

The Improvement of Literature Essay Understanding through Inquiry Model in Universitas Galuh

Ikin Syamsudin Adeani
Department of Language and Literary Indonesia
Universitas Galuh
Ciamis, Indonesia
ikinsyamsudin@gmail.com

Iskandarwassid
Department of Education Language and Literary Indonesia
Universitas Pendidikan Indonesia
Bandung, Indonesia
iskandarwassid@upi.edu

Abstract—Backgrounds of this research are less effective conventional learning, less supported learning facilities, lack of students' interest in reading literary works, students' difficulty in comprehending literary essays, and low of students' mark in Critics and Literary Essay subject. The method used in this research was descriptive method by using inquiry learning model in the experiment class and conventional learning in the control class. The research result showed that the achievement of students' learning outcome in the experiment class was better than the students' learning outcome in the control class by the comparison of highest mark 88 compared to 73, the lowest mark was 47 compared to 32, and the average mark was 68 compared to 56. The lecturers of Critics and Literary Essay are supposed to apply the inquiry learning model in order the students' learning outcome to be more improved.

Keywords—*experiment class, control class, inquiry learning model*

I. INTRODUCTION

The course of Indonesia Literary Essay in the Indonesian Literary and Language Department of FKIP, Universitas Galuh, is considered as the important one. It can be seen in the curriculum of Indonesian Literary and Language Department that has been conducted since 2006/2007. As a course, the teaching of literary essay does not stand alone, but it relates to the literary critics and both of them are included in a unit called as a course of Critics and Literary Essay. The course material of Critics and Literary Essay delivered to the students is in the semester six. Each student is allowed to join Critics and Literary Essay course if they have passed some conditioned courses, such as; Literary Theory, History of Literary, Fiction and Drama Prose.

Based on the writer's observation, learning process of Indonesia Literary Essay in the Indonesian Literary and Language Department of FKIP, Universitas Galuh, has not achieved the expected purpose. This may be caused by some factors. First, the lecturers of the course of Critics and Literary Essay tend to use a conventional teaching model, namely lecturing and question-answer method. Second, lack of theoretical books of literary essay and the collection of Indonesia literary essay as a learning supporting process in Indonesian Literary and Language Department of FKIP, Universitas Galuh. Third, lack of students' reading interest with the kinds of Indonesia literary. Fourth, in common, the

students find hard to understand the content of literary essay. Fifth, many students whose mark have not attained the Learning Completion Criteria.

In general, the students are more interested with the popular novels than literary novels. This condition may lead to the lack of support to the continuity of learning process in Indonesia Literary Essay. This can be seen in the result of preliminary study in the students' ability in understanding literary essay as shown in the Table I.

TABLE I. KINDS OF STUDENTS' DIFFICULTY IN UNDERSTANDING LITERARY ESSAY

Kinds of Difficulties	Number of Literary Essay															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Words	9	10	9	2	2	10	11	2	2	8	3	8	2	2	5	85
Phrase	9	7	10	3	6	10	1	3	1	2	3	1	2	1	8	67
Sentence	3	4	7	3	2	2	7	2	10	2	3	2	14	4	1	66
Terms	4	4	1	1	5	2	7	1	1	8	1	3	5	2	3	48
Expression/ Proverbs	-	3	-	-	6	-	1	4	1	-	-	-	-	-	1	16
Name of Person	-	12	2	2	3	5	3	-	7	14	-	-	-	-	-	48
Miscellaneous Name	-	8	-	-	2	-	-	-	-	-	-	-	-	-	-	10
Titles of Books	1	1	1	-	1	1	-	-	1	1	-	-	-	-	-	7

Kinds of students' difficulty in understanding literary essay reflected the students' miscomprehension in reading essay. These kinds of difficulties were known when they were provided fifteen literary essays. Each student frankly recorded every word, phrase, sentence, terms, expression, proverbs, name of people, and titles of books that were unknown and or miscomprehended. Having been recapitulated, it showed the kinds of students' difficulties in understanding the essay as outlined in the Table I above. Based on this background, it is therefore needed to apply the other effective learning model for the students.

