

Literacy-Based Question and Answer Method to Improve Questioning Ability

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Abstract

The ability to ask is the main capital of students in participating in the learning given by the teacher. The ability to ask questions is also in line with literacy skills and 4C skills to face 21st century learning. The purpose of this study was to improve the ability to ask questions through the literacy-based question and answer method in fourth grade students at SDIT Al Muchtar Odd Semester 2021/2022 Academic Year. The subjects of this study were 27 grade IV students at SDIT Al Muchtar Odd Semester 2021/2022 Academic Year. This research uses the Classroom Action Research (PTK) method with the Kemmis and MC Taggart model with 2 cycles and 4 stages, namely planning, implementing action, observing, and reflecting. The data in this study were obtained from tests, observations, interviews, field notes and documentation. To test the validity of the data using the theory of triangulation techniques. Based on the results of the research, it shows that by applying the literacy-based question and answer method in improving the ability to ask questions of fourth grade students at SDIT Al Muchtar Odd Semester 2021/2022 Academic Year. Based on the findings, it is suggested that teachers apply the literacy-based question and answer method to improve students' questioning abilities.

Keywords: ability to ask questions, literacy, the question and answer method.

1 INTRODUCTION

The quality of education in Indonesia is low. The low quality of education in Indonesia is caused by the people themselves. Low awareness in studying is one of the factors. There are still many people who think education is not their main need. Education is something that has been agreed upon as a major issue in all countries. The quality of education of a nation is one of the determinants of the progress of a nation. In other words, the progress of a nation or country can be measured by the quality of education of that nation or country. The poor quality of education is currently making the nation or country behind in experience.

This can be seen in the literacy skills of the community. Based on the results of the 2018 Program for International Student Assessment (PISA) study, Indonesia ranks 74th out of 79 participating countries (Ulfa & Oktaviana, 2021). PISA is an international study initiated by the OECD (Organization for Economic Cooperation and Development) which measures the cognitive abilities of students from various countries. The cognitive skills measured in PISA focus on aspects of reading, reflecting the ability to process information and apply information in new contexts. PISA measures three literacy domains, namely language literacy, mathematical literacy, and scientific literacy (Aditomo & Faridz, 2019).

PISA results indicate the quality of a country's education. Indonesia itself is a country that is very concerned about the implementation of education. But the truth, literacy ability is an important foundation in human life (Rusti, 2023). Literacy is very important to obtain information and add insight. Literacy is the basis for producing superior human resources (Silitonga, Istiningsih, & Djerumpun, 2023). Superior human resources need to be cultivated from elementary school age students. Because Elementary School education is

an educational institution which is the foundation of 3 basic intelligences, namely intellectual, spiritual, and emotional intelligence (Muliastri, 2020). Currently learning in elementary schools is based on creative thinking, critical thinking and problem solving, communication, and collaboration (4C) (Septikasari & Frasandy, 2018).

One of the most influential skills in the 21st century is communication (Makiyah, Mahmudah, Sulistyaningsih, & Susanti, 2021). Communication skills are one of the skills that are closely related to literacy. Communication skills indicate someone to be able to use thinking skills with oral and writing abilities. Having good communication skills will make it easier for students to develop their potential (Belinda, Iskandar, & Kurniawan, 2023).

The 21st century is also known as the information age, in this era all alternative ways of fulfilling life's needs in different contexts are more information-based. Efforts to meet the needs of knowledge-based education in knowledge-based economic development. Knowledge-based community development and empowerment and knowledge-based industry development.

Communication skills are taught in elementary schools in the form of the ability to ask questions. The ability to ask questions is needed in all subjects and all material taught by the teacher. The ability to ask students can be developed or measured by looking at what types of questions, and how students make these questions. In addition, questions are one of the structural thinking processing skills, critical thinking, creative thinking, and problem solving (Ramadhan, Mahanal, & Zubaidah, 2017).

With the ability to ask questions that students have, it will make it easier for students to gain knowledge from the teacher. But not all students have the ability to ask well. As the researchers met with 27 grade IV students at SDIT Al Muchtar Bekasi, West Java in the Indonesian language subject in the even semester of the 2021/2022 academic year. From the results of the pretest, only 4 students or 14.81% were able to have the ability to ask questions according to the assessment indicators. And the remaining 23 students or 85.18% do not have the ability to ask questions.

The low ability to ask questions of fourth grade students at SDIT Al Muchtar Bekasi, West Java is caused by students and teachers. In terms of students, it looks like they are busy themselves during the learning process. The students seemed engrossed in chatting and joking with their classmates. Meanwhile, from the teacher's point of view, the lack of ability to attract students' attention to participate in class learning.

The inability of teachers in learning in the classroom has an impact on implementation of education in the 21st century. Education in the 21st century aims to realize the ideals of the nation, namely the welfare of the Indonesian people through an honourable and equal position with other nations. Improving the quality of human resources through education is the key to being able to keep up with developments in the 21st century. Educational success is strongly influenced by the quality of educators such as teachers.

