THE EFFECTS OF LEARNING START WITH QUESTIONS (LSQ) STRATEGY AND STUDYING MOTIVATION TOWARD STUDENTS' ACHIEVEMENT

(Innovative Research and Classroom Practices at MAN Koto Baru Solok)

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ABSTRACT

This research was motivated by the research results and journal (Wahyudin :2008, Meidina :2014, dan Irsadi:2015), also interviews the researcher has done. The observation and interview results indicated that students' achievement in studying hasn't yet been one as expected. This situation was preconceived that there was bearing with learning strategy that was utilized by educator and students' motivation itself. Based on the research result and journal, it's stated that learning strategy and studying motivation have significant impact to the students' achievement in studying, either separately or integratively.

Concerning with the problem and research objectives, the approach used in this research was experimental approach by comparing the students' achievement of experimental class to the control class. The population of this research was all students of XI Social Class at MAN Koto Baru Solok, 2015 / 2016 academic year containing 83 students and total sample members were 54 students selected by using cluster random sampling technigue. The instrument was questionnaires , objectives test, and the observation form. To determine the effects among variables, the researcher used the analysis technigues of F test and ANOVA by using program of SPSS 16.0.

The research result showed that: (1) students who were taught by using LSQ, they had a higher achievement than other, with significance level $F_{computing} = 2.450 > F_{table} = 2.10$. It could be concluded that LSQ strategy have effect towards students' achievement. (2) the students who had high motivation in learning process were showed that they got good result, with significance level $F_{computing} = 3.687 > F_{table} = 2.10$. Its mean that motivation have impact towards students' achievement. (3) the students who had low motivation was taught by LSQ were showed that they got good result, with significance level $F_{computing} = 976 > F_{table} = 2.10$. Its mean that the strategy had effect to the students' achievement. (4) there were interaction between LSQ and motivation in learning towards English language achievement with significance level $F_{computing} = 537 > F_{table} = 2.10$. Its mean that between strategy and motivation in learning, has given impact each other. The last one, the students' activities in experimental class more active than control.. Based on the result of this study, it concludes that the use of LSQ strategy and motivation successfuly effects towards students' achievment of MAN Koto Baru Solok grade XI Social.

Key word: Learning Starts with Questions, Motivation , achievement.

A. INTRODUCTION

English Language Learning is intended to improve language competence and student motivation in both oral and written forms. Verbally means that students are expected to be able to convey ideas and ideas in their minds directly. Whereas in writing it is intended that students are able to convey ideas and thoughts in writing well and are able to understand the written language. Furthermore, based on the English language learning competency for SMA / MA that the students are expected to be able to andestand of the textand answer the questions given.

Through mastering the competence,the students are directed, guided, and assisted to be able to communicate properly and correctly and are able to understand and analyze oral and written texts in accordance with the structure and rules of the text. Thus, students will be able to meet the target achievement of learning completeness as expected.

To realize the achievement of competencies or learning outcomes, the learning strategies and methods chosen must be able to encourage the realization of an active, creative, effective and simultaneously meaningful learning process that emphasizes learning to know, learning to do, learning to be, and learning to live together (Nurgiyantoro, 2011: 6). Suyadi (2015: 11) describes several types of learning strategies commonly applied, namely; (1) Active Learning Strategies based Character, (2) Cooperative Learning Strategies based character, (3) Contextual Teaching Learning (CTL), (4) Inquiry Learning Strategies (5) Problem Based Learning, (6) Expository learning Strategy.

Silberman (2013: 157) proposes a learning strategy "Learning Start with Question (LSQ).

The role of the teacher as a facilitator, must be able to teach, encourage, guide, motivate giving attraction to students. One of them is by varying learning strategies, so that learning is not monotonous. More effective learning activities, a better quality of learning outcomes. Conversely, the more ineffective the learning activities, the less the quality of learning outcomes.

Based on the several strategies above, the researcher is interested in researching and implementing strategies of learning start with questions (LSQ).

