

Guided Inquiry and Telling an Idol Figure

Wahyuniar*, Nurdiansah, and Nova Lina Sari Habeahan

Indonesian Language and Literature Education Universitas Musamus, Merauke, Indonesia

Received: July 30, 2019

Accepted: October 17, 2019

ABSTRACT

This study aims to prove and describe the guided inquiry learning model to improve the ability to speak specifically to telling an idol figure. The sample used in this study was one class, namely VII.2 SMP Negeri 2 Mattiro Bulu Pinrang Regency, amounting to 25 people. The data obtained were analyzed using descriptive statistical techniques and inferential statistical t test types. The results showed that the ability to telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency using the guided inquiry model was categorized as medium. Students who met the minimum criteria numbered 21 people (84.00%) and students who did not reach the minimum criteria amounted to 4 people (16.00%). Therefore, the guided inquiry model can improve the ability telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency. Hypothesis test results $t_{count} = 3.485 > t_{table} = 2.064$. This shows that the proposed research hypothesis is accepted.

KEYWORDS: Inquiry, Telling, An Idol

1. INTRODUCTION

Curriculum level unit VII of junior high school in Indonesian subjects include language and literature components that include listening, speaking, reading, and writing skills. Each skill is closely related to each other in a variety of ways. In obtaining language skills basically through regular relationships. As children we learn to listen to language, then speak, after that we learn to read and write. In the curriculum there are various types of speaking activities, among others; interviews, report presentations, discussions, protocols, speeches, etc.

Language an important role in human life. Language is used as a process of thinking and behaving. This shows the existence of language in life to interact both in situations of formal activities such as teaching and learning, institutional meetings, and in ceremonial activities such as weddings. In informal situations, language is used in everyday conversation, for example in the market, at home, chatting with peers in accordance with the purpose of interacting [1].

1. Strategy

Speaking is a way of communicating between social beings. Humans are social creatures and the first and most important action is social action, which is an action to exchange experiences, express and accept thoughts, express feelings or express each other, and approve a stand or belief. Therefore, in social action there must be general elements that are equally agreed upon and understood by a number of people who are members of the community. To connect with fellow community members, communication is needed. Nurgiantoro [2] revealed that speaking ability was assessed based on the type of speaking activity because it had different components. For example, evaluating storytelling activities is certainly different from evaluating speech activities. The speaking skill is the art of speaking which is a means of communication with spoken language that is the process of conveying thoughts, ideas, ideas with the aim of reporting, convincing or entertaining others (Haryadi & Zamzani in Nuryati) [3].

2. Competitiveness

As one of the factors supporting the success of the learning process, educators need to help students to improve their learning outcomes and critical thinking skills through learning models that can support students to learn actively. One learning model that can be used is the guided inquiry model. The guided inquiry learning model is a learning model that places students as subjects of learning, which means each student is encouraged to be actively involved in learning activities. The guided inquiry learning model can improve critical thinking skills and student learning outcomes [4].

Although guided inquiry has advantages, guided inquiry also has weaknesses. Among them, when the learning process is difficult for educators to control the activities and success of students if the class being taught has a sufficient number of students. Every student has different characteristics, so that not all students are able to accept the learning process [5].

3. Analysis

Guided inquiry learning aspires to involve students in an authentic scientific discovery process. From a pedagogical perspective, complex scientific processes are divided into smaller and logically connected units that guide students and draw attention to important features of scientific thought. These individual units are called the inquiry phase, and their set of connections forms the investigation cycle. The education literature describes the tranquility of the inquiry phase and the cycle [6].

Several quantitative studies support the effectiveness of inquiry-based learning as an instructional approach. Alfieri, Brooks, Aldrich, and Tenenbaum [7], for example, conducted a meta-analysis that compared investigations with other forms of instruction, such as direct instruction or unaided findings, and found that inquiry teaching resulted in better learning.

The reality that occurred at SMP Negeri 2 Mattiro Bulu in learning speaking skills in telling an idol figure has not given maximum results. This is due to the lack of interest and motivation of students towards speaking activities in telling idol figures. This is what underlies the researchers to examine the speaking skills in telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu by using a guided inquiry model.

2. METHODOLOGY

This study aims to prove and describe the guided inquiry model that can improve the ability of speaking skills to telling an idol figures of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency. The approach used in this research is a quantitative approach. In line with what was stated by Werang [8] that quantitative research was carried out on certain representative populations and/ or samples and based their research hypotheses on pre-existing concepts or theories [9,10].

Scaling and Measurement

The population in this study were all class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency with a total of 102 people. Sampling in this study was conducted using simple random sampling technique. The technique is carried out when members of the population are considered homogeneous. The sample in this study class VII.2, amounting to 25 people who are considered to be able to represent the main characteristics of the entire population.

