Proceedings of the

3rd International Seminar on Quality and Affordable Education

25th - 28th November 2014 | Faculty of Education, University of Malaya, Kuala Lumpur

"Developing Quality and Affordable Education for All"

Proceeding

ISQAE 2014

3RD INTERNATIONAL SEMINAR ON QUALITY & AFFORDABLE EDUCATION

Developing Quality and Affordable Education for All

Jointly organized by:

Hosted by:

25 - 28 November 2014

Faculty of Education,
University of Malaya, Kuala Lumpur, Malaysia

Published by:

FACULTY OF EDUCATION, UNIVERSITI MALAYA
Faculty of Education
University of Malaya
50603 Kuala Lumpur
Malaysia

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All the papers in this proceeding are presented at the 3rd International Seminar on Quality and Affordable Education, 25–28 November 2014 at Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia.

Design and proofread by:

Publication Unit, ISQAE 2014

Printed by:

Ebiza Pack Sdn. Bhd.
Lot 452-A & 446, Jalan 18/2A,
Taman Sri Serdang,
43300 Sri Kembangan

Edited by:

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IMPROVING ASKING QUESTIONS SKILL OF ELEMENTARY SCHOOL SCIENCE TEACHER THROUGH *QUESTIONING & LISTENING (Q/L) STRATEGIES* IMPLEMENTATION

Woro Sri Hastuti,[a,*]

[a] *Yogyakarta State University*

*Corresponding author : woro_srihastuti@uny.ac.id, woro_uny@yahoo.com

Abstract

This research aims to improve asking questions skill on science instruction for elementary school teacher education (namely PGSD). This research is designed by Classroom Action Research (CAR) design. About 39 students of Department of Elementary School Teacher Education in class S8I were involved as a subject. Data were gathered through observation while teaching and learning process. These data consist of (1) degree of asking question ability of the student, these data were gathered through evaluation of students' abilities on peer teaching; (2) teaching learning process; (3) the product (teaching materials including the media and its lesson plans). All of data were analyzed by statistical descriptive. Results show that the implementation of Q/L strategies through contextual teaching and learning improves asking question skill the student. Q/L strategies is conducted by the following steps such as presented modeling from lecturer, teachers develop learning scenarios based Q/L strategies, simulations, and discussion of the simulation results. The improvement of that ability is in low category for cycle I. It is 2,4 in average score. Then, it is in very good category for cycle II. It is 4,5. Moreover, it shows that the treatment is successful in improving asking questions skill.

Keywords: Elementary School, Science, Teacher, Asking Questions Skill, Questioning & Listening (Q/L) Strategies

1.0 INTRODUCTION

Learning Science in Elementary School aims to develop children's curiosity about the natural phenomena around them. One way to develop a child's curiosity is by asking. The role of the teacher in this case is important. Asking is one that must be mastered teaching skills in teaching any material including Science (called IPA).

Elementary School Teacher Education (PGSD) is one of the study programs in Faculty of Education, Yogyakarta State University (YSU), which aims to produce professional teacher candidates. One of the courses supporting students to become professionals in teaching materials in elementary science is Science Education. Through this course, students are trained to simulate teaching. Adapted to the material taught elementary school curriculum that is being imposed by the government. Recently, the government issued a new curriculum called Curriculum 2013. One of the reasons for teaching simulation activities in this course is to achieve one of the requirements to become a professional teacher is master various teaching skills in order to perform well in accordance with the learning objectives. One of skill in teaching is to asking questions.

Questioning in science instruction aims to develop problem-solving skills, encourages students to explore further, and guide them in discussions and team work activities. In order for the questions posed by the teacher meaningful to learners, teachers should also master listening skills. When teachers master both skills, then this could make students to be good listeners. Asking questins, in the new curriculum is one of scientific component that must be present in instruction.

The author as a lecturer of the course, found a number of problems experienced by students associated with questioning skills. One of the classes is S8I. The observations were made when students do simulation of science teaching. In this case the students do the role as a teacher by implementing learning design made. Then, their friends act as elementary students.

The problems faced by the students while teaching simulation is their difficulty in stimulating students asked. Students do not understand the meaning and purpose of asking questions. They are not skilled enough to put forward a good question, is not clear in asking the question, less curious learners, and directs the material being taught, as well as the lack of respect for the students when answering questions.

Therefore, the author as a lecturer of the course train students to skillfully ask through the implementation of Questioning and Listening (Q / L) strategies. Q / L is a strategy of asking questions and listening to responses of learners that are used by educators in learning in the classroom. The question is not just thrown by the teachers but the students are also trained to put forward questions.

The strategies recommended in the Q / L (Carin, 1993: 129-133) is as follows.

