



THE IMPROVEMENT OF STUDENTS QUESTIONING SKILL IN LEARNING SOCIAL STUDIES THROUGH DISCUSSIONS WITH PROBING & PROMPTING TECHNIQUE

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Abstract : This study departs from the unrest researchers to a problem that occurs in a social studies lesson in class VIII-4 SMP Negeri 1 Bandung. Based on observations and pre-study conducted by researchers at several meetings, the researchers saw a lack of skills in the learning asked IPS. Student activity confined to listen, take notes, and answered. Answer filed students do not relate to the material, so it does not seem serious, as well as the questions asked students are less clear and still stammered. The selected alternative solutions are to apply the method of discussion with the technique of probing and prompting. Reviewing the problems to be studied with regard to the learning process, the researchers chose a Class Action Research model cycle Kemmis & Taggart with four cycles. Implementation of learning by using the method of discussion with probing and prompting techniques in order to develop the skills to ask the student was successful. As for the students 'skill development cooperation can be seen from the development aspects to be indicators of students' skills in asking questions. All aspects of this have evolved from the first cycle to the fourth cycle, from the initial quality are lacking, just then increased to well. In conclusion, through discussions with the method of probing and prompting techniques can develop questioning skills of students in social studies. This is evident from the increase in the quality and quantity of students on indicators asked.

Keywords : questioning skills, discussion, probing & prompting

I. INTRODUCTION

This research was motivated by the learning conditions of Social Studies (IPS) in SMP Negeri 1 Bandung, precisely in class VIII-4 where this research was conducted. Based on the results of observations conducted in class VIII-4, several problems were found in the class: *first*, it was seen from students not asking much, student activities were limited to listening, recording and answering questions when the teacher gave questions. *Second*, when the teacher asks about the images displayed, students are given the opportunity to answer, but the answers put forward



by students are not related to the material being taught, so they seem careless or not serious. *Third*, the questions posed by students are less clear and still halting

From the problems that have been mentioned, researchers focus more on improving questioning skills. There is a proverb "shy about asking astray on the road". Someone who is reluctant to ask will be blind to information, so it will not arrive at the correct answer from a question stored far in the heart. In order for children not to get lost in getting information about social studies concepts and their applications, a teacher is required to have the skills to explore question skills, so that even the quietest children open their voices in learning. In developing learning materials the teacher class can use a variety of learning methods, this is then intended to be able to provide learning experiences to students with a conducive atmosphere. This is so that students can achieve the desired learning goals, for that here an active role is needed in developing the method. One of the right methods in improving question skills is the method of discussion. Moh. Surya (in Niong, 2013: 1) defines the discussion method as follows:

"Group discussion is a guidance process where students will get an opportunity to contribute their own thoughts in solving common problems. In this discussion, responsibility and self-esteem are also embedded".

Discussion is one form of cooperative learning, where this discussion is the longest form of learning and is often used in the world of education. According to Slavin (in Rahma, 2014:28) cooperative learning is not only aimed at improving student achievement, it is also a way to increase happiness, a pro-social environment in the classroom. Where in cooperative learning there is a form of interaction that is good between students or similar groups. In addition, discussions are widely used to solve social problems or events that are happening around the environment.

The teacher plays an important role in determining the quality and quantity of the learning carried out. In connection with these problems, it is necessary to use a learning technique that can improve student learning outcomes. One solution that is used as an effort to improve student learning outcomes is by applying probing & prompting learning techniques. *Probing & Prompting* Technique is learning by the way the teacher presents a series of questions that lead to explore so that a thought process occurs that links each student's knowledge and experience with the new knowledge being studied.

Based on the above problems, the focus of the research, among others: *First*, the teacher designs the IPS learning plan in improving students' questioning skills through the method of discussion with *probing & prompting* techniques in class VIII-4 of SMP Negeri 1 Bandung?. *Second*, how do teachers carry out social studies learning in improving students' questioning skills through discussion methods with *probing & prompting* techniques in class VIII-4 of SMP Negeri 1 Bandung?. *Third*, how do teachers reflect on social studies learning in improving student questioning skills through discussion methods with probing & prompting techniques in class VIII-4 of SMP Negeri 1 Bandung ?. *Fourth*, what is the questioning skill of students of



class VIII-4 of SMP Negeri 1 Bandung while attending a learning process that uses the method of discussion using *probing & prompting* techniques to improve questioning skills?

