

# The Effectiveness of Questioning Methods on Learning Activity of 7<sup>th</sup> Grade Students at Junior High School 2 Gamping

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**Abstract**— This research aims to reveal (1) the differences between Providing Questions and Getting Answers Method and Students Have Questions Method on the activeness and learning achievement of grade VII students of SMP N 2 Gamping and (2) the effectiveness of Providing Questions and Getting Answers Method and Questions Students Have Method viewed from the liveliness and learning achievement of grade VII students of SMP N 2 Gamping. This research was quasi-experimental research with the pretest-posttest, nonequivalent multiple-group design. The results showed that there were significant differences of activeness and learning achievement between students who were treated using the Giving Question and Getting Answer method and those using the Questions Students Have method, as shown by the calculation using MANOVA with Hotteling's Trace with the value of sig 0.00 <0.05. Furthermore, the magnitude of the effects of the Giving Question and Getting Answer Method was higher on the level and learning achievement than that of the Questions Students Have method of 0.9 (0.2 <d <0.8) because students were more enthusiastic, and they understood the material better than they did with the Questions Students Have method.

**Keywords**— *activeness, answer, have, getting, giving, method, questions, students*

## I. INTRODUCTION

The availability of various methods of learning that have not been utilized by social studies teachers in junior high school so that the process of learning that takes place still using the lecture method. The United State Agency for International reports that approximately one-third of the lessons observed in elementary to higher education classes are still dominated by lectures. One of the learning objectives to be achieved in the learning process is the learning outcomes. Success in learning can be done in case of interaction between teacher and student. The learning process that tends to be dominated by teachers will lead to boredom in students. Teacher creativity is needed in managing learning including selection of appropriate learning methods. Selection of appropriate learning methods can make students enthusiastic and understand the learning materials. To improve learning outcomes teachers should be able to choose and use appropriate learning methods and in accordance with

the characteristics of students. Giving Question and Getting Answer method and Question Student Have method is an active learning method that can improve student learning outcomes.

This study aims to see whether there is a significant effectiveness of learning and learning outcomes between students who are given learning by Giving Question and Getting Answer method and students who are given learning by using Question Student Have method in SMP N 2 Gamping. This research is useful for schools, teachers and students in useful scientific contributions in the world of education on the application of active learning Giving Question and Getting Answer and Question Student Have to improve students' learning activities and learning in IPS lessons and as a reference for innovative learning and support of learning theory cooperative.

The formulation of the problem to be studied in this research is: Is there a significant effectiveness of the activity and the learning outcomes between the students who were given the learning method by Giving Question and Getting Answer and the students who were given the learning by Question Student Have method in SMP N 2 Gamping.

This research aims to reveal to find out whether there is an effectiveness of activeness and significant learning outcomes between students who were taught with the Giving Question and Getting Answer method and students who were given a lesson using the Question Student Have method in SMP N 2 Gamping

The problem of this study is limited to: The effectiveness of activeness and student learning outcomes between those who use the Giving Question and Getting Answer method and Question Student Have in SMP N 2 Gamping

## II. THEORETICAL REVIEW

### A. Giving Question and Getting Answer Method

Giving Question and Getting Answer Method gives students the opportunity to ask questions that are not understood and give students the opportunity to explain what their other friends have understood. Silberman revealed that Giving Question and Getting

Answer method will increase students' courage in expressing their opinions and giving mutual respect among students [1].

Giving Question and Getting Answer method has the advantage to be able to train and improve students' skills to ask questions and answer questions so that students are active in learning. Agus Suprijono points out that in Method Giving Question and Getting Answer students get one card to ask and one card to answer [2]. Giving Question and Getting Answer method is a question and answer method that is collaborated by using bits of paper as media. Husaipah argues that Giving Question and Getting Answer method can make the students active, independent, and students can express their opinions in asking and answering questions, to improve student learning outcomes [3]. The Giving Question and Getting Answer method requires students to be actively involved in the learning process.

