

ANALYZING STUDENT'S ATTENTION AND PARTICIPATION IN USING THE QUESTION AND ANSWER METHOD IN THE 7 GRADE STUDENTS OF MTS N 2 MAKASSAR

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ABSTRAK

Masalah mendasar yang selalu dihadapi dalam pembelajaran bahasa Inggris di kelas 7 MTs N 2 Makassar adalah rendahnya tingkat perhatian dan keaktifan belajar siswa yang perkembangannya kurang menggembirakan. Oleh karena itu penelitian ini dilakukan dengan tujuan untuk mengatasi permasalahan tersebut dengan menerapkan metode tanya jawab. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan di kelas 7 Mts N 2 Makassar. Hasil penelitian menunjukkan bahwa aktivitas dan hasil belajar siswa mengalami peningkatan, dengan menerapkan metode tanya jawab. Dengan hasil observasi perhatian 81,25% mengalami peningkatan efektif pada siswa dan pada hasil observasi keaktifan siswa 87,5% siswa. Berdasarkan hasil tersebut dapat disimpulkan bahwa metode tanya jawab dapat meningkatkan perhatian dan keaktifan siswa dalam belajar bahasa Inggris dan menggunakan metode tanya jawab sangat efektif dalam meningkatkan perhatian dan keaktifan siswa, dan metode ini mendapat respon yang positif sebenarnya siswa sangat menyukai metode ini artinya metode ini berhasil meningkatkan perhatian dan keaktifan siswa kelas 7 Mts N 2 Makassar.

Kata kunci : metode Tanya jawab, perhatian dan keaktifan.

ABSTRACT

The basic problem that is always faced in learning English in the 7 grade students of Mts N 2 Makassar, is the low level of attention and participation learning of students whose development is less encouraging. Hence the research This is done with the aim of overcoming these problems by applying the question and answer method. this research is a class action research conducted in the 7 grade students of Mts N 2 Makassar. The research results show that the activity and student learning outcomes have increased, by applying the question and answer method. With the results observation of attention is 81.25% effectively experiencing can increase in students and on the results of students' Participation observations are 87.5% of students. Based on these results can be concluded that the question and answer method can increase students' attention and participation in learning English and using the question and answer method is very effective in increasing the attention and participation of students, and this method gets a positive response actually the students really like this method means this method has succeeded in increasing the attention and participation in the 7 grade students of Mts N 2 Makassar.

Keywords : question and answer method, attention, and participation

INTRODUCTION

National education goals have formulated based on Pancasila and the Constitution 1945 in article 3 of law number 20 year 2003 concerning national education (2000) namely the development of the potential of students so that become a man of faith and piety to God

Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic human being responsible. One component in the process education, the teacher functions as a manager class that can make the class conducive to optimally achieve school goals. Responsible for organizing directing and creating an atmosphere that encourage students to learn. In other words In the hands of the teacher lies all the main activities learning process. Djamarah (2006) method has significant contribution in learning activities teach. Expected capabilities owned by students, will be determined by relevance of the use of a method that fit for purpose. method that can used in teaching and learning activities many kinds of. One of them is method question and answer. Use of the question and answer method usually good for that purpose necessary to conclude or summarize the lesson or material be read. With the help of question and answer, students will arranged his way of thinking so as to achieve good and healthy formulation. Questions and answers can help grow students' attention to the lesson, as well as develop abilities to use knowledge and experience, so knowledge be functional. This question and answer method is very useful in teaching children, because of this method accustom students to express what comes to mind with regular and systematic and daring expressions Express your opinion without feeling scared and trembling, pushed them to deepen the lesson, thus adding their love of learning as well awaken their active thinking.

Djamarah (2006) stimulation from the teacher in the form of asking, then the child's response in the form of answers. On the contrary, stimulation from students in the form ask, then the teacher's response is in the form answer. Then there is an interaction in the form question and answer. In learning activities should be more many were dominated by students, however observations while the author is still a lot students who are less active, no initiative, and lack of self-confidence so that this fact makes activity learning is only dominated by the teacher, lead to the learning outcomes they obtain low value Djamarah (2006) method is technique presentation to motivate students to able to apply knowledge and experience to solve problems. According to Muhammad (1981) teaching methods are the rules passed by the teacher inside convey the lesson, so that it can arrive that knowledge to the minds of students with good form to achieve the goal education.

