

THE EFFECT OF THE INQUIRY METHOD ON IMPROVING THE UNDERSTANDING OF NEWS TEXT IN JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study is to empirically demonstrate the effectiveness of the research method in improving the understanding of news texts among students. The research method was carried out using an experimental method comparing the learning of class VIIIA students with the survey method as experimental learning with students in class VIIIB who studied using the lecture method as the control class. The survey was conducted in 2021/2022 at SMP Bina Negara1 Arjasari. Sampling was carried out using a targeted sampling technique. The sample of this study consisted of 60 students with the same curriculum background who did not have a particular cluster or had the same average score. The term evaluation test in the form of an essay test serves as a research tool. Methods of data analysis using tests. Based on the calculation results obtained $t_{count} = 9.39$ and $t_{table} = 2.001$ with a significance level of 5%. This means that the value of $t_{count} > t_{table}$. These results indicate that H_0 is rejected and H_1 is accepted. Acceptance of H_1 means that the hypothesis that the provision of research methods affects students' understanding of the message text has been proven.

Keywords: Inquiry method, lecture method and understanding of news texts.

ABSTRAK

Tujuan penelitian ini adalah untuk menunjukkan secara empiris efektivitas metode penelitian dalam meningkatkan pemahaman teks berita di kalangan mahasiswa. Metode penelitian dilakukan dengan menggunakan metode eksperimen membandingkan pembelajaran siswa kelas VIIIA dengan metode survey sebagai pembelajaran eksperimen dengan siswa di kelas VIIIB yang pembelajarannya dengan metode ceramah sebagai kelas kontrol. Survei dilakukan pada tahun 2021/2022 di SMP Bina Negara1 Arjasari Kabupaten Bandung. Pengambilan sampel dilakukan dengan menggunakan teknik sampling bertarget. Sampel penelitian ini terdiri dari 60 siswa dengan latar belakang kurikulum yang sama yang tidak memiliki klaster tertentu atau memiliki nilai rata-rata yang sama. Istilah tes evaluasi dalam bentuk tes esai berfungsi sebagai alat penelitian. Metode analisis data menggunakan tes. Berdasarkan hasil perhitungan diperoleh $t_{hitung} = 9,39$ dan $t_{tabel} = 2,001$ dengan taraf signifikansi 5%. Artinya nilai $t_{hitung} > t_{tabel}$. Hasil ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Penerimaan H_1 berarti hipotesis bahwa pemberian metode penelitian berpengaruh terhadap pemahaman siswa terhadap teks pesan telah terbukti.

Kata Kunci: Metode Inquiry, metode ceramah dan pemahaman teks berita.

INTRODUCTION

Learning is a learning process in certain ways to get knowledge, descriptions and behaviors that are suitable for life in the community. From the various input characteristics that are included in education, students are expected to be able to produce good outputs and have a function in their future lives. Thus it is the task of education that cannot be ignored (Akbar, 2013). The main target of learning is in the form of fostering students to complete their studies

so that they become human beings who have good behavior, knowledge and skills. Likewise in learning in Indonesian schools, especially in reading the news.

Learning is often intertwined with the guidance of others, but it is permissible to be self-taught, any experience that has a formative impact on the way people think, feel, or act can be considered learning. Education is generally divided into stages such as preschool, elementary school, secondary school and college (Bartholomew, 2013). The learning process is two interrelated processes learning is a mental activity (psychic) that takes place in interaction with the environment that produces changes that are relatively constant (Siregar, 2010: 5). One of a series of interactive activities and intercommunication between education and students in an atmosphere of knowledge transfer to achieve educational goals. Interactions and interactions between teachers and students are essential functions and prerequisites for an ongoing teaching and learning process. This interaction is a knowledge transfer interaction that not only delivers lesson modules but also directs the skills and values of students exploring educational activities.