Inquiry learning model has been used by Smith in the field of education to develop the ability of critical thinking and the ability of finding the science independently [1-3]. Inquiry learning model is a model that orientate to the development of scientific thinking ability in which it can make the students be able to think critically, analyze the problem, solve the problems, master the complex information and able to find the solution to solve the

problems. This model focuses on the students' activity in learning and the process of creating the knowledge under the supervision of an educator. The educator motivates the students to have the active role in finding the answers the problems individually or in groups. The educators, therefore, have to prepare the learning devices in accordance with the need of learning process. Having finished the learning process, the students are expected to be able to make habit oneself to read the essay discourse in the level of better understanding.

Inquiry learning model is purposed to train the students' ability in making an investigation, explaining the phenomenon, and solve the problems scientifically due to in the basic every individual intuitively tends to do the scientific activity [4-6]. This ability can be trained in order to make each individual works his or her scientific activity consciously in a good procedure. The main purpose of inquiry learning model is to make the students accomplish a process of how the science is created. To reach this purpose, the students are faced to the unknown problems. These problems must be based on the idea that can be found out.

Four steps of inquiry learning model, namely: (1) the educator explains the research procedures that have to be done by the students; (2) the students collect the data to be verified; (3) the students formulate the explanations of the problems that have been found out; (4) the students have to analyze the research processes that have been accomplished [7].

Inquiry learning model has a great role in developing: (1) fundamental understanding of concepts, facts, principles, law and theories; (2) skill that can support the acquisition of knowledge and understanding of nature phenomenon; (3) disposition enrichment (composing/arrangement) to find out the answers the truth of the statements; (4) forming the positive attitude to the science; (5) the understanding acquisition of science natures; and (6) motivate the students to be better, provide the chance to learn by practicing intellectual skill, learning to think rationally, understand the intellectual process and learn how to learn well [8].

Based on the backgrounds stated, the writer intend to compare the outcome of students' learning in understanding the literary essay by the use of conventional learning and the inquiry learning model in Indonesian Literary and Language Department of FKIP, Universitas Galuh.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally Section IV concludes this work.

II. PROPOSED METHODS

The method used in this research was descriptive method [9] with the dependent variable of students' ability in understanding literary essay, while the independent variable was the inquiry learning model as the experiment class and conventional learning model as the control class.

The use of descriptive method meant to discover the relationship between the independent variable, the application inquiry learning model with dependent variable, namely the students' ability in understanding literary essay in

the experiment class, while the conventional learning model was applied in the control class.

The populations of this research were the students of Indonesian Literary and Language Department of FKIP, Universitas Galuh. There were 32 students as the sample of the experiment class and 32 students in the control class. The instrument used in this research was comprehension written test which was applied in the pre-test and post-test. This instrument was meant to find out the information about the level of students' ability in understanding the literary essay.

The learning material of Indonesia literary essay was Perihal Kedudukan Cerpen a work by Budi Darma. The questions to be completed by the students were 20 numbers with the different of difficulty level. The number of total score was 100.

The technique used to process the data was homogeneity test with Bartlet method and data normality test with Chi-square method. Meanwhile, the hypothesis test used in this research was t-test of two variables comparison.

While, experiment quasi was also conducted by the use of research design: The Matching – Only Pretest Posttest Control Group Design. In this model, the pretest was used to

Experiment Group	O	M ₁	X ₁	O
Control Group	O	M ₂	X ₂	O

know the number of effect of experiment quasi exactly. The scheme of this research was shown in the Figure 1.

Where:

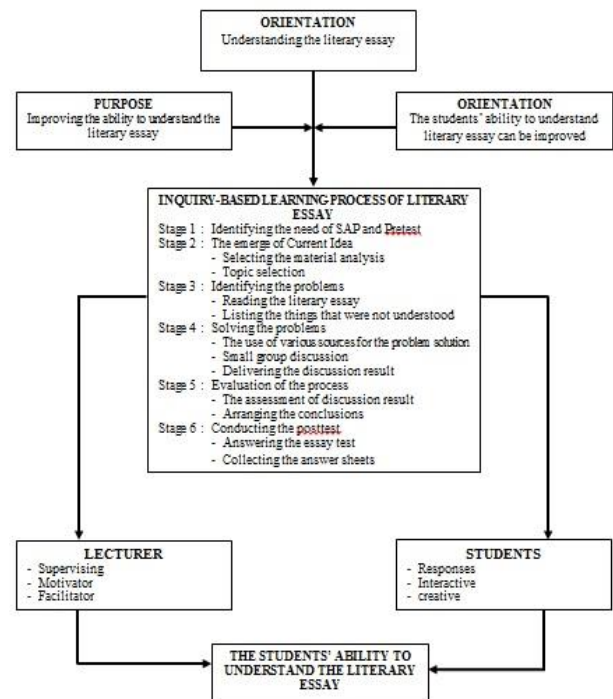
O = pretest and posttest

M₁ = research subjects (experiment class)

M₂ = research subjects (non-experiment class)

X₁ = experiment (academic coaching)

X₂ = non-experiment



The research scheme [10]

The process of learning activity to understand literary essay by the use of inquiry learning model was in the Figure 2, while the process of learning activity to understand literary essay by the use of conventional learning model was in the Figure 2. The series activities of Indonesia literary essay learning by using inquiry learning model were as follows: (1) initial activities, the educator created a conducive situation and held the pretest; (2) in the main activity, there were some stages that had to be done in a learning process, such as orienting the motivation, identifying the problems, solving the problems, collecting the data, held the group discussions, processing the observation result, formulating the conclusion based on the finding data, and (3) in the final activity, the educator held evaluation and posttest.

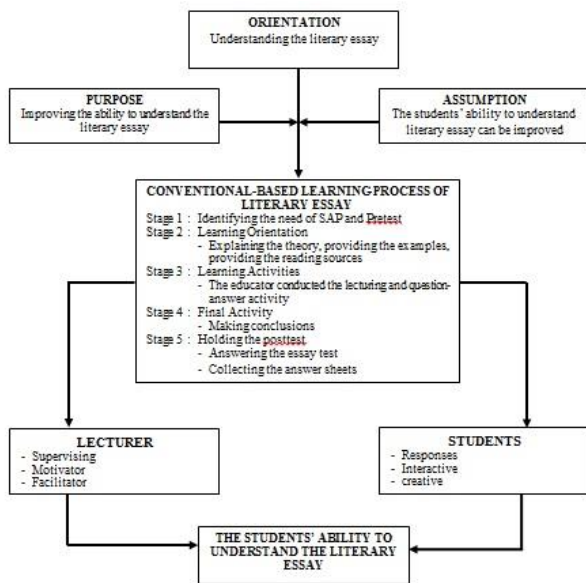


Fig. 1. Conventional-based learning in learning to understand the literary essay

The series activities of Indonesia literary essay learning by using conventional learning model (lecturing and question and answer) were as follows: (1) initial activities, the educator created the conducive situation and then held the pretest; (2) in the main activity, there were some stages that had to be accomplished, such as orienting the learning, providing the learning material by lecturing, discussion with question-answer activities, and (3) in the final activity, the educator held an evaluation and posttest.

III. RESULT AND DISCUSSION

A. Description of Research Result

The data of research result was then grouped into two parts, namely pretest and posttest data in the control class and pretest and posttest data in the experiment class.

1) Pretest and posttest data in the control class

Of 32 students in the control class obtained the lowest score, highest score and average score as shown in the Table II.

TABLE II. PRETEST AND POSTTEST DATA IN THE CONTROL CLASS

Variable	Pretest	Posttest
Lowest Score	11	32
Highest Score	48	73
Average Score	29.5	52.5

2) Pretest and posttest data in the experiment class

Of 32 students in experiment class obtained the lowest score, highest score and average score as shown in the Table III.

TABLE III. PRETEST AND POSTTEST DATA IN THE EXPERIMENT CLASS

Variable	Pretest	Posttest
Lowest Score	16	47
Highest Score	60	88
Average Score	38	67.5

B. Testing the Analysis Condition

The analysis which was done including homogeneity test and data normality test.

1) Homogeneity test

Homogeneity test in this research was conducted with Bartlett method. In the case of determining whether the data of research result was homogenous or not, it was necessary to determine the testing criterion as follows:

- If X^2_{count} was $> X^2_{table}$ it meant that there was no homogenous
- If X^2_{count} was $< X^2_{table}$ it meant that there was homogenous

It was found that X^2_{count} was $< X^2_{table}$ or 0.070 was < 3.841 , then the variants of research data was homogenous, so the research could be followed up.

