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Enhancing Efl Students' Interest and Learning Outcomes Through The Scientific Learning Approach

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ABSTRACT

This study aims to investigate the effectiveness of the scientific learning approach to students' interest and learning outcomes in learning English in class IX MTs in Medan. Researchers used a descriptive quantitative approach and pre-test and post-test methods to collect data. The research population was 30 students. The sample used a saturated sample of 30 students (Sugiyono, 2017). For data collection, the researcher used 8 measurement indicators to measure students' learning interest and used the KKM standard = 75 to measure student learning outcomes through the test during the English learning activities. The data is then coded and tabulated using a percentage-based value. The results of these findings indicate that 1). According to the results of the standard pre-test, it was not possible to boost student learning interest and student learning outcomes in class. 2). The post-test using a scientific learning approach was said to be capable of increasing student learning interest and student learning outcomes in class when studying English.

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1. INTRODUCTION

The active learning is inseparable from the role of schools that implement learning programs that emphasize the ability of students to master a foreign language; one of them is English (Dunn dkk. 2011; Siberman 1996). English is the language of international communication that has been used in various countries in the world as a global communication tool (Azizatul dkk. 2023). In the current era of globalization, English is felt to have a significant role, so that English becomes one of the languages that must be mastered, including in Indonesia (Ito 2019).The influence of globalization has made Indonesian citizens more active in learning English. This also happens in other countries as a consequence of the progress of English, where governments throughout the world actively support learning English for their citizens (Silalahi 2019).

But in practice, to achieve the goals of students' ability in learning English there are many challenges faced by students in understanding English as a means of global communication. One of the factors that influence this success is the students' interest in learning English (Angraini, Yolanda, dan Muhammad

2023). For some students, learning English as a foreign language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily. Interest has long been identified as one of the main factors affecting English language learning (Amjah, 2014). In learning English language, sometimes students have certain barriers of understanding and they often reject to learn. As a result, it is very hard for many students to improve their English language learning level. To make the students learn more autonomously and effectively, it is necessary to make them be interested in learning.

To that extent, (Atmarizon dan Zaim 2016) said that the learning interest is persisting tendency to pay attention to enjoy some activity or content''. Meanwhile, according to Mangal (2007), interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning (Dewi dan Siregar 2022). They also give enough strength to an individual to resist fatigue and avoid failure (Kaminski 2013). According to Slameto (2010: 180), there are several indicators of interest in learning, namely: feelings of pleasure, student involvement, interest, and student attention.

Interest is one of the strongest motivations for learning English, and motivation has been identified as one of the main factors affecting English language learning (Gardner 2008). Learning and motivation have the same importance in order to achieve something. While learning makes us gain new knowledge and skills and motivation pushes us to go through the learning process (Wimolmas,2013). Interest plays an important part in learning English. Interest in learning English is when a student shows efforts to learn English. By doing the effort, the students gain the knowledge and improve their English and will still engage with it due to the interest which develop and increase. Thus, interest in learning is a crucial factor in the success of student learning. In addition, learning interests can also support and influence the learning process in schools, especially in learning English.

(Maharsi, Ghali, dan Maulani 2019) stated that good learning outcomes are important, but students' passion in learning is just as crucial. Learning outcomes are divided into 3 domains according to Benjamin Bloom in (Azizah 2021), namely: 1) Cognitive Domain, namely with regard to learning outcomes which consist of six aspects, namely knowledge, memory, understanding, application, analysis, synthesis, and evaluation; 2) Affective Rahan, which is related to attitude which consists of five aspects, namely acceptance, answer or reflection, research, organization, and internalization; 3) The psychomotor domain, which is related to the results of learning skills and the ability to act. Learning outcomes serve as a reflection of how well the learning process has progressed. If students' learning outcomes do not follow the minimum criteria, the learning is inadequate (Rusmansyah, Leny, dan Sofia 2023). The low cognitive learning outcomes are caused by students' difficulty understanding abstract chemistry concepts and not applying these theories in real life (Mu'in dkk. 2023).

