The Application of Question and Answer Method to Improve the Ability of Students Achievement

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ABSTRACT: The main problem in this study is whether to use the method question and answer can improve student achievement outcomes in class X Ma nurul ilmi Bategede on learning? The objectives to be achieved in this research are to improve student achievement in class X Ma nurul ilmi on English learning using the question and answer method. This research is a classroom action research conducted in two cycles, for each the cycle uses stages: (1) planning, (2) Acting, (3) Observation, and (4) Reflection. This research was conducted in Ma Nurul ilmi class X with students learning using the question and answer method and students learning without using the question and answer method. The results of the study indicate that the preparation and mastery of the material and knowledge of the principles in asking questions can improve the skills of the teacher or students in asking questions and opinions, which indirectly influences student achievement by changing the grades obtained by students. things that must be considered in the context of efforts to create a conducive academic environment, the preparation of teaching (with the question and answer method) questioning skills and empathy and democratic attitudes, teachers must always be developed in order to create an active learning process with the question and answer method.

keywords. question and answer method, student learning achievement, English learning.

INTRODUCTION

Formally education is a teaching and learning process between teacher and student, the success or failure of learning depends on the learning methods given by the teacher to students. Learning activities in school do not necessarily go well, many things happen to students and the learning outcomes obtained. This can be influenced by the way of teaching teachers that are inadequate.

In the process of education, is there a teacher who has responsibility for students or learners. Meanwhile, specifically, teachers are not only responsible for the development of the potential of their students, but also play a role in striving for the full development of students' potentials, both the affective, cognitive, and psychological development of students.

Meanwhile according to Sadirman A.M. The teacher is one of the human components in the teaching and learning process, which also plays a role in the efforts to form potential human resources in the development field (Sadirman A.M, 2015).

In achieving an educational goal, an appropriate method is needed so that the course of education takes place effectively and efficiently. Because the method is more procedural and systematic, the aim is to facilitate the teaching of a job, especially in a learning in school.
According to Fathurrahman, the method is defined as a method or process for the procedures used to achieve certain goals. In relation to learning, methods are defined as ways of presenting teaching materials to students to achieve the specified goals. Therefore, suitability in choosing learning methods is one of the important things that must be possessed by a teacher. The more precise the method used by the teacher in teaching the more effective the activities in learning. In addition, factors that must be considered in choosing a method that is to be adjusted, both between the factors of teacher, student, material, situation (learning environment) and the media so that it is good to be applied with its learning (Prof. Dr. Hamruni, 2012).

The Question and Answer method is an appropriate method applied in his particular learning in English subjects, because this method requires students to ask about material that they have not mastered. Question and answer is a teaching method that allows direct communication that is two way traffic because at the same time there is a dialogue between the teacher and students. Question and answer method is intended to stimulate students' thinking and guide them in achieving or gaining knowledge (Abdul Majid, 2013).

In MA Nurul Ilmi's own school at X class especially, there are still many students who do not understand the material that has been studied, especially in English language lessons, this can be seen in the questions given by the teacher but they have not been able to answer correctly. If it is still left then it will have bad consequences both for students and for the teacher.

While one of the benchmarks of a successful learning is the ability of students to master the material that has been delivered by the teacher. Therefore, the use of the method is very influential on the learning process of students.

STATEMENT OF THE PROBLEM

In the teaching and learning process, the teacher is one of the determinants of success in learning. Therefore, one of the fundamental things to be understood by a teacher is how to understand the position of the method as one component for the success of teaching and learning activities as important as the other components in the whole educational component. The more precise the method used by the teacher in teaching the more effective the learning activities will be, besides the method being the determinant in student achievement. Where achievement itself is the goal of a learning process.

While at MA NURUIL ILMI Bategede school especially in class X, the learning methods used by the teacher have not fully encouraged students to be more active and excel because the
method used is the lecture method, where students only listen to explanations from the teacher and even if the teacher gives the opportunity to students to ask, only one student is willing to ask and the others are passive. This can affect student learning achievement if left on continuously. While the existence of asking students can better know and understand the material presented by the teacher.

Based on the description above, the researcher felt the need to conduct research and apply the question and answer method in learning as an alternative to improve student achievement in English lessons in class X MA NURUL ILMI Bategede.

LITERATURE REVIEW

1. Definition of Question and Answer Method

One of the things that becomes a benchmark of success in learning is the learning method, because this method serves as a support for students' understanding of the material being taught. The point is that if the learning method used is appropriate and in accordance with the material to be delivered, students will more easily understand the material compared to the normal way of learning without the method of learning.

According to Djamaluddin and Abdullah Aly in the Capita Selekta of Islamic Education (1999: 114), the method comes from the word Meta which means through, and hodos which means road. So, the method is a way or a way that must be passed to achieve a goal. According to WJS. Poewadarmita in KBBI (1999: 767), the method is an orderly and the best way to achieve a purpose.