1. Provide the questions that are convergent and divergent appropriately.
2. Avoid questions that are compound
3. Avoid excessive reaction
4. Solve the limitations of the mind of learners
5. Ask students to explain the materials and equipment used
6. Be more aware of anything done leveling learners
7. Directing learners to conclude by asking
8. Strengthen and maintain the concentration of learners
9. Always consider learners excessive emotion towards something
10. Paraphrase or repeat in any other language learners are saying
11. A focus on whatever is said by learners
12. Do not distract when learners discuss
13. Provide positive nonverbal signals
14. Using the time interval (wait time)
15. Observing learners who gestured to respond
16. Not interrupt while learners respond
17. Do not provide rewards during the discussion
18. Using techniques sensitive hearing to listen while learners respond or express opinions.

The strategy, the authors implemented through Contextual Teaching and Learning. In this case, the authors conducted an action research that aimed at improving the ability of developing questioning skills in science instruction with the implementation Q/L strategies through Contextual Teaching and Learning (CTL).

CTL is a concept of learning that encourages teachers to connect between the material being taught and the real situation of learners (Nurhadi, 2004: 20). As Johnson (2001: 25) defines the notion of CTL as follows:

The CTL system is an educational process that aims to help students meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

Based on these notions, there are few things contained in the CTL which emphasizes the active involvement of learners to find the material, encouraging students to connect the material to real life events, and apply it in real life.CTL has seven major components, namely constructivism, ask the questions, find, modeling, community learning, reflection, and authentic assessment (Depdiknas, 2002: 10). The steps in the learning that CTL (Nurhadi, 2004: 106):

1. Develop of learners thinking to work, discover, and construct new knowledge and skills
2. Carry out the inquiry activities as far as possible for all topics
3. Develop of inquisitive learners by asking
4. To create a community of learning (learning in groups)
5. Presenting the model as an example of learning
6. Reflect on the end of the meeting
7. Perform an authentic assessment in various ways.

Additionally, the steps performed by applying the Q/L strategies.

The expected benefits achieved through this research is the increased ability of the student in preparing creative questions in accordance with the object and purpose desired, to get used to asking questions and answers as a means of satisfying curiosity, and provide a learning experience that can enhance the ability of science instruction.

2.0 EXPERIMENTAL

Classroom Action Research (CAR) conducted by the author using the model of Kemmis & Taggart (1988) with the following models.

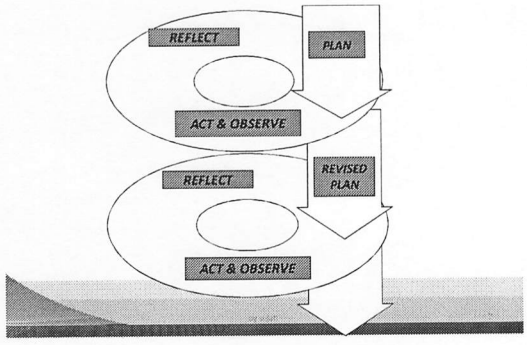

Figure 1. Classroom Action Research (CAR) Design (Kemmis & Taggart: 1990)

CAR type used was a participant action research, that person will take action should also be involved in the research process from the beginning (Suwarsih Madya, 1994: 27). The author in this case is a lecturer of Science Education courses. The study involved two observers that focuses on Language and Science skills.

Variables that were targeted in this study is the increased students' ability of ask to develop skills in teaching materials of science in Elementary School. Other variables involved in this study is a means of learning, teaching materials, student, lecturer, and evaluation procedures as input; the learning process; student simulation process, and the performance of students in the form of lesson plans and visual aids are used. The action plan will do is apply and treat Q / L strategies by CTL in the instruction with the steps as written above in the research instrument there are two, namely:

a) Observation sheet that observe of student activity during the learning process.
   This instrument contains several performance indicators to evaluate the response of CTL students.
b) Assessment of student ability of asking.
   These instruments measure the level of students' ability to develop the skills to ask.

Data were gathered through documentation, observation, and FGD (Focus Group Discussion). The credibility of research is achieved by a) triangulation, revealed through a process of reflection along with a focused discussion involving student representation and interpretation of the Expert Team for the correctness of data by researchers, especially on the observation of the whole process. b) Q & A with peers (peer briefing) is an expert team and other colleagues on teaching Science Education courses.

All data were analyzed with descriptive statistical techniques quantitatively and qualitatively.

3.0 RESULTS AND DISCUSSION

Based on the results of the reflection, the study was conducted in two cycles. In the first cycle of the results obtained have not reached the indicators set, while in the second cycle has reached a minimum indicator set. Here are descriptions of data obtained in each cycle.