B. THEORETICAL STUDY

1 Definition of Motivation

Uno (2006: 1) argues that motivation is the spirit of someone to do, improve themselves in a more positive to fullfil their needs. Motivation can also be said to be the difference between being able to implement and willing to implement. Motivation is more closely related to the willingness to carry out the task so that the goal is achieved. This means that motivation can be interpreted as an encouragement to someone.

Furthermore Brown (2007: 183) argues that motivation is another affective variable that must be considered, but it is so central and has research foundations that are so universal that they deserve to be included in a separate category.

Uno (2006: 23) explains that learning motivation can arise because of intrinsic factors, such as having a desire to succeed, encouraging learning needs, and hopes.

From some of these descriptions, it can be concluded that motivation is a pressure that arises from within a person to do something in order to achieve a goal. Motivation is also a key for someone to learn. That is because motivation is the movement of the heart, emotions and desire to do something.

Based on this exposure, it can be concluded that in teaching and learning process there needs to be an increase in learning motivation to achieve success in the cognitive, psychomotor and affective fields.

Types of Motivation
Motivation is broadly divided into two, namely motivation that comes from within and motivation from outside of a person. Motivation that comes from within a person is called intrinsic motivation, while those from outside oneself are called extrinsic motivation (Uno, 2006: 9). Both types of motivation are equally needed in a person especially in the process of teaching and learning.

Motivation indicator
Sudjana (2002: 61) found indicators of motivated students can be seen from several things, including: (1) seriousness of learning; (2) diligent and tenacious (3) responsible for the assignment given (4) feeling happy and satisfied in completing the assignment given.
Uno (2006: 23) states that indicators of a person are motivated in learning: (1) sincerity to succeed, (2) making learning as a necessity, (3) having positive ambitions (4) adjusting to the environment

2. Learning Outcomes
Learning is an implementation of activities planned to be carried out, not only to receive and absorb knowledge from the teacher but also involves an action or activity that must be carried out by students. According to Winkel (2014: 59) learning is an activity between self with the environment, which produces a change in knowledge-understanding, skills and values of attitude. This change is relatively constant and traceable. Winkel (in Sobur, 2013: 221) states that learning is gaining habits, cognitive and attitudes through new ways to make an effort to get an adjustment to the new situation. So, learning is a complex process of activity.
Thus learning is essentially doing a lot of things, all activities, remembering something that was originally not yet available, then the process of change from not being able to have been able to, and the percentage of changes that have occurred over a period of time.
Learning outcomes are generally influenced by factors from (internal) and outside (external) someone. Internal (internal) factors are factors that come from within the student, in other words motivation from within oneself. Whereas those which are external (external) factors are factors that come from outside of a person that includes the environment, teachers, curriculum, facilities and infrastructure, and learning strategies. McClelland (in Uno, 2006: 47) emphasizes the importance of the need for achievement, because successful people are people who are able to solve everything. Learning achievement is the ability, skill and attitude of a person in solving a thing. With another meaning that learning achievement is the mastery of knowledge or skills developed in certain subjects and commonly indicated by the value of the test or the score given by the teacher From the opinions of these experts it can be concluded that learning outcomes are the output of the learning process carried out and show the level of ability or competence of students after following the learning process provided by the teacher. So, learning outcomes are abilities that students have after they receive their learning experience, or change from not knowing to knowing, new understanding, change in attitudes, habits, skills, respectability, development of social attitudes. The assessment can be done based on a benchmark referred to as the "Reference Reference Assessment (PAP)" that the teacher determines a minimum norm that must

achieve an achievement level as high as a minimum of 75% of a set of abilities covered in all special instructional objectives. Furthermore, if many instructional objectives are included in the test of learning outcomes that are not essential, let alone not a prerequisite for achieving other instructional objectives, then the basis of evaluation can use the Normal Reference Assessment (PAN). According to Winkel (2014: 550) summative evaluation is the use of tests at the end of a particular teaching period, which includes several or all lessons taught in one semester. From the description of the expert opinion above, it can be concluded that the evaluation of learning outcomes can be done at the end of one subject (formative evaluation) or carried out in one learning period such as one semester. Evaluation is carried out with the aim to see how far the success of students in the learning process for a period, also to improve the learning motivation of students because each student has hope in learning outcomes.

