THE EFFECT OF THINK-PAIR-SHARE METHOD AND INQUIRY METHOD ON INTENSIVE READING LEARNING OUTCOMES BASED ON LEARNING MOTIVATION STUDENT CLASS VIII OF SMPN 05 LINGGO SARI BAGANTI PESISIR SELATAN REGENCY

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ABSTRACT

This research is motivated by students who have low reading ability. This study studied to study the differences in the results of intensive reading learning using Think-pair-share learning methods and Inquiry learning methods regarding learning motivation of VIII grade students of SMPN 05 Linggo Sari Baganti. This type of research is quantitative with a 2X2 factorial design. The results of the study are as follows. First, the value of intensive reading skills that use the Inquiry method is higher than the value of students who use the Think-Pair-Share method. Second, the value of students' intensive reading skills with high learning motivation using the Inquiry method is better than the value of students using the Think-Pair-Share method. Third, the value of students' reading ability that increases using the Inquiry learning method is better than the value of students who use Think-Pair-Share method. Fourth, there was no interaction between the Think-Pair-Share method and the Inquiry method with the motivation to learn about the reading skills of Grade VIII students of SMPN 05 Linggo Sari Baganti.

Keywords : Intensive Reading, Learning Motivation, Think-Pair-Share, Inquiry

INTRODUCTION

Indonesian language is one of the subjects that must be taught at all levels of the school, including at the junior high school level. So that all subjects can be achieved well, the teacher must be able to teach Indonesian subjects properly, correctly, and attract the attention of students. One of the materials in Indonesian language lessons is reading. According to Atmazaki (2017), reading is an essential and very important aspect in the effort to create a literate society, namely people who can use reading to enrich their spirituality and improve their quality of life. A similar sentiment was also conveyed by Abdurrahman (2003) who said that reading ability is the basis for mastering various fields of study studied in schools. If students have difficulty reading, they will have difficulty in learning various other fields of study. Besides the ability to read also has a close relationship with the ability to write students, someone can't be able to write well without having the ability and good reading habits, because the ability and reading habits will provide extensive experience for students later (Thahar, 2008).

In reading learning at class VIII SMP there are various types of reading, one of which is intensive reading learning. Reading skills in intensive reading are comprehension skills, reading activities are considered to be in a higher-order with the characteristics as according to Tampubolon (in Resmiati, 2016) follows: (1) understanding simple understanding (lexical, grammatical, rhetorical); (2) understanding significance or meaning; (3) evaluation or assessment; and (4) flexible reading speed, which is easily adapted to the situation. The importance of good intensive reading skills for students is because it can train and improve students' ability to understand the reading contents of a text and can require students to master the reading material and its contents. With good intensive reading skills, students can better understand and understand the purpose of reading a reading text.

In Indonesian language subjects at class VIII of SMPN 05 Linggo Sari Baganti, students' intensive reading skills are still low. This can be seen from the number of students who have test scores below the minimum completeness criteria (KKM) that has been set, which is 75. The problem that occurs is the number of students who are passive because they are not interested in the intensive reading learning process, in addition to the intensive reading learning process the teacher does not provide

motivation to students, the teacher does not ask students to present their work, the teacher does not reflect on the learning process that has been happening, in discussing the teacher does not give enough time to ask questions, and the learning methods used by teachers have not varied. The teacher still uses unstructured lecture, practice, question and answer methods, and groups. The use of inappropriate reading methods and techniques will make learning less enjoyable for students.

Student learning motivation is one thing that can increase student interest and student activity in the intensive reading learning process. Also, teachers must be able to develop learning that is more fun for students and be able to choose the right learning strategy. According to Wassid & Suhendar (in Efendi, 2015), in selecting and determining certain required learning strategies. Determine the point of view or starting point to understand the whole learning process. The selection of appropriate strategies and methods in learning to read, learning to improve student learning outcomes and so that learning to read is not monotonous because it can reduce student interest in learning Indonesian specifically in learning to read. Sanjaya (in Kusuma, 2012) said that the current concept of learning must change from teachers who teach students. Students are no longer positioned as learning objects, students are positioned as learning subjects according to their talents, interests, and abilities. This learning process is called student-centered learning. Sanjaya's opinion is supported by Tatar & Oktay (in Nurnawati, 2012) who said about the importance of good quality education, so learning by using student-centered learning and cooperative learning also supports to realize it.

