

**DEVELOPING STUDENTS' WORKBOOK FOR SPEAKING SKILL  
BASED ON INQUIRY-BASED LEARNING FOR GRADE SEVEN OF SMP  
SWASTA ISLAM TERPADU HIKMATUL FADHILLAH MEDAN**

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**ABSTRACT**

This study aims to (1) investigate how the workbook for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan, (2) know relevant workbook needed for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan, (3) develop a students' workbook for speaking skill based on Inquiry-based Learning for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan. The research was conducted by using the Research and Development method from Gall, Gall and Borg (2003). The research subject was English teacher and students for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan. The instrument used was teacher's interview and students' questionnaire. The workbook was validated by validators that consist of material expert and English teacher practitioner by using questionnaires validation sheets. The data were collected by using descriptive analysis. The results of the study show that: (1) the existing workbook does not support students to do work actively, (2) relevant workbook that is needed by students is workbook based on inquiry-based learning, and (3) the developed inquiry-based learning workbook has been valid with a percentage of 95.55 % from English lecturer and 97.03% from the English teacher and this workbook is appropriate with students' needs for speaking skills.

***Key words:*** *Inquiry-based Learning, Speaking, Students' Workbook.*

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## **1. INTRODUCTION**

Speaking is one of the skills in language learning that has to be fulfilled. Speaking is a skill which holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. Both are talking about the contents that are related to their needs, situation, and purposes. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor. According to Chaney and Burke (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages. Relates to the definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds.

Unfortunately, many students still find it difficult to speak English. Actually there are some factors that influence, such as the students are not interested and motivated in learning English, lack of vocabulary, not confident to speak English directly with their English teacher and their classmates, they are afraid of making mistakes in speaking English, and they rarely practiced speaking English. It means that they need more chances to practice it.

Speaking as a productive skill is much needed for students to master because students will always need language to communicate. It is also supported by the role of English as an international language which underlines the importance of English speaking ability. By having a good ability in speaking English, students will easily express their feeling, thought and ideas in social interaction.

As the essential subject that students need to master and consider that English is not the first or second language in Indonesia which means students are not accustomed to use this language in their daily life communication, teachers need to pay more attention to teach speaking because learning this language will be more difficult to English non-native speaker like Indonesian students. Nunan

(2003:48) states that speaking in a new language is harder than reading, writing, or listening.

In order to overcome the phenomenon above, teachers can provide an appropriate speaking material because material is a tool used by both teacher and learner to stimulate and guide the process of teaching and learning. Tomlinson (2011) explains material is anything which can be used to facilitate the learning of a language. Material is also one of many factors that affect how fast the students develop their mastery in learning.

Based on the statement above, learning material is the core of teaching and learning process which consumed by students in the learning mastery. Teacher also needs to find an appropriate material in language learning which also integrated with the syllabus to support the students in mastering the speaking skill.

There are many types of material which can be used by teacher in teaching and learning process. They can be in printed form such as textbook, workbook, worksheet, etc or in the audio and video form. Based on curriculum currently applied In Indonesia is the curriculum 2013 which refers to the concept of constructivism with the approach of Student Centered Learning (SCL). SCL learning system requires students to be more active and can build their own understanding through what they have done. Learners can be active if during learning activities there are learning resources that can support the learning process such as, compilation of worksheet, students workbook.

Tomlinson (1998: xvii) defines workbook as a book which contains extra practice activities for learners to work on it in their own time. So, by using the workbook learners can write the answers in it because the workbook itself usually has questions with space for answers where students can enter the answer beside the questions and exercises. Besides, workbook is given as a measurement how far the students have understood toward the lesson. The requirements of appropriate workbook are suggested by Badan Standar Nasional Pendidikan (BSNP) with four criteria such as the appropriateness of the content, presentation, language and graphics of the workbook.

In observing the existing workbook of the seventh grade students in SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan still need to be considered whether the workbook has a good quality that refers to statement of BSNP above. In fact, the workbook has some drawbacks.