Djamarah (2006) question and answer method is a way of presenting lessons in the form questions to be answered, especially from teacher to students, but also from students to the teacher. Question and answer method is a method which is done by asking questions Answer that means to know whether children's memory dominates the material known lessons. Muhammad (1981) question and answer method is a method that accustoms students to unravel anything that comes to mind his thoughts with regular expressions and systematic and courageous opinion without fear or trembling, encourage them to deepen the lesson, thereby increasing their love (of lessons) and generate activity thinking of them and spontaneous thinking

METHOD

Research that researchers do this form of classroom action research (CAR). Classroom action research is a form self-reflection activities carried out by the educators, with the aim to improve performance as a teacher so that student learning outcomes increase (Kunandar, 2008). This research was conducted in class 7 Mts N 2 Makassar with research subjects amounted to 32 students. This research used qualitative and quantitative method design Data used in this research consists of four parts: pre-test, post-test, and treatment. This research was conducted the data

from 1 september 2022 to 14 september 2022 which is carried out in four stages, namely: planning, implementing, observing, and reflection.

FINDINGS

The present study aimed to access the students' attention and participation during question and answer method. 32 students participated in this study. In taking the data, the researchers had an observation and used a observation sheet to figure out students' attention and participation in learning English by using the question and answer method. Observation sheets are used as guidelines for carrying out observations in the classroom. From this observation sheet, the main finding out the picture of the activities carried out by students in the learning process. Meanwhile, it has a positive impact in many aspects.

The discussion of the research defined the students' attention and participation during question and answer method in learning English. The observation had been conducted to gain the data of the first question then observation sheet was conducted to answer the second question. In this research, the researcher focus on (1) the students attention during question and answer method in learning English (2) the students participation during question and answer method in learning English. The researcher showed the findings of the data in each session in order to answer the research question as follows:

Table.1.The results of observation sheet of the students' attention

NO	Indicator	Yes	No	Statement
1	Antusias siswa jika disuruh maju oleh guru (Enthusiastic students if told to come forward by the teacher)	Yes		Students are very domestically when they are told forward by the teacher.
2	Aktif bertanya dengan guru jika belum paham dalam pelajaran yang diajarkan oleh guru (Actively ask with teacher if you don't understand in a lesson that taught by teacher)	Yes		Students actively ask when they don't understand in the lesson taught by the teacher.
3	Menanggapi pertanyaan yang diberikan oleh guru (Respond to questions given by the teacher.)	Yes		Students respond to questions given by the teacher.
4	Tekun dan ulet dalam mengerjakan soal yang diberikan guru (Diligent and tenacious in do the problem given by the teacher.)	Yes		Students are diligent and resilient in working on the questions given by the teacher.
5	Aktif dalam kegiatan diskusi kelompok			Students are not active in activities in group discussion.

	(Active in activities group discussion.)		No	
6	Membaca materi pelajaran yang disampaikan oleh guru (Reading course material delivered by teacher.)	Yes		Students like to read the subject matter that is conveyed by the teacher.
7	Mengemukakan pendapat saat menanggapi pertanyaan (Expressing opinion when responding to question.)		No	Students are not expressing opinion when responding to question.
8	Mendengarkan saat guru menjelaskan materi pelajaran (Listening to the teacher when explain the material lesson.)	Yes		Students listening to the teacher when explain the material lesson.
9	Memperhatikan apa yang guru jelaskan di papan tulis (Paying attention to what teacher explain on the board write.)	Yes		Students Paying attention to what teacher explain on the board write.
10	Menulis dan mencatat apa yang di jelaskan oleh guru (Write and note what explained by the teacher.)	Yes		Students Write and note what explained by the teacher.