II. METHOD AND RESEARCH DESIGN

This type of research uses Classroom Action Research (CAR), with the design of Kemmis and Taggart. As for classroom action research according to Arikunto (in Suyadi, 2012:18), CAR is a combination of terms from the words "research, action and class". Research is the activity of observing an object, using certain methodological rules to obtain data that is useful for researchers and other people for the common interest. Furthermore, action is a treatment that is intentionally applied to objects with certain objectives which in the implementation are arranged into several periods or cycles. And class is a place where a group of students learn together from the same teacher in the same period. As according to Stephen Kemmis in Nana Supriatna (2007:191), states Classroom Action Research (CAR) is a research that is self-reflective (teacher) in dealing with the curriculum and the role of students in the classroom with the aim of solving learning problems.

From the definition of the two experts it can be concluded that classroom action research is an observation that applies actions in the classroom using rules according to the research methodology carried out in several periods or cycles. Research Location at SMP Negeri 1 Bandung which is located at Jl. Kesatria No. 12, Kelurahan Arjuna, Cicendo District, Bandung City. In this research activity, the subjects were students from class VIII 4. SMP Negeri 1 Bandung. The number of students in the class is 30 students consisting of 11 male students and 19 female students.

The research instruments used in collecting data for this study are as follows:

- 2.1 Observation Guidelines, assessment tools used to measure individual behavior or the process of occurring an observable activity.
- 2.2 Field notes, written notes about the results of observations in the class about activities or in connection with actions taken by the teacher about what is seen, heard and thought in order to collect data.
- 2.3 Student Worksheets (LKS), Data collection tools in the form of tests to train student skills.
- 2.4 Interview sheets, data collection by means of question and answer that is done systematically and based on the purpose of the investigation.
- 2.5 Documentation, in the form of writing, drawing, or monumental works from someone.

The author analyzes the data obtained to collect which data is needed and eliminated. The procedures in qualitative data analysis are as follows:

- a. Data reduction

Data reduction is done to make it easier to understand the data that has been collected from the results of field notes.

- b. Display (data presentation)



Display qualitative data presentation data can be done in the form of brief descriptions, charts, relationships between categories, and so forth.

c. Conclusion and Verification

This activity is intended to find the meaning of the data collected by looking for a relationship of similarities or differences that can treat problems that exist in the class.

d. Data Validity

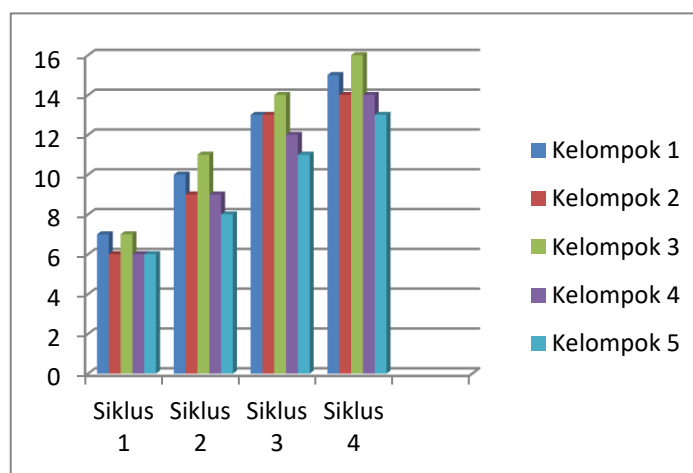
To see whether data is valid or not, Hopkins (Wiriaatmadja, 2009:168) uses the following techniques: member check (re-checking information or data information), triangulation (checking the hypothesis), rival explanations or negative cases (data search actions supporting), audit trial (checking the correctness of procedures), expert opinion (consulting findings to experts in their field), keys respondents review (recording the initial draft of the research report and asking for their opinion).

III. RESULTS AND DISCUSSIONS

Planning to improve students' questioning skills through the method of discussion with probing & prompting techniques in social studies learning has been well implemented. Planning the intended learning activities, the teacher first determines the KI and KD to be used in implementing the action. Through the KI and KD, the teacher formulates the subject matter to be delivered to students, then the teacher prepares the Learning Implementation Plan (RPP). In preparing the lesson plan, there are several aspects, which consist of: (a) determining the theme of increasing skills in asking, (b) planning the steps of learning activities, (c) planning the making of instruments to assess the learning process and learning outcomes.

The research was carried out in four cycles. The first cycle of students discuss with the theme of social control. The second cycle of students conducts discussions with the theme of economic actors. The third cycle of students conducts discussions with the theme of employment. As well as the fourth cycle students carry out discussions with tax themes.