The data homogeneity test could also be conducted by comparing the biggest variant with the smallest variant. In the case of determining whether the data of research result was homogenous or not, it was necessary to determine the testing criterion as follows:

- If F_{count} was $> F_{table}$ it meant that there was no homogenous
- If F_{count} was $< F_{table}$ it meant that there was homogenous

It was found that F_{count} was $< F_{table}$ or 1,1003 $<$ than 1,83, then the variants of research data was homogenous, so the research could be followed up.

2) Normality test

a) Normality test of control class

In the case of determining whether the data of research result was normal or not, it was necessary to determine the testing criterion as follows:

- If $x_{count}^2 > x_{table}^2$ it meant that the data distribution was not normal
- If $x_{count}^2 < x_{table}^2$ it meant that the data distribution was normal

It was found that $x_{count}^2 < x_{table}^2$ or 1,703 was < 11,070. then the research data distributed normally. It meant that the analysis could be followed up.

b) Normality test of experiment class

In the case of determining whether the data of research result was normal or not, it was necessary to determine the testing criterion as follows:

- If $x_{count}^2 > x_{table}^2$ it meant that the data distribution was not normal
- If $x_{count}^2 < x_{table}^2$ it meant that the data distribution was normal

It was found that $x_{count}^2 < x_{table}^2$ or 2.766 < 111.070. then the research data was distributed normally and the research could be followed up.

C. Correlation Test

Correlation test was aimed to find out if there was a relationship between the result of pretest and the result of posttest.

1) Correlation test of pretest and posttest in the control class

The result of correlation calculation between the pretest score and posttest score in the control class showed that correlation coefficient was 0.476. It meant that there was a positive correlation between the results of pretest and posttest in the control class. The bigger pretest score, the bigger posttest score. It could be inferred that the application of conventional learning model was effective to the learning result.

2) Correlation test of pretest and posttest in the experiment class

The result of correlation calculation between the pretest score and posttest score in the experiment class showed that correlation coefficient was 0.175. It meant that there was a positive correlation between the results of pretest and posttest in the experiment class. The bigger of pretest score the bigger of posttest score. It could be inferred that the application of inquiry learning model was effective to the learning result. There was a positive correlation between pretest and posttest either in the control class or experiment class. The bigger pretest score, the bigger posttest score.

D. Comparison Between Experiment Class and Control Class

Control class and experiment class can be compared, at least by the point of view of average score, lowest score and highest score.

1) Comparison of average score

Comparison of average score in the control and experiment classes were shown in the Table IV.

TABLE IV. COMPARISON OF AVERAGE SCORE

Variable	Control	Experiment
Pretest	28	33
Posttest	56	68

The average score of pretest and posttest was bigger than in the control class. The increase of average score in the control class was 28 (100%) and the increase of average score the experiment class was 35 (106.06%).

2) Comparison of lowest score

The comparison of the lowest score in the control class and in the experiment class was shown in the Table V.

TABLE V. COMPARISON OF LOWEST SCORE

Variable	Control	Experiment
Pretest	11	16
Posttest	32	47

The lowest score in the pretest and posttest of experiment class was bigger than in the control class. The increase of lowest score in the control class was 21 (190.91%) and the increase of lowest score the experiment class was 31 (193.75%).

3) Comparison of highest score

The comparison of highest score in the control and experiment classes was shown in the Table VI.

TABLE VI. COMPARISON OF HIGHEST SCORE

Variable	Control	Experiment
Pretest	48	60
Posttest	73	88

The highest score in the pretest and posttest of experiment class was bigger than in the control class. The increase of highest score in the control class was 25 (52.08%) and the increase of highest score the experiment class was 28 (46.67%). Table VII showed the comparison of average score, lowest score, and highest score either in the pretest or posttest scores. Experiment class had the better score of learning result than in the control class.

