THE IMPACT OF USING A SCIENTIFIC APPROACH
ON READING COMPREHENSION OF SEVEN-GRADE STUDENTS

SKRIPSI

Submitted in Partial of Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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Ujian Mempertahankan Skripsi Sarjana bagi Mahasiswa Program Strata I Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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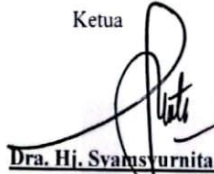
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan	Keterangan
8/6.2023	Bab III Change to pusttaka		
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SURAT PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students"** adalah benar bersifat asli (Original), bukan hasil menyadur karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan,   Oktober 2023

Yang Menyatakan

Syara Dilla

ABSTRACT

Syara Dilla. NPM 1902050098. "The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students." Skripsi. English Education Program of Faculty Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan. 2023.

The objective of this research was to examine the effects of using a scientific approach on the development of reading comprehension abilities among students in the seventh grade. The objective of this research was to ascertain the importance of using a scientific approach within the realm of reading comprehension. The current experimental study was carried out among a class of seventh-grade students at SMP Muhammadiyah 57 Medan during the academic year 2022/2023. The study population included a total of 47 students. The research used a random sample methodology. The experimental class for this research was designated as VII C and was subjected to the implementation of the scientific approach strategy. In contrast, the control class, VII A, was selected for the study and used the reading technique. The data gathering instrument was a blend of multiple-choice and essay forms. The data was obtained by the administration of pre-test and post-test evaluations to the pupils. A statistically significant difference was seen in the mean scores of students between the pre-test experimental class and the post-test experimental class. This was shown by a two-tailed p-value of 0.000, which is lower than the preset significance threshold of 0.5. As a result, the incorporation of a scientific methodology in educational research has a significant impact on the level of competency pupils get in reading and interpreting narrative texts. This, in turn, facilitates the enhancement of their analytical thinking and problem-solving skills, which are essential for their overall development.

Keywords: *Scientific approach, Reading comprehension, Narrative text*

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The title of this research is **"The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students"** She had several challenges and obstacles while writing this research, and she may not be able to complete it without the assistance of the following persons.

As a result, she wishes to offer her heartfelt gratitude to all who provided advice, inspiration, motivation, and support while carrying out this study. They are as follows:

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Finally, the researcher humbly acknowledges the composition of this Thesis. It is still far from ideal. If there are fewer words of consolation in this writing, The author expresses remorse, profoundly, and hopefully, this Thesis will be beneficial to everyone. May Allah Ta'ala continue to bless us all. Amen

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The Researcher

Syara Dilla
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Generally, 2013 curriculum, based on a scientific approach, stipulates that to participate in learning, students must go through the following stages: observing, questioning, deducing, associating, and communicating creating (Nurzannah, 2021). The natural form that science was inseparable from scientific rules relating to the scientific method used, and this scientific method was the keyword in science.

The history of the scientific method, which was established by Bacon and Newton and served as the primary impetus for the advancement of scientific knowledge for the three centuries. Mr. Francis Bacon (1561-1626) was the most well-known proponent of this theory. Bacon was preceded by more than a thousand years of intellectuals who formulated the theories that inspired him. Yet, he is generally acknowledged to be the founder of the scientific method. On the other hand, it was founded in an era in which most scientists were polymaths who worked in various scientific subjects and were also knowledgeable in philosophy and theology (Shuttleworth, 2023).

Philosophical told about the scientific focus on what kinds of scientific changes are cognitively developing, like when one theory may replace another more effectively than the previous one (Dellsén, 2023). Scientific approaches and methods may be traced via the history of thought as recounted in the Philosophy of Science, Spain, from the Greek era to the present.

Reading comprehension and scientific approach have a positive impact on students. To communicate effectively, students need four skills. The four essential language skills included in language acquisition are listening, speaking, reading, and writing. Reading is the most crucial of the four language skills since it involves every part of life. Reading is not just an essential skill (Greenleaf et al., 2023) but a complex skill that requires growth from weak to excellent reading habits (Nurwalidena et al., 2020). It indicates that students must not only read the book's sentences but also obtain some clues or concepts to realize the significance of the text by referring to their prior knowledge. Reading can be classified as a technique for obtaining information, knowledge, and insight.

The scientific method teaches students that knowledge may originate from several sources, without being limited to unidirectional information provided just by the educator. (Wahyuni et al., 2023). Teachers are educators who are expected to be innovative in their teaching techniques. The impact of using the scientific approach from previous research was Triyani et al., 2019 The findings of the study seek to determine how Students' critical thinking skills are influenced by the scientific method. The capacity to think critically can aid in problem-solving, learning, solution-finding, and, more accurately, determining the relationship between two things. A study design including a two group, with a pre-test and post-test assessment which was approached scientifically. A test instrument assesses critical thinking abilities, which are then analyzed statistically (t-test). The hypothesis test results indicate that employing a scientific methodology improves students' critical thinking abilities (Triyani et al., 2019). Incorporating a scientific

approach into reading comprehension instruction can positively impact student learning.

Based on the researcher's previous teaching experience in practice programmed, the problem was found in this research. The first was that students are low in learning English reading comprehension, as evidenced by their scores while studying, which tend to be low. Furthermore, Teachers were expected to use this strategy in the classroom to help students improve their English reading skills (Malaikosa & Taopan, 2020).

Moreover, the second problem was that students could not concentrate on what they were reading during the reading activity and struggled to comprehend the text. Students cannot find the main idea of the text. As a result, students get challenged to answer questions concerning the assigned text.

The students were taught English using the proper method to develop critical thinking skills. This issue challenges English teachers in determining how to increase students' grasp of the material and boost their reading abilities, so a scientific approach was used.

B. Identification of Problems

The following issues were discovered throughout this research:

1. Students were low in learning English Reading Comprehension

2. Students could not concentrate during the reading activity and struggled to comprehend the text

3. Students could not find the main idea of the text

4. Students got challenged to answer questions concerning the assigned text

C. The Scope and Limitation

The study focused on reading comprehension, and the researcher adopting a scientific approach to reading at the seventh-grade level and focusing on the narrative text.

D. Formulation of Problem

Based on the initial identification, the problem was phrased as follows:

1. Does using a scientific approach increase students' reading comprehension?

2. What is the impact of using a scientific approach on the reading comprehension of seven grade students?

E. The Objective of the Study

1. To find out using a scientific approach increase students' reading comprehension.

2. To know the impact of using a scientific approach on the reading comprehension of seven grade students.

F. The Significant of the Study

1. Theoretically

The results of this study will be expected to show how scientific methods can help students improve their reading skills.

2. Practically

a. English teachers have a new way to teach reading skills using a scientific method. They can make this method exciting and easy for students to understand what they are reading.

b. Students can improve their reading skills and learn more about what they are reading.

c. The findings of this study may serve as references and serve as a learning exercise for the researcher, allowing them to learn more via further research.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Framework

Theories were needed to explain concepts or terms used in a research project. Certain terms were employed in this research and had to be theoretically clarified.

2.1 Behaviorism Learning Theory

According to the theory of behaviorism, behaviorism focuses on visible and measurable aspects of human behavior. Behaviorism learning theories stress behavior changes resulting from the learner's stimulus-response linkages when defining behavior (Varas et al., 2023), According to the behaviorist by B.F. Skinner, is the relationship between stimulus and response displayed by the individual or subject during contact with the environment (Ariesta, 2018). This theory emphasizes that a person's conduct is the outcome of an interplay between stimulus and response. Watson states that all human emotional and physical behavior is an illusion caused by the stimuli and response to it.

A behavior change brought by the combination of stimulus and response. This behaviorist perspective on discovering theory emphasizes learning outcomes over the learning process. The theory will be used theory by Ivan Pavlov. Ivan Pavlov was a Russian Psychologist who pioneered classical conditioning in learning theory. His observation of dog behavior led to the development of classical conditioning in learning theory. Based on his observations, he concluded that the

dog's altering behavior did not occur in a natural situation, that there was a stimulus, and that the stimulus was related to power (Laeli, 2020).

The learning theory is that a person's self-learning is a reaction when a person associates a reward with a stimulus as a condition of the stimulus that comes before the reward (Parwati et al., 2018). Learning theory becomes a fundamental, systematic, and all-encompassing concept of how individuals, particularly students, learn. Psychological theories have a strong influence on learning theory. The behaviorism hypothesis is one of them. Learning can change in a person's behavior that can be observed and assessed.

2.2 Definition of Reading

The relationship between reading and behavior had a positive impact, and encouraging reading behavior can inspire pupils to read. A variety of reading activities can help to improve reading ability. Students who enjoy reading will engage in more reading activities. The practice can increase reading comprehension by fostering knowledge and experiences with reading materials.

According to (Wahyuningsih, 2021), reading is an essential skill for students, so attempts must be made to inculcate the habit and enjoyment of reading. Reading can help everyone learn something new and know or understand something from the text. Reading is one of the sensory abilities necessary to acquire English. It focuses on how one obtains information from written sources.

There were two types data involved in reading. First, information that can be seen comes from the written page. Second, knowledge that can't be seen comes from the reader's brain. Visual communication encompasses many forms of written

text, while non-verbal elements pertain to the reader's existing knowledge of reading, language, and the broader environment. This implies that only visual perception of sentences is insufficient. It is necessary to possess knowledge pertaining to the language in which the material is written, the subject matter it encompasses, and the act of reading itself.

2.3 Forms and the Functions of Reading

Reading form and functions cannot be separated from understanding. Each category will decide the desired reading outcomes. The majority of our present perspectives on second-language reading are influenced by studies of first language learners (Mashry, 2019). Because language is a way to communicate, methods and materials should focus on the message, not how it is sent. Then, reading goals in school should be the same as in real life.

There are four primary categories of reading methods, which are outlined as follows:

1. Skimming.

Reading only the most essential text parts is called skimming. Skimming could be helpful if you want to get an idea of the material on the most fundamental level. The function of skimming is to get the main idea of the reading topic, not the details. So, skimming can be successful if the reader can get the main idea and imagine what is discussed in the overall contents of the book in general.

