

IMPLEMENTATION OF OCM SCIENTIFIC APPROACH TO IMPROVE STUDENT LEARNING OUTCOMES OF EXPOSITION TEXT MATERIAL

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Abstract: This research has as aim to disclose the effectiveness of scientific approach learning the technique of OCM (Observed, Copied and Modified) on improving student learning outcomes of Indonesian Language subject especially exposition text material in class of X Science I. The approach used in this research is qualitative-quantitative approach within the mixed method research design. This research obtained by Classroom Action research style because the process of research included an action inside classroom. Population of this research the are students of State High School 2 Bandar 2019–2020, while the sample taken from first grade student of X Science I class (33 students). This research has two variable dependent and independent variable. Independent variable is scientific approach of Observe, Copy and Modify technique, and the dependent variable is student learning outcomes. The result of this research indicated that there is an improvement of result from pre-cycle test; I cycle test and II cycle test. Based on the result, it can be concluded that scientific approach and OCM (Observe, Copy and Modify) technique is an effective way to improve student learning outcomes on exposition text material.

Keywords: Scientific Approach, Learning Technique, Exposition Text, Dependent variable, Independent variable.

INTRODUCTION

Educational process is an effort to develop human ability and attitude which include student life experience. Human ability of thinking is influenced by their intelligence¹. Thus, it can be seen that there is a relation between intelligence and learning process. Learning process is a part of student activities which they done to obtain learning purposes. And learning outcome is an ability of student after they receive the experience of learning². Inside the theory of constructivism, student has

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¹ Azhar Arsyat, *Media Pembelajaran*, Jakarta, PT. Grafindo Persada, 2003. p. 30.

² Ibrahim Sudjana Nana, *Penelitian Dan Penilaian Pendidikan*, Bandung, Sinar Baru, 1989, p. 44.

a better place than teacher. It means that inside the learning process, student is in the center.

As the time growth more sophisticated and modern, human demands to follow the era. The same thing happens on educational field, learning process has to be planned as the applied modern knowledge in order to be equal with the other education system in other part of world. The opinion teacher is the only resource of knowledge should be changed, because there is still much source of knowledge for student.

Student learning outcomes influenced by two factors, the first one comes from the inside of student and the other comes from the outside of student. According to Carroll³ there are five factors which can influence student learning outcomes such as: (1) student natural talent; (2) student's advanced time; (3) time which teacher used to explain subject material; (4) learning quality; and (5) student ability. There is also the observation result of student score especially in Indonesian language subject on the material of exposition text, student in class X Science I State High school 2 Bandar still showed low score in learning, and their daily score is under the standard.

Furthermore, teacher tends to consider the problem of student outcomes needs to be improved. Teacher makes an observational interview for several students to test their learning outcomes, the result came out as student feels bored with the same learning process in class. Based on those interview results, teacher makes an initiative to make an unusual learning model inside the class, which called as scientific technique of OCM (Observed, Copied and Modified). Scientific Approach on learning is a characteristic and strength of Indonesian 2013 curriculum. Ministry of Education and Culture⁴ stated their own conception that this approach of learning involved several components such as observing, asking, trying, managing, serving, concluding and creating. Those components should be included on every learning practice, however it should not be included on learning cycle therefore student can actively participate in every learning activities.

Scientific approach meant to make the student recognize and understand every material using the scientific approach, and every information can be come from any source, any time, everywhere and did not depend on single information from teacher. However, the information from teacher should be unsuitable along with the improvement of student class. Scientific Approach is relevant with three learning theories by Bruner which are called learning theories⁵.

Strategy of Observe, Copy and Modify is one of 7 learning approach components of Contextual Teaching and Learning (CTL), which is a model that

³ Sudjana Nana, *Penilaian Hasil Proses Belajar Mengajar*, Jakarta, Sinarbaru, 2009. p. 40.

⁴ Ministry of Education, *Malaysia Education Blueprint 2013–2025 (Preschool to Post-Secondary Education)*, 2013, available at <https://planipolis.iiep.unesco.org/en/2013/malaysia-education-blueprint-2013-2025-preschool-post-secondary-education-summary-5867>

⁵ A.A. Carin, R.B. Sund, *Teaching Science Through Discovery*, Columbus, Charles E. Meril Publishing Co., 1975. p. 88.

can be copied and giving an example that can be copied. That applied model can be how to operate something, or the teacher will give an example of how to make progress something.

Exposition text is a paragraph which contains information or knowledge which served in simple way, solid and precise⁶. Other opinion stated that exposition text is a kind of text which has function to convey some opinions which include as thinking of a topic. Exposition paragraph has scientific characteristic or can be stated as non-fiction.

Based on the background above, this research aimed to identify the problem of student low learning outcomes on Indonesian Language subject especially on the material of exposition text and the effect of scientific approach Observe, Copy and Modify learning method toward student in order to improve their learning outcomes.

