the popular approach in School-Based Curriculum (KTSP) is Genre Based Approach. It had been examined by many researchers and the result was that there was significant improvement for students. The coming curriculum, namely curriculum 2013, has recognized new approach called Scientific Approach (SA). Scientific approach is an approach within the activity learning that prioritizes creativity and findings students (Kosasih, 2014: 72).

Scientific approach is new approach which recognized by curriculum 2013 in language teaching. Most teachers perhaps always hearsome approaches in language teaching such as natural approach, genre base dapproach and communicative approach but not to this one. This is necessary toexamine whether this approach is effective or not. In scientific approach, there arefive learning phases; observing, questioning, collecting information orexperimenting, associating, and communicating (See Culture and educationministry, 2013 curriculum (KBK and KTSP).

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang et al. (2009) says that scientific approach has the characteristics of “doing science”. This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. These two ideas became the basic of using scientific approach to be the basis for implementing the 2013 curriculum.

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects.

This approach is designed under theory of Systemic Functional Linguistic (SFL) which argues that language is used for making meaning, interacting, and communicating.

Derewianka (2011: 3) said that someone uses language to do something in daily life and take part in school or community in the context of communication. Related with the main goal of language for education area, it can be stated that students learn language for communicative competence. They are expected to have ability both spoken language and written language.

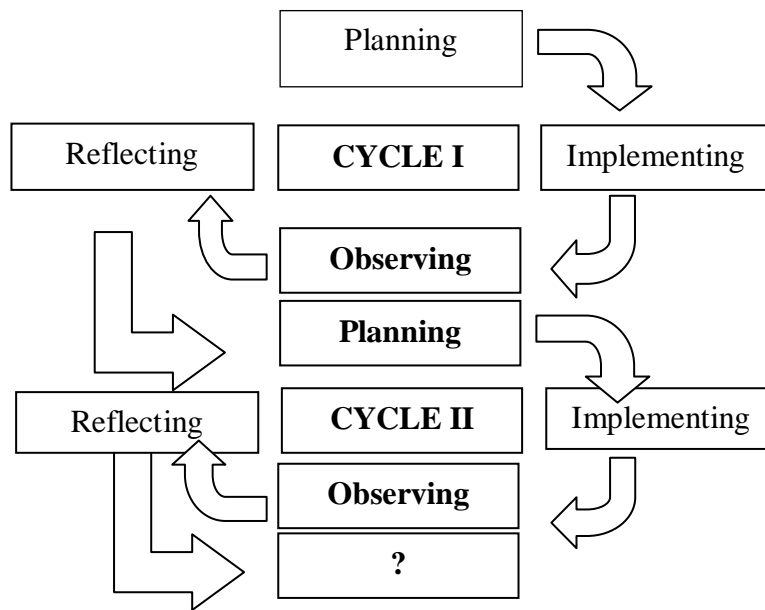
According to Canale (as cited Fauziati, 2009: 137), he offers four domains of communicative competence; Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

C. Method

This study is Classroom Action Research (CAR) with four steps namely, planning, implementing, observing, and reflecting. It is to improve students' reading comprehension of report text through scientific approach. The writer used scientific approach in teaching reading is to know what can the students' reading comprehension improved by using it with some material. In this case, using report text, it has positive and educative values to the students.

Based on definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity. In this Classroom Action Research, the researcher used action research of Suharsimi Arikunto. The researcher use it because it is felt appropriate to the purpose of this research

There is some of the expert to express about design action research with the different draft, but in general, there are four step: Planning, Implementing, Observing, Reflecting, the model and the explanation for each steps is as follows:



(Adapted by Suyadi, 2015:50)

The research is conducted in MA AL-Amiriyyah Blokagung. The school located in Ds. Blokagung-Karangdoro-Tegalsari-Banyuwangi. The research conducted through teaching and learning process in the classroom. The research will be held on January–February 2021 by Improving students’ reading comprehension of report text through scientific approach. This research will implemented in some cycle, the number of cycle adapted in overcome the research problem.