2. Scanning

Scanning is when you quickly move your eyes across a sentence to get just a tiny piece of information. Research has found that reading from a computer screen

blocks the pathways for effective scanning. It means that reading on paper is much better for quickly understanding texts. The scanning function is a reading technique used when looking for specific information in a text.

3. Intensive Reading

Intensive reading, students read with specific learning objectives and duties in mind during intensive reading. Reading for pleasure and to develop one's reading skills is similar to reading widely. The function of intensive reading is to focus on content and grammatical structures.

4. Extensive Reading

Extensive reading (E.R.) is a second language reading strategy. Students read straightforward, pleasurable texts when they read extensively to improve their reading speed and fluency. The function of extensive reading is to help students improve their reading speed and fluency. Developing reading fluency is essential because it enables students to comprehend language more quickly and efficiently. One of the goals of extensive reading is reading for enjoyment.

2.4 Definition of Scientific Approach

The scientific approach to learning is based on scientific principles and consists of a series of data collection activities, including observation, questioning, experimenting, associating, and communication. (Pahrudin & Pratiwi, 2019). Students must perform some tasks and follow implementation procedures in practice. Analytical approach, the activities in question are problem-solving, presenting hypotheses, data collection, processing and analysis, and conclusion-making. The scientific approach creates it easy for teachers or course planners to

enhance the learning process by breaking it down into specific sections or stages, including directions in order for students to engage in learning activities. In real life, some people use science as an approach, and others use it to do things. But the scientific process and method are the same regarding what they are and how they work (SitiHijar et al., 2020). A scientific approach employs the scientist's procedures for constructing new knowledge using the scientific process. The method is a way to get inside through two paths; the path of reason (reason) and observation. The way the scientific method works is through scientific inquiry.

This scientific investigation is an organized attempt to find answers to questions or problems. So, the Scientific Approach uses reason and observation to solve problems (Rhosalia, 2017). Permendikbud number 22 of 2016 about process standards states there are five ways to learn in the Scientific method observing, asking questions, gathering information, making connections, and talking to others.

Based on what has been mentioned, a Scientific approach can be regarded as the beginning point or point of view for the scientific research-based learning process. Scientific inquiry is a learning method that deliberately attempts to answer an issue by observing, asking questions, acquiring information, drawing connections, and conversing with others.

2.5 Purpose Scientific Approach to Learning

(Mulyana, 2018) states the utilization of a scientific method may accomplish numerous goals in educational settings, including the following:

1. To learn and improve students' ability critical thinking to be better

2. To instruct students on how to tackle problems logically

3. To improve student learning outcomes in English lesson

4. To teaches students how to express their ideas from the text

5. To develop the character of students while studying

2.6 Characteristics Using Scientific Approach

Learning with a scientific method has unique characteristics based on (Chavan, 2022), such as:

1. A student-centered learning environment is characterized by active learning, wherein students engage in problem-solving, question-answering, question-formulation, discussion, and explanation activities throughout class. Additionally, cooperative learning is employed, when students collaborate in teams to tackle issues and complete projects.

2. Apply scientific process abilities to knowledge construction. The way or steps were taken by a student to build his knowledge, which takes place through two constructive processes, namely: the process of assimilation and the process of accommodation.

3. Involve cognitive processes that stimulate intellectual growth, particularly higher-order thinking abilities in students. Students can mix facts and concepts while analyzing, evaluating, and making decisions by presenting an assessment of a fact being studied.

4. Help students build character. It is a process carried out in education to instill basic character values in a person to build a personality between humans and their God, character values that must exist for fellow human beings, the environment, and character values with fellow humans.

2.7 Benefits and Drawbacks of Using the Scientific Method

a. Benefits

The scientific approach offers numerous advantages that greatly contribute to the cognitive knowledge, affective attitudes, and psychomotor skills development of students, thereby equipping them with practical abilities applicable in real-life situations within their surroundings. The advantages of employing the Scientific Approach might be outlined as follows:

1. Developing and improving students' thinking skills and processes

2. The information you get from this model is very strong and specific because it makes it easier to understand, remember, and pass on.

3. It makes students happy because they realize how important it is to look into things and do well.

4. They get students to take charge of their learning by getting their thoughts and drive involved.

5. Helping kids feel better about themselves because they learn to trust others when they work with them.

6. Based on the idea that both students and teachers should be equally involved in coming up with ideas.

7. To get students to think and do things on their own

8. As the learning process goes on, the situation gets more exciting.

9. The learning process involves different parts of each student, which helps them become whole people.

10. Inform students to respect each other more.

b. Drawbacks

The following are the shortcomings of the Scientific Method:

1. It raises the assumption that the mind is ready to learn. Students with lower cognitive abilities may have challenges when it comes to abstract thinking or articulating connections between ideas, whether in written or spoken form, resulting in feelings of frustration.

2. It is inefficient to teach substantial proportion of students because it requires a considerable amount of time to assist them in locating theory and other problem-solving strategies.

3. This model's expectations can be disrupted when interacting with students and instructors usually used to traditional learning strategies.

4. Discovery teaching is considered to be more appropriate for fostering the development of understanding, with comparatively less emphasis placed on the features of concepts, abilities, and emotions. (Antoni, 2016).

2.8 Steps of the Scientific Method
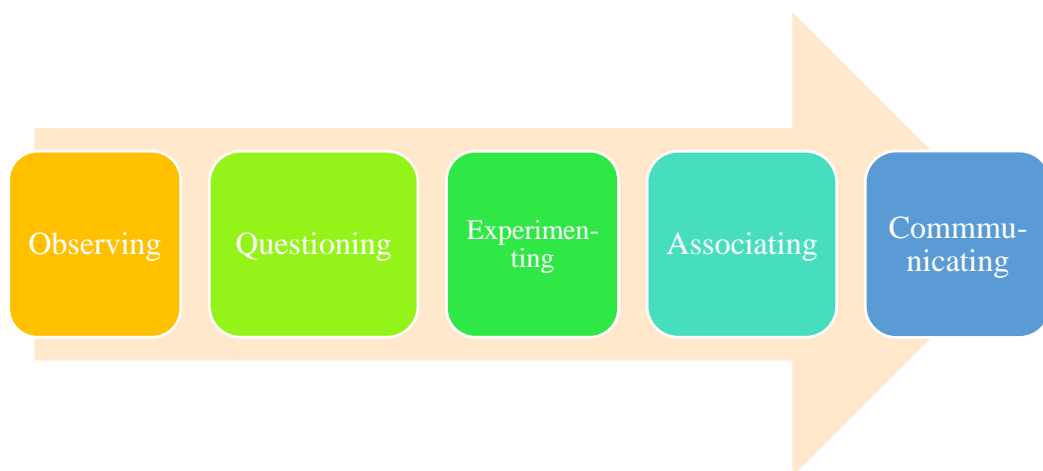
Figure 2.8 Steps of the Scientific Method

The theory used (Yani & Ruhimat, 2018) about the step of using scientific methods such as:

1. Observing: reading, listening, paying attention, and seeing (without or with the aid of instruments) in order to discover the issue, you wish to comprehend.

2. Questioning: inquiring about information not understood based on what you've seen or to find out more about what you've seen (starting with questions that can be proven true and moving on to hypothetical questions).

3. Experimenting: attempting/collecting information (data): conducting experiments, perusing additional sources and manuals, observing objects/events/activities, and interviewing informants.

4. Associating/processing information: processing acquired knowledge, such as the outcomes of collecting/experimental, observing, and information-gathering activities.

5. Communicating: expressing observations and conclusions derived from the analysis are communicated both verbally in written form or through other media. Developing: utilizing acquired knowledge to innovate, create, and design models, designs, and products (works).

2.9 Implementation of Scientific Approach

Applying the scientific approach may be characterized as a method of acquiring knowledge. Students engage in the active construction of concepts via the process observing activities, creating problems, making or submitting theories, gathering data in different ways, analyzing data, drawing conclusions, and sharing ideas or discovered principles. As a result, using a scientific method in student-

centered learning allows students to construct their knowledge through a series of scientific activities actively.

The use of the scientific method to teach and learn encompasses three key stages: the preparatory stage, core activities, and closing activities. The integration of these three components is essential to the learning process, and they cannot be disentangled. Further elaboration on the use of deliberate instructional methods is provided in the following discussion.

1. Preliminary stage

The preliminary activity before entering the center of learning is the first. Preliminary activity is typically allotted 15 minutes. The teacher was participating in the following action:

a. Mentally and physically to prepare students for learning.

b. Start by reading the opening prayer and greetings

c. Prepare the material will be lesson

d. Give students motivation to study

Preliminary activity is highly adaptable. It means teachers can adjust to the conditions of each class in the introduction. The most important is the motivation to learn, convey learning objectives, and provide stimulus regarding the study material. It is expected that students will be prepared to pursue the learning process.

2. Core Activity

This fundamental activity includes a process for students to embed manner, knowledge, and skills. Learning in the scientific realm is achieved via the aforementioned practices of observation, inquiry, experimentation, inference, and

communication. Such exercises have the potential to significantly improve students' dispositions, skills, and expertise. When students engage in fundamental learning activities, they can put into practice the five scientific learning processes. What to do is summarized in the table below based on the scientific method of approaching learning activities.

Table 2.9 Activities and Learning Activities with Scientific Approach

No	Activity	Activity in Learning
1.	Observing	Seeing, observing, reading, hearing, listening (without and with tools)
2.	Questioning	Ask questions from factual to hypothetical ones. Starting with the teacher's guidance until independence (becomes a habit).
3.	Experimenting	• Determine the data that will be required from the questions asked. • Define data sources (objects, documents, books, experiments). • Collecting data.
4.	Associating	• Analyzing data by creating categories and determining data/category relationships. • Summarize the results of data analysis.
5.	Communicating	• Conveying the conceptualization results in oral, written, diagrams, charts, pictures, or other media.

