Majesty Journal 1-2 (2019) 95-100 **DOI:** 10.33487/majesty.v1i2.27

MAJESTY

MASPUL JOURNAL OF ENGLISH STUDIES

| *ISSN* **2567-0157**) (Online) |

Application of the *Questions Student Have* to Improve Activities and Results of Learning Students

Masnur[1], Muh. Abrar Usman[2]

[1]Program Studi Pendidikan Guru Sekolah Dasar, STKIP Muhammadiyah Enrekang, Indonesia
[2]Guru SD/SDN 166 Pinrang , Indonesia

ARTICLE INFO

Article History:

Received 17 May 2019
Accepted 31 July 2019

CORRESPONDENCE:

Masnur
masnur1985@gmail.com
STKIP Muhammadiyah Enrekang

CITATION:

Masnur, M., & Usman, M. A. (2019). Application of the Questions Student Have to Improve Activities and Results of Learning Students. *Maspul Journal of English Studies*, *1*(2), 95–100. https://doi.org/10.33487/majesty.v1i2.27

ABSTRACT

This study aimed to examine the effectiveness of the Questions Students Have learning model in improving students' learning activities and science learning outcomes at SDN 166 Pinrang in the 2018/2019 academic year. The study employed Classroom Action Research conducted in two cycles, each consisting of planning, action, observation, and reflection. The participants were 30 fifth-grade students, comprising 16 boys and 14 girls. Data were collected through observation sheets and achievement tests. The findings showed that the implementation of the Questions Students Have model improved both student participation and academic achievement. In Cycle I, the average percentage of student activity reached 69%, and it increased to 85% in Cycle II. Similarly, students' learning outcomes improved substantially. Classical mastery in Cycle I was 53.33%, with an average score of 63.41%, while in Cycle II it rose to 83.33%, with an average score of 85.48%. These results indicate that the model encouraged students to be more active in asking questions, responding to peers, and engaging in classroom discussion. The study concludes that the Questions Students Have learning model is effective in enhancing both learning activities and science learning outcomes of fifth-grade elementary students.

KEYWORDS

Questions Students Have; learning activities; learning outcomes; science learning; classroom action research

INTRODUCTION

Entering the 4.0 Industrial Revolution. has brought major changes in various fields of life, not least in the world of education. Triliing & Fadel (2009: 48) suggests that education in this century has become increasingly important to ensure students have the skills to learn and innovate, the skills to use technology and information media, and can work, and survive by using life skills. Therefore facing the challenges and problems that are increasingly

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 (Online)

conditional on technology and science in this global society, our education must be oriented towards preparing generations to have 21st century skills.

Science is one of the fields of study that underlies the development of modern technology and has an important role in various disciplines and advancing human thinking. As proof, science lessons are given to all levels of education from elementary school to college. Science learning at the elementary level as a vehicle to equip students with body of knowledge, scientific skills, thinking skills, strategy of thinking, critical and creative thinking, and scientific attitude (Heng et al., 2002, p.2) so students expected to be able to develop the knowledge, understanding and analytical skills of students in the natural environment and surroundings. This ability is very much needed by students in Abab 21 to be able to answer the challenges of the times.

The results of the Trends In International Mathematics And Science Study (TIMSS) study show that Indonesian students in 2015 were ranked 36 out of 39 countries with the lowest scores. This indicates that the ability of Indonesian children is still low. One of the contributing factors is that the learning process is not optimal yet. Sanjaya (2014: 226) argues that "one of the weaknesses of the learning process carried out by our teachers is the lack of development of students' thinking skills, in every learning process on any subject, we encourage students to master a number of learning materials. Therefore, teachers should be able to develop thinking skills through learning models that are in accordance with the potential of students.

Based on the results of observations and interviews of teachers and students at 166 Pinrang Elementary School, science learning is still focused on the teacher as the main source of knowledge, then lectures are the first choice as an effective learning strategy. Therefore, a learning strategy / model is needed that empowers students more. A learning model that does not require students to sit still, memorize facts, but a learning model that encourages students to ask questions. One learning model that can be used is the learning model of Questions student have.

Vianata (2012) explained that the student have question learning model is learning that emphasizes students to be active, unites opinions and measures the extent to which students understand lessons through written questions. In the learning model of student have questions, it requires students to write several questions on a blank piece of paper. The paper will be rotated clockwise provided the students have to read it and give a check mark there if the question is considered important. When the card returns to the author, the teacher can answer the questions most often asked by asking the relatively passive students, so that the teacher and student communication is not partial. Furthermore, if the question cannot be answered by the passive student, the student can appoint a friend to help answer. The technique of channeling this question can be from the direct teacher or the teacher asks students who cannot answer the question to whom the questions will be transferred. Thus, communication in the praxis of learning can be evenly distributed to students.