Effort to overcome the situations above, inquiry-based learning is the learning that can be applied in student's workbook. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject. Inquirer will identify and research issues and questions to develop knowledge or solutions. As Liewellyn (2005:24) defines that inquiry as learners' active exploration by using their critical, logical, and creative thinking skills to propose questions of the topic they engaged. This approach is considered applicable and useful in increasing students' speaking skill in all subject of speaking competence and make students active during the learning process where students feel enjoy so they will be motivated to do activity on the workbook.

To sum up, the researcher intends to conduct the study to develop students' workbook of speaking skill for the first semester of the seventh grade students of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan which the contents of the workbook will be related to the basic competency demands and the students need. The exercises of the workbook are also classified or categorized under the term in inquiry-based learning stages to help them develop their English speaking competence.

## **2. RESEARCH METHODOLOGY**

This study applied the Research and Development (R&D) research method by Gall, Gall and Borg (2003) who states that a process is used to develop and validate product. The R&D in educational research has some following stages, such as: Gathering Information and data, Analyzing the Data, Designing New

Workbook, Validating New Workbook by Experts, Revising Workbook based on Experts' Suggestion, and Final Product.

The subjects of this study are students for grade seven and English teacher of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan and the object is workbook.

The data of this study were collected by using two instruments: which were questionnaires and interview, the questionnaires were given to the students while the interview was proposed to the teacher regarding the opinions of students and teacher.

The data were collected in the form of qualitative which was from the interview and quantitative form which was from the questionnaires. The data obtains from the questionnaires and interview were firstly collected and analysed. These data were needed to get the best solution in terms of preparing what material is appropriate for students grade seven in SMP Islam Terpadu Hikmatul Fadhillah Medan and assess the students' needs and interest in learning speaking material.

### **3. RESEARCH FINDINGS AND DISCUSSIONS**

#### **a. Research Findings**

In this study, there are only a few stages taken, such follows:

#### **1. Gathering Information and Data**

##### **a. Analyzing Learning Objectives**

In the workbook developed, there is a section to emphasize linguistic elements to increase students' vocabulary. By increasing students' vocabulary, students are expected to be able to be better in understanding the contents of the text and understanding the sentence structure provided in the workbook.

##### **b. Analyzing Students characteristics**

The characteristics of seventh grade students in the 2018/2019 academic year studied include academic development and socio-economic background. In this study, the subjects are 28 students of class VII SMP Swasta Islam Terpadu

Hikmatul Fadhillah Medan with age range of 15-16 years old. Students are in socio cultural term. This can be seen from the students' master book which shows students come from various types of family backgrounds.

## **2. Analyzing Data**

The results of this stage are formulating specific learning objectives by showing the basic competencies and indicators.

## **3. Designing a New Workbook**

### **a. Speaking Workbook (Planning)**

Based on the results obtained by the researcher in the previous stage, researcher plans to write teaching materials in the form of workbook to support the achievement of learning objectives based on competency standards and basic competencies.

In addition to the components of the teaching materials developed, the specifications of teaching materials are important things that must be considered in developing teaching materials and their presentation can attract students to use them.

### **b. Designing Workbook (Workbook Product Development)**

Activities carried out at the design stage of the initial product development of this workbook are:

#### **a. Write the title**

The title of the specified teaching material is written as attractive as possible for students to read it. The title of the teaching material developed is workbook based on inquiry-based learning which are speaking material that includes four types of short dialogues.

#### **b. Formulate standards competencies and basic competencies**

Standard competencies and basic competencies are the basic for developing learning objectives, subjects and problem training to be presented in teaching materials. Standard competencies and basic competencies are formulated based on the 2013 curriculum.

**c. Formulate leaning objectives**

The learning objectives in each subject presented are oriented to students and adapted to existing standard competencies and basic competencies.