3. Closing Activity

The closing activity is approximately the last 10 minutes. Teachers and students can carry out several activities during the previous action (closing) as follow:

a. Complete the full range of learning and follow-up activities, jointly identify both direct and indirect benefits indirectly related to the learning outcomes achieved.

b. Provide feedback on learning processes and outcomes.

c. Carrying out improvements in the form of tasks, both individual and group projects.

d. Report the plan of educational activities for the subsequent opening

The success or failure of implementing the learning above depends on the interaction between the teacher and the participant's students (Pahrudin & Pratiwi, 2019).

3.0 Narrative Text

Narrative text is a story written to amuse or enjoy the reader about what happened in the past and to amuse or please the reader in different ways with real or invented experiences. (Sinaga, 2020).

Following is the fundamental structure of a narrative text:

a. Orientation introduces the story's main characters, the setting, and the period in which the story is set.

b. The story's conflict is depicted as a complication.

c. Resolution is a text organization element that demonstrates how participants address problems, for better or for worse.

Example:

JACK AND THE BEANSTALK

Once upon a time, in a small home. A poor woman and her son Jack lived there. They were so destitute that the only thing they owned was a cow named Milky White. When they ran out of food, the widow urged Jack to take the cow to the market and sell her so they could buy some.

On his way to the market, Jack saw a weird old guy who offered to exchange magic beans for Milky-White. Jack agreed to the exchange and returned home with the beans, intrigued by the idea of magic beans. His mother became enraged and flung the beans out the window before sending Jack to bed hungry.

The next morning, Jack awakened to find that the beans had grown into a massive beanstalk overnight. He chose to climb the beanstalk and ended up in a place high above the clouds. He came across a palace that was home to a fearsome giant and his wife. The giant possessed a golden goose and a magical harp that played exquisite music.

The geese and the harp were stolen by Jack, but as he was leaving, the harp wailed out, alerting the monster. The giant chased Jack down the beanstalk, but Jack climbed down quickly and cut down the beanstalk. The giant died as a result of his fall, and with the wealth supplied by the golden eggs, Jack and his mother were able to live comfortably (Bisma, 2023).

B. Conceptual Framework

This study employed a scientific approach to improve students' reading abilities. This method will be used in the classroom by employing a reading method

and a scientific approach, followed by appropriate techniques such as group discussion. The following diagram depicts the conceptual framework of this study:
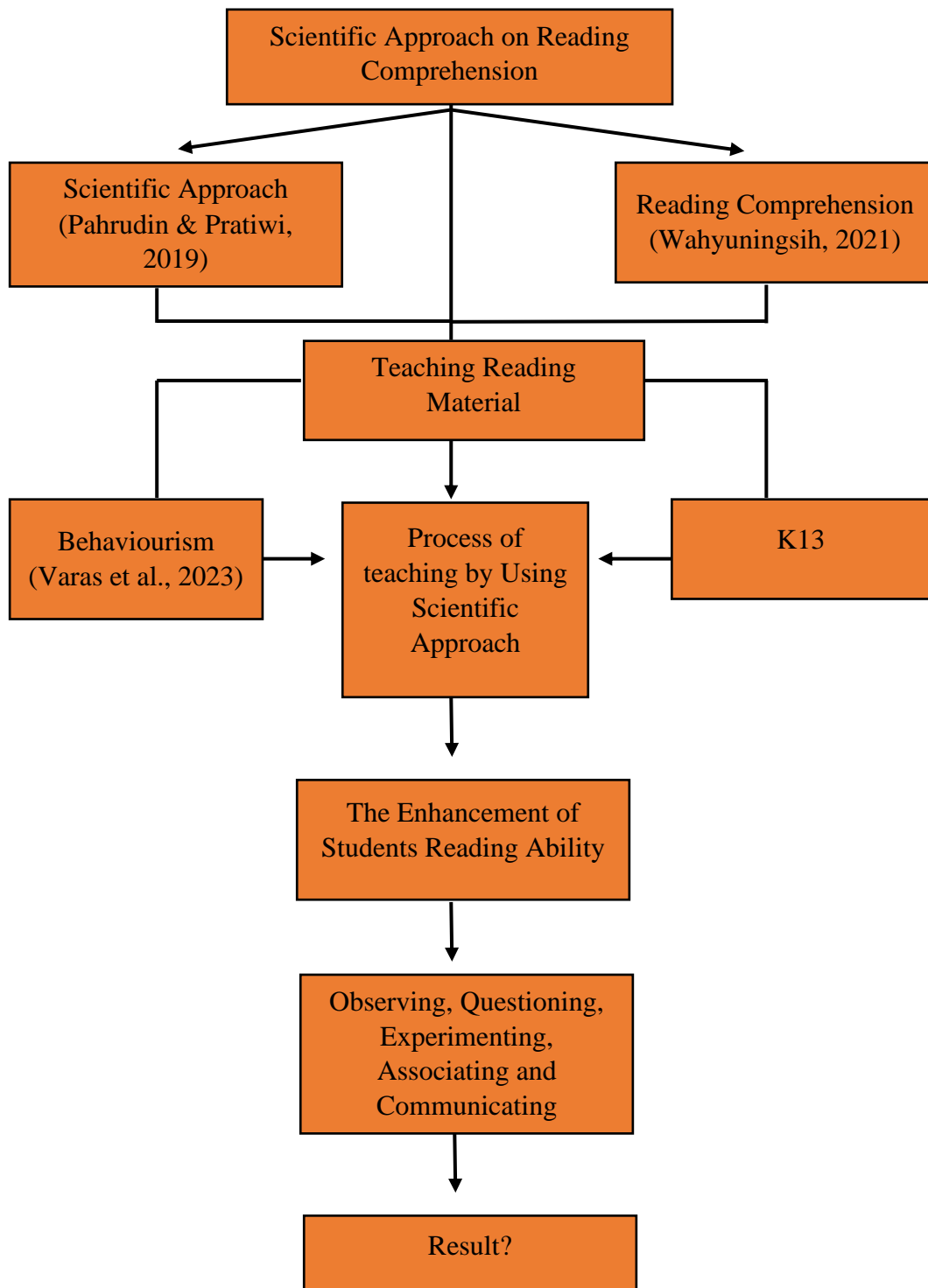
Figure 3.1 Conceptual Framework

The scientific method of reading comprehension using scientific theory by Pahrudin and Parwati (2019) and reading comprehension using theory by Wahyuningsih (2021) was used to describe the main parts above. The researchers would teach reading material using a scientific way of learning, such as by observing, asking questions, experiments, making connections, and talking to each other. If a scientific method is used for teaching reading, the results of this study should improve students' reading skills.

C. Hypothesis

This research would determine whether or not the Scientific Approach has an effect on seventh-grade students' reading comprehension. To determine the answer, the researcher proposes an alternative hypothesis (Ha) and the null hypothesis (Ho), as shown in the table below:

1. Ha: the application of the scientific approach had a significant affect on the reading comprehension of seventh graders

2. Ho: the application of the scientific approach did not significantly affect the reading comprehension of the seventh graders.

D. Related Study

Prior research has been conducted on the subject matter of this study. The first study was about the effect of the Scientific approach in teaching reading comprehension (SitiHijar et al., 2020). The research was published in the Journal of Language Education and Educational Technology. Volume 5 No. 2, 2020 e-ISSN: 2502-3306. Their study found significant disparities between the pre-test and post-test reading comprehension scores of students who received instruction using

a scientific approach. It was found that pupils whose classes used the scientific method had significantly higher exam results than those who used the traditional way. And the empirical method was well-received by students and was found to improve students' ability to understand what they read. The favorable comments from the pupils may point to the success of the empirical method in teaching reading comprehension.

The second was conducted by (Nurwalidena et al., 2020). The research was published in AISELT (Annual International Seminar on English Language Teaching) about the Scientific Approach Influence on Students' Reading Comprehension of Eighth Grader Students. The researcher found that using a scientific approach to teach eighth-grade reading comprehension was effective. The difference can be shown in the pupils' post-test results. Who received treatment based on a scientific approach versus those who did not receive treatment based on a scientific method. The mean post-test score for the experimental class was 85.10, while the mean score for the control class was 73.7. It revealed that the post-test scores of experimental class students were higher than those of control class students.

The third was conducted by (Junipisa, 2020). The research was published on pp. 21–26 in JPAI (Journal of Psychology and Instruction), Volume 3, Number 1, 2019, P-ISSN: 2597-8616, E-ISSN: 2549-4589—about The effect of scientific approach on speaking competency and its relationship to achievement motivation. The research found that 1) The interaction effect of teaching strategy and motivation on students' speaking competency is significant. 2) Scientific approach has a

Substantial effect on students' ability to communicate, 3) Scientific Approach has a significant effect on high motivation students' speaking competency, and 4) Conventional Strategy has a significant effect on low motivation students' speaking competency. The scientific approach has positively impacted students' speaking proficiency.

The four were conducted by (Triyani et al., 2019). The research was published in Lensa kependidikan fisika Vol. 7, No.1 e-ISSN: 2686-0937 p-ISSN: 2338-4417 pp. 15-18 about The Effect of Scientific Approach toward Students' Critical Thinking Skills. The result of this study seeks to determine how a scientific approach affects students' critical thinking skills. This study employs a single-group, pre-test, post-test, and experimental design. This study's sample consisted of one class (28 pupils), which was approached scientifically. A test instrument assesses critical thinking abilities, which are then analyzed statistically (t-test). The hypothesis test results indicate that using a scientific approach improves students' critical thinking abilities.

Finally, the five were conducted by (Sitio, 2020) the research published in journal Nommensen Journal of English Studies (NoJES) Volume 1, Number 1, October 2020 p-ISSN: 2746-1637 about the effect of a scientific approach-based English learning strategy (SABELS) on the student's reading comprehension ability at ten grades of SMAN 4 Pematang Siantar. The researcher discovered that the control group's reading comprehension improved slightly after treatment. The average post-test score of the experimental group is higher than that of the control group. In the experimental class, the ratio is 92,85 to 80,14. Then, the distinction

between experimental and control classes is 445 points, or an average gain of 12.71 points for all students. It demonstrates that the alternative hypothesis (Ha), there is a significant effect of using SABELS on the reading comprehension ability of SMA Negeri 4 Pematang Siantar students in grade ten, is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

The present study was conducted in SMP Muhammadiyah 57, located at Mustafa Street No. 1, Glugur Darat, Medan City, North Sumatera. The researcher chosen the location or area of the school because researchers come from the region or area and know enough about the situation of educational development in the area. That is the study's goal. As for reasons this particular school was selected because based on the researcher's experience while participating in the real teaching programmed there. It found that students' achievement in reading comprehension is still weak, as seen by their low score.