#### *B. Question Student Have Method*

Question Student Have is one of the learning methods that requires students to do activities in the form of posts. The question is a stimulus that encourages students to think and learn. Agus Suprijono [2] argues that Question Student Have learning method is a broader concept covering all types of group work including forms that are more led by teachers or directed by the teacher. Question Student Have method of learning is developed to train students to have an active ability to ask questions

Hisham Zaini, et al. suggests that Question Student Have method is a learning method used to determine the needs and expectations of students by using elicitation techniques in obtaining student participation in writing [4]. Question Student Have method is a method that encourages students to make inquiries in writing about the subject matter needed so that teachers know things that students do not understand and require students to participate express questions in the learning process

Haning Vianata argues that one of the learning methods that can improve student learning outcomes is the method of learning Question Student Have [5]. Learning method Question Student Have is a learning that emphasizes students to be active and unify opinions and measure the extent to which students understand the lesson through written questions

#### *C. Activeness*

Learning process involving student activity is called active learning. In active learning requires the involvement of student activities that include physical and mental activity. Michael explains "the process of keeping students mentally, and often physically, active in their learning through activities that involve them in information gathering, thinking and problem solving"[6].

In the process of active learning there is an educational interaction between students and students, students with teachers and students with other learning resources. Such interaction and communication will help students gain ease in learning. The success of learning is influenced by the interaction plan in the learning process. In the process of learning, student activeness is very important and need to be considered by the teacher so that the learning process taken really get the optimal results. Schunk suggests that learning is judged by what one's say, write, and do [7].

#### *D. Result Study*

Badrun Kartowagiran states the teacher as a part of professional educators has the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal education, basic education and secondary education [9]. In the learning process, learning outcomes are one of the important things. Agus Suprijono suggests that learning outcomes are patterns of action, values, understanding, attitudes, appreciation and skills [2]. Learning results are used to determine the extent to which students understand a material after carrying out learning activities.

In learning activities, learning outcomes can be created well if students and teachers can pursue learning goals. Benjamin S. Bloom in Shodiq Abdulloh [8] suggests that the classification of learning outcomes is divided into three domains: cognitive domains, affective domains, psychomotor domains.

### **III. METHODOLOGY**

#### *A. Kind of Research*

This study was conducted to determine the effectiveness of learning outcomes and the activeness of social studies classes using the Giving Question and Getting Answer method by using the Question Student Have method. The research design used in this study was using Pretest-Posttest, Nonequivalent Multiple-Group Design.

#### *B. Place and Time Research*

This research was carried out at SMP Negeri 2 Gamping which was addressed at Jalan Jambon, Trihanggo, Gamping, Sleman, Yogyakarta. Research time is from January 2018 to March 2018, adjusted to the hours of social studies in semester 2 of the 2017/2018 academic year. Researchers chose the location of research in SMP N 2 Gamping because at the school the Giving Question and Getting Answer method had not been applied and the Question Student Have method.

#### *C. Population and Sample of Research*

The population in this research is six group of study in seventh grade SMPN 2 Gamping school year 2017/2018., which consists of 192 students. This research used simple random sampling technique. It is

done by throwing coins. The throwing coins done to choose two classes which will be a experimental classes 1 and experimental classes 2, therefore it is obtained two classes as sample, such as seventh grade A as experiment class 1 (*Giving Question and Getting Answer*) and seventh grade C as experiment class 2 (*Question Student Have*)

#### D. Technique and Data Collection Instrument

Collecting data in this research is done by testing because the students' learning result is the main thing to be measured. The test instrument used is an objective test. The instrument test in this research consists of pretest and posttest test by multiple choices and it is about 20 items of multiple choices used to measuring students' ability before and after the treatment.

#### E. Technique of Analyzing Data

Technique of analyzing data in this research consists of Analysis prerequisite test and Multivariate analysis of variance. Test of analyzing prerequisite consists of test of normality and homogeneity.

### IV. RESULT

TABLE I. AVERAGE OF THE LIVELINESS OF EXPERIMENT CLASS 1 AND EXPERIMENT CLASS 2

Source	Experiment Class 1	Experiment Class 2
Initial activity	41,87	39,56
Final activity	59,40	45,86
difference	7,53	6,30

Source: Primary data processed, 2018

Based on table 1, the initial Activity data and the final activity of the experimental class 1 and the experimental class 2, it is known that at the final Activity grade of each class has increased, in the experimental class 1 (GQGA) higher than the experimental class 2 (QSH), seen of the average difference gained between the initial Activity value and the final Activity value, in the experimental class 1 (GQGA) increased by 7.53 while the experimental class 2 (QSH) increased by 6.30.