While learning is an activity carried out by the teacher in such a way that the student's behavior changes in a good direction (Darsono, 2000: 24). According to Law Number 20 of 2003 concerning National Education System, learning is a process of interaction of students with educators and learning resources in a learning environment. Ahmadi (1997: 52), states that the learning method is a knowledge of the teaching methods used by the teacher or instructor (H. Darmadi, 2017 : 175-176).

Based on some of the above understanding, it can be said that the learning method is a method or strategy of the teacher in delivering a material to be able to an objective in learning. It is intended that the teacher can convey a material appropriately and in accordance with the material taught so that it can be easily understood by students. Good and effective teaching depends on the selection and accuracy of the methods used.

Question and answer method is the delivery of lessons by asking questions and students
answer. Another understanding of the question and answer method is a way of presenting the material in the form of questions that must be answered, especially the teacher to the student or can also be from student to teacher. This is in line with the opinion of Sudirman (1987: 120) which means that the question and answer method is a way of presenting lessons in the form of questions that must be answered, especially teachers to students, but can also be from students to teachers. Meanwhile, the 1994 Curriculum Technical Guidelines (1996: 26) state that the Question and Answer method is a way of teaching or presenting material through asking questions that lead students to understand the material (H. Darmadi, 2017: 200).

Question and answer method is an effective method used in learning compared to other methods, because this method encourages students to be more active and also responsive to the material taught by the teacher.

2. Steps in the Question and Answer method
   a. Prepare questions
      In teaching and learning activities, a teacher is expected to have skills in asking and mastering the subject matter to be asked. The questioning skills are adjusted to the purpose of asking. One of the objectives that teacher questions will usually achieve is to arouse students' interest and curiosity about the subject being taught.
      The questions here are questions that relate to the subject or material being discussed. The point is only the things that are important or the main idea of the material that needs to be asked to students.
   b. Asking questions to students
      After the teacher prepares questions, the next stage is the teacher gives these questions to students. Submitting questions can be directed directly to students to answer these questions the teacher can also ask questions and wait for students who want to ask.
      The teacher tries not to answer the question immediately, the teacher also needs to give a few minutes to think before appointing students to answer. It aims to stimulate the thinking of other students to give an opportunity to respond or answer it. Then the teacher refines the answer if necessary.
   c. Providing guidance
      If students give wrong answers, or cannot provide answers, the teacher should provide guidance to the student in order to find the correct answer. There are three ways in which the teacher can provide this guidance, namely: first, the teacher expresses the question once again in another simpler way and with a wording that is easier for
students to understand. Second, the teacher asks another simpler question whose answer can be used to guide students to find the answers to the original questions. Third, repeat the previous explanations related to the question.

(R. Sugiyanto, VOL 6,2009: 83-85) Question and answer activities in learning are very influential on increasing student achievement because this students are taught to think broadly about the material being studied and try to remind students of the material.

d. Give students the opportunity to ask questions

After the teacher asks the students, then the students take turns asking the teacher. In learning, students are not fully able to capture all the material that has been delivered by the teacher, here students are given the opportunity to ask questions that have not been understood material. And other students are also given the opportunity to respond or refute questions from students who ask, so this allows student achievement to improve and make students active in learning especially grammar lessons that students usually become passive.

e. Determine the objectives to be achieved

f. State the reasons for choosing the Question and Answer method

g. Make a summary of the results of questions and answers so that knowledge is obtained systematically.

3. Benefits of the Question and Answer method

In its application, the Question and Answer method has several benefits for lower and higher level students (https://citl.illinois.edu), including:

1) For lower level
   - evaluating students' preparation and comprehension
   - diagnosing students' strengths and weaknesses
   - reviewing and/or summarizing content

2) For Higher level
   - encouraging students to think more deeply and critically
   - problem solving
   - encouraging discussions
   - stimulating students to seek information on their own

4. Definition of Learning Achievement

Learning achievement is a combination of two words, namely "achievement" and "learning". Each of these words has its own meaning. In KBBI, achievement is the result that has been achieved (from what has been done, done, etc). Achievement can be interpreted as the results obtained because of the existence of learning activities that have been carried out. The word achievement comes from Dutch, namely prestige. Then in
Indonesian becomes a meaningful achievement of business results. The term learning achievement (achievement) is different from learning outcomes (learning outcome).

According to Purwodarminto, achievement is the result of something that has been achieved. While the notion of learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interacting with his environment. Learning is a thinking activity carried out through interactions conducted by humans, both fellow humans or with their environment.

Achievement in learning is the result of measurements of students which includes cognitive, affective and psychomotor factors after following the learning process that is measured using the relevant test or instrument. The measurement results are realized in the form of numbers, letters, symbols, and sentences that state the success of students during the learning process. Bower (2017) says that in cultivating a culture of growth in students, it is critical that educators consider a student's process and commitment rather than simply emphasizing result and achievement.

From the above understanding, it can be concluded that learning achievement is the result of a learning process in which there are changes or improvements both in the cognitive, affective and psychomotor fields. Learning achievement itself becomes a benchmark of success in education, because in the learning process, students are expected to have a change in knowledge or skills that can lead to better direction, because of achievement because they are superior to students or other material.

