The Effect of Inquiry Learning Strategy versus Expository and Achievement Motivation ON THE Students' Outcomes in Reading Fiction of Critical Literacy Approach

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Abstract: the aims of this research are to know (1) the difference of students' outcomes in reading fiction of critical literacy approach between the students taught by inquiry learning strategy and expository learning strategy; (2) the difference of students' outcomes in reading fiction of critical literacy approach between the students who have high achievement motivation and low achievement motivation; and (3) the interaction between the learning strategy and achievement motivation and the students 'outcomes in reading fiction of critical literacy approach. The type of this research is factorial approach experiment 2 x 2. The subjects of this research are the students of education of language and Indonesian literary study program, Teachers Training Faculty UNDANA Kupang, consisting of two parallel classes, namely 32 students of experiment group (inquiry) and 31 students of control group (expository) with moderator variable achievement motivation (high and low). The data of research result is processed by ANOVA statistical analysis. The result of research indicates that (1) the use of inquiry learning strategy is more excellent (mean 76,35) comparing to expository learning strategy (mean 71,38) to the students' outcomes in reading fiction of critical literacy approach; (2) there is a difference of significant students 'outcomes between the students with high achievement motivation (mean 76,82) and the students with low achievement motivation (mean 70,53); and (3) there is no significant interaction between the learning strategy and achievement motivation on the students' outcomes in reading fiction of critical literacy approach.

Keywords: Inquiry learning strategy, expository learning strategy, achievement motivation, fiction reading, critical literacy approach.

The quality of teaching influences on the education. This means that the process of teaching is designed, developed, and undertaken well and appropriately will dominantly contribute to the students; the potency of the students can be developed or powered. The design and application of the models of innovative instruction can create the process of quality instruction.

The innovative models and strategies which developed can create the quality of instruction as well as answer the challenge of era. The demand of learning in the 21th century

Covers are high understanding competency, critical thinking competency, collaborated competency and communication and creative thinking competency (Morocco, 2008). The development of instruction with the orientation on the achievement of the above competencies actually covers various fields of knowledge.

Inquiry is an innovative instruction strategy to answer this need. Inquiry strategy is an implementation of constructive approach. Inquiry instruction strategy directly involve the

students to think critically to analyze, to ask questions, to explore, and to do the experiment in order to be able to discover and to present the logic and scientific solution or idea. Inquiry strategy implants the ability of critical, analytical and creative thinking towards the problem solving, collaborative and interactive learning and also meaningful learning. Inquiry strategy focuses on the critical thinking ability. (Kuhlthau, Maniotes, dan Caspari, 2007; Joice, Weil, & Calhoun, 2009; Arends, 2010; Sanjaya 2012).

The literary instruction of critical literacy was approaching (to read critical fiction text) which is related to critical thinking and critical awareness. Critical thinking, by Johnson and Freedman (2005; Priyatni, 2010) explained as "logical thinking ability" by "asking, analyzing, comparing, constricting and evaluating." While "critical awareness is the ability to identify the condition that produces excellent ideas more than the others in a certain culture or society". From this point of view Priyatni (2010) concludes that by thinking critically someone is able to think divergently, to develop the ability to solve the problems and the skill to think through the questions relating to the cause and effect relation, perspectives, evidences, possibilities, and debates."

The interpretation of literature text in the domain of fiction reading of critical literacy approach not only understanding literature text as the code of words. In the text contains certain ideology and interests which is voiced intensively by the writer (Priyatni, 2010). Through the literature elements, the writer voices specific ideas and dominant message. Therefore critical attitude is needed in comprehending the literature text.

In order to develop and empower the critical thinking ability as signed in fiction reading of critical literacy approach, is needed critical approach as well as strategy, model, and method which orientate on critical approach in the instruction. Inquiry is one of the alternative strategies which can be developed. Inquiry strategy involves the components of critical thinking which is demanded in the critical reading of fiction text.

The empirical study on the literature instruction so far designates that the condition of literature instruction is still concerning. The literature instruction does not direct the students to develop their thinking intelligence. The students are less encouraged to have critical, logic, and systematic thinking. Many of the students have good academic ability, but have less development of their intellectual ability (their critical thinking ability). Academically they have adequate theoretical knowledge about various elements of literature. After reading literature text (short story for example), they are able to show their good ability about the text, namely they are able to retell the contents of the text, to elaborate the characters in the text, the plot and also other elements that develop the text. However the ability to comprehend the text does not yet reach the domain of critical thinking "fiction reading of critical literacy approach."