RESEARCH METHODOLOGY

The approach used in this research is a qualitative-quantitative approach within the mixed method research design which is a procedure to collect the data, analyze and mixed quantitative and qualitative approach in a research to understand well the problem⁷.

This research obtained by Classroom Action research is a process of trustine them development of the strength on reflective thinking, discussion, making decision and a action by ordinary people that participate in the collective research to overcome certain difficulties that they faced in their activities.

This classroom action research was done within State High school 2 Bandar within three months (during October, November and December). Population of this research is the entire taking students of State High School 2 Bandar 2019–2020, while the sample is taken from first grade students of X Science I class (33 students). This research has two variables dependent and independent variables. Independent variable is the scientific approach of Observe, Copy and Modify technique, and the dependent variable is student learning outcomes.

Primary data of this analysis taken from student as the main research subject (through questionnaire and observation) and Secondary data taken from student assessment from those observations.

Data Collection technique consists of Test technique, non-test technique (Observation, Interview and Questionnaire). Data analysis used qualitative and quantitative analysis. Data analysis is a process to manage the data that were obtained by collecting results. Data analysis is the process of organizing the

⁶ Pius A. Partanto, M. Dahlan Al Barry, *Kamus Ilmiah Populer*, Surabaya, Arkola, 1994, p. 98.

⁷ John W. Creswell, Vicki L. Plano-Clark, *Designing and Conducting Mixed Method Research*, SAGE Publications, 2011. p. 70.

arrangement of data, made a pattern from it, categorize and made a certain unity of arrangement⁸.

RESULT AND DISCUSSION

This action research is done through a 3 cycle process. Pre-cycle, cycle I, and cycle II. Here are the details:

1. Early Condition (Pre-Cycle)

In this early condition, researcher did not apply the scientific approach of OCM (Observe, Copy and Modify) technique. Pre-cycle observed student learning activity and doing the test of exposition test to know student learning process before scientific approaching the OCM (Observe, Copy and Modify) technique. Then, there is a pre-test to know student learning outcomes before scientific approach.

2. Cycle II

a) Learning Plan

In this part, there are double meeting time for teacher to prepare the Learning Plan. On each meeting, there are student work sheets and test questions. This part has purpose to obtain the data regarding teacher and student activities and researcher takes the observation result of teacher and student.

b) Action Research Process

On this action research, teacher begins with opening, learning process to the last activities of learning. Here are the details of action research in cycle I:

Introduction Activities

1. Student responds to teacher greeting
2. Student responds to teacher question regarding exposition text. What is exposition text? What should write in the first line of exposition text? And then the next line, and the last is what should be written in final line of exposition text.
3. Student obtains the information of related material and the purpose of material learning. Furthermore, they find out about the exposition text as the material they will learn.

⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif (Edisi Revisi)*, PT. Remaja Rosda Karya, 2017, p. 60.

Main Activities

1. Stimulation
2. Problem Statement
3. Data collection
4. Data Processing
5. Verification
6. Generalization

Closing Activities

- Made Closing Assessment
- Explained the assignment for next week.
- Explained learning plan for next week

Observation Result of Cycle I

On cycle I the amount of student who passes learning process is of 25 students, the average score they gain is 78,53 which means that the scientific approach of OCM (Observe, Copy and Modify) is an effective way to improve student learning outcomes on the material of exposition text.

On student observation, teacher concludes that student has been listening to teacher explanation; student seems to gain their enthusiasm on following learning process of Indonesian subject exposition text material. Student could state their opinion, student asked about the thing they did not know and work in group with another friend. This observation result showed the average score of 97 which means student has actively participated in class. However, to make more conducive learning process, researcher makes the next move of observation cycle II.

Cycle II**a. Learning plan**

Activities in Cycle II quite same as in cycle I, the only difference in cycle I and cycle II are how they done the action research. In cycle II there are 2 kinds of action research.

b. Action Research Process

On this action research, teacher begins with opening, learning process to the last activities of learning.

Here are the details of action research in cycle II:

Introduction Activities

1. Student responds to teacher greeting
2. Student respond teacher question regarding their previous learning.
3. Student actively receives the information regarding their previous learning and their next learning material.
4. Student receives information about the material they will learn and they should master it especially regarding text exposition learning.

Main Activities

1. Student began to read the example of exposition text
2. Student asked about the material related to characteristic, structure and the rule of exposition text and its language principle.
3. Student made learning group and together they tried to identify exposition text related material such as the structure, characteristic of exposition text, and language principle of exposition text
4. Student wrote their findings related to exposition text.
5. Identified the definition, characteristic, structure and the rule of writing exposition text based on several references they have been read.
6. Discuss the definition, characteristic, structure and the rule of exposition text based on references.
7. Conclude about definition, characteristic, structure and the rule of exposition text based on several references.
8. Present the definition, characteristic, structure and the rule of exposition text
9. Other student says his opinion and ask questions regarding the presentation result.