According to (Arwaty dan Lullulangi 2022a), there are several factors that influence student learning outcomes, among others: 1) internal factors, including Physiological factors, such as physiological conditions such as excellent health, not in a state of fatigue or tiredness, not in a state of physical disability and so on, all of which will help in the process and learning outcomes. In addition, psychological factors is also crucial. Every human being or student basically has different psychological conditions. These differences will affect the process and learning outcomes of each. Psychological factors can include intelligence, attention, interests and talents, motivation and cognitive and reasoning power. 2) External Factors, including: Environmental Factors. Environmental conditions also affect the process and learning outcomes. This environment can be in the form of the physical environment or the natural environment and can also be a social environment. The natural environment can be in the form of conditions of temperature, humidity, and so on. The social environment can be in the form of humans or other things that can also affect the process and learning outcomes.

In addition, interest in learning can also affect student learning outcomes in the classroom. this is caused by the link between interest in learning and student learning outcomes. Because if students' interest in learning is low, the learning outcomes obtained will also be low automatically. Because these two things have a very close relationship. According to Ariastuti et al., (2014) low cognitive students interest and learning outcomes are due to students' difficulty in understanding concepts and not applying the best approaches in learning at school in real life. To obtain the required students interest and learning outcomes in the learning process, there are several influencing factors, one of which is the choice of the learning approach used. Therefore, it is intended that educators will provide a reasonably and suited approach to the conditions and capacities of students in comprehending learning in order to accomplish the necessary learning objectives. (Arwaty dan Lullulangi 2022b) educators can present students with a variety of instructional approach to help them achieve their learning objectives. Teachers who stick to the same old pattern may bore their students to tears if they don't switch things up. This can have an effect on students' interest to learn new concepts, so it's crucial to modify the learning concept to account for the present. As a result, it is crucial to employ several different strategies during the learning process.

One of the learning approaches that is considered to increase student interest in learning and student learning outcomes is a scientific learning approach. Because with this approach, it focuses more on students and teacher only as a facilitators in learning(Daryono dkk. 2021; Sulisto dan Haryanti 2020). Students are expected to take a more active role in their education while using this scientific approach. The previous researchers have also proved that the Scientific Learning Approach is an effective approach to improving learning interests and learning outcomes learners (Angraini, Yolanda, dan Muhammad 2023).

The scientific approach is a scientific learning approach emphasizing the importance of collaboration and cooperation among students. The scientific approach is one of the scientific learning approaches. Majid (2014: 193) reveals that the application of a scientific approach aims to understand students in knowing, understanding various materials using a scientific approach, that information can come from anywhere, at any time, not depending on unidirectional information from the teacher. The scientific approach is a learner-centered approach. Majid (2014: 211) states that a scientific approach to learning includes observing, asking, trying, processing, presenting, concluding, and creating. This opinion is in line with that expressed by Daryanto (2014: 59-80), namely: First, Observing. The observing method prioritizes the meaningfulness of the learning process. This method has certain advantages, such as presenting real media objects, making students happy and challenged, and easy to implement. As revealed by (Daryanto 2019) that the observing method is very useful for fulfilling students' curiosity, so that the learning process has high significance. Second, Asking. The teacher opens opportunities for students widely to ask questions about what has been seen, listened to, or read. (Daryanto 2019) reveals that effective teachers are able to inspire students to improve and develop their attitudes, skills, and knowledge. When the teacher asks, at that time he also guides or guides students to study well. Third, Reasoning. Reasoning activities according to Permendikbud Number 81a of 2013 in (Daryanto 2019) are processing information that has been collected, both limited to the results of collecting activities or experiments as well as the results and activities of gathering information. This activity is carried out to find the linkage of one piece of information with other information, find patterns of the linkages of the information. Fourth, Trying. Learning outcomes is the real or authentic results will be obtained if students try or do experiments. (Daryanto 2019) reveals that the application of trials or experiments is intended to develop various domains of learning objectives, namely attitudes, skills, and knowledge. Fifth, Communicating. Teacher expected to provide opportunities for students to communicate what they have learned in a scientific approach. Daryanto (2014: 80) reveals that communicating activities are carried out by writing or telling what is found in information seeking activities, associating and find patterns.