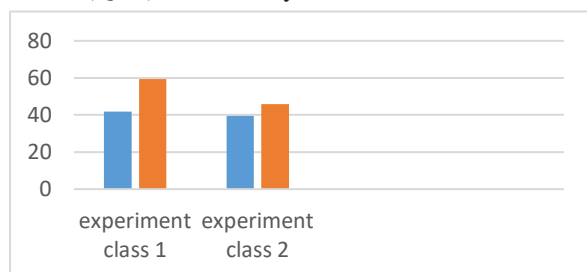


Fig. 1. Histogram Average Score of Experiment Class 1 and Experiment 2

Effect		Value	F	Hypothesis df	Error df	Sig.
method	Hottelins g <sup>2</sup> trace	.010	.314	2.000	61.000	.000

TABLE II. EXPERIMENT 1 AND EXPERIMENT CLASS 2 EXPERIMENTAL GRADES 2

Source: Primary data processed, 2018

Based on table 2, the pretest and posttest data of the experimental class 1 and the experimental class 2, it is known that in the posttest grade each class has

increased, in the experimental class 1 (GQGA) higher than the experimental class 2 (QSH), seen from the difference the results obtained between the pretest value and the posttest value, in the experimental class 1 (GQGA) increased by 25.81 while the experimental class 2 (QSH) increased by 18.10.

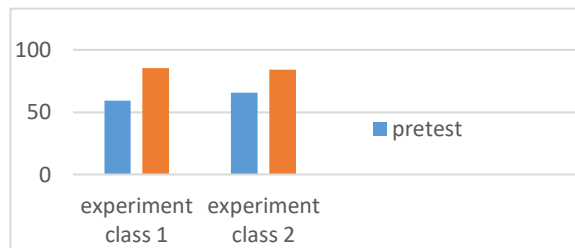


Fig. 2. Histogram Average Score of Experiment Class 1 and Experiment 2

#### A. Normality Test

The results of the normality test with *Kolmogorov-Smirnov* are as follows:

TABLE III. THE RESULTS OF THE NORMALITY TEST

Data	Sig.	Conclusion
Result Study	0,091	Normal
Activeness	0,086	Normal

Source: Primary data processed, 2018

Based on table 3, it shows that the learning result and activity of experiment class 1 (GQGA) and experiment class 2 (QSH) have significance value > 0,05 so it can be concluded that the data in research is normal distribution.

#### B. Homogeneity Test

The results of the normality test with *Levene Statistic* are as follows:

TABLE IV. THE RESULTS OF THE HOMOGENEITY TEST

Data	Sig.	Conclusion
Result Study	0,473	Homogen
Activeness	0,885	Homogen

Source: Primary data processed, 2018

Based on table 4, it shows that the learning result and activity of experiment class 1 (GQGA) and experiment class 2 (QSH) have significance value > 0,05 so it can be concluded that the data in the research is homogeneous.

#### C. Hypothesis Test

TABLE V. RESULTS OF HYPOTHESIS TEST

Source: Primary data processed, 2018

Source	Experiment Class 1	Experiment Class 2
Pretest	59,40	65,86
Posttest	85,21	83,96
Enhancement	25,81	18,10

From the table above obtained sig value  $0.00 < 0.05$ , it can be concluded that teaching methods that have

different skills in influencing the activity and student learning outcomes. So, it can be concluded that  $H_a$  accepted that there is a significant difference between the use of Giving Question and Getting Answer method and the use of Question Student Have method in terms of Learning Outcomes and Activity in the seventh-grade students of SMP Negeri 2 Gamping in Social Studies

## V. DISCUSSION

In this study learning using Question Student Have method to train students to have the ability to ask, while students who feel already understood about the material to be passive in the learning process. While learning using Giving Question and Getting Answer method is superior to the improvement due to this method provides an opportunity for students to ask things that are not understood and provide opportunities for students to explain things that have been understood to other students. Viewed from the average for the liveliness variable, the Giving Question and Getting Answer method is higher in value of 7.53, and for the learning result variable the Giving Question and Getting Answer method is also higher by 25.81. So, it can be concluded that the method of Giving Question and Getting Answer is effective on the activity and learning outcomes of IPS students of grade VII SMP N 2 Gamping.

## VI. CONCLUSION

This study examines the effectiveness of Giving Question and Getting Answer Methods and Question Student Have on the Activity and Learning Results of Social Studies IPS Grade VII SMP N 2 Gamping. Disadvantages in the research instrument, not only using multiple-choice objective tests, can be combined with an essay test. The benefits, advantages, applications, etc. of the research (evaluation), and the use of the Giving Question and Getting Answer method is superior to the outcomes and learning outcomes, because students are more enthusiastic and understand the material than the Question Student Have method. Recommendations for further research can expand the place of research and add samples so the results can be more general.

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