Table 3.1 Schedule of the research at the XI Agama 2 of MA Al-Amiriyyah Blokagung Tegalsari Banyuwangi.

Cycle	Meeting	Date	Topic	Activities
Preliminary Study	1	(Jan, 22 th 2021)	Report text	Teaching the material of report text with the title “River Catfish” without the method of scientific approach
Preliminary Study	2	(Jan, 28 th 2021)	Pre-test	Give pre-test to know the students reading comprehension of report text before treatment.

				The result of pre-test can be seen on the page 38
Cycle 1	3	(Feb, 05 th 2021)	Report text by the tittle “Emperor Penguins”	Analyze social function, text structure and language features of text “Emperor Penguins”.
Test	4	(Feb, 08 th 2021)	Comprehending test	Give the posttest depend on the material that was given before. The result of posttest can be seen on the page 44
Cycle 2	5	(February, 12 th 2021)	Report text by the tittle “Kangaroo”	Analyze social function, text structure and language features of text “Kangaroo”.
Test	5	(february, 15 2021)	Comprehending test	Give the posttest depend on the material that was given before. The result of posttest can be seen on the page 51

D. Result and Discussion

After doing the research such as doing preliminary test, cycle 1 and cycle 2, the researcher finally could say that improving reading comprehension through scientific approach really help the researcher and also the students to improve their reading comprehension.

The subject of this study is one class of eleventh grade which consists of 19 students in the class. This class is selected because of some considerations; the mean score of students is low, they need new approach, the subject matter is being taught in the class, and they are active students.

There are five steps on Scientific Approach, namely: observing, questioning, collecting information or experimenting, associating or information processing, and

communicating (Fauziati, 2014: 157). In the early step, teacher or researcher makes some preparation to solve students' problem that found in the class observation. A plan is as like determining what media will be used, technique, and material. Then, teacher does action by applying five learning phases adopted Scientific Approach. This is in accord with Sani (2015: 53) who stated that Scientific Approach can be implemented in teaching learning process through the following steps: 1) observing; 2) questioning; 3) experimenting; 4) associating; and 5) communicating. Similarly, the findings also resonates Istiqomah's research (2015) in which the teachers in her study implemented all steps of Scientific Approach: Observing, Questioning, Experimenting, Associating, and Communicating.

Concerning the implementation of scientific approach in teaching-learning process reading comprehension of report text, it was found that the stages of scientific approach were applied completely but it still needed some improvements. In the classroom observations, especially at *observing* stage, the teacher asked the student to read and comprehend of report text and pay attention of the social function, text structure and language features of factual report. This section is relevant to the theory proposed by education ministry (2013). Then they discussed the generic structure and the linguistic features of the report text. Report text is a type of genres in reading. This type of genre is appropriate to arrange information about natural or non natural phenomena or things in the world(Pardiyono, 2007, 272).

Understanding the concept of report text well, the teacher asked students to make question about the condition in the picture and new vocabulary from the text. Pose some questions related to learning-material they had read or watched. When the students were ashamed to pose some questions, the teacher gave them stimulus in order to ask some questions concerning the main issue. The stimulus made students brevier to pose some questions concerning the main issue. This section is relevant to the theory proposed by Gibbons (2009: 87-99, cited in Emilia, 2011: 34-35). Besides, the teacher guided students 8 to ask some questions when they had some trouble concerning the learning material. By asking students to pose some questions concerning the main issue, the teacher had developed the students' creativity and critical thinking. This statement is relevant to the theory suggested by Mason (2008).

In this stage, at first the teacher had to give stimulus to make them pose some questions related to the learning material. However, at the next meeting especially at the stage of *questioning*, the students posed some question enthusiastically. Most of them

posed questions concerning the generic structure and the linguistic features of report text. In addition, some of them asked questions about the difference of report text and descriptive text. They really posed questions critically.

