

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

As mentioned in Government Regulation Number 19 of 2005 concerning National Education Standards, a teacher is expected to master pedagogical, professional, personality, and social competency. Pedagogical competency is regard to the learning process. Teachers are also required to have basic teaching skills so that classroom management becomes more effective and is expected to improve the quality of learning. There are 8 basic teaching skills that must be possessed by a teacher, namely the skill of opening and closing lessons, asking skills, giving reinforcement, explaining, making variations, managing classes, guiding small group discussions, and teaching small groups and individuals (Suwarna, et al., 2006).

These basic teaching skills must be mastered by all teachers, both elementary, middle and high school teachers. For elementary school students, teacher teaching skills are very important for habituation to learning, exceeding the importance of expanding mastery of teaching materials, while, at the secondary school level, emphasis is more on teaching material content. By mastering basic teaching skills, a teacher is expected to be able to create an active classroom atmosphere and stimulate students to participate in asking, questioning, and expressing ideas (Uno, 2012) so as to reach the standards of primary and secondary education in accordance with Permendikbud Number 22 Year 2016.

Learning media in general, is a teaching and learning tool. Everything can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method use for the purpose of learning / training.

Meanwhile, according to Briggs (1977) is a physical means of learning media to deliver content / learning materials such as books, movies, videos and so on. Then, according to the National Education Association (1969) revealed that learning is a means of communication media in print and point of view heard, including technology hardware.

The questioning skill is one of the basic skills that must be mastered by a teacher. Richard in Yuliawati, Y., Mahmud, M., Muliati. (2016) suggested that in the learning process, asking questions dominated the class. The results of previous studies state that the teacher uses some of his time to ask questions. Thus the questioning activity is a very important activity so that the teacher needs to know the questioning technique that is able to stimulate students to learn and reach the learning target. In addition to obtaining information, questioning activities are also conducted to increase the occurrence of interactions between teachers and students, and fellow students.

As a way to find out about the techniques of good questioning skill, the teacher can learn from books and from the learning video. Utami (2019) mentions

that Indonesian English teachers can enhance their knowledge and skills by doing personally- initiated learning (PIL) in addition to attending seminar or workshop. She claims that teachers can learn by themselves as long as they are facilitated.

Based on observation, in the virtual world there are many learning videos about basic teaching skills, one of them is the questioning skill. However, learning videos about questioning skill for elementary school is still very limited especially for English subject. Based on the early observation, with elementary school English teachers in SDN 1 PaketAgungin Singaraja, from 11 components of questioning skill, there are only two components of questioning were evident. The rest of the components were not evident. The observation implied that the teachers need to enhance their questioning skills quality. Thus, the researcher tried to develop a prototype of questioning skills instructional video. This prototype could contain examples of questioning skill for English elementary teacher. These examples can be a visual tool or media for English elementary teacher at SDN 1 PaketAgung to learn how to ask questions so that they can stimulate student activity and enhance their understanding. So, it can be concluded that developing learning videos for questioning techniques is very necessary especially for English subject teachers in elementary school level.

## **1.2 Statement of the Problem**

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

1. How is the development a prototype of questioning skills instructional video for elementary English teachers' conducted?
2. How is the quality of the developed prototype of questioning skills instructional video for elementary English teachers?

### **1.3 Purpose of the Study**

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

1. To identify how to develop a prototype of questioning skills instructional video for elementary English teachers'
2. To describe the quality of the developed prototype of questioning skills instructional video for elementary English teachers'.

### **1.4 Significances of the Study**

This study is expected to give theoretical and practical significances. Theoretical and practical significances of this research could be described as follows:

#### **1.4.1 Theoretical Significance**

Theoretically, this study is expected to be able to develop the alternative of learning media in teaching English for elementary school especially the use of learning video.

#### 1.4.2 Practical Significance

##### A. For Teachers

For English teachers in elementary school levels, the results of this development study will increase knowledge about the techniques of questioning skills in the learning process.

##### B. For Students

This study is expected to make the students more interested and motivated in learning English. Through the use of instructional video media that developed, the learning process will be interesting, fun, and meaningful.

##### C. For Other Researchers

The results of this study can be useful for other researchers who want to develop learning videos for other basic teaching skills.

#### 1.5 Scope of the Study

The focus of this study is to develop video learning as a learning media. This study is limited for the students of elementary school at SD N 1 Paket Agung Buleleng in the academic year 2018/2019.

## **1.6 Urgency (Priority) of Study**

With the existence of instructional video skills in English language skills, English teachers will be able to know the techniques of questioning skills, both basic questioning techniques, and further questioning skills. In other words, this developed prototype video can be a learning media to refine their questioning skills. It is expected that the refinement of these skills could affect their teaching quality in the classroom

## **1.7 Research Outcomes**

At the end of the study, it is expected to produce useful outcomes. The output that will be produced in this study is a prototype of instructional video of questioning skills in English subjects for elementary school level.