3. Definition of learning strategies

Suyadi (2015: 13) said that the learning strategy is as an activity carried out by the teacher to facilitate students so that learning objectives can be achieved. Brown (2007: 141) explains that strategy is a moment-by-moment technique that we use to solve problems or procedures that facilitate a learning task. Dick and Carey (in Suyadi, 2015: 14) explained that the learning strategy consists of all components of learning materials and procedures or stages of learning activities used by the teacher in order to help students to learn well. Syaiful (in Irsadi, 2015: 3) suggests that strategies are patterns used by teachers in the learning process to achieve educational goals. From the definition or understanding, it can be said that the learning strategy is the steps taken by the teacher to utilize existing learning resources to achieve learning objectives. In other words, strategy is a special method for detecting problems or tasks to achieve certain goals. Suyadi (2015: 11) describes several types of learning strategies commonly applied, namely; (1) Expository Learning Strategies, (2) Inquiry Learning Strategies, (3) Problem Based Learning Strategies, (4) Cooperative Learning Strategies (5) Contextual Teaching Learning Strategies (CTL), and Silberman (2013: 157) presenting learning strategies " Learning Start with Question (LSQ).

1. Expository Learning Strategy.

Suyadi (2015: 145) states that expository learning strategies are learning strategies that emphasize the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally. It is also say as a form of teacher-oriented learning approach.

2. Inquiry Learning Strategy

Inquiry learning is a series of learning activities that emphasize the process of thinking critically and analysis to find and answers to a question in question. This learning strategy is often also called a heuristic strategy, which comes from the Greek word heuriskein which means "I find".
In this strategy students hold a very dominant role in the learning process.

3. Problem Based Learning Strategies

Problem-based learning can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. Its main characteristics;

First, problem-based learning strategies are a series of learning activities that finally conclude.

Second, learning activities are directed to solving problems.

Third, problem solving is done using a scientific thinking approach. Thinking using scientific methods is a process of deductive and inductive thinking. This thinking process is carried out systematically and empirically, meaning that scientific thinking is done through certain stages, while empirical means that the problem solving process is based on clear data and facts.

4. Cooperative Learning Strategy

Cooperative learning strategy is a learning model using a small grouping / team system, which is between four to six people who have a different background of academic ability, gender, race, or ethnicity (heterogeneous), a system of assessment carried out on the group. Each group will get a reward, if the group shows the required achievements.

5. Contextual Teaching Learning Strategy (CTL)

Contoxtual Teaching Learning (CTL) is a learning concept that helps teachers associate material taught with students' real-world situations that encourage students to make connections between their knowledge and their application in daily life. Students 'knowledge and skills can be obtained from students' efforts to construct their own new knowledge and skills when they study

6. Learning strategy "Learning Start with Question (LSQ)"

Irsadi (2015: 3) explains that the learning start with question strategy is an active learning strategy that is carried out by starting the lesson by asking questions. This means that students are more active in looking for knowledge patterns than just accepting.

Based on the several types of strategies and learning techniques available, researchers are interested in choosing to apply LSQ learning strategies. It is because of the Learning Start with Questions (LSQ) strategy is an alternative learning strategy that makes students active in asking questions, creative, confident and able to hone the sharpness of students' thinking.

Istarani (2012: 206) said that Learning Start with Questions (LSQ) is one way for active learning students to ask them about the subject matter before there is an explanation from the teacher as a teacher ". So, learning something new will be more effective if the students themselves are active and keep asking questions rather than just receiving the material given or delivered by educators.

Based on these opinions, it can be understood that "Learning Start with Questions (LSQ) is learning strategies where students are directed to independent learning by making questions based on the reading provided by the teacher. Then students try to find answers to these questions through discussions with other students and the teacher helps when students find it difficult to find answers.

So, the LSQ strategy is a learning strategy that helps students become active. In order for students to actively ask questions, students are expected to be active to discuss the material that will be studied.