The weakness of literature instruction is caused by several factors. Several observers mention that one of the causing factors is the literature instruction is still in traditional way. The teachers tend to employ the conventional strategies. Expository is one of the strategies that is still occasionally used (Wahyudi, 2007). The same opinion is still used by Sudaryono (2000); Sayuti (2000); Endraswara (2003); Abidin (2014).

Theoritically, expository strategy is different significantly from inquiry strategy. Expository strategy is not more excellent than inquiry strategy. Expository stresses on the ability to convey the verbal information. The students are demanded to obtain the information or knowledge. The students are less trained, guided, or directed to sharpen their critical thinking ability (Heinick, 1992, Arrends, 2010); and Eggen and Kauchak, 2012). The critical thinking ability however can be indeed developed through expository strategy if several factors in the instruction, such as high level of instruction, the quality examples and motivation.

Based on the above realities, these two strategies are developed, compared, and combined with achievement motivation in this research. The aims of this research are to know (1) the

difference of the study result in reading fiction of critical literacy approach between the students taught by inquiry teaching strategy and expository teaching strategy; (2) the difference of study result in reading fiction of critical literacy approach between the students who have high achievement motivation and low achievement motivation; and (3) interaction between teaching strategy and achievement motivation and the study result in reading fiction of critical literacy approach.

THE RESEARCH METHOD

The type of this research is the experiment with nonequivalent control group factorial design 2 x 2. The subjects of this research consist of two parallel classes as many as 63 students of Study Program of Indonesian Language and Literature Education, the Faculty of Teachers Training and Educational Sciences of the University of Nusa Cendana Kupang, (2015 – 2016) who take the subject the study and appreciation of fiction. The subjects of this research are all taken (intact group) consisting of 32 university students from experiment group (inquiry) and 31 university students from control group (expository).

The instrument which is used in this research is achievement motivation instrument and the result study instrument of fiction reading of critical literacy approach

The research result data is computed by using descriptive statistical analysis and ANOVA (Analysis of Variance) with the help of SSPS-22.

THE RESULT AND DISCUSSION

The result of research data analysis is made up of the result of pretest data analysis employed the t test analysis and post test data analysis employed ANOVA statistical analysis.

Pretest data analysis is done in order to know the initial ability of research subjects. Meanwhile post test data analysis is done in order to know the learning result of research subjects after given the strategy of instruction.

The result of the pretest data analysis indicates that the mean of the group learning result is 39.03 and Sd 6.965. Significant value of Normality Test by the test of kolmogorov-smirnov inquiry instruction is 0.138 and expository instruction is 0.200. Significant value of the two groups is > 0.05. Then significant value of homogeneity test with levene test with the basis mean is 0.847 > 0.05. The significant value t test of the two independent samples of the two groups is 0.847 ($p > 0.05$). From the result test of normality and homogeneity, it can be said that the pretest data of the two groups distribute normal and homogenies. From the result of t test it can be stated that the two groups have the same initial ability.

The next analysis is data analysis of the posttest to test hypothesis. The result of post test data indicates that mean of inquiry group is 78.63 (with high achievement motivation) and 73.93 (low achievement motivation); mean of expository group is 76,82 (high achievement motivation) and 67.13 (low achievement motivation). The result of normality with Kolmogorov Smirnov test indicates that Significant value (Sig) inquiry group, expository and high and low achievement motivation is 0.200 > 0.05. The result of homogeneity test with Levine' test is 0.840 > 0.05. From this test it can be concluded that normal distribution data and population have identic variant or indifference so it fulfills the ANOVA assumption.

Therefore normal distribution data and variant fulfill the ANOVA assumption, hypothesis test can be done. The result of hypothesis test can be seen in the following table.