However, to fill the students' curiosity, the teacher did not explain all learning material obviously. The teacher asked them to find out the detail learning material by themselves. The stage when the students explored the learning material was association stage. At this stage, the students did some activities such as exploring and comprehending some text of report, Afterwards, they identified the generic structure, the linguistic features, and the social function of report text. Besides, after comprehending the texts, they tried to find out the main idea of the text.

By doing the *associating* activities, the teacher spread the student into some groups. In group, the students were: a) analyzing the text from social function, text structure, and linguistic features, their findings related to the report text would be saved as part of memory. Afterwards, it would be connected with other previous experiences of theirs. As a result, they were able to comprehend the learning material in detail. The findings are appropriate to the theory proposed by Thorndike, Carson (2009), and education ministry (2013).

After exploring the learning material in the stage of associating, the students continued their activities into the stage of experimenting. At this stage, the students conducted some activities. The activities consisted of preparation, application, and feedback. In this case, the student after exploring the learning material in the stage of associating, the students continued their activities into the stage of *experimenting*. At this stage, the students conducted some activities. The activities consisted of preparation, application, and feedback. In this case, the Teacher provided a media to supported student's description. Students read the description while teacher corrected them if they made error pronunciation. Teacher helped them if they found difficult vocabulary. These findings coincide to the theory proposed by education ministry (2013).

Experimenting was not the last stage of scientific approach. The students had to do the other stage. It was the stage of *communicating*. At this stage, the students conducted some activities. Carson (2009) argues that in this stage the students communicate and share their finding of their analysis. Besides, the skills of analysis are what will enable learners to chart future courses for independent learning, while the powers of clear communication and creative expression are what will bind the learner to the rest of the

human race. Referring to the theory, at this stage the students carried out the following activities. During the session of communicating A member of group presented the result of discussion. Teacher led other group to make question related to the topic. Teacher also gave feedback.

Applying all steps in scientific approach will help the students understand the text. After that, the learning process is observed by giving a test to students in order to measure their ability and to know the outcomes of implementation. Finally, all process from the beginning to the end is reflected. Reflection means reforming, replacing, and changing something that assumed should be done. In this stage, teacher also decides there should be another cycle or not.

In preliminary test, the test is required to observe the quality of students in the class. Preliminary study was given without any treatment. The mean score of preliminary study is 65, 78 and the percentage of completeness is 37%. In the cycle 1, the test is required teacher to apply learning approach called Scientific Approach. This approach includes five phases (observing, questioning, experimenting, associating, and communicating). The teacher had implemented all learning phases and the result of students' mean scores is 69,47 and the percentage of completeness is 63%. In Cycle 2 differs in some modifications of the learning process from planning to observing. The mean score of cycle 2 is 81, 05 and the percentage of completeness is 100%.

Finally, the use of scientific approach can improve students' reading comprehension of report text. Therefore, this classroom action research of the implementation of scientific approach was successful. It can be seen from the result in each cycle and previous finding researches that support, thesis under the title "*Improving Student's Reading Ability Using Scientific Approach at the Eight Grade Students of SMP Diponegoro*". By: Roif Ahmad. From teaching learning reading, it had been proved that the students who were taught through scientific approach had good score in their reading comprehension. Thus, the result of this action research in two cycle proved the action hypothesis that said: "The students' reading comprehension of report text at the XI Agama 2 can be improved through scientific approach in academic year 2020/2021"

E. Conclusion

Scientific Approach (SA) is new approach in curriculum 2013. This is designed by adopting from previous curriculum (KBK and KTSP) and under principle theory of Systemic Functional Linguistic (SFL) in which has opinion that the use of language is for

making meaning. Thus, the main toward five stages of learning phases (observing, questioning, experimenting, associating, and communicating).

The implementation of scientific approach can improve students reading comprehension of report text was done in two cycles. There were some factors that affected the students' score improved. The result shows that the students' score was improved significantly. From the teacher's observation in classroom during giving action (Scientific Approach), there was some important aspects affected the students' score improved. In this section will be discussed how their ability increased.

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