TABLE VII. THE COMPARISON OF CONTROL AND EXPERIMENT CLASSES

Variable	Control		Experiment	
	Pretest	Posttest	Pretest	Posttest
Average	28	56	33	68
Highest	48	73	60	88
Lowest	11	32	16	47
Correlation	0.476		0.175	

E. Hypothesis Test

The hypothesis of this research was “The ability to understand the literary essay on the students who learned by

inquiry model was better than those who learned by conventional model.” This research was to compare the learning result obtained by the application of conventional learning model in the control class with the one obtained by the application of inquiry learning model in the experiment class.

The hypothesis test was conducted by the use of ttest of comparison two independent variables. It was also purposed to find out the comparison of learning result achieved by the experiment and control classes. The steps to be conducted in this hypothesis test were as follows:

1) *Determining the statistic hypothesis*

The hypothesis of this result was stated in the statistic hypothesis as follows:

H_a : there was a significant difference between the students in the experiment class and those in the control class.

H_0 : there was no significant difference between the students in the experiment class and those in the control class.

2) *Arranging the Statistic Model*

Statistic hypothesis was then stated in the statistic model as follows:

$H_a : \mu_1 \neq \mu_2$

$H_0 : \mu_1 = \mu_2$

3) *Searching for t_{count}*

The calculation result of t_{test} comparison two independent variables, it was obtained 6.621, it was found that 6.621 was > 2.000 . than H_0 was rejected and H_a was accepted. H_a : there was a significant difference between the students’ achievement in the experiment class and those in the control class (ACCEPTED). H_0 : there was no significant difference between the students’ achievement in the experiment class and those in the control class (UNACCEPTED). So, it could be concluded that the students in the experiment class was more excellence than those in the control class if it was shown from the average score.

F. *Achievement Level of Learning Result*

To find out the achievement level of learning result in the experiment class and control class, the writer used the Gain formulation as follows:

The calculation result showed that the achievement of learning result in the control class applying conventional learning model was 1.11, while the achievement of learning result in the experiment class using inquiry learning model was 1.25. The achievement of learning result in the experiment class was bigger than in the control class. It was found that the application of inquiry learning model provided the better result than the conventional learning model.

IV. CONCLUSION

Based on the result of hypothesis test, it could be concluded that there was a significant difference between the learning result of literary essay using the inquiry learning model and those using the conventional learning model. The result of learning essay using inquiry learning model was

better than compared with the result of learning essay using conventional learning model with the comparison of the highest score 88 to 73, the lowest score 47 to 32, and the average score 68 to 56.

REFERENCES

- $$Gain = \frac{posttest - pretest}{the\ highest\ posttest\ score - the\ highest\ pretest\ score}$$
- [1] Spronken-Smith, R., & Walker, R. (2010). Can inquiry-based learning strengthen the links between teaching and disciplinary research?. *Studies in Higher Education*, 35(6), 723-740.
 - [2] Spronken-Smith, R. (2005). Implementing a problem-based learning approach for teaching research methods in geography. *Journal of Geography in Higher Education*, 29(2), 203-221.
 - [3] Spronken-Smith, R., Walker, R., Batchelor, J., O’Steen, B., & Angelo, T. (2012). Evaluating student perceptions of learning processes and intended learning outcomes under inquiry approaches. *Assessment & Evaluation in Higher Education*, 37(1), 57-72.
 - [4] H. B. Uno, *Model Pembelajaran: Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: PT. Bumi Aksara, 2007.
 - [5] Bell, T., Urhahne, D., Schanze, S., & Ploetzner, R. (2010). Collaborative inquiry learning: Models, tools, and challenges. *International journal of science education*, 32(3), 349-377.
 - [6] Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: a response to Kirschner, Sweller, and. *Educational psychologist*, 42(2), 99-107.
 - [7] Hwang, G. J., Wu, P. H., Zhuang, Y. Y., & Huang, Y. M. (2013). Effects of the inquiry-based mobile learning model on the cognitive load and learning achievement of students. *Interactive learning environments*, 21(4), 338-354.
 - [8] M. Ibrahim, *Pembelajaran Inkuiri*, Jakarta: Rineka Cipta, 2007.
 - [9] Williams, C. (2007). Research methods. *Journal of business & economic research*, 5(3), 65-72.
 - [10] J. R. Fraenkel and N. E. Wallen, *How to Design and Evaluate Research in Education*, New York: McGraw-Hill Inc, 1993.