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power[b]
Corrected Model	1068.898[a]	3	356.299	7.263	.000	21.790	.977
Intercept	341292.713	1	341292.713	6957.501	.000	6957.501	1.000
Instructional Strategy	417.195	1	417.195	8.505	.005	8.505	.818
Achievement Motivation	630.969	1	630.969	12.863	.001	12.863	.942
Instructional Strategy *Achievement Motivation	42.573	1	42.573	.868	.355	.868	.150
Error	2894.181	59	49.054				
Total	347325.000	63					
Corrected Total	3963.079	62					

The Effect of Instructional Strategy on the Learning Result of Fiction Reading of Critical Literacy Approach

The result of ANOVA statistical analysis indicates that the ratio of F count is 8.505 and significant value is 0.005 < 0.05. It is therefore can be concluded that inquiry instructional strategy has a significant effect on the learning result of fiction reading of critical literacy approach. Meanwhile if it is seen from mean **of** the learning result of fiction reading of critical literacy approach, average score (mean) of the group of students from inquiry strategy is 76.35 higher than average score (mean) of the group of students from expository group is 71.38. This result indicates that the effect of using inquiry strategy is better than expository strategy on the learning result of fiction reading of critical literacy approach.

A significant difference of the above statistical analysis result supported also by the research result of direct (observation) of the real condition of the instructional implementation in the class room. From the observation result shows that the condition of inquiry instruction is different from the expository instructional condition. The inquiry instruction has more positive effect than expository instruction. Inquiry instruction makes the students more motivating, challenging and interested either individually or in groups. The students are more enthusiasm in discussing and solving the problems. Inquiry instructional more enable the students to learn based on the problems, learn by themselves, and learn more meaningful and learn to think high degree and integrative. The instruction is seen very communicative, interactive, and dialogue. The students not only develop the critical and creative thinking but also develop the attitude of mutual understanding and self-confidence.

Inquiry instructional strategy which is based on the problem can develop the intellectual ability namely systematic, logic and critical thinking. It is helpful for the students to develop their intellectual discipline and thinking skill. The students not only master the information, fact, or what they have learned but also how to use their potency and develop the optimum thinking skill. These abilities are parts of the mental process.

The superiorities of the application of inquiry instructional strategy of the above research result findings are the same as the findings or the conclusions of the previous research result. Since the beginning when it was designed and tried out, several researches indicated that the

application of inquiry strategy gave the positive effect in the instruction. Joice & Weil (1980) in the research application of social inquiry strategy which was done in the second grade of social science in Los Angeles in USA concluded that the application of inquiry strategy significantly increased the learning result and the ability to solve the students' problems. The further conclusion of research result Beyer (1995), O' Keefe (2004), Sujarwo (2011), Winarto (2012), and other researches concludes that the application of inquiry strategy proves to give better effect (positive) than expository strategy.

Inquiry instructional strategy is one of the main components of contextual instructional characteristic. Therefore, the result of contextual instructional application with the inquiry component also support and strengthen the findings inquiry instructional application in this research. The research result Franz, Hooper, & Kristonis (2007) proves that the contextual instruction can increase the skill to solve the problems and critical thinking based on the situation in the real world. Raharso in his research concludes that the application of contextual learning gives more optimum result than conventional instructional model. The same conclusion also said by Satriani, Emiliana & Gunawan (2012) the application of contextual strategy together with achievement motivation give more significant effect than conventional approach.

This research result is also supported and strengthened by related theories of instruction mainly theory of instruction with cognitive ideology especially constructivism. Indication of active, self, meaningful, and confidential learning which is found in the application of inquiry instructional strategy, in line with indication of meaningful learning which identified by Flewelling and Higginson (2003) which is based on the meaningful learning theory of Ausubel? Learning is a process of meaningful assimilation for students. The learnt materials are assimilated and connected with the knowledge which have possessed by the students in the form of cognitive structure. Ausubel, Novak, and Hanesian (1978; Suparno, 1997) explain that meaningful learning is a process of learning which connects with the new information with the thinking structure that has possessed by someone who is learning. The meaningful learning occurs when the students try to connect with the new phenomenon to their structure of knowledge. This happens by learning the concept and the change of available concept which will result in the growth and the change of concept structure which has possessed by the students.