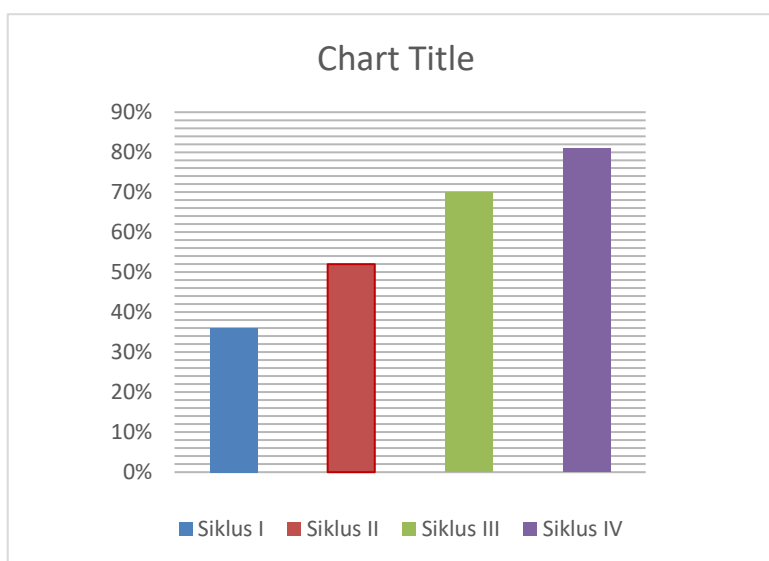
The results are based on observations of class VIII 4 regarding the improvement of students' questioning skills through discussion methods with probing & prompting techniques in social studies learning, namely as follows:





Based on the diagram above, it can be seen that the students' questioning skills gradually increase each group in each cycle that has been carried out through the method of discussion with probing & prompting techniques. The first cycle with a score of 36% to 52% in the second cycle with a difference of 16%. Some groups in the first cycle are quite passive, there is no good category in all indicators. The second cycle with a score of 52% increased to cycle three with a score of 70% and the difference between the two was 17%. The second cycle has an increase in the mark with all indicators entering the good and sufficient categories. The third cycle of 70% towards the fourth cycle has increased with a score of 81% and a difference of 10%. All groups are in the good category. That is because all groups are able to provide solutions and draw conclusions from the material being taught.

To make it easier to see changes in students' questioning skills through discussion methods with probing & prompting techniques based on the results of the percentages obtained from each cycle, it can be illustrated in the diagram as follows:



Based on the observation sheet, the indicators in each cycle have increased.

The questioning skills are felt to be very important for students (Trianto, 2011). It aims to: (1) explore information and check students' understanding in learning; (2) evoke a response and find out the extent to which students have known things; (3) focusing and generating more questions from students.

There are advantages and disadvantages when conducting research. As for the advantages in improving students' asking skills through the method of discussion with probing & prompting techniques that is a more lively classroom atmosphere because students direct their attention or thoughts to the problems being discussed. While the shortcomings can be minimized according to the research indicators that can be described that the method of discussion with probing & prompting techniques can provide positive attitudes, one of which is improving the questioning



skills. Evidenced by the increase in each cycle, and the fourth cycle of data is considered saturated.

Students questioning skills can increase after discussion with probing & prompting techniques in social studies learning. The effectiveness and efficiency of improvement in each cycle becomes a good achievement on learning activities and objectives.

IV. DISCUSSIONS AND RECOMMENDATIONS

The implementation of students' asking skills through the method of discussion with probing & prompting techniques in social studies learning has been well implemented. In this study carried out in 4 cycles.

Planning carried out by the author in an effort to improve student questioning skills through the method of discussion with probing & prompting techniques is already in the good category, in accordance with the Learning Implementation Plan (RPP) that has been made. Learning design using discussion methods with probing & prompting techniques that the author makes, among others, make plans for implementing learning activities. The author also makes an instrument that is used as a tool for collecting data from research results, namely teacher and student observation sheets, interview sheets, documentation, and field notes. This planning activity includes planning the management of teaching and learning activities, planning the organization of teaching materials, planning classroom management, planning the use of teaching tools and media and planning student achievement assessments for teaching purposes.

The action carried out by the author in an effort to remind students' questioning skills through the method of discussion with the probing technique already in the good category. In the discussion activities with probing & prompting techniques students will grow asking skills, because in the discussion process they hand in hand discuss with their groups to generate new good questions and answers. In this learning activity all students contribute to learning because if there are students who do not contribute, it will affect the learning outcomes and the level of material understanding of the group members.

This reflection activity carried out by the author relates to how researchers plan and make improvements from the lack of implementation of research in each cycle and the impact it feels. The researcher used an observation sheet, field notes as a consideration for reflection. Reflection activities are carried out by discussing feedback with the observer for the implementation of the next action. As there are some shortcomings that occur in the implementation of learning activities in the first cycle, some students are still late in entering the class, there are still many students who are not serious about learning activities, the teacher has not been able to manage the class well. These problems can be resolved in the implementation of the second cycle and so on.

The results of the application of the discussion method with probing & prompting techniques to improve students' questioning skills are already in the good category, this can be seen from the achievement of all indicators of students' questioning skills. Changes in the



improvement of students' questioning skills are obtained from observations that are poured through notes made by teachers and research partners.

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