In teaching and learning activities, educators typically employ multiple techniques. The procedures used in the teaching and learning process basically emphasize the educational process that aims to get a concept. Not only that, the learning procedures used are expected to help students by raising their learning motivation, increasing activity and creativity, helping students understand concepts and apply them in everyday life. One aspect that triggers the lack of ability in mathematics modules for students is that there are still many teachers who practice conventional education, The teacher will explain the module in the lecture procedure, students sit quietly observing and taking notes on abstract concepts that are informed by the teacher without being able to understand. criticize what the concept means, then the concept is generally in the form of mathematical equations that are applied to special cases. During practice, they usually work on the same questions using the examples given by the teacher, but when there are questions that require conceptual understanding, they have difficulty solving them. In learning, for example, students are less able to spread creativity, students' critical minds in Indonesian lessons, especially news text material. Students remain independent of conceptual innovation. For example, the role of teachers in learning activities is not effective.

Effective learning activities are student-centered learning. Students are given the opportunity to discover Indonesian language concepts that exist using donations and instructions from the teacher. In this learning, for example, students will be required to think

critically, required to put inspiration or ideas into innovation and solving a problem. This can increase students' independence in solving Indonesian language battles in news texts. The concept of learning that puts students first in finding a solution to an error is learning by using the inquiry learning method. The word Inquiry in English means a question, or examination, an investigation. It can be interpreted that Inquiry is a process of asking & seeking to understand the answers to the scientific questions it poses. Gulo (2008:84) argues that inquiry means a series learning activities that involve maximize all student abilities to search and evaluate systematic, critical, logistical, analytical, so that they can formulate themselves his discoveries with confidence self. Zulfiani (2009) explains that in the teaching and learning process, Inquiry is used as a teaching method that allows students' ideas to play a role in an investigation (investigation) that will be carried out by the learner/student.

One of the main principles of inquiry is that students can construct their own understanding by carrying out active activities in their learning. Sagala (2011) states that the inquiry method is a learning method that seeks to instill the basics of scientific thinking in students who act as learning subjects, so that in the learning process In this case, students learn more on their own, develop creativity in solving problems. In research-based learning, students need to find their own ideas about the subject of study. A student acts as a scientist, characterized by asking questions, formulating cases, hypothesizing, conducting experiments, applying concepts & having reasonable behavior. Inquiry-based learning emphasizes a critical, analytic thinking process for finding and finding cases of problems. While the use of the lecture method (control class) is contrary to the view that the behavior of students, the spread of knowledge is controlled & influenced by the teacher.

Lecture method, its nature to put information. Lecture method learning is a learning where the lesson materials presented have been prepared in a final form (until the final form) & students learn to use the materials that have been prepared. The role of the teacher in this method dominates the activity, namely the teacher controls the flow of the lesson by talking about information & demonstrating the completion of a problem. From some of the descriptions that have been explained, it can be concluded that the lecture method is a method of delivering material orally according to a teacher, because this method places the teacher as a learning center, by presenting materials that have been prepared in a neat, Systematic and complete so students can listen. digest it regularly and orderly. The purpose of this study was

to identify the effect of the research method on the improvement of the concept. of the eighth grade students of SMP Bina Negara 1 Arjasari Bandung Regency in news texts.

METHODS

The type of research taken by the researcher is an experiment. The method used in this research is the Quasi Experimental Design method. The research design used in this study was the Pretest-Posttest Non-equivalent-Group Design. According to Sugiyono (2013), this design is almost the same as the Pretest-Posttest Equivalent-Group, the difference is that group placement cannot be done randomly. In line with this, Suryabrata (2011) said to investigate the possibility of a causal relationship by applying treatment and comparing the results of the experiment with the control. In this study, the experimental class was measured for understanding before (pretest) and after conducting inquiry-based learning activities (posttest).