The above research result is also in line with the social theory of Vygotsky (1978; Slavin, 2009; Schunk, 2012) which focuses on the social aspect in the instruction. The characteristic of the concept of Vygostky is known by zona of proximal development and scaffolding. Vygostky explains that the process of instruction will occur if the students do or accomplish the tasks that they have not learnt, but they are still in their reach as zona of proximal development, that is the zone of development degree is a little bit above the zone of someone's current development. Zona of proximal development is the distance between the development degree of actual zone which is determined by the problem solving that can be accomplished individually, with the potential development degree which is determined by a problem solving with the guidance of adults or collaborated with the friends of the same age. Vygotsky convinces that the function of higher mentality will emerge in the conversation and cooperation between an individual before the function of mentality absorbs into an individual. Vygotsky also convinces that the students follow the examples which are given by adults and gradually develop their skills to do certain tasks without helping or guidance of other people. The process of giving helping from adults or friends of the same age who are more competent that makes the students move from the actual zone to potential zone which is called scaffolding (Slavin, 2009; Schunk, 2012; Suyono and Haryanto, 2014), that is giving the help during the initial stages of development

and decrease the help as well as give the opportunity to take over the bigger responsibility after they are able to work out (Slavin, 2009).

The superiorities of the application of the inquiry strategy were expressed in this research strengthened by constructivism opinion. For constructivists, learning activity is an active activity of the students to develop and to search themselves the meaning of knowledge that they learn. Learning is the process to adapt the new concept and ideas with the thinking framework that have existed in their mind (Shymansky, 1992; Suparno, 1997). The students are responsible by themselves for their learning result, taking the old thought into the new learning situation, and thinking of what they have learnt by seeking the meaning, comparing of what they have known and accomplishing the tension between what they have known and what are needed in the new experiences (Suparno, 1997).

The view of constructivism learning is an organic process to discover something, not the mechanic process to collect the fact. Learning is a thinking development by making a framework of different understanding. The students should obtain the experience to formulate and examine hypothesis, to manipulate object, to solve the problems, to seek the answer, to describe, to examine, to dialogue, to make reflection, to ask question, to express ideas, and so to form a new construction. The students should construct the knowledge by themselves. The teachers help them in this process. The meaningful learning occurs by reflection, meaningful conflict solving, and in the process they always improve the incomplete thinking (Fasnot, 1989; Suparno 1997).

The view of constructivism also effects on the group study. Shymansky (1992; in Suparno, 1997) explains that the study group can be developed because the knowledge is individually and socially formed. In the group study the students should convey how they view and act the problem and what will be done with this problem. This is one way to make a reflection which demands the awareness of what is thought and done. Then the students are given the chance to make abstract actively. The effort to explain something to friends is useful for them to view something clearly or even to see the inconsistence of their own views (Suparno, 1997; Slavin 2009).

Theoretically from certain perspective, inquiry and expository strategies can surpass each other. Each strategy shows its special quality more than the others. If the expected competence is the domain of cognitive ability of critical thinking or high degree thinking, inquiry strategy will be more superior to expository strategy. Cognitive domain is more appropriate to be taught by inquiry learning strategy. On the contrary, the expected competency exists in the low degree of cognitive domain, it is more appropriate to use expository learning strategy. From the aspect of achievement motivation, if the students have high achievement motivation, it is advisable to use inquiry learning strategy. On the contrary, if the students have low achievement motivation, expository learning strategy is used. Eggen and Kauchak (2012) explains that for the students who have low motivation and have the difficulty in learning, it will be more appropriate to use direct learning strategy (expository). This research result shows the significant difference in line with this theory.

The Effect of Achievement Motivation on the Learning Result of Reading Fiction of Critical Literacy Approach

Analysis result of ANOVA hypothesis test per variable indicates that ratio of F figure is 12.083 and significant value is 0.001 < 0.05. Therefore it can be said that achievement motivation has a significant effect on the learning result of reading fiction of critical literacy approach. From mean of reading fiction of critical literacy approach, it is known that mean of the group of students who have high achievement motivation is 76.82 higher than mean of

group of students who have low achievement motivation 70.53. It can therefore be said that high achievement motivation has a better effect on reading fiction of critical literacy approach than low achievement motivation.

Achievement motivation and instruction (the activity of the students in the teaching and learning) has a very high correlation. Achievement motivation is an important role factor and effect on the learning result as the ending realizing of the instructional process. Achievement motivation as an encouragement where the learning process happens that can increase the quality of teaching and learning. Achievement motivation becomes a stimulus to encourage the students to strive the success or to avoid the failure. In the context of teaching and learning, achievement motivation encourages the students to select the choice in the realistic action that can judge the ability on the tasks that are done.

