Question-and-Answer Method Based on *Simante* Used for Increasing Students' Achievement at Sociolinguistics Subject

Sigit Haryanto[*]

[1] *Lecture of English Department of the Faculty of Teacher Training and Education*
  Universitas Muhammadiyah Surakarta
[*]*Corresponding Author. Email:* sh288@ums.ac.id

ABSTRACT

A teaching method comprises the principles and methods used by teachers to enable student learning and it also has a significant role in learning activities. In education, we will find many kinds of it. One of them that still used by the teachers is question and answer method. Based on the previous researches found in google scholar, this method can be conducted by online and non-online. Almost the results inform that the method is useful and has positive impacts for increasing the comprehension of the subjects. The writer's research is not far different from the previous researches. The writer chose it due to the weaknesses of lecturing method. By this method is hoped that it will increase the student's achievement at sociolinguistics subject. Action Research by using system management test (SIMANTE) application was selected as a method of teaching. Then tests become means of colleting the data. The collected data were analyzed by using simple descriptive analysis by counting the increasing from before and after treatment. The results of the research are as follows: 1. Class average increases well, that is 60.3 before action, action in cycle I 69.25, and action in cycle II 74.25. 2. Individual acquisition also increases, 20, 36, and 40/ 3. Class acquisition increases too, 50%, 90%, and 100%. 4. Class category acquisition change, from unfinished to finished. Based on the results, the writer suggests that question and answer based on SIMANTE is recommended for alternative method of teaching.

Keywords: *question and answer method, SIMANTE, achievement, sociolinguistic subject, CAR*

1. INTRODUCTION

It is hoped that the study of Sociolinguistic subject at the English Department of the Faculty of Teacher Training and Education - Universitas Muhammadiyah Surakarta will have reliable results, namely that many get A and AB scores, not many B scores. When the semester score list shows A and AB scores are more than B scores then it can be categorized that the learning is successful or it can also be categorized that in general the students have mastered the material, and vice versa if the B score is more, it can be categorized that the learning is less successful (see table 1).

Table 1. Recapitulation of student scores for the Sociolinguistics subject

Rekapitulasi Penilaian

Nilai	A	AB	B	BC	C	D	E	-
Batas	77	70	63	56	50	35	0	0
Jumlah	0	15	30	1	0	0	0	0
%	0%	33%	65%	2%	0%	0%	0%	0%

Table 1 shows that the score of A = 0, AB = 15, B = 30, BC = 1. From that it can be said that learning is less successful because there is no A and B is the most. Learning is categorized to be successful if the scores of A and AB are more than the scores of B or C. What is shown in table 1 above is the condition of the scores of English Department students in the odd semester 2020/2021. From the data, the researchers tracked why this was so. If it is seen from the level of their attendance, their attendance is good, if it is seen from the tasks, they are diligent in submitting the tasks. However, if you look at the scores for the Mid-Semester Examination and the Final Semester Examination, their scores proved to be less than good. Furthermore, the researcher concluded that the group presentation teaching method used during teaching could not have a good impact on individual mastery of the material. Therefore, it is necessary to find another method that can solve this problem.

From several articles in journals that the author reads, there is a method that is used to increase understanding of content or other types of learning. Arisman et al. (2021) in the journal *English Language in Focus* said that the Q&A (question-and-answer) method was better than the conventional method in improving the reading achievement of students of SMP Negeri 1 Batauga, South Buton district. Mandaniyati et al. said that the question-and-answer method can improve the English skills of class X students of MA NURUL ILMI Bategede.

In the *journal Edukatif: Jurnal Ilmu Pendidikan,* Putra et al. (2021) said that the question-and-answer method could improve student achievement at MTS Darul Arifin Jambi. The first round was not so significant, but in the second round the change in achievement was significant. Rohmawati (2018) explained that the question-and-answer method could improve the learning achievement of Islamic religious education in junior high school students. The results showed that learning with the question-and-answer method had a positive impact on improving student achievement which was marked by an increase in student learning mastery in the cycles, namely: cycle I (81.25%), cycle II (87.5%), cycle III (93 ,75%).

From the results of research related to improving learning achievement through the question-and-answer method and many of which have succeeded in helping to improve, the researchers also wish to change and accelerate students' ability to understand the content of Sociolinguistics lessons. However, the question-and-answer used by researchers is question-and-answer as the model applied in the CBT-based Preparation of the TOEFL Test. Researcher makes system-based questions first as a question house, then make several questions, and then enter them into the system. What is in the question-and-answer model can be finished independently by students at any time and after each work there will be a record of their scores. With repeated drills, it is hoped that students can understand the content of Sociolinguistics subject more quickly and easily. The purpose of this study is to see to what extent the SIMANTE-based question-and-answer learning method can accelerate the understanding of Sociolinguistics subject content for the students of English Department of the Faculty of Teacher Training and Education - Universitas Muhammadiyah Surakarta.