The instrument used in this study was a test of learning outcomes in the form of a description of the news text material, amounting to 11 of 15 valid questions that are planned to measure the level of understanding of Indonesian language concepts in students' news texts. The data were analyzed first by testing requirements, namely normality, homogeneity and hypothesis testing. The population in this study were all regular class VIII students, totaling 81 and enrolled in the courses Indonesian language lessons in the odd semester of 2021/2022 at SMP Bina Negara 1 Arjasari, Bandung Regency. While the samples taken in the study were divided into two, namely the experimental class and the control class. The experimental class is class VIII-A and the control class is class VIII-B with the same number of samples taken, namely 30 students. The sampling technique was carried out by purposive sampling because the sampling of members of the population was carried out with certain objectives and considerations. such as class conditions, number of students in class, class homogeneity and so on. The technique or method of data collection in this research is to use a test.

RESULT AND DISCUSSION

Result

1. Data on Understanding Indonesian Language Concepts in News Text Materials Experiment Class

The data of students' pretest and posttest scores on the subject matter of news texts using the inquiry learning method in the experimental class are as follows:

Tabel 1 Distribution of Experimental Class Pretest Results

No.	Interval	Frekuensi (f_i)	Titik Tengah (X_i)	X_{i2}	$f_i \cdot X_i$	$f_i \cdot X_{i2}$
1.	39 – 44	4	41,5	1722,25	166	6889
2.	45 – 50	9	47,5	2256,25	427,5	20306,25
3.	51 – 56	10	53,5	2862,25	535	28622,5
4.	57 – 62	3	59,5	3540,25	178,5	10620,75
5.	63 – 68	1	65,5	4290,25	65,5	4290,25
6.	69 – 74	3	71,5	5112,25	214,5	15336,75
	Jumlah	30		19783,5	1587	86065,5

Table 2 Distribution of Experimental Class Posttest Results

No.	Interval	Frekuensi (f_i)	Titik Tengah (X_i)	X_{i2}	$f_i \cdot X_i$	$f_i \cdot X_{i2}$
1.	48 – 54	2	51	2601	102	5202
2.	55 – 61	8	58	3364	464	26912
3.	62 – 68	7	65	4225	455	29575
4.	69 – 75	4	72	5184	288	20736
5.	76 – 82	3	79	6241	237	18723
6.	83 – 89	6	86	7396	516	444376
	Jumlah	30		29011	2062	145524

Table 3 Comparison of Understanding Indonesian Language Concepts in Experiment

Class news text material

Statistik	Nilai <i>Pretest</i>	Nilai <i>Posttest</i>
Nilai Terendah	39	48
Nilai Tertinggi	71	88
Mean	52,90	68,73
Median	51,70	66,50
Modus	51,25	60,50
Varians	72,86	130,89
Simpangan Baku	8,53	11,44

Based on the comparison table, the pretest and posttest scores for the experimental class can be seen from the average result, which has increased by 29.92%. Thus, it can be concluded that there is an increase in the understanding of Indonesian language concepts in students' news text material from before being given learning using the inquiry method and after being given learning using the inquiry method.

2. Description of Indonesian Language Concept Understanding Data in Control Class News Text Materials

As in the experimental class, the researchers collected pretest and posttest data to determine the extent to which students' understanding of the concept of news texts taught by the lecture method in the control class was as follows:

Table 4 Frequency Distribution of Control Class Pretest Results

No.	Interval	Frekuensi (f_i)	Titik Tengah (X_i)	X_{i2}	$f_i \cdot X_i$	$f_i \cdot X_{i2}$
1.	41 – 45	6	43	1849	258	11094
2.	46 – 50	8	48	2304	384	18432
3.	51 – 55	7	53	2809	371	19663
4.	56 – 60	4	58	3364	232	13456
5.	61 – 65	3	63	3969	189	11907
6.	66 – 70	2	68	4624	136	9348
				8919		
Jumlah		30			1570	83800