Based on this description, the researchers were interested in using the Questions Student Have Learning Model to Increase the Science Learning Activities and Results of 5th grade

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 (Online)

DOI: 10.33487/majesty.v1i2.27

students in elementary school. " The objectives of this study are: (1) To improve the activity of students when applying the learning model of student have questions in class 166 SN Pinrang 5 and (2) To improve student learning outcomes after applying the student learning model questions have in class 5 SN 166 Pinrang.

METHOD

This class of action research was conducted in the 5th grade of SDN 166 Pinrang with 30 students consisting of 16 men and 14 women. The design of the research cycle design uses a procedure that consists of four stages, namely, planning, action, observation, and reflection. This research was conducted in two cycles with four stages. Each cycle consists of two meetings.

The instruments used in this study were observation sheets and test questions. Data obtained from observation The activity of students is then calculated as a percentage. Participants are said to be active if the percentage of activity reaches 60% or more. Data obtained from participants' learning outcomes tests were analyzed based on the percentage of completeness of learning outcomes of students at the end of each cycle. The minimum completeness criteria is if students get a score of 75 or more. The indicators of the success of this study are: 1) There is an increase in the percentage of active students from cycle to cycle of at least 15%. 2) The percentage of students getting a value of more than or equal to 75 increases to reach greater or equal to 80% in the final cycle. And 3) The average grade value increases by a minimum of 5% in each cycle.

RESULTS AND DISCUSSION

Based on the observation results of learning activities of students in the first cycle and second cycle, data was obtained as follows:

Table 1. Results of Observation of Student Learning Activities

Siklus	meetings	Persentase	mean
I	1	63%	69%
	2	75%	
II	1	78%	85%
	2	92%	

At the first meeting of the first cycle, the percentage of student activities was 63%. At the 1st meeting, there were still many students who had difficulty understanding the concept. This is because students are still not familiar with the learning conditions by applying student have questions. There are still some students who are less able to make questions. At the 2nd meeting, students experienced an increase compared to the 1st meeting of 75%. This happens because most students have been able to make questions and review / answer questions from their friends. This is consistent with what was stated by Jacobsen (Purwanto, 2013) that by asking questions, can make students have better thinking and understanding of learning.

The results of the refelection in the first cycle of the teacher provide assistance to students who are less able to make questions and feel nervous when asking questions and answering their friends' questions. So that students have dared to ask questions. This assistance, if they have tried on their own, but then have been unsuccessful, assistance like this does not mean solving the problems faced by students,

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 (Online)

DOI: 10.33487/majesty.v1i2.27

but providing advice on solutions, encouraging and motivating (Uno & Nurdin, 2015: 182).

At the 1st meeting of the second cycle, the activities of students experienced an increase of 78%. This increase occurs because the readiness of students in accepting material is familiar with the student learning model that students have in teaching and learning activities so as to increase interaction between students. At the second meeting of the second cycle, the activity of students increased with a percentage of 92%. Increasing this learning activity because of learning Question student has demanded students to actively make questions and invite students to take an active role in expressing their opinions. Furthermore, students have actively assessed questions and sought answers to questions made by their friends. The results of this study are in line with Suprijono (2009) that in student question learning most of the learning activities are student-centered and the teacher only acts as a facilitator and mediator. This can be seen from the learning activities in which the most dominant student activities are seen clear during class discussions, so that in the end it can improve the learning activities of students.

The average percentage of student activity in cycle 1 was 69% while in cycle 2 it was 82%. The percentage difference to the two cycles is 16%. Based on indicators of success, activities in both cycles can be said to increase. This is because the activity of students has increased by more than 15% from cycle to cycle. The following can be presented in the form of pictures.

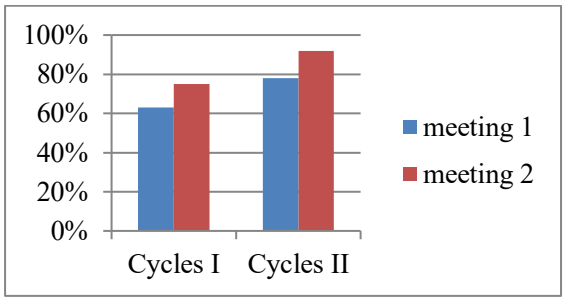

Figure 1. Graphs of Student Learning Activities

Based on the results of data analysis in each cycle obtained the results of student learning tests as follows.

Table 2. Learning Outcomes of Students in Cycles I and II

	Cycles 1	Cycles 2
Complete	16	25
Not Complete	14	5
% completing study	53,33%	83,33%
mean	63,41%	85,48%

Based on data obtained in cycle 1 and cycle 2, in cycle 1 there were 14 students who scored less than 75 so that 15 students were declared incomplete. The percentage of completeness of classical learning outcomes in this first cycle is 53.33% and has not met the specified criteria. The low value is due to the lack of understanding of students' concepts in the material and there are some errors in the description of the settlement area. The average for student learning outcomes in cycle 1 is 63.41%.