**d. Arrange material**

The material presented in the English workbook consists of four chapters for each material, namely asking and giving information of greeting, thanking, leave taking, apologizing; asking and giving information of introducing self; asking and giving information of times, date, day, and year; asking and giving information of things, animals and public places.

**e. Arrange learning activities on workbook with inquiry-based learning models**

In accordance with the core of this research is developing workbook based on inquiry-based learning, then the steps of learning activities in this inquiry learning based workbook can be explained as follows:

**1. Questioning phase**

Teacher shows pictures of the material in front of the class. Then, the teacher gives students leading question of the material that will be taught such as brain storming question and give key word. In this section, the teacher should try to lead the students unconsciously about the material that will be taught by the teacher. All activities are undertaken by the teacher in questioning phase (oral practice).

**2. Exploration phase**

The teacher asks students to work in pair. Then, the teacher gives the task like dialogue and question that lead students to find the functions, forms and structure of dialogue or material that will be taught. The teacher asks students to discuss the answers in pair. The students discuss the answers in class guided by the teacher. The students write the answers on whiteboard. The teacher gives praises to the students for their hard work in answering questions.

### **3. Information Interpretation phase**

The teacher discusses again the students' answers on the whiteboard. The teacher provides an explanation in order to strengthen the social function, generic structure and language picture that is being taught explicitly. The teacher gives some examples as a model. The teacher does repetition over and over again about the materials. The teacher provides instructions in the form of tasks or questions that contain a case for the students do in pair. The students are required to make their own answers to solve the situations/cases provided.

### **4. Communication phase**

The students are asked to communicate their finding in front of class in pair.

#### **4. Validating Workbook by Experts**

Validation is an important part of product development to correct errors and weaknesses in the initial product. The validators consist of two people, the English lecturer of State University of Medan and an English teacher from SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan.

The expert validations are focused on material, language and presentation aspects that cover the entire contents of the workbook developed in the form of corrections, critics, and suggestions that are used as a basis for making revisions and improvements to the workbook.

#### **a. Validation from English Lecturer**



The material validation in the workbook developed is carried out by one expert, Prof. Amrin Saragih, M.A. Ph. D., English lecturer at Faculty of Language and Arts in State University of Medan. The assessment is carried out to improve the quality of inquiry-based learning workbook for students grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan.

Based on the validation data from the English lecturer, it is stated that the material presented in inquiry-based learning speaking workbook scored 129 or 95.55 %.

#### **b. Validation of English Teacher**

The material validation in the workbook developed is carried out by another expert, Mahwia Rahma Gultom, S.Pd., English teacher at SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan. The assessment is carried out to improve the quality of inquiry-based learning workbook for class VII students of SMP Swasta Islam Terpadu Medan.

Based on the validation data from the English lecturer, it is stated that the material presented in inquiry-based learning speaking workbook scored 131 or 97.03 %.

### **5. Revising**

There were some critics and suggestions by experts.

a) Prof. Amrin Saragih, M.A., Ph.D., suggested as follows;

The result is considered very valid and the conclusion from English lecturer is feasible to use in the field with minor revisions according to the suggestions put forward. From the suggestions put forward by the validator, the researcher revises the presented workbook to get better result. The comments given by the validator include things about selecting Indonesian pictures in the workbook, using right punctuation and adding glossarium before reference.

b) Mahwia Rahma Gultom, S.Pd., suggested as follows:

These results are considered very valid and the conclusion of English lecturer is feasible to use in the field without revisions

## **6. Final Product**

After revising the workbook, the final product had been completed. The workbook was already based on the students' needs and appropriate to be used in the teaching learning process which was able to enhance the students' enthusiasm and achievement.

### **b. Discussion**

The result of the validation from English lecturer and English teacher are each aspects of the research are determined by the average score in each category. The results of the assessment are then analyzed to determine a proper and valid workbook. The average percentage of the validators evaluation above can be described in the following explanation.