To overcome the low learning outcomes of eighth-grade students of SMPN 05 Linggo Sari Baganti in achieving intensive reading competency, one of the learning methods that can motivate students to improve and develop the knowledge that is raised is the Think-Pair-Share method. The theoretical foundation of the Think-pair-share method was developed by Frank Lyman and colleagues from the University of Maryland in 1985. According to Frank Lyman (1981), Think-Pair-Share is a learning model that can activate students in the learning process and provide cash for the same needs between students who have heterogeneous abilities. Rauza (2013) discusses that Think-Pair-Share is a learning model that provides opportunities for students to be independent (thinking), collaborating (in pairs), and socializing (sharing).

In addition to the Think-Pair-Share method, another method deemed suitable for improving students' intensive reading skills is the Inquiry method. Sagala (2011) says 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 this learning process students learn more by themselves, developing creativity in solving problems. Whereas Omardin (in Kitot, 2010) defines inquiry as a question of technical problems and finding answers to questions asked. It involves careful observation and measurement, making hypotheses, interpreting and developing theories.

METHOD

This research is a quantitative study using quasi-experiment research methods, which is research that aims to obtain information from experiments based on treatment. The research design used is a factorial 2X2 that is by considering the possibility of a moderator variable that affects the treatment (independent variable) on the outcome (dependent variable) (Sugiyono, 2012). The location of the study was SMPN 05 Linggo Sari Baganti in Pesisir Selatan Regency. The population in this study were all eighth-grade students of SMPN 05 Linggo Sari Baganti consisting of three classes with 76 students. The research sample of 51 students, class VIII.A many as 25 people as Experiment I class who were taught using the Think-Pair-Share method and class VIII.B many as 26 people as Experiment II class who were taught using the Inquiry method. This study uses three variables, the independent variable is the variable that influences or is the cause of the change or the emergence of the dependent variable, the dependent variable is the variable that is affected or which is due, because of the independent variable, the moderator variable is the variable that influences (reinforces or weaken) the relationship between independent and dependent variables (Sugiyono, 2012). In this study, the independent variables are the Think-Pair-Share method and the Inquiry method, the dependent variable is the results of students' intensive reading learning, and the moderator variable is learning motivation which is divided into two groups, namely high learning motivation and low learning motivation. The research instrument used was a questionnaire and a test of students' intensive reading skills. The results of the validity of the student learning motivation questionnaire obtained 30 items that were declared valid from 35 items tested, it was concluded that the research

instrument used was reliable. While the reliability test results obtained by r_{11} value of 0.85348, prove that the research instrument used is reliable. Data were analyzed using the liliefors normality test, variance homogeneity test, hypothesis testing using a t-test, and two-way ANOVA test.

RESULTS AND DISCUSSION

The study was conducted in two classes, namely class VIII.A as Experiment I class which had 25 students given the intensive reading learning process using Think-Pair-Share method, and class VIII.B students as Experiment II class which had 26 students people are given an intensive reading learning process using the Inquiry method. Before being given treatment, students are given a pre-test and after being given treatment, students are given a post-test with the same level of difficulty.

Before being given a pretest and using different learning methods, all students were given a learning motivation questionnaire that had been tested for validity and reliability. The learning motivation questionnaire amounted to 35 statement items with a minimum total score of 35 and a maximum score of 175. Students' learning motivation was divided into two groups, namely students who had low learning motivation with a score of <100 and students who had high learning motivation with a score of >100.

The pre-test results from the two study classes showed differences. The average value of Experiment I class students is lower than the average value of Experiment II class students. The minimum value obtained by Experiment I class is 40, and the maximum value obtained by Experiment I class is 85 with an average grade of 60. The minimum value obtained by the Experiment II class is 40, and the maximum value obtained by the Experiment II class is 90 with an average class 65. The results of the post-test in the two study classes also showed differences. The average value of Experiment I class students is lower than the average value of Experiment II class students. The minimum value obtained by Experiment I class is 45, and the maximum value obtained by Experiment I class is 95 with an average grade of 68. The minimum value obtained by Experiment II class students is 65, and the maximum value obtained by Experimental II class students is 95 with the class average 85.8.

Think-Pair-Share learning method is done by the teacher dividing students in a class into several groups consisting of 4 students then given a reading text, each

individual is asked to read the text intensively and discuss with their partners so they can find ideas main ideas in each paragraph and can understand the contents of the reading text. Then each pair presents the results of their reading for discussion in groups related to the main ideas and appropriate understanding of the contents of the reading text. After discussion in the group related to the reading text that was given by the teacher, one student from the group was asked to come forward to convey the main ideas of each paragraph and the overall understanding of the reading text. This method is done in the hope that it can help students in developing an understanding of concepts and materials from the lesson, can develop the ability to think, share information and draw conclusions, and can develop the ability to consider other values of a subject matter.