Then the teacher cross checks through question and answer. In addition, the teacher assigns assignments to students to make a summary or list questions about the material they read. So that it can be seen how much percentage of students who learn / read and who do not learn.

Steps in Learning Strategies Learning Start with Questions (LSQ)

Jacobsen (2009: 180-181) describes the steps of activities in the Learning Start with Questions (LSQ) learning strategy as follows:

1. The teacher gives a directive, determines the reading that will be learned by first appearing the illustrations that will be discussed

2. Then the teacher asks students to read the reading, mark things that have not been understood, and write a temporary conclusion

3. The teacher appoints some of his students to convey the things written by the student relating to the learning material

4. The teacher gives praise to every student who has asked questions or expressed his opinions.

5. The teacher gives reinforcement of each opinion question that the student raises and the answers given by students.

6. The teacher asks students to interpret discourse / study reading

7. The teacher explains the answers to the remaining unanswered questions

8. The teacher directs students to draw conclusions

Meidina (2014: 24) suggests that the steps in the learning start with question learning strategy (LSQ) are as follows:

1. Select the appropriate reading, then share it with students. Try to read the general readings or readings that provide opportunities to be interpreted differently

2. Ask students to learn by reading on their own or with friends

3. Students are asked to mark parts of the reading that are not understood as much as possible, then ask them to discuss unknown points that have been marked

4. In pairs or small groups ask students to write questions about the material they have read

5. Collect questions that have been written by students

6. Convey learning material by answering these questions.

Istarani (2012: 206) describes the steps in Learning Start with Questions (LSQ) as follows;

1. Choose the appropriate reading material then share it with students. In this case the reading does not have to be photocopied, or by selecting a particular topic or chapter from the textbook. Try reading those readings that contain general information or readings that provide opportunities to be interpreted differently

2. Ask students to study reading alone or with friends

3. Ask students to mark the parts of the reading that are not understood, encourage them to mark as many as possible. Then ask them to discuss unknown items that have been marked

4. In pairs or small groups, ask students to write questions about the material they have read

5. Collect questions that students have written

6. Convey the lesson material by answering these questions.

Silberman (2013: 157) presents the procedure of learning activities with the LSQ strategy as follows; (1) The teacher distributes to students a hand-out of selected subject matter (may use one page from one textbook instead of one hand-out.). (2) The teacher asks students to

study the material with friends and asks students to write or make an understanding of the hand-out as much as possible and identify / mark the part of the reading that is not understood. (3) The teacher begins to answer the questions of the students.

From the steps in the Learning Start with Questions (LSQ) strategy, the author tried to renovate the teacher's activities on the sixth pointer written by Meidina. The author tries not to directly answer the questions submitted by students, but the students' questions are thrown first to the other students to try to find the answer. In association activity the teacher helps to correct the answers of several questions if they are not right. So, the teacher just gives reinforcement about the learning material being discussed.

Referring to the description of these steps, there are several important elements that characterize the LSQ learning strategy, namely:

1. The ability of individuals to understand information
2. Small team cooperation
3. Skills for making questions individually
4. Cooperation in a larger team
5. Inventory the focus of the questions that arise
6. Student responses to questions that arise
7. The teacher explains the answers to the remaining unanswered questions.
8. Students make conclusions

In the teaching and learning process, asking plays an important role. Because by asking will be able to arouse enthusiasm and motivation and curiosity about something that is being discussed. Asking would be better if you support each other between students and other students and be straightened out by the teacher.

Febrianda, et al. (2012: 4) explain the learning outcomes are abilities possessed by students after the learning process or after receiving their learning experience. Furthermore, the assessment of the learning process is an effort to give value to the teaching and learning activities carried out by students and teachers in achieving the teaching objectives.

Thus, it can be concluded that learning is the process of constructing knowledge from abstract to learning experience. While teaching is not the transfer of knowledge of teachers to students, but activities that provide opportunities for students to actively participate, build knowledge, make meaning, seek clarity and be critical.