At the end of the development carried out in this study is a workbook of speaking skills. Workbook compilation can be declared as fulfilling eligibility or valid as a workbook for speaking skills. At the stages of developing the workbook are validation by an expert (Prof. Amrin Saragih, M.A., Ph.D.) and an English teacher practitioner (Mahwia Rahma Gultom, S.Pd.)

The results of the validation by material experts, language and material presentation stated that the workbook of speaking skill based on inquiry-based learning at the validation stage is feasible to be used in the school where the research is conducted, namely students of grade seven at SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan school.

Based on the results of the research that has been stated, the final result of the content aspect score is 36 points or 90%, which is very valid. The content aspects include things about systematically workbook according to core and basic competencies, the developed workbook support the basic competency achievement, comprehension of social function of text or expression; structure

text and language features, producing oral texts, relevance of academic context and students' daily life, and knowing the further material.

From the process aspect, the final result of the validation score is 24 points or 96 %, which is very valid. The process aspect includes things about workbook that is presented sequentially and continuously; with the balance texts, form, learning activity and pictures and lead students to communicate orally.

From the linguistic aspect, the final result of the validation score is 35 points or 100 %, which is very valid. Linguistic aspects include the use of simple language, correct instruction, suitable language with the students' English proficiency, grammatically English, accuracy of punctuation, correct word choices and lead the students; critical thinking.

From the aspect of layouts, the final result of the validation score is 34 points or 97.14%, which is very valid. Layouts aspects include matters regarding the size, design, font type and colours, pictures/ illustrations, the consistency of the title of each unit and the normal space in each line.

The total validation score from expert reaches 129 points or 95.55%, which means that the result of workbook validation for inquiry-based learning is very valid.

Based on the result of the validation of the English teacher practitioner, the core aspect received a validation score of 39 points or 97.5%, the process aspect got a validation score of 25 points or 100%, the linguistic aspects got a validation score of 33 points or 94.28%, and the layout aspect gets a validation score of 34 points or 97.14%. The total validation score of English teacher practitioner reaches 131 points or 97.03%, which means that the result of workbook validation for inquiry-based learning is very valid.

## **5. CONCLUSIONS AND SUGGESTIONS**

### **a. Conclusions**

Based on the analysis, the conclusions are stated as follows:

1. The existing workbook of speaking skill for students of grade seven at SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan is only focused on answering questions without improving students' skills as the purpose of inquiry-based learning.
2. Students want workbook that contains all aspects such as aspect of inquiry based-learning activities, learning concepts, linguistic aspect and illustration aspect. Based on the conclusion from the result of the students' questionnaire responses is received 26 respondents completely agreed and 2 respondents agreed with the statements in all aspects.
3. Students' workbook for speaking skill for grade seven should be developed based on aspects of inquiry-based learning that aims to develop the ability to think systematically, logically and critically or develop intellectual abilities as part of mental processes. Thus, in inquiry learning, students are not only required to master the subject matter, but how they can use their potential especially. Based on the conclusions from the English lecturer on inquiry-based learning workbook-based got very valid result with an average score of 95,55%. The result of conclusions from practitioners of English teachers obtained very valid result with average score of 97.03%. From the results of the stages of validation as a whole, it can be stated that the workbook for speaking skill based on inquiry-based learning developed is feasible to be used in the field and very valid..

b. Suggestions

Based on the results of this study, the researcher presents several suggestions as follows:

1. The workbook for speaking skill based on inquiry-based learning that has been developed can be used as an alternative teaching material in improving student learning outcomes. In addition, this inquiry-based learning workbook is interesting, in accordance with the characteristics of students and creates enthusiasm and creative students.

2. Students respond positive to the learning speaking material with the application of inquiry-based learning models in the workbook. Therefore it is expected that the English teacher can create a learning atmosphere that provides positive and pleasant responses for students. Thus, students will not assume that English, especially speaking material, is a taking a note and boring lesson.

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