The data above shows that the results observation sheet of the students' attention during question and answer method in learning English. Which is present when learning last as many 32 students. Which in the result of observation sheet with the first indicators is enthusiasm of students if they are told to advance by the teacher as many 65% of students, while the students who are not second to advance by the teacher as many 35% students. The second indicators is the active students ask the teacher if they do not understand in the lessons given as many 85% of students, while the students are not actively asked if they do not understand the lesson as many 15% students. The third indicator is the students who respond to questions given by the teacher as many 75% students, while students do not respond to the questions given by the teacher as many 25% of students. the fourth indicator is diligent and resilient students in working on the questions given by the teacher as many 50% students, while students who are not detailed in working on the questions given by the teacher as many 50% of students. The fifth indicator is the students who are active in group discussion activities as many 32% students, while the students are not active in learning activities or group discussion as many 65% of students. The sixth indicator is the students who like to read the subject matter delivered by teachers as many 55% of students, while students who are not like or actively read the subject matter delivered by the teacher as many 45% students. The seventh indicator is the students who put forward opinions when asking or responding to questions to teachers as many 45% students, while the students who don't like to express opinions when responding to questions as many 55% of students. The eighth indicator is students who listen when the teacher explain the lesson as many 90% students, while the students don't listen when the teacher explain the lesson as many 10% of students. The

ninth indicator is the students who pay attention to what the teacher explain on the board as many 97% students, while students don't pay attention to what the teacher explain on the board as many 3% of students. The tenth indicator is students who write and record lessons explained by the teacher ac many 100% students, while the students don't write or record lessons explain by the teacher as much 0% of students.

Table.2.The results of observation sheet of the students' participation.

Sub Variable	Indikacor	Scor			
		1	2	3	4
Visual activity	Memperhatikan guru (pay attention to teacher)				√
	Mengamati eksperimen yang dilakukan (observing the experiments observed)			√	
	Mengamati pelajaran (observing the lesson)				√
	Mengamati demonstrasi yag dilakukan guru (observing the demonstration made by the teacher)				√
Oral activity	Kesediaan bertanya (willingness to ask)				√
	Kesediaan menjawab (willingness to answer)				√
	Mengemukakan pendapat (giving opinion)				√
	Berdiskusi dengan teman (discuss with friends)			√	
Listening activity	Mendengarkan perintah/arahan guru (listen to direction by the teacher)				√
	Mendengarkan materi pelajaran (listen to subject matter)			√	
	Mendengarkan diskusi teman kelompok (listen to group friends discussions)		√		
	Mendengarkan penjelasan teman (listen to friends' explanation)			√	
Writing activities	Mencatat materi pelajaran (writing the subject matter)				√
	Mengerjakan tugas (work on task)				√
	Membuat rangkuman dan kesimpulan (make a summarize)				√
	Mencatat hasil pekerjaan kelompok (record the results of group work)			√	

Based on the data above the results observation sheet of students' participation during question and answer method in learning English. Which is divided into four variable sub, the first variables is visual activity with the indicator is students pay attention to teacher there are 100% students, where students have fulfilled three aspects namely, paying seriously, paying attention to enthusiasm and carefully attention. The second indicator is students who observers the experiments carried out by the teacher there are 90% of students. Where students only meet two aspects namely, pay attention to earnest and show enthusiastic in observations. The third

indicator is students' who observe the lesson there are 100% students. Where students who pay attention to the described lessons have fulfilled three aspects namely, observing earnestly, showing enthusiastically in lessons and showing interest in the lesson. The last indicator is students who observed the explanation conveyed by the teacher there were 100% of students. Where students observed the explanation submitted by the teacher had fulfilled three aspects namely, observing seriously, indicating enthusiastic in observing and showing interest in observations.