In LSQ learning strategies, learning is designed to teach students, meaning that in the learning process, activities or learning activities are oriented towards the activities of students which are central to learning. Thus learning is not only taken over by the teacher from beginning to end and students only hear the teacher's lecture.

So, the main goal in developing a learning strategy / questioning strategy is to create more participating students.

Advantages of Learning Strategies Learning Start with Questions (LSQ)

The advantages of LSQ strategy are:

1. Encourage students to present new ideas, ideas and initiatives in problem solving.
2. Make students able to interact with each other
3. Making students active and brave
4. Build insights.
5. Fostering an attitude of responsibility and cooperation.

4, Language Learning Methods

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Language is an arbitrary symbol of sound system used by members of social groups to work together, communicate and identify themselves (Chaer, 2012: 33).

Brown (2007: 6) suggests that language is "a systematic way to communicate ideas or feelings using signals, sounds, gestures, or signs that are agreed upon meaning".

Learning is mastery or acquisition of knowledge about a subject through learning, experience, or instruction (Brown, 2007: 8) Based on this theory it can be concluded that the method of mastering language for each individual can be obtained through learning and all experiences experienced by a person.

Brown (2007: 84) provides several language teaching / learning methods namely;

a Total physical response (Total Physical Response / TPR), where children are generally more likely to hear before speaking, because when they hear their activities are accompanied by physical responses and also pay attention to learning the right brain. Motor activity is the function of the right brain that precedes the processing of language by the left brain. In the TPR class, many students listen and act.

b. The Natural Approach, a method / strategy that opposes the TPR method wherein the learner will reap the benefits of delaying production until the words appear, that they should be very relaxed in class, and that what should take place is communication and not analysis. So students don't have to be forced to learn whether it's grammar in kels.

Mahsun (2014: 122) describes the scientific approach to language learning, namely:

"Learning is a process of transmitting knowledge to students, so even in the learning process its scientific / scientific approach cannot be ignored. The scientific approach in the process of language learning is intended as a systematic, controlled, empirical and critical effort. This means that the activity is carried out in stages, directed and measured. Starting from the concrete to the abstract, from the easy to the difficult, from the closest to the distant from the students. Starting from the stage of developing the context / situation of learning (apperception) towards the modeling process and then followed by the process together to produce something in accordance with the given model and finally to the effort to create itself according to the modeled ".

Based on this explanation, the researchers concluded that the language learning method is very important to be known by a language teacher. So that language learning can be carried out well, meaningfully and arrive at the goal of teaching the language itself, namely obtaining language and expressing it in certain situations.

C. RESEARCH METHODOLOGY

This research is a type of quantitative research using experimental research methods. Experimental research is research that seeks to find the influence of certain variables on other variables with strict control. Sugiyono (2009: 72) suggests that the experimental research method is a research method used to find out the influence of certain treatments on others under controlled conditions and explain what will happen if certain variables are controlled or manipulated in a particular way.

Furthermore Sukardi (2003: 179) said that experimental research is a productive research, because if the research is done well it will be able to answer hypotheses that are primarily related to causal relationships.

Sampling in this study was carried out by cluster random sampling technique, which specifies a random sample, meaning that each class / group of individuals in the population

has the same opportunity to be sampled. This technique is carried out if the population member is considered homogeneous. The sample is determined randomly through draw to avoid the subjectivity of the researcher. The technique is provided with three paper rolls written in the name of the class and put into a glass. After shaking, then take one paper. The first paper roll selected is used as an experimental class and the second one is a control class.

The form of this research design is factorial (factorial design). Factorial design is used because this design is a factor or variable in research, learning motivation is a factor that is not given treatment. Factors or variables using LSQ strategy are treatment variables.