5. **Factors affecting learning achievement**

   In general, there are two factors that affect student learning achievement, namely internal factors and external factors. Internal factors are factors that come from students in the form of physiological factors (health and state of the body), psychological (interests, talents, intelligence, emotions, fatigue, and ways of learning). While external factors are factors that come from outside the student who are influenced by the family environment, school environment, community environment, and the natural environment. All of these factors must contribute synergistically with each other because they affect learning achievement and in order to assist students in achieving the best learning achievement.

6. **Learning outcomes as achievements**

   Learning outcomes are abilities obtained by children after going through learning activities and achieving learning goals or instructional goals. Learning outcomes are changes in behavior obtained by students after experiencing learning activities.

   That in the learning process students are expected to be able to achieve learning goals that are in accordance with the basic expectations and indicators that have been
set. If students are able to meet these objectives, the results obtained in learning can be better and there are changes so that they can potentially become outstanding students and become model students.

7. Characteristics of learning achievement

Learning outcomes become a benchmark in determining learning achievement. Learning achievement has the characteristics of an educative originating from students' changes in knowledge, attitudes or values, and skills. The characteristics or characteristics of educational achievement that are of educational value, namely:

a) Learning achievement has a purpose

That the purpose of learning achievement is to help children to be better towards the next. As well as knowing the purpose of the placement of these students so they can be more excited and can be a motivation for other students.

b) Have procedures

In achieving the objectives of a learning achievement, it is necessary to have systematic steps to be carried out properly with goals set or set.

c) The material has been determined

d) Characterized by activities by students

e) Optimizing the role of the teacher (Moh Zaiful Rasyid dan Mustajab, 2019:14-15).

8. Learning achievement as motivation

Student motivation is needed in the learning process, because with motivation students can be more enthusiastic in learning. Motivation is considered important in the process of achieving learning objectives. One of the things that can be motivated is learning achievement, because with student achievement, students strive to earnestly learn to fit the learning objectives. In addition, students must also have a role of themselves in achieving a learning process.

RESEARCH METHODOLOGY

This research was conducted at MA NURUL ILMI Bategede school grade X in English material. The method used in the study is the observation method, where researchers come directly to the location to conduct research. In addition the researchers divided students into 2 groups, namely group X1 as an experimental group (the group that used the question and answer method
in learning English) and group X2 as a controlled group (who did not use the question and answer method in learning). The following are some procedures carried out in the study:

1. Planning: this research was conducted in class X MA NURUL ILMI Bategede by dividing students into 2 groups.
2. Implementation phase: the things done in this implementation phase are:
   a. preliminary activities consisting of conditioning students and attendance at students.
   b. the main activity, after the teacher missed the next thing is to ask the students back the material that has been discussed before, then the teacher presents the material and gives students the opportunity to ask questions.
   c. Closing activities: conducting assessments and evaluations.
3. Observation stage: things done in the observation stage the researcher observes and examines the activities of the teacher and students during learning.
4. Reflection: it is an evaluating the results of observations and making improvements to further learning.

RESULT

From the results of observations made by researchers that there are differences in learning achievement of the experimental group with the controlled group. That in the context of improving student learning achievement by using the question and answer method applied, it has improved compared to students who have not used the question and answer method in learning. because in learning students are required to ask questions and the teacher gives a full explanation of the material presented.

DISCUSSION

The researcher divided students into two groups, first, the experimental group and the controlled group. After giving pre-test and post-test to both the controlled group and the experimental group, before starting the teaching and learning process, the researchers gave them preliminary tests aimed at measuring their basic achievements regarding activeness and
questioning and answering skills. After analysis, the researchers found the average scores of the two groups obtained by each student were different.

Other than that the conditions for using the Question and Answer method are as follows: prepare questions, asking questions to students, providing guidance, and many other.

With the learning steps that have been explained above that there are learning is:

Planning: this research was conducted in class X MA NURUL ILMI Bategede by dividing students into 2 groups.

Implementation phase: the things done in this implementation phase are:

   a. preliminary activities consisting of conditioning students and attendance at students.
   b. the main activity, after the teacher missed the next thing is to ask the students back the material that has been discussed before, then the teacher presents the material and gives students the opportunity to ask questions.
   c. Closing activities: conducting assessments and evaluations.

CONCLUSION

Based on research conducted at MA NURUL ILMI Bategede class X, it can be concluded that:

1. Question and answer method is an effective method used in learning compared to other methods, because this method encourages students to be more active and also responsive to the material taught by the teacher. This is in line with the opinion of Sudirman (1987: 120) which means that the question and answer method is a way of presenting lessons in the form of questions that must be answered, especially teachers to students, but can also be from students to teachers.

2. The method used is the observation method, where researchers come directly to the location to conduct research.

3. After using the question and answer method in learning there are differences in achievement, That in the context of improving student learning achievement by
using the question and answer method applied, it has improved compared to students who have not used the question and answer method in learning.

REFERENCES


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