B. Population and Sample

1. Population

The population of this study was all 70 students in class VII at SMP Muhammadiyah 57 who signed up for the Academic year 2022-2023.

Table 3.1 Population

Class	Population
VII A	23
VII B	23
VII C	24
Total	70

2. Sample

The researcher used Simple random sampling because a random sampling of this type takes a simple random sample. It requires using randomly generated numbers to select a particular instance. According to (Fauzy, 2020), Simple random sampling is a method of random sampling without regard to population level or group.

Table 3.2 Sample

Class	Population	Sample
VII A	23	23
VII C	24	24
Total	47	47

Class VII C was chosen by the researcher as the sample for the experimental class, with 24 students taking part. Class VII A was selected as the sample for the control class, with 23 students participating.

Meanwhile, based on what researchers at the school. In VII C, students had low reading scores, especially in reading English lessons. The researchers make them part of this study's population and sample. The research sample for this study was the people who were examined.

C. Research Design

This research employs a quantitative technique and a quasi-experimental design. According to (Pai, 2022) quantitative method is a research method that relies heavily on numbers, from data collection to interpretation. The application of quantitative approaches in the social sciences collects information based on broad generalizations across larger populations. According to (Maciejewski, 2020) quasi-

experiment is an observational study similar to a randomized controlled trial in that an independent variable is manipulated but differs in that volunteers are not allocated to treatment groups randomly.

Table 3.3 The research design for the experimental group and control group

Group	Pre-Test	Treatment	Post-Test
Experimental (x) (VII B)	✓	Using Scientific Approach	✓
Control (y) (VII A)	✓	Reading method	✓

One of the quasi-experimental designs was the Pre-test and Post-test, Non-Equivalent control group design. The researcher had chosen the quasi-experimental method because the researcher wanted to measure how big the impact of the scientific approach on the reading comprehension of seven grade students with their scores by pre-test and post-test. The experimental group and a control group will be used in the format. The control group was taught conventionally or without a scientific approach. In contrast, the experimental group (later known as the practical class) was prepared using a scientific method.

D. The Instrument of Research

The researcher had been collected the data for this study using a single method. A student test served as the study's instrument. Multiple-choice and essay questions would be used in the exam. The researcher gathered data by providing a pre-test and post-test during the data collection method.

E. The Technique of Collecting Data

This study's data was gathered through the use of a test. To collect information for the study, both the experimental and control groups had pre-test and post-test assessments.

1. Pre-Test

The pre-test was administered prior to the treatment procedure. A pre-test was a reading exam to determine student reading achievement in groups. The following was the technique for taking the test:

   a. The students would be directed by the teacher to engage in reading the book in accordance with its underlying concept.

   b. The teacher instructed the pupils to respond to the test in accordance with the provided directions.

   c. The teacher would gather the students' answer sheets.

2. Treatment. After the pre-test, the treatment was applied to the experimental class.

3. Post-Test

The post-test was performed after the procedure. The post-test assesses the student's ability, and the average scores are calculated between the experimental and control groups. It had also used to evaluate student ability to understand Narrative text following treatment.

F. The Technique for Data Analysis

In this study, the researcher used a paired-samples t-test to examine significant variations in reading comprehension scores between students before and after treatment. In addition, the Independent Sample t-test was taught using a scientific technique to examine considerable score differences between students, whereas pupils are taught using a conventional approach.

While testing, the validity of the researcher will be used IBM SPSS 21. According to (Junaidi, 2010), SPSS (Statistical Product and Services Solution) is data processing software for various purposes, including business, internal research, and research. Its purpose is to ensure that the results of a measurement match what is being measured.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data consisted of the scores obtained by the students in the pre-test and post-test. Both the experimental and control groups had pre-tests and post-tests related to reading comprehension of the narrative. The tables below display findings of the pre-test and post-test for both groups are shown:

Table 4.1 Students Learning Outcomes (Experimental group)

No	Students Initial	Pre-test	Post Test
1.	RF	65	90
2.	MAP	50	80
3.	AR	60	90
4.	AM	50	75
5.	FA	45	65
6.	NA	40	85
7.	YS	40	65
8.	NK	55	85
9.	HK	55	85
10.	MN	85	100
11.	NS	85	100
12.	AZ	85	100
13.	FA	70	75
14.	MRP	70	85
15.	BI	65	70
16.	MR	50	80
17.	ASA	55	70
18.	SY	65	80
19.	TA	50	70
20.	AA	60	80

From the table above, compared to the experimental class's pre-test outcomes showed that 11 students scored less than below 60. 6 students scored below 70, and 3 students scored below 85. while post test scores, 2 students scored below 65. 5 students increased to get scores below 75. 8 students improved their scores below 85. 2 students had a score 90, and 3 students received score of 100.

Table 4.2 Students Learning Outcomes (Control group)

No	Students Initial	Pre-test	Post-test
1.	ASA	55	70
2.	BLH	55	90
3.	RHN	75	90
4.	IF	55	80
5.	AA	55	70
6.	NS	70	90
7.	NN	75	80
8.	SDA	60	60
9.	VPR	55	85
10.	NAP	50	70
11.	NS	55	70
12.	NWS	50	65
13.	PAO	70	70
14.	AJR	65	70
15.	VE	60	75
16.	MFNR	50	75
17.	MI	60	70
18.	ALR	40	75
19.	MIR	50	65
20.	MFAS	75	85
21.	AB	50	70
22.	AR	55	80

The preceding table of data shows that the results of the control group pre-test were 13 students getting scores below 55, 3 students got scores below 60, and

6 students getting scores below 75. The results of the post-test were 3 students getting a score below 55 increasing to 65. 11 students getting a score of 75. 5 students increasing getting a score of 85, and 3 students getting increase score of 90. There are 22 students whose grades increased, 0 students are constant, and 0 students decreased.

1. Data Descriptive Statistics

Table 4.3 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test (Control class)	22	40	75	58.41	9.560
Post-test (Control class)	22	60	90	75.23	8.657
Pre-test (Experimental class)	20	40	85	60.00	13.860
Post-test (Experimental class)	20	65	100	81.50	10.894
Valid N (listwise)	20				

The control group consisted of one group of 22 students. The typical score for the control class on the pre-Test is 58.41, with a minimum score of 40 and a maximum score of 75. The mean score of the post-test for the control class is 75.23, with a minimum score of 60 and a maximum score of 90. It is evident from the data that there has been an improvement in grades following the implementation of the conventional learning technique. Specifically, there is a notable difference of 67.5 points between the average scores obtained in the Pre-Test and Post-Test

assessments. In the experimental class consisting of 20 students, the mean pre-test score was 60, with a minimum score of 40 and a maximum score of 85. The average result on the post-test is 81.50, with a minimum grade of 65 and a maximum grade of 100. The observed mean score difference of 21.5 between the Pre-Test and Post-Test indicates a significant improvement in student learning outcomes subsequent to the implementation of a scientific approach in the teaching methods. The data presented indicates that there are variations in student results between the two classes. The application of the scientific technique produced superior outcomes compared to the conventional strategy.

2. Test of Normality

Nuryadi et al. (2017) found that, based on their study, a normality test is a statistical approach used to ascertain if a given dataset is derived from a population that follows a normal distribution or whether the data exhibits normality. This section explores the normalcy of the distribution of data. If the significance value, also known as the probability value, is less than 0.05. In this case, the distribution does not exhibit a normal distribution. Suppose the significance of the phenomenon is considered. According to Nuryadi et al. (2017), a distribution may be considered normal if its value, significance, or probability value exceeds 0.05.

In this study, the researcher used the SPSS 21 application and conducted the Kolmogorov-Smirnov and Shapiro-Wilk tests to evaluate the normality of the data.

Table 4.4 Test of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-test control class (Conventional)	.208	22	.023	.916	22	.085
	Post-test control class (Conventional)	.221	22	.011	.912	22	.070
	Pre-test (experimental class)	.141	20	.200[*]	.924	20	.117
	Post-test (experimental class)	.124	20	.200[*]	.937	20	.206

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test of students' learning outcomes is a pre-test, and the post-test (conventional) is Kolmogorov-Smirnov df 22 with sig 0.11. Statistic value .221 and Shapiro-wilk sig. is 0.70 with statistic .912. Then pre-test and post-test (experimental class) Kolmogorov-Smirnov df 20 with sig. 200*. Statistic value .124 and Shapiro-wilk sig. is .206 with statistic .937. It can be said that the post-test data is normally distributed. The significance value (sig) for all data on Kolmogorov-Smirnov test and the Shapiro-Wilk test is more than 0.05, Suggesting that the data obtained from the research has a normal distribution.

3. Paired Sample T-test

Paired t-test is a method for evaluating hypotheses when the data used are not independent (paired) (Nuryadi et al., 2017). The paired sample t-test can be used to compare the means of two paired samples to determine whether or not there is a

difference. The researcher conducted a paired sample t-test to analyze the data obtained from the pre-test and post-test of the control class (Conventional) and the experimental class. The purpose was to ascertain if there exists a disparity in the average scores between the two sets of paired samples. The exam is given with the SPSS 21 program.