The following procedures / stages of implementation are as follows:
1. Preparation Stage
Activities in this stage are:
a Prepare a research permit
b. Establish a schedule of research activities
c. Preparing the grid for questionnaire instruments
d. Prepare a questionnaire to assess student learning motivation
e. Prepare pre-test questions
f. Preparing RPP in accordance with the competency standards taught
g. Prepare post test questions
2. Implementation Phase
1. The teacher gives a questionnaire to find out students' learning motivation
2. The teacher gives pre-test questions to students
3. Carry out the treatment given
4. Assessment stage
Research instruments as said by Sugiyono (2012: 148) that the types of research instruments include: 1) tests; 2) questionnaire / questionnaire; 3) interview; and 4) documentation. So, the research instrument is something to measure observed natural and social phenomena

D. RESULTS OF DATA ANALYSIS AND DISCUSSION

In accordance with Suyadi's opinion which has been explained in the section on theoretical studies of this study, that the strategy of tips taken by the teacher to facilitate students so that the goals are well achieved. Furthermore, based on the results of previous relevant studies, it was also proven that the learning start with question strategy (LSQ) contributes to increasing student activity and learning outcomes. In line with the opinions and results of previous relevant studies, it turns out that from the processed data of this study it was also proven that there were significant impacts of the use of LSQ strategies and learning motivation on student learning outcomes. This research was conducted in MAN Koto Baru Solok.
The population is class XI IS students totaling 83 students. The sample amounted to 54 students who were determined by cluster random sampling technique, namely the technique of determining the sample by considering the representation of the population at random. The technique was chosen as a sample of class XI IS3 as an experimental class and XI IS2 as a control class. The purpose of this research is to first describe the learning outcomes of class XI IS MAN Koto Baru Solok students who are taught with the Learning Start with Questions (LSQ) learning strategy higher than the student learning outcomes taught by conventional strategies, secondly describe the learning outcomes of class XI IS MAN New

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Koto Solok who are taught with Learning Start with Questions (LSQ) learning strategies that are highly motivated to learn are higher than students who are low motivated, thirdly describe the learning outcomes of class XI IS MAN Koto Baru Solok taught by Learning Start learning strategies with Questions (LSQ) who are low motivated have higher learning outcomes than students who are taught with conventional learning strategies that are low motivated, and fourth describe the interaction between Learning Start with Questions (LSQ) learning strategies and students' learning motivation towards student learning outcomes in class XI IS MAN Koto Baru Solok

Based on processed data obtained the average score of learning outcomes of students who are taught with LSQ strategy is different from the score generated by students who are taught without using LSQ strategy that is 80.74> 77.19 with Fcount 2.450> Ftable 2.10. This fact is supported by the results of the analysis. Based on processed data, it can be concluded that Indonesian language learning using LSQ strategy produces better learning outcomes compared to conventional learning that has been grouped based on student learning motivation. Thus, in general the LSQ strategy is far more impactful and suitable than without using the LSQ strategy on student learning outcomes.

The standard deviation (standard deviation) generated by the LSQ strategy and without using the LSQ strategy are 6.93 and 5.98, respectively. The results of the analysis of variance which shows that there are very significant differences between the scores of students' learning outcomes in groups that have high learning motivation with groups of students who have low learning motivation, namely 85.54> 76.29 experimental class with Fcount 3,687> Ftable 2.10. and control class 80.92> 72.86 with Fcount 976> Ftable = 2.10. Based on the data and test results, it can be understood that between students who have high learning motivation and who have low learning motivation have different learning outcomes, and are influenced by the learning strategies used. This means that grouping students based on high learning motivation and low learning motivation is quite influential on learning outcomes both by using LSQ strategies and groups without using LSQ strategies.

In groups of students who have high learning motivation, descriptive statistics give a difference in the average score of learning outcomes between groups of students taught with LSQ strategies and groups of students taught without using LSQ strategies. The two average scores were 80.74> 77.19. The results of testing the hypothesis strengthen the power of the difference, namely that there is a very significant impact between student learning outcomes taught by the LSQ strategy and students who are taught without using LSQ strategies for groups of students who have high learning motivation. With these facts it can be said that the use of LSQ strategies is better than without using LSQ strategies in influencing student learning outcomes, especially for students who have high learning motivation.