Achievement motivation has two forms namely high achievement motivation and low achievement motivation. The difference of achievement motivation possessed by the students has an effect on the attitude and learning achievement. The students who have high achievement motivation will differentiate themselves from others and encourage themselves to do something better than others who do not have achievement motivation. The students who have high achievement motivation will feel challenged to face the big problems in the teaching and learning. The students will motivate and guide themselves to be responsible for the tasks given and to do seriously to gain the target. On the contrary, the students who have achievement motivation tend to be slow and unwilling to do the tasks. The students who have low achievement motivation are discouraging easily and are not able to face big problems in the instruction. This condition of course can effect on the learning result and the quality of teaching and learning. The gaining results of the students who have high motivation are more superior than the students who have low motivation either individually or in group.

The findings in this research are the same or strengthened by the previous research. Fatchurrochman (2011), from his research result concludes that achievement motivation has a positive effect in supporting the preparation of learning, supporting the success of work practice and the advance of the students' learning. The positive contribution becomes in reality through the seriousness of students in preparing the teaching and learning. Rahmat (2012) concludes that the students who have high achievement motivation gain better study result than the students who have low achievement motivation. In line with this (whatever research conducted in different field of knowledge (Gupta, Devi, & Parsija (2012), Rahayu (2010), Onete, Odet, Udey, & Ogbor (2012) conclude exactly the same that achievement motivation has an important role or has more positive effect than the students who have low achievement motivation.

Achievement motivation not only significantly has an effect on the academic learning achievement of the students but also has a high correlation and an effect on the attitude and behaviour of the students. The research result indicates that high achievement motivation has a positive effect and it is better than low achievement motivation. The findings of this research are in line with the findings of the previous researches. Tella (2007) and Knowles & Kerkman (2007), Gupta, Devi, & Pasrija, (2012) conclude that there is a significant inclination of the students who have high achievement motivation to strive to gain his willingness than the students who have low achievement motivation. The students who have high achievement motivation try hard to solve the cases that they face; the students have strong encouragement and challenge to solve the heavy problems in the teaching and learning or the tasks they do. The achievement motivation encourages the students to strive to gain the success and to avoid the failure; or even there is a willingness to maintain and to increase the success that they have achieved. The students who have high achievement motivation incline to put their hope on the high success, especially to face the task with the medium degree of risks or difficulties. On the contrary, the students who have low achievement motivation feel worried and avoid the tasks

with medium degree of tasks. The students in this group tend to choose the tasks with the easy degree of difficulty because with the hope they can achieve the success easily; or on the contrary they choose the tasks with high degree of difficulty to avoid the anxiety or fear of failure.

The specialty and the weakness of the effect of achievement motivation on the learning achievement reading fiction of critical literacy approach of this research result is supported by the theories of achievement motivation. Schunk (2012) explains that achievement motivation has an effect on teaching and learning. If the task is considered too difficult, the students will not make an effort or will stop because they are afraid of the failure and the low hope of success. To lower down the failure and to lighten the hope on the success strengthens the motivation. Atkinson (1982) explains that someone who has high achievement motivation will tend to get success and has the goal orientation, activity orientation of success or failure. Atkinson argues that the attitude of achievement bringing forward conflict tends to have "hope of success" and avoids or afraid of failure. The students who have high achievement motivation will choose the quite difficult tasks (medium), but convinced to be finished and will result in achievement taste. The students in this group avoid the difficult tasks because they are afraid of facing the difficulties in reaching the goal or the easy tasks only give the small satisfaction. On the contrary, the students who have low achievement motivation tend to choose the easy and difficult tasks because of frightening the failure; they like the low tasks. The students with low motivation tend to be pessimistic, orienting on the past, pretending the success as a fortune, avoiding the failure, loving the old ways, unlike the tasks that demand the responsibility.

The superiorities of achievement motivation among others working hard to get the success, doing the tasks well, taking the risk bravely, orienting on the future and so on, are the encouragement to achieve the intrinsic satisfaction. Someone who has high achievement motivation achieve the internal encouragement to get satisfaction, not because of the respect out of him (Santrock, 2008). Degeng (2005) says that the key factor that motivates the students who have high achievement is the intrinsic satisfaction and the success itself, not on the intrinsic respect (for example a gift). The students who have high achievement motivation will work hard in order to be successful; regardless they will or will not get the gift as the reward.