The research data was obtained through the provision of tests, written tests and oral tests. The time spent collecting data is two meetings with 4 x 40 minutes. The test is used to measure students' ability to understand the material or teaching material that has been delivered. Researchers used the Statistical Package for the Social Sciences (SPSS) version 20 computer program for Windows to get accurate results with a significance level of $\alpha = 0.01$ or $\alpha = 0.05$.

Data Management and Data Analysis Technique

Presentation of the results of data analysis consists of two, namely descriptive statistical analysis and inferential statistical analysis. The null hypothesis (H_0) that is to be tested in this study is that guided inquiry has a negative and not significant effect on the results of telling an idol figure of students SMP Negeri 2 Mattiro Bulu Pinrang Regency. The alternative hypothesis (H_1) of this study was that guided inquiry had a positive and significant effect on the results of telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency. The rule used is that if t arithmetic tabel then the alternative hypothesis (H_1) is accepted. While the null hypothesis (H_0) is accepted if the value of $t \geq t_{count}$.

3. RESULTS AND DISCUSSION

The guided inquiry model proved to have a positive impact on the learning process. This is evident from the results of data analysis in this study. Because this research is a quantitative study, the data were analyzed using the help of the Statistical Package for the Social Sciences (SPSS) version 20 for windows program. The program can prove and describe the guided inquiry model that can improve the ability of speaking skills to telling an idol figure of calss VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency.

Presentation of the results of data analysis consists of two, namely descriptive statistical analysis and inferential statistical analysis. The presentation can be explained as follows.

Descriptive Statistics Analysis

The learning of telling an idol figures using guided inquiry models can be described with student learning outcomes through description analysis. The learning process takes place in two meetings and students are given the task to answer the questions as cognitive tests and tell the idol as a practice test. This is done to determine the level of

achievement of learning outcomes that can be obtained by students. The learning outcomes category tells the idol figure using the guided inquiry model can be seen in table 1 below.

Table 1 Categories of learning scores telling an idol figure using guided inquiry model

Num.	Value Interval	Ability Level	Frequency	Percentage (%)
1.	90 - 100	Very high	-	-
2.	80 - 89	High	2	8,00
3.	70 - 79	Medium	19	76,00
4.	40 - 69	Low	4	16,00
5.	0 - 39	Very low	-	-

Based on table 1, the acquisition of scores for the categorization of learning telling an idol figure using the guided inquiry model shows that no student (0%) obtained a very high category. Two students (8.00%) obtained the high category, the medium category was 19 students (76.00%), the low category was 4 students (16.00%), while for the very low category, no one had get the score (0%). Based on the table above, the student learning outcomes in this class are in the medium category. Based on the table it can be seen student learning outcomes are in the medium category.

The results of the statistical analysis relating to the scores of the variables taught by learning to tell idol figures using the guided inquiry model are presented in the following table.

Table 2. Description of the scores of student learning outcomes in learning to telling an idol figure using guided inquiry model

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Hasil Belajar	25	65	80	72,96	4,247
Valid N (listwise)	25				

Based on table 2, it can be described that from 25 students who were used as research samples. The highest score is 80 and the lowest score is at 65 with an average student score of 72.96. Obtaining these values can indicate that the level of student learning outcomes tend to be moderate.

Regarding the completeness criteria of learning outcomes, student learning outcomes by learning telling an idol figure using guided inquiry models are grouped into two categories so that the frequency and percentage scores are shown in the following table 3.

Table 3. Distribution and percentage of completeness criteria for student learning outcomes learning telling an idol figures with guided inquiry model

Num.	Score	Category	Frequency	Percentage (%)
1.	≤ 70	Remedial	4	16,00
2.	> 70	Passed	21	84,00
Total			25	100,00

Based on table 3, it can be described that 84.00% of students meet the minimum completeness standard and 16.00% of students do not reach the minimum criteria. This means, the level of mastery learning in the basic competence of telling an idol figure tends to be moderate and fulfill classical completeness.

Based on these descriptions, it can be concluded that in learning to telling an idol figure using the guided inquiry model has a positive influence in completing assignments given by the teacher. This is evidenced in the acquisition of student grades categorized as complete, namely 21 students, while students who are incomplete are only 4 students. The average value of learning outcomes obtained by students is 72.96.

Inferential Statistics Analysis

To find out the difference between the effectiveness of the application of the think pair and share model with the guided inquiry model in learning to tell idol figures, the data obtained from both classes were analyzed using inferential statistical analysis.

Inferential statistical analysis uses the help of Statistical Package for the Social Sciences (SPSS) version 20 for windows. The results of inferential statistical analysis are intended to answer the research hypothesis that has been formulated. The results of data analysis are shown in table 4 below.