Table 4.5 Paired Sample T-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test (control class) Post-test (control class)	-16.818	9.825	2.095	-21.174	-12.462	-8.029	21	.000
Pair 2	Pre-test (experimental class) Post-test (experimental class)	-21.500	9.611	2.149	-25.998	-17.002	-10.004	19	.000

Based on the paired sample T-test table, the t-test value from the paired control class t value is -8.029, the two-way significance value is 0.000, and the standard deviation is 9.825 with df 21. The Experimental Class t value is -10.004, the two-way significance value is 0.000, and the standard deviation is 9.611. With df 19, Then the t value in table is acceptance area of H0, namely -8,029 < -10,004, so H0 is accepted, and H1is rejected

A significance value (two-tailed) of 0.000, which is less than 0.5, suggests a statistically significant difference disparity in mean student scores between pre-test and post-test (regular) control classes. Based on the findings of pair 2 and the resulting significance value (two-tailed) of 0.000, which is less than the given threshold of 0.5, it can be inferred that there exists a statistically significant disparity in the average scores between the pre-test and post-test experimental classes. Based on the analysis of output pair 1, it can be concluded that the use of the scientific teaching method has a significant impact on student learning outcomes in the area of reading comprehension of a narrative text.

Table 4.6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test (Control Class)	58.41	22	9.560	2.038
	Post-test (Control Class)	75.23	22	8.657	1.846
Pair 2	Pre-test (Experimental Class)	60.00	20	13.860	3.099
	Post-test (Experimental Class)	81.50	20	10.894	2.436

Based on the table paired sample statistic from pair 1 (control class), N = 22 with a mean of 75.23. Std deviation 8.657 and Std Error mean 1.846. and Pair 2 (experimental class), N = 20, with a mean of 81.50. Std deviation 10.894 with Std Error mean 2.436. The results above show that there was a substantial improvement in the average score of the experimental class between the pre-test and post-test. In other words, it may be argued that adopting a more scientific approach to education improves students' ability in comprehending stories.

4. Test of Homogeny

The homogeneity test is a statistical procedure designed to demonstrate that two or more groups of sample data originate from populations with the same variance. The objective of the homogeneity test is to ascertain whether or not all groups of research data have the same variance. In other words, the data sets we examine have the same characteristics (Nuryadi et al., 2017).

In this study, the homogeneity test is used to determine whether the post-test data groups for the control class (conventional) and the post-test experimental class (scientific approach) are homogeneous (same) or heterogeneous (not same). For the homogeneity test to determine whether data are homogeneous, the significance value must be greater than 0.05. Otherwise, the data cannot be considered homogeneous. The exam is conducted as follows with the aid of the SPSS 21 application.

Table 4.7 Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students Learning Outcome	Based on Mean	.817	1	40	.372
	Based on Median	.591	1	40	.447
	Based on Median and with adjusted df	.591	1	38.608	.447
	Based on trimmed mean	.802	1	40	.376

Then at the time of the homogeneity test, the value of the Levene statistic mean is .817 with df2 = 40 while Median = .591 with sig .447. based on median and with adjusted df = .591 with df2 = 38.608 and sig .447. then based on trimmed mean = .802 df2 = 40 and sig.376, it can conclude that the data is homogeneous.

Because the significance value (sig) based on the mean is known to be $0.372 > 0.05$, the result above suggests that the variance of the post-test data for the experimental and control groups is homogeneous or equal.

5. Independent Sample T-test

The mean difference between two datasets or populations is calculated using this test. The following are necessary for an independent T-test to be conducted: To begin with, the data follows a normal distribution. Second, the data in both sets may be interpreted as desired. Numerical and categorical (there are only two groups) variables are used in conjunction with each other (Nuryadi et al., 2017) The purpose of this research was to compare the effectiveness of teaching students to read narrative texts using the traditional technique and the Scientific method utilizing the Independent Sample t-test. Data from both the experimental (Scientific method) and control (traditional) groups were analyzed using SPSS 21 to conduct the test.

Table 4.8 Independent Sample T-test

		Levene's test for Equality of Variances		T-test for Equality of Means						
		f	Sig	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcomes	Equal variances assumed	.817	.372	-2.075	40	.044	-6.27273	3.02276	-12.38195	-16351
	Equal variances not assumed			-2.052	36.263	.047	-6.27273	3.05628	-12.46959	-07587

The results of the independent sample t-test obtained an equal variance assumed with a value lower than -12.38195 with an Upper value of -16351 and the sig.2 tailed of 0.44. with mean difference of -6.27273. Then equal variances not assumed with a value lower -12.46959 with the Upper value -07587 and the sig.2 tailed of 0.47, mean difference -6.27273. It can be concluded from the output above that there is a difference between the average post-test of students utilizing the conventional method and the scientific approach because of the value of sig. (2-tailed) is 0.000 < 0.05.

Table 4.9 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-test (Control class)	22	75.22	8.657	1.845.
	Post-test (Experimental class)	20	81.50	10.894	2.436.

Based on the data presented in the table above, it is evident that the mean score in the control class was 75.22, with a standard deviation of 8.657. In contrast, it was noted that the mean score in the Experimental class was 81.50, accompanied with a standard deviation of 10.894. The findings of this study indicate that there were notable disparities in the exam results of students who received scientific approach education compared to those who received conventional instruction.

B. Data Analysis

The primary aim of this research was to investigate the potential impact of the Scientific approach method on students' reading comprehension abilities. The researcher's study reveals that the implementation of scientifically-based learning methods has a notable impact on the academic performance of seventh-grade students at SMP Muhammadiyah 57 in Medan. Specifically, these methods have been found to enhance students' reading comprehension skills in relation to narrative texts, as evidenced by the effective management of collected data. The two-tailed significance level for the paired sample t-test is 0.000, which is less than the conventional threshold of 0.5. According to Nuryadi et al. (2017), if the p-value for the paired sample t-test is below 0.05, it is inferred that there is a significant relationship between variable X and variable Y. Conversely, if the p-value exceeds 0.05, it is considered that there is no significant relationship between variable X and variable Y. Therefore, it can be inferred that the utilization of a scientific learning strategy has the potential to impact the reading comprehension outcomes of students. The disparity in the average scores of the pre-test and post-test measurements for the experimental group serves as an indicator of the extent or size of this particular effect. The average pre-test and post-test scores of the experimental class exhibited an increase from 60.00 to 81.50. In alternative phrasing, it may be said that the utilization of the scientific approach method yields a noteworthy enhancement in the comprehension of narrative texts. The alternative hypothesis is supported, while the null hypothesis is rejected due to the paired sample t-test statistic revealing a significant rise in the mean value of student

learning outcomes. There is evidence of a growing trend towards employing a Scientific method in the evaluation of students' narrative text reading comprehension skills.

According to the independent sample t-test, students who used the traditional method and those who used the scientific approach had different mean post-test scores, with sig. (two-tailed) score $0.000 < 0.05$. The group statistics table clearly shows how much the two groups differ; the mean post-test scores for the experimental class (scientific approach) and control class (traditional class) were 75.23 and 81.50, respectively. Compared to the control class (regular), the mean of the post-test (scientific approach) experimental class is higher. Therefore, it can be said that the teaching method using the scientific method works better than the traditional one.

Previous research has shown similar results, and this study's findings align with those findings. "The effect of a scientific approach in teaching reading comprehension." This study intends to examine the various effects of two non-conventional approaches to learning to read. This study used method a quantitative. In this study, class XII MIPA 1 was selected as the sample for the experimental class with 25 participants, and class XII MIPA 2 as the control class sample with 26 participants. An Independent sample t-test was used to test the data from this study, which was collected from the pre-test and post-test. Besides that, the findings also show that the majority of students agree that the scientific approach is effective in improving their reading comprehension (SitiHijar et al., 2020).

Some studies have also examined the impact of using a scientific approach to reading. Title "The Impact of the Scientific Approach on Reading Comprehension by Eighth Graders." The researcher found that using a scientific approach to teach reading comprehension to eighth graders was effective. The difference is observed in student post-test results who received scientific treatment compared to those who did not receive scientific treatment. The experimental class had 85.10 average post-test score, while the control class had an average score of 73.7. In accordance with (Nurvalidena, 2020) Results indicated that experimental students had greater post-test scores than control pupils.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of the Scientific method has been shown to significantly enhance reading comprehension of narrative materials among students as indicated by the results of paired sample t-test analysis. This observation aligns with the intended objective of the research. The results that were achieved from the paired sample t-test indicate that the use of the Scientific method has a significant impact on students' reading comprehension while engaging with narrative materials. The importance of this impact is seen in the mean post-test score of the Experimental Class, which has shown a notable rise from 60.00 to 81.50. Consequently, the use of the Scientific method substantially enhances the level of reading comprehension pertaining to narrative content. The null hypothesis is rejected, while the alternative hypothesis is accepted. Based on the results of the Independent Sample T-Test, there was a notable/significant disparity in the average Post-Test scores between students who employed the conventional technique and those who utilized the Scientific approach. Specifically, the mean Post-Test score for students using the conventional method was found to be 58.41, whereas students employing the Scientific approach achieved a mean Post-Test score of 75.23. In class VII SMP Muhammadiyah 57, the use of the Scientific Approach has shown to be more effective compared to the Conventional Method.

Future research should include evaluating students' reading quality. Using the scientific method in student-centered learning enables students to construct their knowledge through a series of active scientific activities. Active learning is where in an academic setting, students engage in problem-solving activities, respond to inquiries, and develop formulations. Their individual inquiries, discussions, and explanations throughout class time. Learning via cooperative effort, with students working in groups to solve issues and complete tasks.

B. Suggestion

The following suggestions were made based on the preceding conclusions:

1. It was suggested to the researcher after that that this method be improved throughout the same study in order to get better performance of the students in reading comprehension.

2. It was advised that the English teacher should focus more on reading instruction because it was one of the skills that needed to master. While teachers can use the scientific approach to teaching reading comprehension, particularly in narrative literature, as a tool to help pupils study.

3. The enhancement of students' reading comprehension in narrative material can be achieved through the implementation of a scientific approach.

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APPENDIXES

APPENDIX I English Lesson Plan (Experimental Class)

LESSON PLAN

School   : SMP Muhammadiyah 57 Medan

Subjects   : English

Class/Semester   : VII/ 2

Theme   : Narrative Text

Time Allocation   : 2 J.P.

A. Core Competency

K.I. 1: Respect and adhere to the tenets of their religion.