Conversely, in groups of students low learning motivation, where the score of students' learning outcomes using LSQ is higher than without LSQ for students who have low learning motivation. This can be seen from the average score of learning outcomes that have a large enough difference in scores, namely 76.29> 72.86 with Fcount 976> Ftable 2.10. These results inform that the use of LSQ strategies for students who have low learning motivation is very much towards student learning outcomes. In other words, the use of LSQ strategies for students who have low learning motivation is very influential on learning outcomes.

Processed interaction results also conclude that there is an interaction between learning strategies namely LSQ strategies used with learning motivation in influencing the learning outcomes of class XI IS MAN Koto Baru Solok students. Can be shown where the

hypothesis H0 is at the significant level αlpha = 0.05. The results of sig 0.048 <alpha 0.05 and Fcount = 537> Ftable 2.10 which means that there is a significant impact of the interaction between LSQ strategies and learning motivation on student learning outcomes. Analysis results It can be interpreted that grouping students based on high learning motivation and low learning motivation has a significant impact on the use of LSQ strategies and without using LSQ strategies in influencing student learning outcomes.

From all the results concluded that the use of LSQ strategy towards learning outcomes and learning without using LSQ strategy is very influential on student learning outcomes. This can be seen from the average posttest score of each group experiencing a significant increase from the average score of the pretest. So, in the application of learning strategies in the form of LSQ strategies, this needs to be considered the characteristics of students based on their learning motivation, because the use of this LSQ strategy provides better results for groups of students who have high learning motivation.

This is evident from the learning outcomes of students showing that class XI IS MAN Koto Baru Solok students who learn using LSQ strategies are better than students who learn using conventional techniques.

E. CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis that has been proposed, there are some conclusions, implications and suggestions.

Conclusion

1. Learning outcomes of class XI IS MAN Koto Baru Solok students are taught with Learning Start with Questions (LSQ) learning strategies higher than student learning outcomes taught by conventional strategies. This is evidenced by the acquisition of Fcount = 2.450> Ftable = 2.10 95% confidence level and the average student score increased from 67.41 to 80.74.

2. The learning outcomes of class XI IS MAN Koto Baru Solok students who are taught with Learning Start with Questions (LSQ) learning strategies that are highly motivated to learn are higher than those of highly motivated students taught with conventional strategies. This is evidenced by the acquisition of Fcount = 3,687> Ftable = 2.10 95% confidence level and the experimental class average score from 71.1 to 85.54, control class from 72.3 to 80.92.

3. Learning outcomes of students of class XI IS MAN Koto Baru Solok who are taught with Learning Start with Questions (LSQ) learning strategies that are low motivated are higher in learning outcomes than students who are taught with conventional learning strategies that are low in motivation. This is evidenced by the value of Fcount = 976> Ftable = 2.10 95% confidence level and the average score achieved by the experimental class students from 64 to 76.29 and the control class from 63.71 to 72.86.

4. There is an interaction between Learning Start with Questions (LSQ) learning strategies and students' learning motivation towards the learning outcomes of class XI IS MAN Koto Baru Solok students. It was proved based on the hypothesis testing criteria, H0 was rejected, if the sig value was 0.048 <alpha 0.05 and Fcount = 537> Ftable = 2.10 95% confidence level

Implications

Based on the results of the study, it is known that there is a significant influence of the use of LSQ strategy on student learning outcomes in class XI IS MAN Koto Baru Solok. With the use of LSQ strategies and high student learning motivation can improve student learning outcomes.

Suggestion

Based on the conclusions and implications above, can suggest some suggestions, namely:

1. Principal / Madrasah
a The use of the LSQ strategy should be used as a learning evaluation tool that can improve the quality of education in the school
b. It is expected that principals / madrasahs can recommend the application of LSQ learning strategies, which have been scientifically proven to improve learning outcomes and motivation to learn about english subjects, and ofcourse for other subjects.
2. For teachers,
a. Teachers are able to motivate students by using the LSQ strategy in learning process.
b. Teachers need to pay attention to aspects of learning motivation. With high learning motivation students will greatly affect to the student learning outcomes.

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