Based on the results shown in cycle 1, the researcher made several improvements. Improvements applied to cycle 2 have a good impact on improving student learning outcomes in cycle II.

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 **(Online)**

DOI: 10.33487/majesty.v1i2.27

Improving student learning outcomes in this study occurs because in applying the question learning model student have can make it easier for students to understand the material, able to encourage becoming more active, make learning activities more enjoyable, not boring and enthusiastic in learning without fear. As stated by Silberman (2006) that Question Student Have is an active student learning method that does not make students afraid to learn what students expect and need. This has implications for the increase in learning outcomes obtained by students in cycle II which is equal to 83.33% which is stated to be complete, out of 25 students who scored more than 75. The average for student learning outcomes in cycle 2 is 85.48 %. The following can be presented in the form of images to improve student learning outcomes in each cycle.

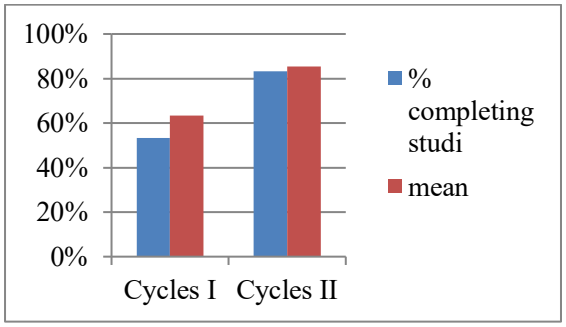

Figure 2. Learning outcomes of students in cycles I and II

Based on the Figure 2, it can be concluded that by applying the Question Student Have learning model, the activity and learning outcomes of 5th grade students can increase. This improvement in learning outcomes is relevant to the results of research conducted by Anita & Tadius (2017) that the Question Student Have method can improve student learning outcomes in fourth grade natural science learning.

CONCLUSIONS

Based on the results of the research and discussion it can be concluded that the application of the learning model questions students have can improve the activity and learning outcomes of 5th grade students of SDN 166 Pinrang in the academic year 2018/2019. Based on these conclusions the researchers suggest that in applying the learning model there are several student questions that need to be considered, among others: 1) the time used in the learning process; 2) before the process of circulating the paper, the teacher should arrange the seating position of the students so that the process of rotating the cards goes on lanjar and analyzing the questions should be explained effectively and correctly; 3) In the learning process the teacher should guide or assist students in understanding the material being taught, so that they do not experience difficulties in the learning process and need collaboration or combination with other learning strategies to be more effective.

REFERENCES

[1] Anita & Tadius. 2017 Penerapan Metode *Question Student Have* Dalam Meningkatkan Hasil Belajar Ipa Siswa Kelas Iv Sdn 139 Tampapute Kecamatan Gandangbatu Sillanan Kabupaten Tana Toraja. Jurnal KIP Vol. VI No. 2 Juli 2017 - Oktober 2017.

[2] Arifin, Z. 2014. *Penelitian Pendidikan.* Bandung: PT Remaja Rosdakarya.

[3] Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 (Online)

[4] Hamalik, O. 2011. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.

[5] Jihad, Asep dan Abdul Haris. 2012. *Evaluasi Pembelajaran.* Yogyakarta: Multi Pressindo.

[6] Purwanto, G. E. 2013. Efektivitas Metode Questions Student Have dan Mind Map Terhadap Hasil Belajar Biologi Siswa Kelas X di SMA 2 Banguntapan Bantul. Skripsi tidak diterbitkan. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga. Tersedia di http://digilib.uinsuka.ac.id/9081/2/BAB%20I,%20V,%20DAFTAR%20PUSTAKA.pdf (diunduh tanggal 17 Juli 2019)

[7] Sanjaya, W. 2014. *Strategi Pembelajaran*, Jakarta: Kencana Prenada Media Group.

[8] Silberman, M. L. 2007. Active Learning (diterjemahkan Sarjuli.dkk). Yogyakarta: Pustaka Insan Madani.

[9] Sugiyono. 2017. *Metode Penelitian Kuantitatif kualitatif dan R&D.* Bandung:

[10] Trilling, B., & Fadel, C. 2009. 21st Century Skills. Learning For Life In Our Times. San Fransisco: Jossey-Bass.

[11] Uno, B. Hamzah dan Muhammad, Nurdin. 2015. Belajar dengan Pendekatan PAIKEM. Jakarta: Bumi Aksara.

[12] Vianita, Haning. 2012. Pengaruh Model Pembelajaran Questions Student Have Terhadap Hasil Belajar IPS Sejarah Siswa. *Indonesian Journal Of History Education*, (Online), ISSN 2252-6641.

Published by STKIP Muhammadiyah Enrekang
ISSN 2567-0157 (Online)