Table 4. The results of the data analysis of guided inquiry models can improve the ability of speaking skills to telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency

One-Sample Test						
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Hasil Belajar	3,485	24	,002	2,96000	1,2068	4,7132

The hypothesis proposed in this study is that guided inquiry models can improve the ability of speaking skills to telling an idol figures of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency. Hypothesis testing used in this study is one sample t test. Values that are taken into account in the t test are student scores after each test; written test and oral test.

The rule used is that if $t_{count} \geq t_{table}$ then the alternative hypothesis (H1) is accepted. While the null hypothesis (H0) is accepted if the value of $t < t_{count}$. Based on the results of the analysis of hypothesis testing, the t-value = 3.485 was obtained. For the table value = 2.064 obtained from the list of tables that have been determined. In accordance with the rules of hypothesis testing for the value of $t = 3.485 > t_{table} = 2.064$, then it significantly accepts H1 and rejects H0.

DISCUSSION

The use of guided inquiry models as a solution to the problems of learning in the classroom especially in learning to telling an idol figure. The use of guided inquiry models will give students the opportunity to be directly involved in learning activities and make learning memorable. This will affect student learning outcomes. This is supported from research conducted by Dewi [11] states that by using the guided inquiry learning model students learn to do themselves in finding concepts that are learned, based on existing problems in the environment and students gain more meaningful experiences and are more strongly embedded in their minds .

In line with Sanjaya [12] which states that the guided inquiry model has several advantages, namely: (1) learning that emphasizes the development of cognitive, affective, and psychomotor aspects in a balanced manner, so that learning through this strategy is considered more meaningful; (2) provide space for students to learn according to their learning style; (3) students who have good learning skills will not be hampered by students who are weak in learning.

The learning of telling an idol figure by using guided inquiry models in class VII students of SMP Negeri 2 Mattiro Bulu, can be illustrated by student learning outcomes through description analysis. The learning process takes place in two meetings and students are given the task to answer the questions as cognitive tests and tell the idol as a practice test. This is done to determine the level of achievement of learning outcomes that can be obtained by students.

The categorization of learning telling an idol figure using the guided inquiry model shows that no student (0%) has a very high category. Two students (8.00%) obtained the high category, the medium category was 19 students (76.00%), the low category was 4 students (16.00%), whereas for the very low category, no one get the score (0%). The highest score is 80 and the lowest score is 65 with an average score of 72.96 students.

The hypothesis proposed in this study is the guided inquiry model can improve learning to telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency. Hypothesis testing used is the t one sample test test analysis technique. Based on the results of the hypothesis test analysis, the value of $t_{count} = 3.485$ was obtained. For the table value = 2.064 obtained from the list of tables that have been determined. In accordance with the rules of hypothesis testing for the value of $t = 3.485 > t_{table} = 2.064$, then it significantly accepts H1 and rejects H0. Based on the hypothesis test, the guided inquiry model can improve learning to telling an idol figure of class VII students of SMP Negeri 2 Mattiro Bulu Pinrang Regency.

Learning to telling an idol figure by using the guided inquiry model has a positive influence in completing the tasks given by the teacher. Students can express their feelings freely to tell their respective idol figure. This is evidenced in the acquisition of student grades categorized as complete, namely 21 students, while students who are incomplete are only 4 students. The average value of learning outcomes obtained by students is 72.96. This shows that the use of guided inquiry models is very effective to be used in learning Indonesian, especially in the basic competence of telling an idol figure in class VII students of SMP Negeri 2 Mattiro Bulu Pinrang. Thus, students who are taught using the guided inquiry model have achieved classical completeness.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the guided inquiry model has a positive and significant effect on learning outcomes in telling the story of an idol student in class VII of SMP Negeri 2 Mattiro Bulu. Students who meet the minimum completeness criteria are 21 people (84.00%) and students who do not reach the minimum completeness criteria (KKM) are 4 people (16.00%). The average value of students reached 73.79, the highest score was 81 obtained by 2 students, and the lowest score was 66 obtained by 1 student. Hypothesis testing obtained $t_{count} = 3.485 > t_{table} = 2.064$. In accordance with the rules of hypothesis testing, it significantly accepts H_1 and rejects H_0 . This shows that the proposed research hypothesis is accepted.

Based on the results obtained from this study, suggestions were put forward for Indonesian language teachers and for future researchers. To Indonesian language teachers, in order to consider the guided inquiry model to be applied in learning specifically to the material of telling idol figures. To the next researcher who wants to use the guided inquiry model to give more direction to each student so that students can express their own opinions without hesitation.

5. SUGGESTION

Based on the results obtained from this study, the following suggestions were put forward.

1. To the Indonesian language teacher, in order to consider the guided inquiry learning model to be applied in learning specifically to the material telling an idol figure.
2. To the next researcher who wants to use the guided inquiry learning model better control students so that they can express ideas in storytelling so that learning takes place effectively.

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