First Cycle (Cycle I)

The first cycle of the meeting held on the 7th until the 11th of 16 times or five times face to face meetings. The initial steps were carried out at the 7th meeting that the lecturer identify students' prior knowledge possessed about questioning techniques. Next do the explanations and debriefing Q/L strategies by the lecturer, continued modeling elementary science materials. Furthermore, the class is divided into small groups. They were 8 groups with details of seven groups of five members and one group consists of 4 members. Heterogeneous group in terms of gender and skill level of students. The number of active students a total of 39. Each member of the group has been tasked to prepare the lesson plan.

The next stage was held on the 8th meeting which each group discussed their Lesson Plans, then turns discussing one friend, advises arranged Lesson Plans oriented Q/L strategies. After Lesson Plans were revised, they are reviewed again by the group, the group determines one of their Lesson Plans to be simulated in front of the class at the next meeting.

The next step is conducted at the meeting of the 9th: each representative group simulates a group lesson plans that have been agreed at the previous meeting procedures: A simulation of a representative group, other groups provide input in writing. Once there were three students who represent each group advanced, made reflections on the implementation of the simulation by providing feedback in the form of comments and suggestions by some students. Due to the simulation activities conducted at this meeting is not finished, then resumed at the next meeting.

The meeting of the 10th continued until the entire course of the simulation developed to simulate a representative group. At this meeting accomplished three simulated students. At the 11th meeting: resume the simulation, there are two representatives of the group were simulated. As in previous meetings, followed by student responses. Until the end of the activities at the 11th meeting there is about 45 minutes left. This time is used by lecturers to deliver the improvements and things that still need to be improved, in addition to the lecturer and students to reflect on the implementation of the first cycle through the discussion. In this case expected to seek a better way, to develop a Q/L in the simulation teaching strategies. This is the end of the 1st cycle.

Observation Findings

The findings of observations of students during the learning activity contains the following indicators:

1. Identify of the constructivism and ask based prior knowledge.
   Lecturers have done this step. Lecturer questions include: *how do you start to explore the concept has been owned by the students? When you discussed the topic of science materials to explore daily phenomenon such as linking with the child, what questions would you make?*
2. Modeling by the lecturer
   At this stage, the topic of which is modeled by the lecturer is Light, especially in terms of differences in the position of images formed on the light source. Findings show that the lecturers have applied Q / L strategies, and student interest to modeling done by lecturer.
3. Construct the learning community.
   At this stage, all students were divided into 8 groups of 4-5 members. Students conduct discussions as directed lecturer.
4. Develop and perform the product.
5. The atmosphere of science classroom while students conduct the simulation of the instruction.
6. Reflection of the finding
7. Doing an authentic assessment on students' assignment
   The evaluation of students' assignment involved the quality of Lesson Plan which is created by students and their performance while doing the simulation.

Moreover, the ability of asking skill of the student is assessed based on the Lesson Plan and their performance in the simulation. Table 1 shows the asking ability of the student while doing the simulation

Table 1. Students' achievement of asking ability in 1st cycle

No	Indicators	score	Category
1.	The convergence and divergence of questions	1.8	very weak
2.	The compounded questions	2.5	weak
3.	Does not give an excessive reaction	2.4	weak
4.	Giving solution while the students have a limited ideas	2.1	weak
5.	The explanation of teaching materials through the questions	1.9	weak
6.	Focuses on students' activities	2.2	weak
7.	Asking the students about the decision	2.3	weak
8.	Reinforcement and giving a feedback to the students	2.4	weak
9.	Focuses on an excessive emotional of the student	1.9	weak
10.	Paraphraseof students' ideas	1.7	very weak
11.	Focusses on students' ideas	2.3	weak
12.	Focuses on the topic of discussion	2.5	weak
13.	Giving a positive non verbal signal	2.4	weak
14.	Wait time	2.3	weak
15.	Response of non verbal students' gesture	2.1	weak
16.	Does not interupt while others give a respponse	2.3	weak
17.	Does not give rewards while discussion	4.6	very good
18.	Students' response	3.3	fair

The mean overall indicators met the entire group was 2.4. It means that it is in the category of less. Thus it needs to continue in the next cycle.

Reflection

Feedback is provided to the simulator, when done at the end of the meeting, the results are less than the maximum. Commentators have forgotten some of the things they want to argue. In addition, the simulator also experiencing forgetfulness of the wrong he had done when simulating. There are lots of variations time left in simulation process. This turned out to cause noise in the classroom.

Lesson Plans made by students generally only develop a Q / L strategies at the beginning and end of the meeting. At the core activities, no activity to ask.

The Follow-up Plan

Once a student simulation, directly provided time for other students to respond. Response times are limited to efficiency. Technical issues remain submitted to the simulator. Then, do assertion time, and a 4-minute warning before the time expires. Hence, it needs an extra guidance about the scenario so that students are prepared for the learning process to apply the Q / L strategies as a strategy to improve students' curiosity and develop critical thinking skills of children.