Table 5 Frequency Distribution of Control Class Posttest Results

No.	Interval	Frekuensi (f_i)	Titik Tengah (X_i)	X_{i2}	$f_i \cdot X_i$	$f_i \cdot X_{i2}$
1.	38 – 45	4	41,5	1722,25	166	6889
2.	46 – 53	6	49,5	2450,25	297	14701,5
3.	54 – 61	14	57,5	3306,25	805	46287,5
4.	62 – 69	3	65,5	4290,25	196	12870,5
5.	70 – 77	1	73,5	5402,25	73,5	5402,25
6.	78 – 85	2	81,5	6642,25	163	13284,5
Jumlah				23813,5	1701	99435,5

Tabel 6 Comparison of Understanding Indonesian Language Concepts in Control Class news text material

Statistik	Nilai <i>Pretest</i>	Nilai <i>Posttest</i>
Nilai Terendah	41	38
Nilai Tertinggi	66	82
Mean	52,33	56,70
Median	51,20	56,35
Modus	48,83	56,86
Varians	56,43	103,06
Simpangan Baku	7,51	10,15

Based on the comparison table of the pretest and posttest scores for the control class, it can be seen from the average results that there was an increase of 8.35%. Thus, it can be concluded that there is an increase in students' understanding of mathematical concepts from before being given learning by the lecture method and after being given learning by the lecture method.

3. Analysis Prerequisite Test

The analysis used in this study is hypothesis testing with t-test by comparing the pretest and posttest scores of the experimental class and the control class. Before serving the t-test First, the assumptions or requirements for the analysis are met. The analysis requirements in question are normality and homogeneity.

4. Normality Test of Pretest and Posttest Values

The normality test used in this study is the Chi-square test. The normality test was conducted to determine whether the sample data came from a normally distributed population or not. $\chi^2_{hitung} \leq \chi^2_{tabel}$

Tabel 7 Recapitulation of Calculation Results of the Normality Test of Pretest Values

Group	Number of Samples	χ^2_{hitung}	χ^2_{tabel}	Information
Eksperimen	30	9,562	11,07	Both samples come from a normally distributed population
Kontrol	30	3,511	11,07	

Tabel 8 Recapitulation of Posttest Value Normality Test Calculation Results

Group	Number of Samples	χ^2_{hitung}	χ^2_{tabel}	Information
Eksperimen	30	9,751	11,07	Both samples come from a normally distributed population
Kontrol	30	9,678	11,07	

Homogeneity test Pretest and posttest scores Homogeneity test is used to determine whether the two sample classes come from a homogeneous population or not. The homogeneity test used in this study is Fisher's exact test, with the test criteria $F_{hitung} \leq F_{tabel}$.

Tabel 9 Recapitulation of Calculation Results of Homogeneity Test of Pretest Values

Group	Varians (S ²)	F _{hitung}	F _{tabel}	Conclusion
Eksperimen	64,96	1,153	1,882	Both variances homogeneous population
Kontrol	56,34	1,153	1,882	

Tabel 10 Recapitulation of the Result of Homogeneity Test of Posttest Values

Group	Varians (S ²)	F _{hitung}	F _{tabel}	Conclusion
Eksperimen	142,12	1,096	1,882	Both variances homogeneous population
Kontrol	129,70	1,096	1,882	

Hypothesis Testing Pretest and Posttest Values Hypothesis testing of the pretest scores was conducted to determine whether or not there were differences in the understanding of Indonesian concepts in the students' news text material using the lecture method of learning. In this study, hypothesis testing using t-test with the criteria, namely, Ho: $\mu_1 > \mu_2$ dan H₁: $\mu_1 \leq \mu_2$

Tabel 11. Rekapitulasi Hasil Perhitungan Uji-t Nilai Pretest

Derajat Kebebasan	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
58	2,69	2,001	H ₀ ditolak

Tabel 12. Rekapitulasi Hasil Perhitungan Uji-t Nilai Posttest

Derajat Kebebasan	t _{hitung}	t _{tabel} α = 0,05	Kesimpulan
58	9,39	2,001	H ₀ ditolak

Discussion

Based on the results of the study, it was found that in the use of the inquiry method which was applied to the learning process in research at SMP Bina Negara 1 Arjasari, Bandung Regency, it obtained an average pretest score. (\bar{X})= 52,90 And the average pre-test lecture method (\bar{X})= 52,33. The average value after the experimental class test is (\bar{X})= 68,73 And the average final score of the control class (\bar{X})= 56,70. In addition, the inquiry method has a positive impact on understanding Indonesian language concepts in students' news text material. For example, students learn Indonesian more enthusiastically than news texts, students are able to involve their experiences, are able to act more actively in working on questions and asking

questions because there are group discussion activities, and train students' creativity in answering questions.