The low ability to ask questions of students will have a negative impact on class IV SDIT Al Muchtar Bekasi, West Java, which will affect student learning outcomes in all subjects. The ability to ask questions is the main capital for students to improve 4C or creative thinking skills, critical thinking and problem solving, communication, and collaboration. The ability to ask becomes a vessel in exploring the 4C abilities. The ability to ask questions can be used to understand and use something intelligently through various activities including reading, viewing, listening, writing and/or speaking (Muttaqin & Rizkiyah, 2022).

There needs to be a change in learning in order to improve the ability to ask questions of fourth grade students at SDIT Al Muchtar Bekasi, West Java. One way that can be used to improve students' ability to ask questions is to apply learning methods that suit the characteristics of students and are able to establish communication between teachers and students in the learning process. One method that can be used to improve the ability to ask questions is the question and answer method. The question and answer method can stimulate students to be active in the learning process and think critically (Manik, 2020).

The question and answer method has several advantages, namely by applying the question and answer method it can attract and focus the child's attention, even though the

child is noisy and also sleepy, stimulates the child to train and develop ways of thinking and memory, develops children's courage and skills in answering and expressing opinions (Manik, 2020).

The literacy-based question and answer method is a way that teachers can use to stimulate students' ability to ask questions with reading and writing stimuli to stimulate students' abilities. Therefore, researchers want to conduct research on literacy-based question and answer methods to improve the ability to ask questions of fourth grade students at SDIT Al Muchtar Bekasi, West Java, Odd Semester 2021/2022 Academic Year.

2 RESEARCH METHODS

This study used the Classroom Action Research (CAR) method. The reason for using the PTK method in this study is as an effort to improve or improve the quality of learning in the classroom (Ulfa, 2022). This study uses the Kemmis and MC Taggart model with 2 cycles. In each research cycle there are 4 stages used, namely planning, action, observation, and reflection.

Research data obtained from tests, interviews, observations, field notes, and documentation. After the research data was obtained, the data were analyzed using the Milles and Huberman Models, which are flow analysis models. In this data analysis model, there are four activities carried out, namely: data collection, data reduction, data display, and verification or drawing conclusions (Ulfa, 2017). To test the validity of the data using theory triangulation. Theory triangulation is the use of different theoretical points of view to determine hypotheses as well as to interpret a set of data (Bachri, 2010). The minimum success criteria in this study was 70% of the number of students who passed the minimum completeness criteria, namely 70.

3 RESULT AND DISCUSSION

After using the literacy-based question and answer method it can improve the ability to ask questions of class IV students at SDIT Al Muchtar Bekasi, West Java for the 2021/2022 Academic Year. An increase in students' ability to ask questions resulted after implementing 2 research cycles. The following is pre-action research data, cycle I, and cycle II in this study which are presented in table 1 below:

Table 1. Results Recapitulation of Pre-Action, Cycle I, and Cycle II

Information	Pre-Action		Cycle I		Cycle II	
	Amount	%	Amount	%	Amount	%
Complete	4	14,81%	9	33,33%	22	81,48%
Not Complete	23	85,18%	18	66,67%	5	18,52%
Total	27	100%	27	100%	27	100%

Based on Table 1, in the pre-action research results obtained from 27 students in class IV SDIT Al Muchtar Bekasi, West Java, there were only 4 students or 14.81% who were able to have the ability to ask questions according to the assessment indicators. And the remaining 23 students or 85.18% do not have the ability to ask questions. After using the literacy-based question and answer method there was an increase in students' asking skills. In cycle I, students' ability to ask questions increased to 9 students or 33.33%. And as many as 18 students or 66.67% of students still do not have the ability to ask. Even though the research used the question and answer method in cycle I but had not yet reached the KBM, it continued in cycle II. From the results of the research in cycle II, it was found that 27 students, 22 students or 81.48% already had the ability to ask questions and as many as 5 students or 18.52% still did not have the ability to ask questions. Because

the KBM limit had been reached, the researcher ended the research in the second cycle. Research activities from pre-action to cycle II are described as follows:

3.1 Pre-Action

The pre-action activities were carried out by the class teacher in the Indonesian language learning process. When learning Indonesian students are asked to read a text that is already contained in a thematic book. After reading students are given the task individually to make questions from question words: what, where, when, who, why, and how.

From the test results it was found that only 4 students or 14.81% were able to get scores above 70 or according to the assessment indicators. And the remaining 23 students or 85.18% have not achieved a score above 70. This is due to the assignment method given by the teacher to students not being able to arouse students' thinking abilities. The assignment method used by the teacher is a monotonous activity and only one direction. There is no reciprocity in the learning process. With no reciprocal process, the knowledge gained by students is only limited to understanding by relying on the material in the book.

These activities do not inspire students' enthusiasm and thinking abilities. Even though the ability to ask questions taught by the teacher cannot always be done with writing activities alone. By applying the non-interactive assignment method, students are unable to think critically. Because critical thinking is an activity or a process of analyzing, explaining, developing or selecting ideas, including categorizing, comparing and contrasting (contrasting), testing arguments and assumptions, completing and evaluating induction and deduction conclusions, setting priorities and making choices (Waciko & Putrana, 2015). If the ability to think critically is not honed, the 4C skills cannot be developed optimally.

