

The Use of the Learning Start with Question Model in Writing Information Conclusions on Indonesian Language Education Study Program FKIP UMSU

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Abstract

In the learning process there are many misunderstandings in concluding the information provided. The use of the learning start with question learning model in writing informational conclusions by students is expected to bring changes for the better. So that an effective learning process occurs when using the learning start with question information model both in the field and at the school where the teacher will teach later. The population of this study were students of semester V. From this total population, a sample of 34 students was determined using a randomized class technique, namely the fifth semester of the morning. This research method is an experimental method using a true experimental design that is to determine the experimental and control groups. The instrument for measuring student learning outcomes is a test of the ability to conclude news content in the form of an essay which is tested after the learning is carried out using the learning start with question model in the experimental class and the lecture method in the control class. Looking for hypotheses using t test with $dk = N1 + N2 - 2$. Ability to conclude news content after treatment using the learning start with question learning model obtained a mean of 70.29 included in category C (enough). The ability to conclude the content of news after treatment using the lecture method obtained a mean of 59.12 included in category D (less). There is an effect of the learning start with question learning model on the ability to conclude the news content. This effect was tested through hypothesis testing with a confidence level of $\alpha = 0.05$, $t_{hitung} > t_{table}$ or $3.415 > 1.668$, which means that in this study the hypothesis was accepted, so it can be concluded that there is a significant effect on the use of the Learning Start With Question Model in Writing Information Conclusions. Students of the Indonesian Language Education Study Program, FKIP UMSU.

Keywords

learning start with question model; writing; information



I. Introduction

Learning to conclude information is part of the Indonesian language subject matter. The material taught in learning to rewrite information is the ability of students to conclude information. Students' ability to infer information can grow with habits, continuous practice, and logical thinking. This makes it easier for students to formulate correct opinions as a result of assembling facts towards a conclusion that can be accepted by common sense.

Based on the description above, it is hoped that in the future it can have an influence on student abilities. Therefore, the use of learning models can at least empower students' competencies to be able to conclude information by applying various learning models, for example the learning start with question learning model.

Learning model is a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials and to determine learning tools including books, films, computers, curriculum and others (Suryono, 2020). Meanwhile according to (Soekamto, et al. in Akrim, 2020) learning models have meaning, namely: Learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and instructors in planning teaching and learning activities.

The learning start with question learning model is one way to make students learn actively by making them ask questions about the subject matter before there is an explanation from the teacher. This learning model can be applied to a higher education environment. This is because students who are already at this level have been able to express opinions and have been able to make questions about the material provided. In this regard, the researchers are interested in conducting research with the title "Use of the Learning Start with Question Learning Model in Writing Information Conclusions for Students of Indonesian Language Education Study Program FKIP UMSU

Based on the background of the problem, several problems were identified related to this research, including the ability of students to conclude information is still low due to interest, students' learning motivation to conclude information, and teachers still tend to use conventional learning models. Therefore, students' abilities will be improved by experimenting with the learning start with question learning model in learning to conclude information. So the formulation of the problem in this research is made:

a. Definition of Learning Model

Learning has the essence of planning or design (design) as an effort to teach students. That is why in learning students not only interact with the teacher as a source of learning, but can also interact with all learning resources used to achieve the desired learning objectives.

Istarani (2012: 1) says "The learning model is the whole series of presentation of teaching materials which includes all aspects before, during, and after learning is carried out by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process". By having knowledge of the nature of various learning models, it will be easier for a teacher to determine the learning model that is most appropriate to the situation and conditions.

b. Model Learning Start with Question

The learning start with question learning model is a model in asking questions, because students are directly involved in the learning process. In this learning start with question learning model to make students learn actively by making them ask about the subject matter before there is an explanation from the teacher. Learning something new will be more effective if students are active and keep asking questions rather than just accepting what is conveyed by the teacher.

The Learning Starts with a Question (LSQ) method is a learning method where the process of learning something new will be more effective if students are active in asking questions before they get an explanation of the material to be learned from the teacher as a teacher (Hamruni, 2009: 276). One way to make students learn actively is to make them ask questions about the subject matter before there is an explanation from the teacher. This method can provide a stimulus for students to achieve the key to learning, namely asking.

c. Steps of Learning Model Learning Start With Question

According to Istarani (2012: 206), the steps of the learning model *learning start with question* through several stages, namely:

- 1) The first stage; Select the appropriate reading material and then distribute it to students. In this case the reading does not have to be photocopied. Another way is to choose a particular topic or chapter from the textbook. Try reading that contains general information or reading that provides opportunities for different interpretations.
- 2) Second stage; ask students to study the passage alone or with a friend.
- 3) Third phase; Ask students to mark the part of the reading that they do not understand. Encourage them to mark as many as possible. If time permits, join the study partner with another study partner, then ask them to discuss the unknown points that have been marked.
- 4) Fourth stage; in pairs or small groups, ask students to write questions about the material they have read.
- 5) Fifth stage; Collect questions that have been written by students.
- 6) Sixth stage; convey the subject matter by answering these questions.