Closing Activities

1. Student with teacher's help will defined the discussion result
2. Teacher gave reward for group with the best presentation performance.
3. Teacher gave student their post-test

Observation Result

In cycle II, there are 33 students who passes the learning process and the average score obtained 82,77 which means the scientific approach OCM technique is effective to improve student learning outcomes. Overall observation result showed the score of 153 which means student classroom activities are really good.

On student observation, teacher concludes that student listens the material well, student showed their enthusiasm on learning Indonesian subject of exposition text material, student can stated their opinion, asked about the part they did not understand and they can work in a group better.

The observation result showed the score of 153 which means student classroom activity is really good.

Discussion

In Pre-cycle, the amount of students who passed the learning process is 6 students. The average score just gains 59,16 which means it still under the standard score. Student gains the score of 49 which means they did not have the good result of classroom activities.

In cycle I, the amount of student that passed learning process is 25 students, and the averages score is 75,83 it means that the scientific approach of OCM (Observe, Copy and Modify) is an effective way to improve student learning outcomes on the material of exposition text.

Student observation activities: teacher concludes that student have been listening to the material well, students have their enthusiasm on following the learning process of Indonesian Language subject, exposition text material, student were able to state their own opinion, the student was asked about the part they did not understand and they can work in a group better. The observation result showed the score of 97 which means student classroom activities is quite good and they have been actively participated in class, however, to makes more conducive learning process, researcher make the next move of observation cycle II.

In cycle II, there are 33 students who passed the learning process and the average score obtained 82,77 which means the scientific approach OCM technique is effective to improve student learning outcomes. Overall observation result showed the score of 153 which means student classroom activities are really good.

For further explanation, here is the graphic of student learning outcomes improvement from pre-cycle, cycle I and cycle II.

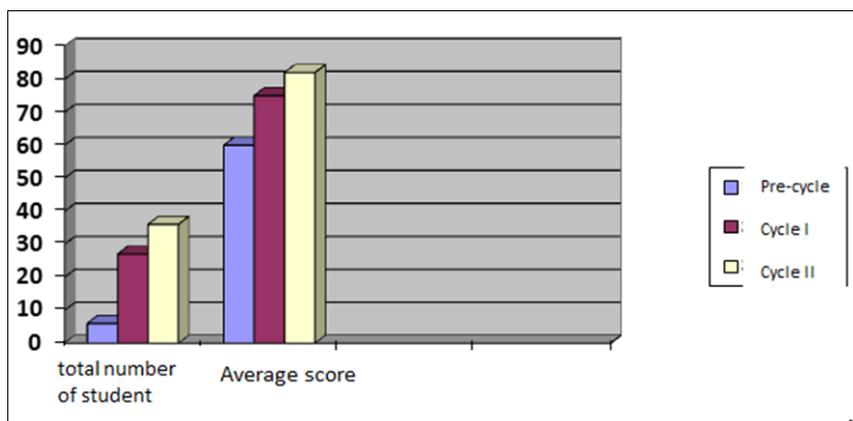


Fig. 1. The improvement of student learning outcomes from pre-cycle, Cycle I and Cycle II.

Source: own study

Based on the graphic above, the amount of student who has passes the learning process keep increasing from pre-cycle, cycle I and cycle II. Moreover, following the increase of student amount, their averages score also increased

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In pre-cycle stages, the amount of students that passed the learning process is 6 students. The average score obtained 59,16 it means that the score is under standard. The observation result shows the score of 49 which means student classroom activity is not good enough.

On cycle I, the amount of student that passes learning process is 25 students, and the averages score is 75,83 it means that the scientific approach of OCM (Observe, Copy and Modify) is on effective way to improve student learning outcomes on the material of exposition text.

About the observation activities of, teacher makes an assessment of student on how they pay attention on teacher material explanation, how student has an enthusiasm and following Indonesian language subject of exposition text learning process, student can have stated their own opinion. Student asked about the material they did not understand yet and student can learn in a group with other friends. The final observation of cycle I is obtained the average score of 97 which means student activity inside classroom include as good enough. However, to make more conducive learning process, this research continues with cycle II.

In cycle II, there are 33 students who passes the learning process and the average score obtained was 82,77 which means the scientific approach OCM technique is effective to improve student learning outcomes. Overall observation result showed the score of 153 which means student classroom activities are really good.

B. Suggestions

Based on this analysis there are some point which needs to gain attention. Thus, here is the researcher suggestions for every part included:

1. Scientific Approach of OCM (Observe, Copy and Modify) technique can be applied in a class that has the same characteristics as the research subject.
2. This technique should be applied for other subject material.