In its application, the Think-Pair-Share learning model conducted in Experiment I class made not all students read the script seriously given by the teacher, only one of the pairs of students read the text seriously in the group that had been formed. When delivering readings from each individual in a group and the discussion process of group members takes place is not done seriously by every student, most students in the group are more cool to talk about other things and play with friends of group members. And when the group will come forward to deliver the results of understanding the reading of the text, then the students ask what is the content of the reading text so that many students do not understand the contents of the reading text. And when one group conveys the reading results from a given text, students in the other group also don't listen well and don't take discussions seriously because the seating conditions of a group that is close together cause students to concentrate less on carrying out the discussion.

While the inquiry learning model is done with each student being given one reading text to read, then students are asked to observe, understand, make guesses, explain, and then draw conclusions in intensive reading. This is following the opinion of Hamalik (2001) who said that the inquiry learning method is a mental process where students assimilate a concept or principle, such as observing, classifying, making guesses, explaining, measuring, and making conclusions. After students read and understand the contents of the text, students make guesses according to the main ideas

of each paragraph, sentence facts and opinions, and conclusions from the reading text. Then the teacher randomly chooses many students to present their alleged results along with their explanations. After that, the teacher will explain again the technique in finding the main ideas of each paragraph and the conclusion of the reading text. In the application of this method, it appears that students are more concentrated and excited when the learning process is carried out using inquiry learning methods, and fewer students are chatting and playing with their friends. This is evidenced by the average results of intensive reading ability test students in the Experiment II class who were treated with the inquiry learning method higher than the grades of Experiment I class students treated with the Think-Pair-Share learning method.

The intensive reading skills of students with high learning motivation who are taught using inquiry learning models are better than students with high learning motivation who are taught using Think-Pair-Share learning models. This is indicated by the average value of the intensive reading ability test results of Experiment II class students which are higher than the average test results of Experiment I class students. From the data analysis conducted on students who have high learning motivation of Experiment II class obtained values an average of 91.07 and in students who have high learning motivation Experiment I class obtained an average value of 80.

The intensive reading skills of students with low learning motivation who are taught using the inquiry learning model are better than students with low learning motivation who are taught using the Think-Pair-Share learning model. This is indicated by the average value of the intensive reading ability test results of Experiment II class students which are higher than the average value of the intensive reading ability test results of Experiment I class students. From the data analysis conducted on students who have low learning motivation Experiment II class obtained an average value of students 79.58 and in students who have low learning motivation Experiment I class obtained an average value of students 58.57.

Students who have low motivation to learn in Experiment II class are still better than students who have low learning motivation in Experiment I class. This occurs due to the learning model that has been applied. In students' intensive reading skills, the Inquiry learning model is more suitable to be applied because it is a learning

model that can encourage students to be able to understand reading texts related to the person that produces a logical, logical and deep mindset. This is following with the opinion of Sagala (2011) who said that the Inquiry method is a learning method that involves instilling the basics of scientific thinking in students who have material that is studied as a lesson. Also, learning with this model can challenge students' abilities. The learning process carried out by this Inquiry method uses ways to start learning and defines the difficulty of the reading text, develops hypotheses in the reading text, collects and analyzes information obtained from the reading text, and formulates a sample of the reading text that each student has read.

When interactions occur when the effects of factors depend on factors related to something. This means that each of the factors between Think-Pair-Share learning models and Inquiry learning models with learning motivation is not interdependent in improving students' intensive reading skills.

Anova two-way calculation results for interaction testing concluded that there was no interaction between Think-Pair-Share learning models with learning motivation in influencing intensive reading skills and also there was no interaction between Inquiry learning models with learning motivation in influencing intensive reading skills. In other words, Think-Pair-Share learning models and Inquiry learning models don't require high or low student motivation to influence students' intensive reading skills. The learning model used will still affect students 'intensive reading skills even though students' motivation to learn is high or low. This is evidenced in the analysis of the data that the average value of the reading ability test results of Experiment II class students is higher than students of Experiment I class, both students who have high learning motivation and students who have low learning motivation.

CONCLUSION

In conclusion, the use of Inquiry learning methods has a better effect than Think-Pair-Share methods to improve students' intensive reading skills, this hypothesis is accepted because of $t_h > t_t$ with $\alpha = 0.05$. This affects overall students, both students who have high learning motivation, and students who have low learning motivation. There is no interaction between the Inquiry learning method and the Think-Pair-Share method in influencing students' intensive reading ability, this hypothesis is accepted

because of $f_h < f_t$ with α = 0.05. So between Think-Pair-Share learning methods and inquiry learning methods with learning motivation are not interrelated in influencing students' intensive reading skills.

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