The second sub variable is oral activity with the first indicator, the willingness to ask 100% of students. Where students ask had fulfilled three aspects namely, showing seriousness in asking, asking things that are in accordance with the learning material and ask with their own awareness. The second indicator is the willingness to answer 100% of students. Where students who are willing to answer questions have fulfilled three aspects namely, dare to answer questions, answer questions earnestly and answer questions correctly. The third indicator is to express the opinion of 100% of students. Where students have fulfilled three aspects namely, daring to express their opinions, expressing systematic opinions and expressing opinions in accordance with the problem. The fourth indicator is discuss with friend there are 80% of students. Which students only fulfill two aspects namely, dare to put the idea, appreciate the opinion of others. Where some students don't serious in participating in discussion activities.

The third sub variable is listening activity with the first indicator, listens to the order or direction from the teacher has 100% of students. Which students have fulfilled the third aspects namely, listening to the explanation or direction of the teacher seriously, showing interest in the lesson and showing enthusiasm in the lesson. The second indicator is listening to subject matter has 90% of students. Where students who listen to subject matter only meet two aspects namely, listening to the teacher explanation seriously, showing interest in the lesson. While some students don't show enthusiastic in the lesson. The third indicator is listen to the discussions of group friends there are 70% of students. Where students only meet one aspects namely, listening to friends who argue while some students don't listen seriously and don't show interest in listening. The fourth indicator is listen to the explanation of friends there are 90% students. Where students only meet two aspects namely, pay attention earnestly and show interest in listening to students, to the students who are not too second to listen.

The fourth of the last variable namely, writing activities with the first indicator, which is to record subject matter there are 100% of students. Where students who recorded subject matter, have fulfilled three aspects namely, recorded the subject matter with complete, noted with the prosecuting and recorded systematically. The second indicator is working on the task there are 100% of students. Where students have fulfilled three aspects namely, working on tasks in earnest, doing assignments with the coherent and doing the task properly. The third indicator is make a summary and conclusions there are 100% of students who have fulfilled three aspects namely, making a summary according to the data, making a summary general and make a clear summary. The fourth or the last indicator is records the results of the work of the group there are 100% students, who only have three aspects namely, to record the results of group work with the

prosecute, record the results of groups work systematically and record the results of group work in full.

DISCUSSION

Based on the findings in applied observation sheets as media in class, data collected through student observation using observation sheets as described in the previous search section showed that the level of attention and Participation of students in learning. Data on the observation sheet of students' in the table shows that the level of attention and Participation of students in learning English by using the question and answer method can increase the students attention and Participation in the 7 garde students of Mts N 2 Makassar . With the results observation sheet of the attention is effectively experiencing can increase in students and on the result observations sheet of the students participation attention is effectively experiencing can increase in students . After analyzing the results of research observations researchers find based on the observation sheet table above, that the question and answer method is effective in increasing the attention and Participation of students. Through observation sheets. From the discussion above, it can be concluded that the attention and Participation of students in the 7th grade of MTs N 2 Makassar can be increased in teaching skills using the question and answer method.

Data on student observation sheets proves that using the question and answer method is very effective in increasing the attention and Participation of students, and this method gets a positive response actually the students really like this method means this method has succeeded in increasing the attention and Participation of students.

CONCLUSION

Based on the research that has been done on the students of Mts N 2 Makassar, it can be concluded that:

1. The use of the question and answer method can increase students' attention to learning English for class 7 grade students of Mts N 2 Makassar, after being analyzed by conducting research in the field. Then the results of the percentage effective increase the students' attention.
2. The use of the question and answer method can increase student participation in learning English for 7 grade students of Mts N 2 Makassar. , after being analyzed by conducting research in the field, the results of the percentage of effective increase the student participation.
3. As for the factors that most influence the attention and participation of students by using the question and answer method in learning, the benefits in the learning process are very helpful in increasing the ability to concentrate as well as developing emotional intelligence and having a longer memory of the material obtained in learning as well as motivating them to be confident. So, teachers need to realize how important it is to use the question and answer method in learning process.
4. Using the question and answer method is very effective in increasing the attention and Participation of students, and this method gets a positive response actually the students

really like this method means this method has succeeded in increasing the attention and Participation of the 7th grade students of Mts N 2 Makassar.

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