2. METHOD

This research was conducted in the English Department study program of Teacher Training and Education - Universitas Muhammadiyah Surakarta starting from August – November 2021. The research object is the fifth semester students of English Department of the Faculty of Teacher Training and Education - Universitas Muhammadiyah Surakarta. This classroom action research is divided into two stages. The first stage is making of system-based questions with IT team. The second stage is the full application of classroom action research methods, namely investigations carried out through self-reflection carried out by participants involved in rigorous situations, such as teachers, students, or school principals in social situations, including educational situations with the aim of improving what is considered lacking.

In its implementation, this classroom action research uses Kemmis and Taggart (1986) model which tells that in one cycle consists of four main steps, namely: (1) plan (planning), (2) action or acting, (3) observation (observing), and (4) reflection (reflecting). The research was carried out in 2 cycles. This study uses two types of data, namely: qualitative data: data obtained from observations during the learning process, and quantitative data: data about the score of student assignments and tests. Sources of data are students, assignment documents and student test results and the

learning process. Data collection techniques were carried out by observation and tests. The instruments used to carry out the research are (1) observation sheets for students in Sociolinguistic learning during learning, 2) assignments and tests given to students to see the mastery of the concepts of learning material on sociolinguistics. The data validation technique used is the triangulation technique, where student test results are confirmed with the results of their assignments. The qualitative data obtained were analysed and described according to the theme in the formulation of the problem through the steps of reducing the data display and drawing conclusions. The data is compared with the previous data.

Student test results data were analysed using simple descriptive analysis by calculating the percentage increase in learning outcomes from the first and final conditions.

$$NA = \frac{\textit{Score obtained}}{\textit{Maximal score}} \times 100\%$$

3. RESULT AND DISCUSSION

3.1 Result

In this sub, the researcher presents the results of research related to the formulation of the problem, namely whether the SIMANTE-based question-and-answer learning method can accelerate the understanding of the content of the Sociolinguistics subject and its discussion.

Research in the Sociolinguistics class, especially in class B at 1-2 hours on Monday, was attended by 40 people with the following distribution: 27 females and 13 males. This study was divided into two cycles. Student learning outcomes before Classroom Action Research can be seen from the absorption and mastery of learning which consists of individual mastery and classical mastery. The score is taken to see the student's ability before being given action. The learning outcomes of class B students before Classroom Action Research can be seen in Table 1 below.

Table 1. Learning Outcomes of Pre-Class Action Research Students

No	Score Interval	Category	Total
1	77 – 100	Very Good	0
2	70 – 76	Good	2
3	63 – 69	Sufficient	18
4	56 – 62	Deficient	9
5	≤ 55	Very less	11
Total			40
Class Average			60.3
Category			Deficient
Individual Mastery			20 people
Classical Mastery			50%
Category			Not Mastered

Based on table 1, it can be explained that there are 0 students who get scores with an interval of 77-100. The score interval is 70-76 as many as 2 students. The score interval is 63-69 as many as 18 students. The interval scores from 56 to 62 were 9 people and 55 were 11 people. The average class obtained is 60.3 with less category. Individual mastery as many as 19 students from 34 students. Classical mastery is 50% in the incomplete category.

The pre-test data shown in table one shows that the mastered of students to understand sociolinguistic content is not good is reasonable because they have not received sociolinguistic material from the lecturer. The data is only used as an assessment related to the depth of understanding sociolinguistic.

Furthermore, the implementation of Classroom Action Research begins by applying cycle one, namely learning by using the SIMANTE-based question and answer method. The short steps are as follows: the lecturer delivers the material; the students make multiple choices questions and their answers from the material presented by the lecturer. The number of questions made by students is only 4 questions, but because there are many lecture participants, the number of questions collected is large and which is then used as a question bank. The question bank after going through the review process is entered into the SIMANTE application. With SIMANTE learning with the question-and-answer method is carried out. The learning outcomes using the SIMANTE-based question and answer method are as follows (see table 2).

Table 2. Learning Outcomes Cycle 1

No	Score Interval	Category	Total
1	77 – 100	Very Good	6
2	70 –76	Good	10
3	63 – 69	Sufficient	20
4	56 – 62	Deficient	4
5	≤ 55	Very Less	0
Total			40
Class Average			69.25
Category			Sufficient
Individual Mastery			36 people
Classical Mastery			90%
Category			Mastered

The data in table 2 can be explained that in the first cycle of the first meeting, there were 6 students who scored with an interval of 77-100. The score interval is 70-76 as many as 10 students. The score interval is 63-69 as many as 20 students. The Score interval is 56-62 as many as 4 people. At the first meeting the average class obtained was 69.25 with a sufficient category. Individual mastery as many as 36 students from 40 students. Classical mastery is 90% with complete category. It is said to be complete because it has reached 85% of students who have reached the minimum criteria of mastery learning.

For the reflection of the cycle, I based on data analysis and observations in the cycle I, a problem was obtained, namely the lack of good timing during the question-and-answer session so that the use became over time. The plan carried out by

researchers to improve actions is that researchers will carry out time management well and efficiently. The action was continued in cycle II because in cycle I there were still some problems so that learning had not taken place effectively. Cycle II learning outcomes can be seen in table 3 below.

