

CHAPTER 1

INTRODUCTION

1.1 Background of the study

According to the “Permendikbud” number 19 in 2005 about the National Education Standards, teachers have to be able to master basic pedagogical, professional, personal, and social competence. All of those competencies have to be mastered by all teachers in the educational field. By meeting those four requirements of the national education standard, the teachers will be recognized by the government as professional teachers, and be able to teach and be certified as a professional teacher.

There are eight basic teaching skills that the teachers should have. Those are opening the class, closing the class, questioning skill, reinforcement skills, explaining skills, making variations, classroom management, guiding small group discussions, and teaching small groups and individuals. These eight basic teaching was stated by Suwarna, (2006). The teachers are expected to be able to create a good teaching activities using the eight basic teaching skills. The teachers are also expected to be able to express student’s idea by expressing a good questions to stimulate students’ participation in the class (Uno, 2012). Those are relevant to reach the standards of secondary school that is stated in “*Permendikbud*” number 22 year 2016.

One of the basic teaching skills is the questioning skills. Lewis, (2007) stated that the use of questioning skills is essential to systematic

investigation in any subject area. The questions that are used in the teaching and learning process are designed to assist students' critical thinking towards the subject that is given the classroom. Furthermore, he also stated that by giving questions that are using questioning method will enable the students to seek and understand the problems to guide the students toward further investigation for a deeper understanding of the concept being taught by the teacher.

Yuliawati, Mahmud, and Muliati (2016) state that out of the basic teaching skills, the questioning skills plays an important role in teaching activities and has to be mastered by the teachers. In the learning process, asking question activity dominates the class. The results of the previous study states that the teacher uses some of his time to ask questions. The questioning activity is a very important activity that teachers need to know to stimulate students learning and reaching the learning target. In addition to obtain information, questioning activities are also conducted to increase the occurrence of interactions between teachers and students, and students to other students.

Teachers can learn the questioning skills from the conventional way such as reading from the books. However, technology plays an important role in people's day-to-day life and can be used effectively for various aspects in education field. In fact, in this modern era, technology enables varieties of different way of learning which were found more attractive and effective. Almurashi, (2016) found that the use of Youtube in a form of video can play a vital role in helping pupils understand their

English lessons, improve their performance, and advance their understanding of English. Additionally, the instructional video can play as the leading role in helping learners understand their English lessons. The YouTube website is regarded as one online material that can be integrated into traditional English lessons for example the questioning skills. However, not many instructional videos about questioning skills that are available on YouTube especially if we are looking for a specific video that is purposely made for an English teacher who wants to master the questioning skills. There are few videos on YouTube, but they are mostly in Bahasa Indonesia. Based on those findings, the researcher decided to create an instructional video of questioning skills for English teachers.

SMA Lab Undiksha Singaraja is a reputable senior school in Bali, especially in Buleleng regency. Making sure that the teaching process is working effectively is crucial for the teacher to accomplish. Need analysis was conducted in order to find the needs of this study, which are to analyze how the questions were delivered by the teachers, and to analyze the type and quality of the instructional video to be developed. The pre observation was done by an observer using an observation checklist consisting of the elements of questioning skills by Abdullah, (2007) which are: expressing the question, focusing, and distribution, redirecting, giving thinking time, and prompting. The researcher found that the questions given by the teachers were not following all of the aspects of the basic questioning skills. All of those aspects have to be

followed by the teachers when asking questions. However, the result showed that the teachers were not following every aspect of questioning skills. Therefore, this research is needed for the English teachers in SMA Lab Undiksha Singaraja.

The need analysis was conducted in four different classes with four English teachers in SMA Lab Singaraja. It was found that the teachers' performance were reaching the score of 28% to 56% on the principle of questioning skills, basic questioning skills and further questioning skills. It shows that the quality of the questions delivered were in the poor to fair category. The measurements of the respondent answer used the scoring category by Arikunto (1998) as cited in Kamelta (2013).

Meanwhile, the interview was conducted for the teachers in SMA Lab Undiksha Singaraja resulting in the teachers that were not using a video or multimedia to learn about the questioning skills especially for senior high school teachers. In fact, the teachers were not familiar with the theory of questioning skills. Therefore, learning the questioning skills specifically was never implemented by the teachers. Since the questioning skills are crucial for the teachers, the researcher believes that the teachers in SMA Lab Undiksha Singaraja need to learn the questioning skills through an instructional video.

On the other hand, Prabawati (2014) conducted similar research about questioning skills but it is used for the micro teaching class at the university level. The research of developing an instructional video of

questioning skills for English teachers in senior high school is never been done. Based on those facts above, it can be stated that it is urgent for the English teacher in SMA Lab Undiksha Singaraja to have an instructional video about questioning skills in English course that can be used to master the questioning skills which are very important to be mastered as a teacher.

1.2 Statement of Problems

Based on the description above, the statement of the problem in this research is as follows:

1. How is the development of the instructional video of questioning skills in English subject for the senior high school teachers?
2. How is the quality of the instructional video of questioning skills in English subject for the senior high school teachers?

1.3 Objectives of the study

Based on the problem statement, the objectives of this study are:

1. To describe how the English course instructional video of questioning skill for senior high school teachers is developed.

2. To describe the quality of learning video of questioning skill in English subject for senior high school teachers.

1.4 Significance of the research

1.4.1 Theoretical

Theoretically, this study is expected to enrich the body of knowledge of using video of questioning skill for English course especially for senior high school teachers.

1.4.2 Practical

a. Teacher

This study is expected to help teachers in senior high school in mastering the questioning skills. The product of instructional video will be used as a learning material for the teacher to be implemented in the teaching and learning process.

b. Other researcher

This study can be used as the reference for the other researcher to create similar products or possibly continue to develop this product into more advanced products.

1.5 Urgency of the research

By the end of this research, the researcher hope that it can create several useful outcomes. The output that will be produced in this research is a product of instructional questioning skills video in English subject for senior high school and scientific articles published in accredited national journals.

1.6 Scope of the study

The study was limited to design and development the study of developing English course instructional video of questioning skill for senior high school teacher at SMA Lab Undiksha Singaraja

1.7 Research assumption and limitation

By the end of this research, the researcher hope that it can create several useful outcome. The output that will produced in this research is a product of instructional questioning skill in English subject for senior high school and scientific article publish in accredited national journal