The previous studies which related to this research is from ,Fitriana et al., (2018) the research focused on identifying an interest and motivation students in learning English, in this research used qualitative as the design The results from Fitriani research students' interest and motivation in learning English is very high. And the other previous studies that related to this research from (Arwaty dan Lullulangi 2022a)

The research focused on identifying the students' interest and learning outcomes through the discovery learning model. Based on the results of the research and discussion, it can be concluded that The application of the discovery learning model for biology subjects in class X SMA Negeri 11 Tana Toraja can increase interest in learning and student learning outcomes. So, this study proves that the discovery learning model is a good learning model and can be the teacher's choice to increase interest in learning and student learning outcomes. The results of the study provide suggestions for practitioners to pay attention to student learning outcomes, especially the method given as a learning process because it can increase student interest and learning outcomes. And the last previous research that also related to this research is from (Apriani Kartika Sari, Muhsin 2017) theresearch focused to find out the effect of learning media interaction and learning interest on learning outcomes using the quantitative experiment method. Then from the results of the hypothesis test, it was found that 1) there is a significant effect of learning media on the learning outcomes of English students of Lebak region at Junior High School.

From the results of the three previous studies that have been attached above, it is explained that there have been many researchers who have conducted research on increasing students' interest in learning and also improving learning outcomes in the classroom with various types of media and approaches. however, there are limited researches that discusses about increasing students' interest and learning outcomes using a scientific approach. So that the researchers took the initiative to conduct research that focused on students' learning interests and learning outcomes using a scientific learning approach.This study is significant for several reasons : By applying this scientific learning approach, students are expected to be able to learn more actively, and also with this approach students are expected to be able to increase interest within students to conclude that English is one of the easier subjects and fun to learn. And with an increasing in student learning interest by applying a scientific approach it is expected to be able to improve student learning outcomes in class so that the achievement standards obtained by students are able to increase and according to the specified criteria. Thus, this study aims to investigate the impact of a scientific approach to students' interest in learning and student learning outcomes.

2. METHOD

The type of research used is a quasi-experimental research, namely research conducted on one group of students. The research design used was a one group pre test-post test design, trying to develop action research, using different teaching approaches. In the initial step, the implementation of learning is carried out using conventional approach, namely by teacher and question and answer methods, then tests are carried out, but the test results in this initial stage are considered as pre-tests. Then, in the next stage, the learning approach was replaced with scientific learning after that, tests were also carried out and the results were considered as post tests, to see if there was an increase in learning interest and learning outcomes, using this approach. The group of students who became the object of the study were students of class IX MTS in Medan. There are 30 of students as the participants in this study. The sample, using a saturated sample of 30 students (Sugiyono 2011). This one-group pre-test and post-test design was measured using pre-test and post-test. The research variables are interest in learning and student learning outcomes. Data collection techniques, carried out by observation to assess interest in learning, and through tests to measure learning outcomes, namely tests before using scientific learning called pre-test and tests after treatment was given to students using scientific learning called post-test. Indicators of learning outcomes, assessed based on the minimum Completeness Criteria, are set (KKM = 75). The data analysis technique used is descriptive statistical analysis. As for the research design, it can be described in the form of a chart as follows figure 1:

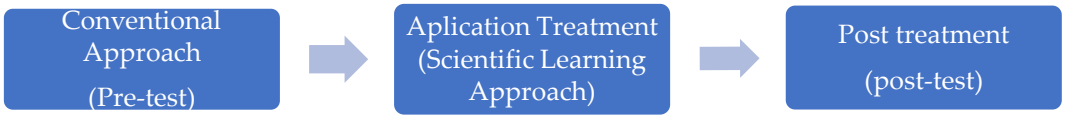

Figure 1. Research Design

3. FINDINGS AND DISCUSSIONS

Result

Before Implementing the Scientific Learning Approach

As for the result of observation regarding students interest in learning before applying the scientific learning approach, during the learning process it was observed using observation note sheets to measure students interest in learning that had been provided by the researcher. The learning process includes: extracting information through observation, asking question, then processing the data or information obtained, then anlyzing, reasoning and then concluding. The results of data analysis on the assessment of students interest in the learning process can be explained in the chart 1 below.

Chart 1. Pre-Scientific-Approach Or Conventional-Approach Data On Class IX Mts Students' Areas Of Academic Interest

No	Indicators Observed	Meeting 1	%	Meeting 2	%	Average
1.	Students who are present during the English teaching and learning process	25	83%	23	76%	79%
2.	Students who are willing to take the English lessons	14	46%	18	60%	53%
3.	Students who actively ask the question during the English teaching and learning process	0	0%	5	16%	8%
4.	Students who do not want to answer the question from the teacher	28	93%	24	80%	86%
5.	Students who are enthusiastic about learning English	13	43%	11	36%	39%
6.	Students who put off their homework	20	66%	22	73%	69%
7.	Students who carry outt other activities during the English teaching and learning process.	26	86%	24	80%	83%
8.	Students who are making an effort to learn more about the English material.	10	33%	8	26%	29%
Averange score		55,75%				

We know that 79% of students who are present during the English teaching and learning process, 53% from students who are willing to take the English lessons, and 8% of students who actively ask the question during the English teaching and learning process , and 86 % from students who do not want to answer the question from the teacher, and only 39% Students who are enthusiastic about learning English, and only 69% of students who put off their homework, meanwhile 83% of students who carry outt other activities during the English teaching and learning process, and only 29% from students who are making an effort to learn more about the material. Based on the results of observations on the learning interests of students grade IX Mts in Medan before the application of the scientific learning approach or still using the conventionioanl method. As a result, researchers found that students' average interest in learning was 55.75 percent when they were not using the scientific approach.,Before implementing the scientific approach or continuing to use conventional approach, the descriptive analysis conducted revealed the pretest value of student learning outcomes in English class of students grade IX Mts in Medan, as described in chart 2 below.

Chart 2. Learning Outcomes of Students Grade IX MTS Before Applying The Scientific Approach

Statistic	Score
Subjects' Count	30
Maximum possible cost	85
Minimum possible cost	55
Range	30
Mean/Average	70

Chart 3. Pre-Test Scores: Frequency Distribution and Display

No	Score	Category	Frequency	Percentage %
1.	85-100	Highest	4	13,4%
2.	65-84	High	13	43,4%
3.	55-64	Enough	11	36,6%
4.	35-54	Low	2	6,6%
5.	<34	Lowest	0	0%
Amount			30	100%

As can be seen in Chart 3, the 30 kids from one of the Medan, Indonesia schools who participated in the study were split as follows: 2 from the low grade group, 11 from the sufficient group, 13 from the high class, and 4 from the very high class. Thirty of the total eligible students participated in the study's pretest. The percentage of ninth graders in Mts who achieved or surpassed the learning outcomes established by the KKM indicator =75 is shown in Chart 4.

Chart 4. Proportion of Students Who Have Completed the Learning Outcome

Criteria for completeness	Category	Frequncy	Percentage %
0-74	Not complete	18	60%
75-100	Complete	12	40%
Amount		30	100%

After Implementing the Scientific Learning Approach

As for the result of observation regarding students interest in learning after applying the scientific learning approach, during the learning process it was observed using observation note sheets to measure students interest in learning that has been provided by the researcher. The learning process includes; Extracting information through observation, asking question, then processing the data of informaton obtained, then analyzing, reasoning asd then concluding. The result of data analysis on the assessment of students learning interest in the learning process can be explained in the chart 5 below.