Table 3. Learning Outcomes Cycle II

No	Score Interval	Category	Total
1	77 – 100	Very Good	10
2	70 –76	Good	17
3	63 – 69	Sufficient	13
4	56 – 62	Deficient	0
5	≤ 55	Very Less	0
Total			40
Class Average			74.25
Category			Good
Individual Mastery			40 people
Classical Mastery			100%
Category			Mastered

Based on table 3 above, in the cycle II, 10 students scored with an interval of 77-100. The score interval is 70-76 as many as 17 students. The score interval is 63-69 as many as 13 students. The score interval is 56-62 as many as 0 people. At meeting 3 the average class obtained was 74.25 with a good category. Individual completeness as many as 40 people. Classical mastery is 100% with mastered category. It is said to be mastered because it has reached 85% of students who have reached the minimum criteria of mastery learning.

The reflections made in the cycle II are: the problems found in the cycle I can be resolved properly as well as the learning outcomes that have reached the desired target so that the next cycle does not need to be carried out.

Based on the facts listed in tables one, two, and three, there was an improvement in student learning outcomes. Therefore, learning sociolinguistics subject using the android-based question and answer method yielded reliable results. Changes in learning outcomes can be seen in table 4 below.

Table 4. Factors of Change in Learning Outcomes From pre-Class Action Research and After Class Action Research

Indicator Change	pre-Class Action Research	First Cycle	Second Cycle
		Meeting	Meeting
Class Average	60.3	69.25	74.25
Category	Deficient	Sufficient	Good
Individual Mastery	20	36	40
Classical Mastery	50%	90 %	100 %
Category	Not Mastered	Mastered	Mastered

3.2 Discussion

The SIMANTE learning method used by researcher in the activity of accelerating the understanding of Sociolinguistic course content has similarities with the CBT-based TOEFL test which is based on CBT. However, there is a slight difference, namely that this method is completely dependent on the internet, so if there is no internet network, this method cannot be done. The results of observations during the exercises were only a small number of students who experienced network problems so that they could overcome them by moving to an area with a good internet network.

Furthermore, based on the report notes on the results of working on the questions listed in tables 1, 2, and 3 in subchapter A, it can be categorized that the ability to understand the content of the Sociolinguistics subject content has increased. As the data shown in table 4, namely the data before Classroom Action Research and data after Classroom Action Research, the average class, individual completeness, and classical completeness are clearly visible changes. The average pre-Classroom Action Research class is 60.3, the first cycle CAR is 69.25, and the second cycle Classroom Action Research is 74.25. From these data, it can be said that the average class has increased well, as well as the categories, namely from deficient to sufficient and good. Individual mastery also experienced good changes, namely from 20, 36, and 40, class mastery also changed to good, namely from 50%, 90%, and 100%, and the mastery category also experienced changes, namely from not mastered, to mastered. From this explanation, it can be said that SIMANTE-based learning can have a positive impact on students.

Furthermore, this research has equivalent results with previous research, namely learning with the question-and-answer method can improve understanding of the material taught by teachers or lecturers and other positive impacts.

The first researcher was (Potepkina V., 2021), Senior Lecturer, Department of English Language Saint-Petersburg State University of Economic. He said that the question-and-answer Technique can improve individual achievement, create positive relations between students, and awareness of working in teams.

Next, Hikmawati et al. (2020) proved that the question-and-answer (Q&A) method based on the Learning Management System (LMS) had a positive impact on students, namely improving skills in communicating ideas, answering questions, and working in groups.

The third, Kusumawardani (2021) English Language Education Department, Universitas Muhammadiyah Jakarta, said that the question-and-answer method can improve students' reading comprehension at SMA Muhammadiyah 5 Jakarta.

The fourth, Arpa; Maghfiroh (2021), a lecturer at Sekolah Tinggi Agama Islam Negeri Bengkalis, said that the question-and-answer method had a positive influence on the Cognitive Development of Group B Children at RA Ibnu Khaldun. The cognitive development of children in group B at RA Ibnu Khaldun has increased by one interval from the category of Developing According to Expectations (BSH) to Very Good Development (BSB) with the result that the AUD cognitive development score is 93.07%.

Some important notes about the use of the question-and-answer method for learning are that this method has a major contribution in improving student achievement, increasing media awareness, increasing good relations between friends, and increasing learning awareness.

4. CONCLUSION

Learning based Question-and-Answer method used SIMANTE can be used anywhere and anytime if there is an internet network. This method is proven to improve

students' ability to understand the content of sociolinguistic courses. The results of the research show 1. Class average increases well, that is 60.3 before action, action in cycle I 69.25, and action in cycle II 74.25. 2. Individual acquisition also increases, 20, 36, and 40/ 3. Class acquisition increases too, 50%, 90%, and 100%. 4. Class category acquisition change, from unfinished to finished. Based on the results, the writer suggests that question and answer based on SIMANTE is recommended for alternative method of teaching. Discussion-based learning and practice working on questions are proven to be good and can be used as alternative learning methods. However, it should be noted that the process of making questions requires time and energy, but if it has become a question bank, it will make it easier for us.

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