From the description above, it can be concluded that in the learning start with question learning model, each stage of the learning start with question learning model, students and teachers are active in carrying out learning together. Teaching activities are intended to set an example and build partnerships and communication with students. The teacher can find out if he is doing the learning according to the plan that has been prepared.

Advantages and Disadvantages of the Learning Model of Learning Start with Question

Learning model *learning start with question* has advantages, namely:

- 1) Questions will invite students to think about the teaching material that will be delivered.
- 2) Increase student learning activities, because students sometimes open books to find the answers they want.
- 3) By asking questions, it means that students are more curious about the subject.
- 4) The presentation of the material will be more in-depth, because the material is delivered through questions posed by students.
- 5) Learning will be more lively because the material is delivered in accordance with the wishes and abilities of students.

Based on the advantages points above, it can be concluded that the learning start with question learning model can invite students to think, increase student learning activities, train students to ask questions about lessons, seem deep and livelier because the delivery of material is in accordance with students' abilities.

In addition to having advantages, the learning start with question learning model also has disadvantages. Disadvantages that can be obtained include:

- 1) Students are not used to making good and correct questions.
- 2) Students do not know what to ask the teacher.

The questions that are made are sometimes just made up, the important thing is that there are questions rather than not asking.

II. Review of Literature

2.1 Definition of Conclusion

Conclusion is to assemble the main ideas of the conversation from a long description into a coherent and easy-to-understand summary. The purpose of concluding is to refresh the core points of the main ideas that have been presented.

Summing has a function, that is:

- 1) As a conclusion or summary.
- 2) Presenting things that are important for readers to remember.
- 3) As a reinterpretation of the previous descriptions.

In concluding, the authors are expected to:

- 1) Must ensure that the conclusions drawn maintain the purpose of the points presented.
- 2) Conclusion sentences must be accepted as something logical.
- 3) The conclusion does not give rise to connotation, meaning that the conclusion must be firmly based on the truth.
- 4) Concluding must be clear, straightforward and reasonable (logical).

To be able to conclude, at least necessary steps to conclude, namely:

- 1) Listen or read information carefully and concentrate.
- 2) Find the main idea of each paragraph.
- 3) Rewrite the main idea in a more concise sentence.
- 4) Evaluate whether something is not quite right.

2.2 Understanding Information

Understanding Information is a collection of data or facts that have been processed and processed in such a way as to produce something that can be understood and provides benefits to the recipient. Data and facts are the "raw material" of information, but not all of them can be processed into information. The term "information" comes from the Old French, "informacion," which is taken from the Latin, informare which means "activity in communicated knowledge".

1. According to Raymond McLeod -> Information is data that has been processed into a new form that has meaning for the recipient and is useful for making current or future decisions.
2. According to Jogiyanto HM -> Information is the result of processing data into a form that is more useful to the recipient and describes real events that can be used in making decisions.
3. According to The Liang Gie -> Information or description is a series of words, sentences, pictures, or other written signs that contain ideas or knowledge that can be used by leaders in making the right decisions based on facts.

2.3 Definition of Writing

Writing is one of the language skills that are needed nowadays. Writing skills are not easy to have and require long time to get it. By writing a person can express his ideas or ideas through written language. Tarigan (2005: 21) states "Writing is lowering or painting graphic symbols that describe a language that is understood by someone so that other people can read the graphic symbols if they understand the graphic language".

a. Writing Purpose

The purpose of writing according to Soebachman (2014: 13) is

1. Influence

Many people write in various styles. One of them is the style of provocation. This style is used very often, especially when writing an idea or an opinion. The goal is for readers to be influenced and then follow the opinions or ideas expressed in the writing.

2. Announce

Preaching is not far from provocation and telling. This is an intermediate goal. Preaching is a form of writing that usually provides data.

3. Reveal

For this third purpose, in terms of writing the form is the same as the first. However, these writers who express feelings or whatever from inside their minds and hearts are classified as beginners and not famous people. Write it "arbitrarily" and arbitrarily. Usually sent or published from personal accounts on social media, as well as on personal media.

Meanwhile, Hugo Hartig (in Tarigan, 2005: 24-25) formulates the purpose of writing as follows:

a) *Assignment purpose* (assignment purpose)

The purpose of this assignment actually has no purpose at all. The author writes something because he is assigned, not of his own volition (eg students who are given the task of summarizing a book).

b) *Altruistic purpose* (altruistic goals)

Writing aims to please the reader, avoid the grief of the reader, help the reader, understand, appreciate his feelings and reasoning.

c) *persuasive purpose* (persuasive purpose)

Writing that aims to convince the reader of the truth of the ideas expressed.

d) *Informational purpose* (informational purpose, explanation purpose)

Writing that aims to provide information or explanation or explanation to the reader.

e) *Self-expressive purpose* (self-declaration purpose)

Writing that aims to introduce or reveal the author himself to the reader.

f) *creative purpose* (creative purpose)

Writing that aims to achieve artistic artistic values.

g) *Problem solving purpose* (problem solving purpose)

The author wants to explain, clarify and explore and research carefully his own thoughts and ideas so that they can be understood and accepted by the readers.