Based on the results of the pre-action research, the researcher decided to change the teacher's learning method. By considering the results of tests, observations, and interviews conducted, the researcher chose a literacy-based question and answer method to increase students' ability to ask questions which will be applied to cycle I.

3.2 Cycle I

Based on the reflection results in the pre-action activities, the researcher used a literacy-based question and answer method to improve the ability to ask questions of fourth grade students at SDIT Al Muchtar Bekasi, West Java. After applying the literacy-based question and answer method, the results showed that the ability to ask questions increased to 9 students or 33.33%. And as many as 18 students or 66.67% of students still do not have the ability to ask.

The use of the literacy-based questioning method carried out in the classroom was initiated by the teacher dividing students into 4 groups. Each group is given a reading text. The group reads, interprets, and analyzes the text. So that each group member is able to understand the text given by the teacher. After that the teacher explains simple question words namely what, where, when, who, why, and how.

After that, the teacher gives questions to students orally to students regarding the reading text that has been given before. The students answered the questions enthusiastically orally. Then the teacher reverses the concept of learning. What was previously the teacher gave questions became the teacher gave answers to students and students determined the questions. Even though the ability to ask questions increased from 4 students who were able to make interrogative sentences to 9 students. The increase in success was only 5 students.

Asking or asking questions has a main function besides the function of expressing opinions, feelings, giving reasons, reinforcing opinions and so on which will get a response in the form of knowledge to matters that are the result of consideration (Zubaidah, Veronica, & Nurlaili, 2023). The question and answer method is an effort that can be maximized by the teacher to involve students actively in the learning process by asking questions related to the material presented and the teacher provides opportunities for students to ask questions. By using this method, students will be increasingly trained to

think critically, collaboratively and be able to construct their knowledge (Priyanto & Kock, 2021).

The literacy-based question and answer method carried out in cycle I, starting with reading activities, is an effort to stimulate 4C abilities (critical thinking, communication, collaboration, and creative thinking). And these four abilities can only be implemented if the teacher provides student-centered methods in the learning process (Yustiwa, Tryanasari, & Permatasari, 2022). Even though by applying the literacy-based question and answer method the increase in students' ability to ask questions is still far from expectations or teaching and learning, which is 70%. So the researcher decided to continue the research in cycle II. Cycle II was carried out by modifying the literacy-based question and answer method that had been implemented in cycle I.

3.3 Cycle II

After implementing cycle II there was an increase in students' ability to ask questions. From the results of the research in cycle II, it was found that 27 students, 22 students or 81.48% already had the ability to ask questions and as many as 5 students or 18.52% still did not have the ability to ask questions.

In cycle II the researcher modified the use of a literacy-based question and answer method. Activities in cycle II were initiated by the teacher by dividing student groups into 6 groups. Each group gets 1 text to understand together. After that, the teacher asks students in groups to ask questions to group 1 partners. Then the student who in the first session gave questions in the second session became the questioner. The activity lasts until all students have the same opportunity to ask questions. Then the groups will compete to test their understanding in asking other groups. The teacher sets learning to be a quiz between groups. Teachers become observers and judges in the learning process. All students become active and understanding of the text is obtained from literacy carried out at the beginning of learning. There are no students who do not pay attention to other students. The class atmosphere becomes active, creative, innovative, and fun.

When students are in groups, one student becomes a learning resource for other friends. So, group learning was developed with the assumption that learning is more meaningful when students can teach each other. Even though it is group learning, students can learn from two main learning sources, namely the class and other learning partners.

Student-centered learning is an alternative to current education because traditional learning is considered inappropriate. This is because traditional learning is only centered on the teacher. Even when people's lives develop and the curriculum changes, it forces renewal in the world of education. One of them is the use of a new learning model so that learning is oriented towards student activity.

The teacher must act as a facilitator in the learning process. The teacher does not provide information or lectures to students. Teachers should also focus on learning objectives to develop higher order thinking and critical thinking. Before the teacher teaches students in class, careful preparation is needed to achieve the learning objectives as well as possible.

The ability to ask questions without realizing it is closely related to literacy and 4C abilities. The ability to ask questions can be an appropriate strategy to do in order to improve student communication in the learning process. Teachers must accustom their students to communicating with each other both about lessons and other matters, both with teachers and with students (Partono, Wardhani, Setyowati, Tsalitsa, & Putri, 2021). With the increased ability to ask students and the fulfillment of teaching and learning activities, the research stopped in cycle II.

4 CONCLUSION

The ability to ask questions is the main capital of students to be able to follow learning in the 21st century. 21st century learning requires students to be able to master the 4C skills

or communication, collaboration, creativity and critical thinking. To master the 4C abilities students must train them with literacy. The ability to ask questions, 4C skills and literacy are three things that are interrelated and cannot be separated in the learning process in the classroom. Teachers must be able to process learning in the classroom so that learning can be created that can accommodate these three things. Using the literacy-based question and answer method can improve students' ability to ask questions and will have an impact on students' 4C abilities.

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