

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Education is a social process to deliberate instructional or training. Education plays an important roles in engaging people in endless behavior of acquiring more and more knowledge. In this process, teacher is considered as main actor (Shah & Mansur, 2011). According to Peraturan Pemerintah nomor 19 year 2005 about National Education Standards, a teacher must master pedagogical, professional, personality, and social competencies. Pedagogical competence is related to teachers ability to manage learning. Professional competence is about teacher ability in mastering the subject matter. Personal competence related to teacher's attitude and personality, while social competence is teacher's relationship among students, another teachers and environment.

In relation to pedagogical competence, teachers are required to have basic teaching skills so that the classroom management becomes more effective and is expected to improve the quality of learning. There are 8 basic teaching skills that must be mastered by a teacher, namely opening and closing skill, questioning skill, giving reinforcement, explaining, making variations, classroom management, guiding small group discussions, and teaching small groups and individuals (Suwarna, et al., 2006). These basic teaching skills must be mastered by all teachers. By mastering basic teaching skills, a teacher is expected to be able

to create an active classroom atmosphere and stimulate students to participate in questioning and expressing ideas (Uno, 2012) to reach the standard education in accordance with Permendikbud Nomor 22 year 2016.

The questioning skill is one of the basic skills that must be mastered by a teacher. Richard in Yuliawati, Mahmud & Muliati (2016) suggests asking questions dominates the learning process. The results of previous studies state that teacher uses some of his or her time to ask questions. Questioning is an important activity so that the teacher needs to know questioning skill much more to be able to stimulate students to learn and reach the learning goal. Besides obtaining information, questioning activities are also conducted to increase teacher-student interaction and student-student interaction.

As a way to find out about the techniques of good questioning skill, teacher can learn from books and from a learning video. Based on a review toward some journals there are many concerning about learning basic teaching skills. However, learning through an instructional videos about teaching skill especially questioning skill for English course at junior high school is very limited. During early observation, the writer observed 5 English teachers in SMP N 2 Sawan. The writer brought an observation checklist consists of 15 components of questioning skill. (The questionnaire can be seen in Appendix 1). The researcher gave a tick (√) on the checklist if the components appeared when the teacher was teaching. Based on the observation, with 5 junior high school English teachers in SMP N 2 Sawan in Singaraja, there were 3 teachers who cannot practice some of the components of questioning skill. The 2 teachers already have good understanding in questioning the students. From 15

components of questioning skill, the first teacher only demonstrates 5 components of questioning. Those are being warm and enthusiastic, not to repeat either teachers own answer or students' answer, not to point a student before giving a question, giving clear and understandable question and thinking time. The second teacher has 4 components namely not to repeat the given answer, not to ask more than one question simultaneously, structuring and focusing. While the third teacher has 4 components endent, those are being warm and enthusiastic, redirecting, arranging simple to complex question, and maintaining teacher-students interaction. Then, therest of the components is not clear enough. It can be concluded that teachers need examples of questioning skill for English subjects. The examples should stimulate student activity and student understanding throughout the lesson. So, it can be concluded that developing learning videos for questioning techniques is very necessary especially for English subject teachers in junior high school.

As conclusion, the instructional video about questioning skill in junior high school need to develop since there are some teachers did not know how to give a good questioning strategy.

## **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 learning video of questioning skill in English subject for junior high school teacher?

2. How is the quality of learning video of questioning skill in in English subject for junior high school teacher?

### **1.3 Objectives of the Study**

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

1. To describe how the English course instructional video of questioning skill for junior high school teachers' is developed.
2. To describe the quality of learning video of questioning skill in English subject for junior 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 junior high school teachers.

#### **1.4.2 Practical**

##### **a. Teacher**

This study is expected to contribute to all junior high school teachers especially in English subject. The result of this study used to develop the knowledge of questioning skills for the teacher to support better teaching and learning process.

## **b. Other Researcher**

This is the first research and development study about questioning skill for in English course teacher. Probably there are some imperfection within certain components. The result of this study can be used for other researchers who want to develop the video of other basic teaching skills.

### **1.5 Urgency of the Research**

The existence of learning video of questioning skill in English subject may help English teachers in mastering questioning skill, both basic questioning techniques and further questioning skill. So, the knowledge may support learning quality in the classroom.

### **1.6 Scope of the Study**

The study was limited to design and development study of developing English course instructional video of questioning skill for junior high school teacher at SMP N 2 Sawan.