b. Writing Function

The function of writing according to Bernard Percy (in Soebachman, 2014: 16) is as follows:

1. A means to express oneself, namely to express feelings of the heart such as anxiety, the desire to vent anger.
2. Writing as a means of understanding, meaning that by writing a person can firmly bind a science (plug in understanding) into his brain.
3. Writing can help develop personal satisfaction, a sense of pride, a feeling of self-worth, meaning that writing can boost feelings of self-esteem that were originally low.
4. Writing can increase awareness and absorption of the environment, meaning that people who write are always required to continuously learn so that their knowledge becomes broad.
5. Writing can increase engagement with enthusiasm and not just a resigned acceptance, meaning that by writing a person will become sensitive to what is not right around him so that he becomes a creative person.
6. Writing is able to develop an understanding and ability to use language, meaning that by writing someone will always try to choose the right form of language and use it appropriately as well.

Calculating Standard Deviation

To calculate the standard deviation used the formula:

$$SD = \sqrt{\frac{\sum x_1^2}{N}}$$

Information:

SD = Standard Deviation

$\sum x_1^2$ = The sum of all deviations, after undergoing the first squared process

N = *Number of Cases*

Then the standard deviation is:

$$\begin{aligned} SD &= \sqrt{\frac{\sum x_1^2}{N}} \\ &= \sqrt{\frac{6697,06}{34}} \\ &= \sqrt{196,97} \\ &= 14,03 \end{aligned}$$

In conclusion, the mean of using the Learning Start With Question Model in Writing Information Conclusions for Students of the Indonesian Language Education Study Program FKIP UMSU is 70.29 standard deviation of 14.03 is in category B (good). On the basis of the mean and standard deviation, the scores obtained are converted into final values with the help of a sigma scale table with a range of values from 10 to 100.

Hypothesis Test

The results of the normality and homogeneity tests of the two learning groups showed that the analysis requirements in this study were normally distributed and the variance of the sample groups was homogeneous. This means that the analysis requirements in this study have been met, so that it can be continued in further testing, namely hypothesis testing with the "t" test, as follows:

From the data obtained:

$$\bar{X}_1 = 70.29 ; SD = 14.03 ; SD^2 = 196.84 ; N = 34$$

$$\bar{X}_2 = 59.12 ; SD = 12.92 ; SD^2 = 166.93 ; N = 34$$

By using the t-test formula for the mean difference test of two independent sample groups, it is obtained:

$$\begin{aligned}
t_{hitung} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\
&= \frac{70,29 - 59,12}{\sqrt{\frac{196,84}{34} + \frac{166,93}{34}}} \\
&= \frac{11,17}{\sqrt{5,789 + 4,910}} \\
&= \frac{11,17}{\sqrt{10,699}} \\
&= \frac{11,17}{3,271} \\
&= 3,415
\end{aligned}$$

After the tcount value is obtained, then it is compared with the ttable value at a significant level = 0.05 with dk = N1 + N2 – 2 = 66, it is obtained ttable = 1.668. Because the value of tcount > ttable is 3,415 > 1,668. This means that the use of the learning start with question learning model in writing informational conclusions is more effective than using conventional methods. Because the value of tcount > ttable, it is concluded that there is a significant effect of using the learning start with question learning model on the ability to write informational conclusions. Thus the hypothesis is declared to be true, and accepted.

III. Results and Discussion

The data needed in this study have been obtained through an ability test in writing informational conclusions in the two learning groups. Some of the research results are summarized as follows:

1. The experimental group or the learning model group learning start with question obtained a mean ability to conclude information of 70.29 while the control group, namely the learning group using conventional methods, was 59.12. Obtaining this mean indicates that the experimental group has a higher ability than the control group.
2. The normality test using the Lilliefors test resulted in a list of populations that were normally distributed in both learning groups, where the experimental group obtained Lcount < Ltable, namely 0.1256 < 0.1519 and the control group was 0.1192 < 0.1519 so that the population was normally distributed.
3. Homogeneity test using the F test obtained Fcount < Ftable i.e. 1.179 < 3.276, then the samples from the two learning groups are homogeneous and the data obtained can represent the entire population.

Based on the calculation using the "t" test, the value of tcount > ttable at a significance level of = 0.05 with dk = (N1 + N2) – 2 = 66 is 3.415 > 1.668 so that the hypothesis is declared correct and accepted. This means that there is a significant effect on the implementation of the learning start with question learning model on the ability to conclude news content in the fifth semester students of FKIP UMSU.

IV. Conclusion

Based on the calculation using the "t" test, the value of $t_{count} > t_{table}$ at a significance level of $\alpha = 0.05$ with $dk = (N_1 + N_2) - 2 = 66$ is $3.415 > 1.668$ so that the hypothesis is declared correct and accepted. This means that there is a significant effect on the implementation of the learning start with question learning model on the ability to conclude news content in the fifth semester students of FKIP UMSU. The experimental group or learning model group learning start with question obtained a mean ability to conclude information 70.29 while the control group, namely the learning group using conventional methods, 59.12

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