From the results of the data analysis test, the normality test of the pretest value in the experimental class was obtained $x^2_{hitung} = 9,562$ and $x^2_{tabel} = 11,07$ with significance level 5% which means value $x^2_{hitung} < x^2_{tabel}$ then the result is the experimental class data with normal distribution. While the normality test of the pretest value in the control class was obtained $x^2_{hitung} = 3,511$ and $x^2_{tabel} = 11,07$ with a significance level of 5% which means the value of $x^2_{hitung} < x^2_{tabel}$ then the result is control class data with normal distribution. From this we can conclude that the pretest values of both datasets are normally distributed.

From the results of the data analysis test, the posttest value normality test in the experimental class was obtained $x^2_{hitung} = 9,751$ dan $x^2_{tabel} = 11,07$ with a significance level of 5% which means the value of $x^2_{hitung} < x^2_{tabel}$ then the result is the experimental class data with normal distribution. While the posttest value normality test in the control class was obtained $x^2_{hitung} = 9,678$ dan $x^2_{tabel} = 11,07$ with a significance level of 5% which means the value of $x^2_{hitung} < x^2_{tabel}$ then the result is control class data with normal distribution. From this we can conclude that the tested values of both data are normally distributed.

Meanwhile, from the results of the data analysis test, the test of the uniformity of the pretest scores for the experimental class and the control class, the variance of the experimental class was obtained $(S^2_A) = 64,96$ and control class variance $(S^2_B) = 56,34$. Then the value of $F_{hitung} = 1,153$ and $F_{tabel} = 1,882$ or $F_{hitung} < F_{tabel}$ so From this it can be concluded that the results of the pretest of both classes came from the same population.

Meanwhile, from the results of the data analysis test, the experimental class variance was obtained from the uniformity test of the results after the experimental class and control class tests $(S^2_A) = 142,12$ and control class variance $(S^2_B) = 129,70$. Then the value of $F_{hitung} = 1,096$ and $F_{tabel} = 1,882$ or $F_{hitung} < F_{tabel}$ so it can be concluded that the posttest scores of the two classes came from a homogeneous population.

From the results of statistical hypothesis testing the pretest value obtained statistical data values of $t_{hitung} = 2,69$ and $t_{tabel} = 2,001$ At the 5% significance level, $t_{hitung} > t_{tabel}$. The results showed that H_0 rejected and H_1 accepted. Accepted H_1 , this means that it has proven the truth of the hypothesis which states that the provision of the inquiry method affects the understanding of Indonesian language concepts in students' news text material. From the results of statistical hypothesis testing the posttest value obtained statistical data values of $t_{hitung} = 9,39$ and $t_{tabel} = 2,001$

Mean value with a significance level of 5% $t_{hitung} > t_{tabel}$. The results showed that H_0 was rejected and H_1 was accepted. Accepted H_1 , this means that it has proven the truth of the hypothesis which states that the provision of the inquiry method affects the understanding of Indonesian language concepts in students' news text material.

CONCLUSION

Based on the results of the calculation of the hypothesis test using the t-test, it was found that the understanding of Indonesian concepts in the experimental class news text material taught using the inquiry method was higher than the understanding of the Indonesian language concept in the control class news text material taught using the lecture method. So it can be concluded that the provision of the inquiry method has a significant effect on students' understanding of Indonesian language concepts in the discussion of news texts.

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