Second Cycle (Cycle II)

Based on recommendations from the results of the first cycle of reflection, structured learning scenarios, and the course of the learning process are described below:

1. On the first day of the second cycle is the 12th meeting of the lecture, the lecturer began by reviewing the

shortcomings experienced by students in developing the Q / L strategies through the provision of questions about things that are perceived as inexperienced students applying Q / L strategies, further modeling Q / L strategies regarding one elementary science topics is a Simple Electrical Circuit. Then, using the distribution of the groups, the students discuss the revised Lesson Plans to be simulated each group. Learning products is in the form of a revision Lesson Plans of each group.

2. The 13th of the meeting: a representative group of simulated teaching, representatives of other groups respond, until the time of face-to-face finishes were completed three advanced students. Results feedback (written or oral) made material reflection for simulating representative groups and other groups so as not to repeat the same mistakes.
   But before starting the simulation, the lecturer stressed to participants that act as elementary school students, so that the weight of the child's ability to adjust the question appropriate grade level of the material being taught.
3. The 14th of the meeting: such meetings to 13, there are three groups of students perform.
4. The 15th of the meeting: such meetings to 14, there are two groups of students perform. Then, it is done reflection on the implementation of learning.

Observation Findings

Just as in the first cycle, the observation, observation guide used in the form of two instruments, the first observation sheet student activity during CTL learning, and student observation sheet activities, especially in the activities of a simulation to determine the performance of students in applying the Q / L strategies.

The findings of observations of students activities during the learning activity contains the following indicators:

1. Identify constructivism and ask based prior knowledge.
   At this stage, the lecturers to explore the benefits and drawbacks experienced by students after applying experienced Q/ L strategies. The questions asked lecturers include: Is there a difference between without and with applying simulated Q/L strategies? What are the differences?
2. Modeling by the lecturer
   At this stage, the topic of which is modeled by the lecturer is a simple electrical circuit, particularly in terms of how students can distinguish between series and parallel circuits and their application in daily life.
3. Construct the learning community.
   At this stage, all students were divided into 8 groups of 4-5 members. Students conduct discussions as directed lecturer. Here it is observed that each active group discussions.

Table 2 shows the asking ability of the student while doing the simulation

Table 2. Students' achievement of asking ability in 2nd cycle

No	Indicators	score	Category
1	The convergence and divergence of questions	4.4	very good
2	The compounded questions	4.8	very good
3	Does not give an excessive reaction	3.9	good
4	Giving solution while the students have a limited ideas	4.3	very good
5	The explanation of teaching materials through the questions	4.6	very good
6	Focuses on students' activities	4.1	very good
7	Asking the students about the decision	4.7	very good
8	Reinforcement and giving a feedback to the students	4.5	very good
9	Focuses on an excessive emotional of the student	4.6	very good
10	Paraphraseof students' ideas	3.8	good
11	Focusses on students' ideas	4.5	very good
12	Focuses on the topic of discussion	4.6	very good
13	Giving a positive non verbal signal	4.8	very good
14	Wait time	4.6	very good
15	Response of non verbal students' gesture	4.6	very good
16	Does not interupt while others give a respponse	4.9	very good
17	Does not give rewards while discussion	4.8	very good
18	Students' response	4.6	very good

In the first cycle, based on the data that has been described earlier, it has not achieved satisfactory results. Among them is the performance of students in a simulated. This is apparently due to the manufacturing of learning scenarios that are less detailed, and the checking of the lecturer to the students drafted a scenario that is less so the results are less than the maximum. However, compared to the performance of students when Q / L strategies have not been submitted, the student raised a question to the participants the impression of only a formality. This means that the participants' answers are not so in response, and lack of respect for the student participants were answered. Although using process skills, but teachers are more dominant than those that act as elementary students.

There is a student weaknesses in simulated classroom in the first cycle of this class, because the students merely pegged made a list of questions in the Lesson Plans. In fact, the scenario drawn up was not specified. The participant answers is not the same as the estimate of the answer that has been planned, the simulator experience confusion.

Only a very good indicator that achieved in the absence of reward when the students discussed. This indicator means it is very easily done by students.

Generally, though students are included in the category of adults, in the lecture still need extra guidance lecturers. The important thing that needs to be invested by the student is trying to show the independence of the best. Through these CTL, questioning techniques by applying Q / L students strategies can be mastered in the excellent category.

■4.0 CONCLUSION

Implementation Questioning and Listening (Q / L) through the learning strategies of Contextual Teaching and Learning increase students' ability to develop the skills to ask for students of Elementary School Teacher Education in teaching science subjects in Science Education. The improvement in the first cycle mean is the ability to develop questioning skills acquired by students in the category of less than the average score of 2.4, on the second cycle increased to 4.5 in the excellent category.

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