Chart 5. Observation Data On The Learning Interest Of Grade IX Students After Using The Scientific Learning Approach

No	Indicators observed	Meeting 1	%	Meeting 2	%	Average
1.	Students who are present during the English teaching and learning process.	29	96%	30	100%	98%
2.	Students who are willing to take the English lesson.	25	83%	25	83%	83%

No	Indicators observed	Meeting 1	%	Meeting 2	%	Average
3.	Students who actively ask the questions during the English teaching and learning process.	24	80%	26	86%	83%
4.	Students who do not want to answer the questions from the teacher	6	20%	4	13%	16%
5.	Students who are enthusiastic about the English learning.	27	90%	25	83%	86%
6.	Students who put off their homework	13	43%	10	33%	38%
7.	Students who carry out other activities during the English teaching and learning process.	8	26%	8	26%	26%
8.	Students who are making an effort to learn more about the English material.	25	83%	23	76%	79%
Average			63,62%			

According to the results of a scientifically conducted study analysing data on the assessment of learning interests for students of grade IX Mts in Medan, an as founding that 98% of students who are present during the English teaching and learning process., 83% of students who are willing to take the English lesson., and 83% from students who actively ask the questions during the English teaching and learning process, and only 16% from students who do not want to answer the questions from the teacher, meanwhile there are 86% from students who are enthusiastic about the English learning , and 38% students who put off their homework, and 26% from students who are carry out other activities during the English teaching and learning process, and 79% from students who are making an effort to learn more about the English lesson. As a result of using the scientific approach, the average student's motivation to learn increases by 63.62 percent.

After implementing the scientific approach descriptive analysis conducted revealed the pretest value of student learning outcomes in English subject of grade IX Mts in Medan, as described in table 6 below. Table 6 shows the outcomes of English instruction for students grade IX Mts in Medan, based on a descriptive analysis utilizing the scientific learning approach.

Chart 6. The Value Of Students Learning Outcomes After Applying The Scientific Learning Approach

Statistic	Score
Subject's count	30
Maximum possible cost	100
Minimum possible cost	70
Range	20
Mean/Average	85

Chart 7. Presentation of Post-Test Scores and Their Frequency

No	Score	Category	Frequency	Percentage %
1.	85-100	Highest	20	66,5%
2.	65-84	High	5	16,5%
3.	55-64	Enough	3	10,5%
4.	35-54	Low	2	6,5%

5.	<34	Lowest	0	0%
Amount			30	100%

Chart 7 shows that among the thirty students in grade IX Mts in Medan who acted as object in this study, only two were in the low group, three were in sufficient classes, five were in the high group, and twenty obtained very high scores. All 30 students who took part in the study completed the final exam. Meanwhile, the results of student learning achievement are shown in Table 8 below using the KKM = 75 indicator are displayed in chart 8 below.

Chart 8. Proportion of Students Who Have Completed the Learning Outcome

Criteria for completeness	Category	Frequency	Percentage %
0-74	Not complete	8	26,7%
75-100	Complete	22	73,3
Amount		30	100%

Using scientific learning approach, we can see how this influences students' motivation to study and their ability to retain knowledge. This is because when a teacher uses the scientific approach, he or she poses questions that have a direct bearing on the real world. In order to facilitate comprehension, direct student attention toward resolving learning-related issues, and inspire students to take an active role in acquiring new knowledge, among other benefits. These are really promising findings, as it stands to reason that students' interest to study would improve in proportion to their level of engagement with the material.