K.I. 2: Demonstrating honesty, disciplined, responsible, caring (tolerance, cooperation), courteousness, and the ability to connect well with people and the natural world that are within reach of relationship and presence.

K.I. 3: Curiosity in the sciences, technologies, arts, and cultures relating to the world at large leads to an understanding of knowledge (facts, concepts, and procedures).

K.I. 4: Learning by doing, both in the abstract (writing, reading, counting, drawing, and composing) and tangible (using, parsing, stringing, changing, and producing) domains, using information gained from formal education and other sources that share a similar perspective or theory.

B. Basic Ability

- Demonstrate scientific behavior (curiosity, objectivity, honesty, conscientiousness, diligence, carefulness, responsible, openness, and care for the environment) in daily life activities to apply mental attitudes and conduct scientific investigations and discussions.

B. Learning Objectives

First, Second and Third Meetings:

1. Growing a religious attitude, honesty, hard work, and enthusiasm for learning.
2. Through a scientific approach, students can identify simple short reading, spoken, and written texts related to the material to be discussed.
3. Students can think critically, precisely, and precisely through the material presented.

D. Learning Steps

Activity	Learning Step	Time
Introduction	1. Students began the activity by praying 2. Checking the attendance of students 3. Educators Ask about the state of students	15

Core Activity	1. Students had been given Pre-Test
	2. The teacher taught with a Scientific approach
	3. Observe
	   Students listen and imitate the reading exemplified by the teacher about the story that was delivered.
	4. Ask
	   With help and direction from the teacher, the students ask questions about what the story means.
	5. Gather information
	   Students collect information and write down observations from listening to and watching examples given by the teacher.
	4. Associating
	   The teacher made guided groups in student guidance group work about the expressions of
		80

	the story's contents, such as asking about places, situations, and people in the story's contents. Students identify the text that had been given.	
	5. Communicate	
	Students used English whenever the opportunity arose to state and ask about the places, situations, and people in the story's contents.	
	Students talk about the problems they experience in using English to ask about places, situations, and conditions of people in the story.	
	6. The teacher would be given Post-Test	
Closing	7. Together students made conclusions and summaries of learning outcomes for a day.	25
	8. Teachers given students chances to talk about what they have learned and what they think about it.	
	9. The teacher gave a brief and clear review of the material.	
	10. The teacher closed the material with Salam.	
		120 Minutes

E. ASSESSMENT in Scientific Learning

1. Assessment Techniques

   a. Attitude Assessment: Confidence, discipline, cooperation

   b. Knowledge Assessment: Pre-test and Post-test

   c. Skills Assessment: - Performance

                     - Product

E. Assessment instrument

   Put a tick (√) in the column according to the student's reading test score

Rubric for Evaluating Student Learning Process Utilizing the Scientific Approach Method

Criteria	Good	Enough	Practice Again
Language Style	The sentences are simple and straightforward.	Sentences are quite clear, but some words are difficult to understand	Sentences difficult to understand
Sound while reading	heard	Unclear	Not heard
Attitude during presentation	Bold and full of confidence	Brave enough, but it still seems doubtful	Not confident (ashamed and do not want to talk)

F. MEDIA, TOOLS AND RESOURCES FOR LEARNING

1. Media: English Book
2. Materials: Pre-test and Post-test
3. Recourses for learning: - Educator book - Source person

                                   Medan,   **2023**

Headmaster   **Teacher**

…………………..   **Syara Dilla**

APPENDIX II English Lesson Plan (Control Class)

LESSON PLAN

School   : SMP Muhammadiyah 57 Medan

Subjects   : English

Class/Semester   : VII/ 2

Theme   : Narrative Text

Time Allocation   : 2 J.P.

A. Core Competency

K.I. 1: Respect and adhere to the tenets of their religion.

K.I. 2: Demonstrating honesty, disciplined, responsible, caring (tolerance, cooperation), courteousness, and the ability to connect well with people and the natural world that are within reach of relationship and presence.

K.I. 3: Curiosity in the sciences, technologies, arts, and cultures relating to the world at large leads to an understanding of knowledge (facts, concepts, and procedures).

K.I. 4 : Learning by doing, both in the abstract (writing, reading, counting, drawing, and composing) and tangible (using, parsing, stringing, changing, and producing) domains, using information gained from formal education and other sources that share a similar perspective or theory.

B. Basic Ability

- Demonstrate scientific behavior (curiosity, objectivity, honesty, conscientiousness, diligence, carefulness, responsible, openness, and care for the environment) in daily life activities to apply mental attitudes and conduct scientific investigations and discussions.

C. Learning Objectives

First, Second and Third Meetings:

1. Growing a religious attitude, honesty, hard work, and enthusiasm for learning.

2. Through a scientific approach, students can identify simple short reading, spoken, and written texts related to the material to be discussed.

3. Students can think critically, precisely, and precisely through the material presented.

D. Learning Steps

Activity	Learning Step	Time
Introduction	1. Students began the activity by praying 2. Checking the attendance of students 3. Educators Ask about the state of students	15
Core Activity	4. An first pre-test was given to the students. 5. The teacher taught with the Reading method. 6. The teacher will give Post-Test	80
Closing	7. Together students made conclusions and summaries of learning outcomes for a day. 8. Teachers give students chances to talk about what they have learned and what they think about it. 9. The teacher gave a brief and clear review of the material. 10. The teacher closed the material with Salam.	25
		120 Minutes

E. ASSESSMENT in Scientific Learning

1. Assessment Techniques

a. Attitude Assessment: Confidence, discipline, cooperation

b. Knowledge Assessment: Pre-test and Post-test

c. Skills Assessment: - Performance & Product

2. Assessment instrument

Rubric for Evaluating Student Learning Process Utilizing the Scientific Approach Method

Put a tick (√) in the column according to the student's reading test score

Criteria	Good	Enough	Practice Again
Language Style	The sentences are simple and straightforward.	The sentences are quite clear, but some words are difficult to understand	Sentences difficult to understand
Sound while reading	heard	Unclear	Not heard
Attitude during presentation	Bold and full of confidence	Brave enough, but it still seems doubtful	Not confident (ashamed and do not want to talk)

F. MEDIA, TOOLS, AND RESOURCES FOR LEARNING

1. Media: English Book
2. Materials: Pre-test and Post-test
3. Resources for learning: - Educator book - Source person

                                          Medan,   2023

Headmaster   **Teacher**

…………………..   **Syara Dilla**

APPENDIX III Pre-Test

Name :

Class :

Please, read and answer this question correctly!

<p style="text-align:center">Smartest Parrot</p>

Once upon time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Where did the story take place?

    A. London

    B. Puerto Rico

    C. Jakarta

    D. Buenos Aires

2. What did the word that parrot cannot say?

    A. Catano   C. Canato

    B. Tacano   D. Nacato

3. How often did the owner teach the bird how to say the word?

    A. Always   C. Many times

    B. Every day   D. Every second

4. The first paragraph is the …… of the story

    A. Complication   C. Orientation

    B. Reorientation   D. Resolution

5. Which statement was true according to the text?

    A. The parrot could say, Catano

    B. At last, the parrot could say Catano

    C. Catano was the name of the parrot

    D. The man never got angry at the parrot

6. What did the man do to the bird because the bird cannot say the name of a place?

    A. The man ate the bird.

    B. They sold the bird.

    C. The man killed the bird.

    D. The man taught the bird.

7. It is most likely that ….

    A. The bird killed the three chickens.

    B. The three chickens killed the bird.

    C. The bird played with the chicken.

    D. The bird killed one of the three chickens.

8. What did the story about?

    A. A parrot and a cat

    B. A parrot and a chicken

    C. A parrot and the owner

    D. A parrot, the owner, and chickens

9. "It was very, very smart."

    The underlined word refers to …

    A. The man   C. The Chicken

    B. The bird   D. Puerto Rico

10. Next, it will be your turn. I will eat you too, stupid parrot."

    The synonym of the underlined word is…

    A. Clever   C. Bored

    B. Tall   D. Foolish

II. Fill in the blanks below with the correct answer

1. At first, the man was ………. to the bird

2. The parrot could say every …….. expect …… word

3. What did the story about …….

4. Did the parrot die in this story? …...

5. When the man opens the door. He was very ……

III. Answer the questions based on the text

1. How many main characters were in this story?

2. What were the characters of the parrot and the man?

3. How many chickens died on the floor?

4. Why do narrative texts use the simple past tense?

5. What was the ending of the story?

APPENDIX IV Post-test

Name   :

Class   :

Please, read and answer this question correctly!

Smartest Parrot

Once upon time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, <u>stupid</u> parrot." The synonym of the underlined word is…

    A. Clever   C. Bored

    B. Tall   D. Foolish

2. "<u>It</u> was very, very smart." The underlined word refers to …

    A. The man   C. The Chicken

    B. The bird   D. Puerto Rico

3. What did the story about?

    A. A parrot and a cat

    B. A parrot and a chicken

    C. A parrot and the owner

    D. Smarter parrot

4. It is most likely that ….

    A. The bird killed the three chickens.

    B. The three chickens killed the bird.

    C. The bird played with the chicken.

    D. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

    A. The man ate the bird.

    B. They sold the bird.

    C. The man killed the bird.

    D. The man taught the bird.

6. Where did the story take place?

    A. London

    B. Puerto Rico

    C. Jakarta

    D. Buenos Aires

7. What did the word that parrot cannot say?

    A. Catano   C. Canato

    B. Tacano   D. Nacato

8. How often did the owner teach the bird how to say the word?

    A. Always   C. Many times

    B. Every day   D. Every second

9. The first paragraph is the …… of the story

    A. Complication   C. Orientation

    B. Reorientation   D. Resolution

10. Which statement was true according to the text?

    A. The parrot could say, Catano

    B. At last, the parrot could say Catano

    C. Catano was the name of the parrot

    D. The man never got angry at the parrot

II. Fill in the blanks below with the correct answer

1. The parrot could say every …….. expect …… word

2. At first, the man was ………. to the bird

3. Did the parrot die in this story? …...

4. When the man opens the door. He was very ……

5. What did the story about …….

III. Answer the questions based on the text

1. How many chickens died on the floor?

2. What were the characters of the parrot and the man?

3. How many main characters were in this story?

4. What was the ending of the story?

5. Why do narrative texts use the simple past tense?

APPENDIX V Reseacrh Documentation

(Doc 1. All students is given test before and after the treatment)

(Doc 2. Explanation)

(Doc 3. Students made group disccusion)

(Doc 4. Group photo with Students class VII)

APPENDIX VI Answer Sheet Students

Name : Sojito Arjo

Class : viii C

Please, read and answer this question correctly!