The Effect of Interaction of Teaching and Learning Strategy and Achievement motivation on the Learning Result of Reading Fiction of Critical Literacy Approach

From the analysis result of ANOVA hypothesis test can be seen that the ratio F is 0.868 and the significant figure is 0.355 > 0.05. It therefore can be concluded that there is no interaction between learning strategy and achievement motivation on the learning result of reading fiction of critical literacy approach.

This condition can be supported by graphic of pattern of learning strategy and achievement motivation "Estimated Marginal Means of Learning Result. From the graphic of pattern of this interaction shows that (1) the application of inquiry instructional strategy can increase the learning result of critical reading of fiction text more excellent than expository instructional strategy, either the students who have high achievement motivation or low motivation, (2) the group of students who has high achievement motivation shows the mean of learning result more excellent than the students who have low achievement motivation, (3) the application of inquiry instructional strategy can increase the learning result of reading fiction of critical literacy approach does not depend on the high or low of students' achievement motivation. In order to get the clear picture we can see the following graphic of interaction pattern.

Interaction is the cooperation or both sides effect of the two free variables on the bounded variable. Both sides effect of free variable depends on the condition of other free variable. Kerlinger & Lee (2003) explains that the interaction is the joint effect of the two free variables or more on the bounded variable. The interaction can also not happen if the two free variables or more bring separated significant effect. The separated effect of free variable is called the main effect.

From this research result can be seen that free variable instructional strategy and moderator strategy achievement motivation has more separated significant effect on bounded variable learning result of reading fiction of critical literacy approach. Each of the free variables has a significant main effect. The free variable and the moderator variable give the same strong effect. This finding is in line with the explanation of Hair, Anderson, Tathan, & Black (1995), in theoretical concept that interaction is joint effect of two treatments and this effect must be tested first. The interaction does not happen, theoretically it is caused by two free variables or more brings very strong significant separated effect on bounded variable. The effect of this separated free variable is called the main effect. In the factorial design independent effect stands alone this means that the effect of one treatment is the same strong as the other treatment.

The finding in this research indicates that the instructional strategy brings the significant main effect on the learning result of critical reading of fiction text. The gaining of the learning result of reading fiction of critical literacy approach of the group of students given the treatment of inquiry instructional strategy seems more excellent than the group of students given the treatment of expository instruction. From this fact, it means that separated free variable brings the main effect on the learning result of reading fiction of critical literacy approach. This research result is in line with the previous research. From the analysis of the previous research can be concluded that high achievement motivation brings a significant effect on the learning result of the students comparing to low achievement motivation. Rahayu (2010) concludes that achievement motivation has a significant relation on the productive instruction. The same as Sujarwo (2011), Winarto (2012), Onete, Edet, Udey, & Ogbor (2012), Rahmat (2012) concludes that achievement motivation brings positive effect on the study result and learning achievement of the students.

From the research result it is known that there is no interaction between the learning strategy and achievement motivation on the learning result of reading fiction of critical literacy approach. This is caused by the strong effect of each free variable and moderator variable on the bounded variable. Each of the free variable and moderator variable bring separated and significant effect. The free variable only brings the main effect on the learning result. This is in line with the theoretical concept explained by Hair, Anderson, Tatham, & Black (1995) that there is no interaction caused by the two free variables or more brings the significant separated effect on the bounded variable.

CLOSING

Based on the explanation of the research result and the above discussion, several conclusions of hypothesis test can be made as follows: (1) there is a difference of learning result of reading fiction of critical literacy approach between the students who are taught by using inquiry instructional strategy and expository instructional strategy, (2) There is a difference of learning result of reading fiction of critical literacy approach between the students who have high achievement motivation and the students who have low achievement motivation. High Achievement motivation has an effect on reaching the learning result of reading fiction of critical literacy approach which is different from the low achievement motivation. (3) There is no interaction between the different learning strategy and different achievement motivation on the learning result of critical reading of fiction text. The affectivity of instructional strategy does not depend on high- low of achievement motivation of students in reaching learning result of reading fiction of critical literacy approach.

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