Discussion

It was shown in this study that students' interest in learning was highest in the beginning, when they were participating in conventional learning approach activities; this interest was evaluated through direct observation using 8 indicators, and the average assessment score was 55.75 percent. Using the same indications to gauge class IX Mts students' interest in learning in Medan, the researchers found an increasing to an average of 63.62% in their second experiment. In this scenario, then, there is a 7.87% rise in students' desire to learn. In this case, the minimum completion criteria value indicator (KKM) is set at 75, and the number of students who meet this value is just 12, or 40%. The number of students who completed the assignment increase to 22 (or 73.3%) after the second experiment, which employed the scientific approach. Therefore, a 33.3% significant improvement in student learning outcomes was achieved as a result of these two experiments.

The result of this study are in line with the result of Atmarizon &Zaim, (2017) which found that the research conducted proved that 69% of the steps in the scientific approach implemented by the Englishteacher. However the English teachers only used 62% of assessments based on the 2013 curriculum. Afterwards, there were problems faced by English teachers in the learning process in each steps in the scientific approach in the aspect of 2013 Curriculum. The findings showed that almost all of the teachers had implemented the steps in each meeting but some of them did not apply several activites because of not knowing how to conduct those activities. The percentage in each indicator could prove the activities done by the teachers. Likewise with the resuly of (Fadhilaturrahmi et al., 2017) which found that using a scientific approach to education boosted students' ability to express themselves. As shown in the first cycle, the student's average communication skill score was 92.61% of students, and in the second meeting its percentage was 62.5%. In Cycle II of Session 1, 86% of the students had a mean Mathematics Communication Ability score of 8.71 wih the percentage 86% of students and in Cycle II of Session 2, the mean Mathematics Communication Ability score of the students was 85 or 97,20% of the students. Based on the observations made, it is also stated that student activity increases in the learning process. From this, we can conclude that research with a scientific

approach can improve students' mathematical communication skills. Furthermore, the research of (Efriana, 2014) found that applying an scientific learning approach makes the learning process more memorable for students because they become independent acquirers of new knowledge and information that can be accessed anytime, anywhere, rather than a one-way street. He said it would be meaningfulteacher. Moreover, it can not only make students proactive in acquiring knowledge and skills, but also encourage students to conduct research to find out the facts of the phenomenon.

Thus, it can be concluded that there is a significant change in the improvement of students' interest and learning outcomes between before and after being given classroom action by applying the scientific learning approach to students of class IX MTS Medan so that this research is considered successful. The three researchers mentioned above support the result of this study, and at the same time reinforce that the application of the scientific learning approach is a good learning approach, and is able to increase students' interest in learning and learning outcomes. This is proven through research conducted on a group of class IX students at MTS in Medan, and is supported by several research result that have been mentioned above.

4. CONCLUSIONS

The researcher believe that the using of the conventional approach in learning activities in English subject for students at grade IX Mts in Medan has not been able to increase students interest in learning and learning outcomesbased on the research results and discussions above. Meanwhile, in Medan has found that utilizing a scientific approach in its English teacher has increased both pupils' enthusiasm to learn and their capacity to remember what they've learned. The findings of this study suggest that, when choosing from a variety of teaching approach designed to increase students' interest in and memory of course content, teachers would do well to give serious consideration to the scientific approach.

Researchers can advise teachers to prioritize their students' interest to learn and the quality of their learning outcomes, with a focus on the pedagogical approaches that serve as a foundation for an effective learning process. This is because, with the right approach, students can gain insight into their own strengths and weaknesses, giving them an internal impetus to become more engaged in the learning process and a greater sense of ownership over the content they are acquiring.

Nevertheless, this research has a number of limitations. First, it is limited by the number of participants which is only a small part of the majority of class IX MTs students in Medan. Second, this research only focuses on student learning interest and student learning outcomes of class IX MTs in Medan, but does not identify the factors that cause low student learning interest and learning outcomes. Therefore, future researchers should involve more participants and provide additional perspectives on learning interest and student learning outcomes.

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