SMARTEST PARROT

Once upon a time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say, Catano. However, the bird kept not saying the word.

At first, the man was very nice to the bird, but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say, Catano! Or I will kill you," the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano, or I'll kill you." The bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for the next dinner. "You are as stupid as the chickens. Just stay with them," said the man angrily. Then he continued to humbly, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, "Say Catano, or I'll kill you."

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, stupid parrot."

   The synonym of the underlined word is...

   A. Clever   C. Bored

   B. Tall   X Foolish

2. "It was very, very smart."

   The underlined word refers to ...

   A. The man   C. The Chicken

   B. The bird   X Puerto Rico

3. What did the story about?

   X A parrot and a cat

   B. A parrot and a chicken

   C. A parrot and the owner

   D. A parrot, the owner, and chickens

4. It is most likely that ....

   X The bird killed the three chickens.

   B. The three chickens killed the bird.

   C. The bird played with the chicken.

   D. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

   A. The man ate the bird.

   B. They sold the bird.

X The man killed the bird.

D. The man taught the bird.

6. Which statement was true according to the text?

   A. The parrot could say, Catano

   B. At last, the parrot could say Catano

   C. Catano was the name of the parrot

   D. The man never got angry at the parrot

7. Where did the story take place?

   A. London

   B. Puerto Rico

   C. Jakarta

   D. Buenos Aires

8. What did the word that parrot cannot say?

   X Catano   C. Canato

   B. Tacano   D. Nacato

9. How often did the owner teach the bird how to say the word?

   A. Always   X Many times

   B. Every day   D. Every second

10. The first paragraph is the ...... of the story

   A. Complication   X Orientation

   B. Reorientation   D. Resolution

II. Fill in the blanks below with the correct answer

1. The parrot could say every _word_ expect _one_ word

2. At first, the man was _kind_ to the bird

3. Did the parrot die in this story? ~~no~~ no. It didn't

4. When the man opens the door. He was very _surprised_

5. Where did the parrot live? _chicken house_

III. Answer the questions based on the text

1. Why the man got so angry to the parrot? Because The Parrot could not say colorb.

2. What were the characters of the parrot and the man? The parrot kind
   The man so tried?

3. How many main characters were in this story? three Character 2 man, chicken, Bird/Parrot

4. What was the ending of the story? Finally The Chicken was o ~~pix~~ dead.

5. Why do narrative texts use the simple past tense? norrative text tells about event
   in the past.

Name   : NAZRA

Class   : VII-C

Please, read and answer this question correctly!

SMARTEST PARROT

Once upon a time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word except one word. The parrot would not say the name of the place where it was been. The name of the place was Catano.

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say, Catano. However, the bird kept not saying the word.

At first, the man was very nice to the bird, but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say, Catano! Or I will kill you," the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano, or I'll kill you." The bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for the next dinner. "You are as stupid as the chickens. Just stay with them," said the man angrily. Then he continued to humbly, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, "Say Catano, or I'll kill you."

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, stupid parrot."

The synonym of the underlined word is...

A. Clever   C. Bored

B. Tall   D. Foolish

2. "It was very, very smart."

The underlined word refers to ...

A. The man   C. The Chicken

B. The bird   D. Puerto Rico

3. What did the story about?

A. A parrot and a cat

B. A parrot and a chicken

C. A parrot and the owner

D. A parrot, the owner, and chickens

4. It is most likely that ....

A. The bird killed the three chickens.

B. The three chickens killed the bird.

C. The bird played with the chicken.

D. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

A. The man ate the bird.

B. They sold the bird.

C. The man killed the bird.

D. The man taught the bird.

6. Which statement was true according to the text?

A. The parrot could say, Catano

B. At last, the parrot could say Catano

C. Catano was the name of the parrot

D. The man never got angry at the parrot

7. Where did the story take place?

A. London

B. Puerto Rico

C. Jakarta

D. Buenos Aires

8. What did the word that parrot cannot say?

A. Catano   C. Canato

B. Tacano   D. Nacato

9. How often did the owner teach the bird how to say the word?

A. Always   C. Many times

B. Every day D. Every second

10. The first paragraph is the ...... of the story

A. Complication   C. Orientation

B. Reorientation D. Resolution

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II. Fill in the blanks below with the correct answer

1. The parrot could say every _word_ expect _one_ word

2. At first, the man was _Very Nice_ to the bird

3. Did the parrot die in this story? _No, It didn't_

4. When the man opens the door. He was very _Suprised_

5. Where did the parrot live? _Chickens house._

III. Answer the questions based on the text

1. Why the man got so angry to the parrot? Because the parrot could Not say Catano

2. What were the characters of the parrot and the man? The Porrot, man

3. How many main characters were in this story? 3 character, They are man, chicken, an) Parrot

4. What was the ending of the story? finally The Chicken was dead

5. Why do narrative texts use the simple past tense? Narrative text tells about eventin the past

Please, read and answer this question correctly!

SMARTEST PARROT

Once upon a time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say, Catano. However, the bird kept not saying the word.

At first, the man was very nice to the bird, but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say, Catano! Or I will kill you," the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano, or I'll kill you." The bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for the next dinner. "You are as stupid as the chickens. Just stay with them," said the man angrily. Then he continued to humbly, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, "Say Catano, or I'll kill you."

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, stupid parrot."

The synonym of the underlined word is...

A. Clever   C. Bored

B. Tall   D) Foolish

2. "It was very, very smart."

The underlined word refers to ...

A. The man   C. The Chicken

B) The bird   D. Puerto Rico

3. What did the story about?

A. A parrot and a cat

B. A parrot and a chicken

C) A parrot and the owner

D. A parrot, the owner, and chickens

4. It is most likely that ....

A) The bird killed the three chickens.

B. The three chickens killed the bird.

C. The bird played with the chicken.

D. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

A. The man ate the bird.

B. They sold the bird.

C. The man killed the bird.

D) The man taught the bird.

6. Which statement was true according to the text?

A. The parrot could say, Catano

B) At last, the parrot could say Catano

C. Catano was the name of the parrot

D. The man never got angry at the parrot

7. Where did the story take place?

A. London

B) Puerto Rico

C. Jakarta

D. Buenos Aires

8. What did the word that parrot cannot say?

A) Catano   C Canato

B. Tacano   D. Nacato

-9. How often did the owner teach the bird how to say the word?

A. Always   C) Many times

B. Every day   D. Every second

10. The first paragraph is the ...... of the story

A. Complication   C) Orientation

B. Reorientation D. Resolution

II. Fill in the blanks below with the correct answer

1. The parrot could say every ...word... expect ...on... word

2. At first, the man was ...Nice... to the bird

3. Did the parrot die in this story? No, It didn't

4. When the man opens the door. He was very ...surprised

5. Where did the parrot live? ...Chicken house...

III. Answer the questions based on the text

1. Why the man got so angry to the parrot? Because the parrot would not say words

2. What were the characters of the parrot and the man?

3. How many main characters were in this story? 3 character . They are , man , chicken , parrot

4. What was the ending of the story? Finally The chicken was dead

5. Why do narrative texts use the simple past tense? Narrative text tell about event in the past

1 The parrot : very smart

The man : selfish

Please, read and answer this question correctly!

SMARTEST PARROT

Once upon a time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say, Catano. However, the bird kept not saying the word.

At first, the man was very nice to the bird, but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say, Catano! Or I will kill you," the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano, or I'll kill you." The bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for the next dinner. "You are as stupid as the chickens. Just stay with them," said the man angrily. Then he continued to humbly, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last of I chicken, "Say Catano, or I'll kill you."

75

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, stupid parrot."

   The synonym of the underlined word is...

   A. Clever   C. Bored

   B. Tall   X. Foolish

2. "It was very, very smart."

   The underlined word refers to ...

   A. The man   C. The Chicken

   X. The bird   D. Puerto Rico

3. What did the story about?

   A. A parrot and a cat

   B. A parrot and a chicken

   C. A parrot and the owner

   X. A parrot, the owner, and chickens

4. It is most likely that ....

   X. The bird killed the three chickens.

   B. The three chickens killed the bird.

   C. The bird played with the chicken.

   X. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

   A. The man ate the bird.

   B. They sold the bird.

C. The man killed the bird.

X. The man taught the bird.

6. Which statement was true according to the text?

   A. The parrot could say, Catano

   X. At last, the parrot could say Catano

   C. Catano was the name of the parrot

   D. The man never got angry at the parrot

7. Where did the story take place?

   A. London

   X. Puerto Rico

   C. Jakarta

   D. Buenos Aires

8. What did the word that parrot cannot say?

   X. Catano   C. Canato

   B. Tacano   D. Nacato

9. How often did the owner teach the bird how to say the word?

   A. Always   X. Many times

   B. Every day   D. Every second

10. The first paragraph is the ...... of the story

   A. Complication   X. Orientation

   B. Reorientation D. Resolution

II. Fill in the blanks below with the correct answer

1. The parrot could say every ...word... expect ...one... word

2. At first, the man was ...very nice... to the bird

3. Did the parrot die in this story? ...No, it isn't didn't...

4. When the man opens the door. He was very ...surprised...

5. Where did the parrot live? ...curano...

III. Answer the questions based on the text

1. Why the man got so angry to the parrot?

2. What were the characters of the parrot and the man?

3. How many main characters were in this story?

4. What was the ending of the story?

5. Why do narrative texts use the simple past tense?

jawab

1. because the parrot connot say catano

2. parrot : very smart
   the man = very angry

3. parrot, the man, chikens

4. the parrot can say catano and the chikens is dead died

5. Narrative text tells about event in the past

Please, read and answer this question correctly!

SMARTEST PARROT

Once upon a time, A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. The parrot could say every word except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say, Catano. However, the bird kept not saying the word.

At first, the man was very nice to the bird, but then he got very angry. "Your stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say, Catano! Or I will kill you," the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over, "Say Catano, or I'll kill you." The bird kept not saying the word of Catano.

One day, after he had been trying so many times to make the bird say, Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for the next dinner. "You are as stupid as the chickens. Just stay with them," said the man angrily. Then he continued to humbly, "You know, I will cut the chicken for my meal. Next, it will be your turn. I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, "Say Catano, or I'll kill you."

I. Put a cross (x) in front of the letters a, b, or c in front of the correct answer!

1. Next, it will be your turn. I will eat you too, stupid parrot."

The synonym of the underlined word is...

A. Clever   C. Bored

B. Tall   D. Foolish

2. "It was very, very smart."

The underlined word refers to ...

A. The man   C. The Chicken

B. The bird   D. Puerto Rico

3. What did the story about?

A. A parrot and a cat

B. A parrot and a chicken

C. A parrot and the owner

D. A parrot, the owner, and chickens

4. It is most likely that ....

A. The bird killed the three chickens.

B. The three chickens killed the bird.

C. The bird played with the chicken.

D. The bird killed one of the three chickens.

5. What did the man do to the bird because the bird cannot say the name of a place?

A. The man ate the bird.

B. They sold the bird.

C. The man killed the bird.

D. The man taught the bird.

6. Which statement was true according to the text?

A. The parrot could say, Catano

B. At last, the parrot could say Catano

C. Catano was the name of the parrot

D. The man never got angry at the parrot

7. Where did the story take place?

A. London

B. Puerto Rico

C. Jakarta

D. Buenos Aires

8. What did the word that parrot cannot say?

A. Catano   C. Canato

B. Tacano   D. Nacato

9. How often did the owner teach the bird how to say the word?

A. Always   C. Many times

B. Every day   D. Every second

10. The first paragraph is the ...... of the story

A. Complication   C. Orientation

B. Reorientation   D. Resolution

II. Fill in the blanks below with the correct answer

1. The parrot could say every ...woll... expect ...one... word

2. At first, the man was ...(was it) very nice... to the bird

3. Did the parrot die in this story? .(~~this house~~ no...

4. When the man opens the door. He was very .~~bit~~.. surprice

5. Where did the parrot live? ...chicken house...

III. Answer the questions based on the text

1. Why the man got so angry to the parrot? Because the parrot could not sry Catsno

2. What were the characters of the parrot and the man?

3. How many main characters were in this story? 3 Characters

4. What was the ending of the story? The parrot was dead

5. Why do narrative texts use the simple past tense?

APPENDIX VII K-1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Yth   : Ketua dan Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa	: Syara Dilla
N P M	: 1902050098
Program Studi	: Pendidikan Bahasa Inggris
Kredit Komulatif	: 115 SKS

IPK = 3 , 7 1

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
22/12/22	The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students	
	Children's Prosociality and Reading Motivation towards Reading Development: A Case of Primary School in Indonesia	
	The Impact of Collaborative Learning Using Scientific Approach and Diverse Intelligence on English Learning Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Desember 2022
Hormat Pemohon,

Syara Dilla

Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX VIII K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
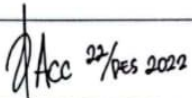Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

===

KepadaYth :   Ketua dan Sekretaris
              Program Studi Pendidikan Bahasa Inggris
              FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Syara Dilla
NPM   : 1902050098
ProgramStudi : Pendidikan Bahasa Inggris
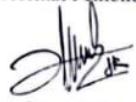
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students"

Sekaligus saya mengusulkan/menunjuk Ibu sebagai :

Dosen Pembimbing : Alfitriani Siregar, S.Pd., M.Ed   22 Desember 2022

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya.
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Desember 2022
Hormat Pemohon

Syara Dilla

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX IX K-3

Nomor   : 3474/II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
             Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Syara Dilla**
N P M   : 1902050098
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **The Impact of Using a Scientific Approach on Reading**
                    Comprehensionof Seven-Grade Students.

Pembimbing   : **Alfitriani Siregar, S.Pd., M.Ed.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 28 Desember **2023**

Medan <u>28 Jumadil Awal</u>   <u>1444 H</u>
       22 Desmeber   2022 M

Wassalam
D e k a n

Drā, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
   WAJIBMENGIKUTISEMINAR

APPENDIX X Permohohan Persetujuan Skripsi

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya,

Nama Mahasiswa : Syara Dilla

N P M   : 1902050098

Program Studi   : Pendidikan Bahasa Inggris

Judul yang diajukan	Diterima
"The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students"	Acc 22/Des 2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 22 Desember 2022

Disetujui oleh,

Dosen Pembimbing

Hormat Pemohon

Alfitriani Siregar, S.Pd., M.Ed

Syara Dilla

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APPENDIX XI Berita Acara Bimbingan proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama Mahasiswa : Syara Dilla
N P M   : 1902050098
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Impact of Using a Scientific Approach on Reading Comprehension
of Seven-Grade Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
4/12-2023	* Discuss About Title		
22/12.2023	* ACC Title		
26/1 -2023	* CHAPTER I Background of the study * Identification of the Problem * CHAPTER II literature of review		
2/2.2023	* CHAPTER I Background of the study * CHAPTER II "Step of Scientific Method" * CHAPTER III Method of Research		
20/2.2023	* CHAPTER II "Types of Reading" * Related Study * Reference		
7/3.2023	* CHAPTER I Background of the study * CHAPTER II literature of review * CHAPTER III Method of Research * Reference		
8/5.2023	* CHAPTER II Theoritical Framework * Narrative Text * English lesson Plan * Pre Test & Post Test		
16/5.2023	Acc		

Diketahui/Disetujui
Ketua Prodi

Pirman Ginting, S.Pd., M.Hum

Medan,16 Mei 2023
Dosen Pembimbing

Alfitriani Siregar, S.Pd.,M.Ed

APPENDIX XII Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website: http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu tanggal 31 bulan Mei tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkang   : Syara Dilla
NPM   : 1902050098
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students

No	Masukan dan Saran
Judul	—
Bab I	Kindly revise chapter I by reorganize the background very on inverted pyramids.
Bab II	See the revision note on your proposal.
Bab III	Reorganize the conceptual framework
Lainnya	fix the grammatical errors.
Kesimpulan	(✓) Disetujui ( ) Ditolak ( ) Disetujui dengan adanya perbaikan

Dosen Pembahas

(Dr. Rakhmad Wahyudin Sagala., M.Hum)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

86

APPENDIX XIII lembar Pengesahan Proposal

بِسْــــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

LEMBAR PENGESAHAN PROPOSAL
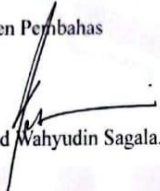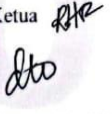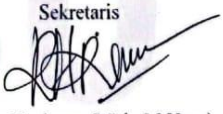
Proposal yang diajukan oleh mahasiswa dibawah ini:

Nama   : Syara Dilla

NPM   : 1902050098

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students

Pada hari Rabu tanggal 31 bulan Mei tahun 2023 sudah layak menjadi proposal skripsi

Medan, 31 Mei 2023

Disetujui Oleh

Dosen Pembahas   Dosen Pembimbing

(Dr. Rakhmad Wahyudin Sagala., M.Hum)   (Alfithari Siregar, S.Pd., M.Ed)

Panitia Pelaksana

Ketua   Sekretaris

(Pirman Ginting, S.Pd., M.Hum)   (Rita Harisma, S.Pd., M.Hum)

APPENDIX XIV Surat keterangan

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatra Utara, menerangkan dibawah ini :

Nama   : Syara Dilla

NPM   : 1902050098

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students

Benar telah melakukan seminar proposal skripsi pada hari Rabu tanggal 31 Mei tahun 2023.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas Atas kesediaan dan kerjasama yang baik, kami ucapkan terimakasih.

Medan, 7 Mei 2023

Ketua Program Studi

(Pirman Ginting, S.Pd., M.Hum)

88

APPENDIX XV Surat Izin Riset

Nomor : **2337** /II.3/UMSU-02/F/2023 Medan, 24 Dzulqaidah 1444 H
Lamp : ---   13 Juni 2023 M

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 57 Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Syara Dilla**
N P M : 1902050098
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

Pertinggal

APPENDIX XVI Surat Balasan

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN
SMP MUHAMMADIYAH 57 MEDAN
Jl. Mustafa No. 1 Kp. Dadap Medan - 20238 No. HP. 0812 6297 6857
SUMATERA UTARA

SURAT KETERANGAN
Nomor : 90/KET/ IV.4/F/2023

Kepala Sekolah Menengah Pertama Muhammadiyah 57 Medan dengan ini menerangkan bahwa :

Nama : SYARA DILLA
NPM : 1902050098
Progam Studi : Pendidikan Bahasa Inggris

benar telah melakukan Riset/ pengumpulan data di SMP Muhammadiyah 57 Medan untuk keperluan penyusunan Skripsi dengan judul : **"The Impact of Using a Scientific Approach on Reading Comprehension of Seven-Grade Students".** Surat Keterangan ini diberikan berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan Ilmu Pendidikan Nomor : 2337/II.3/UMSU-02/F/2023, Tanggal 13 Juni 2023.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 16 Juni 2023
Kepala Sekolah,

Zainal Arifin, S.Pdl

90

APPENDIX XVII Surat Bebas Pustaka

SURAT KETERANGAN

Nomor : 1452 / KET/II.3-AU /UMSU-P/M/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

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Jurusan/P.Studi	: Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Muharram 1445 H
29 Juli 2023 M

Kepala Perpustakaan

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2019-2023 : Universitas Muhammmadiyah Sumatera Utara

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