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Development of Speaking for General Purposes Teaching Materials Based on Inquiry-based Learning Approach in English Education Study Program Jambi University

Duti Volya[1], Nely Arif[2]

[1] *Duti Volya. Universitas Jambi. e-mail: duti.volya@gmail.com*
[2] *Nely Arif. Universitas Jambi. e-mail: nely.arif@gmail.com*

ARTICLE INFO	ABSTRACT
	This study aims to develop speaking for general purposes teaching materials based on an inquiry-based learning approach in Jambi University English education study program. This inquiry-learning approach-based teaching material was developed to improve students' speaking skills based on the inquiry process. This research is also a form of implementing learning with a project based learning (PJBL) program for listening and speaking courses for general purposes. The subjects of this development research are students of the first semester of the English education study program for the 2020/2021 academic year. They took the Speaking for general purpose course which is offered in the first semester. This research uses a Research and Development approach. The approach used in this research uses three stages, namely the exploration stage which includes analyzing the needs for teaching materials, the prototype model development stage which includes designing the model and testing the model and the validation stage which includes expert validation. (Sukmadinata (2008). The data collected at the exportation stage is speaking for general purpose based on inquiry. The material made is a prototype speaking for general purpose based on inquiry-based learning. In developing the material, researchers use YouTube online as a teaching and learning medium. Developing activities and learning and their assessments as one of the manifestations of student-centered learning (student based learning). Researchers develop a class management system and monitor and evaluate learning. Researchers also reflect on the learning process associated with the results of case methods and project based learning with innovative development of solving a case, increasing student participation in analyzing cases and finding solutions collaboratively. In the case method model, the lecturer provides a description of a situation that requires the actors in the situation to take l certain decisions to solve a problem. Based on the information presented in the case, students choose alternative problem solving that is considered the most appropriate based on an understanding of the problem, analysis and comparison of available alternative solutions.

1. Introduction

The speaking for general purpose course in the English language education study program at Jambi University cannot be abandoned by students and lecturers because this course

is the first stage for students in learning speaking skills. This course should be understood by all lecturers who teach English language skills courses because in its application this course can help lecturers who teach English language skills courses in communicating. Not only that, the general purpose speaking course is one of the skills that really influences aspects of communication

1.1 Formulation of the problem
The formulation of this research problem is as follows:
1. What is the need for developing teaching materials for speaking for general purposes based on an inquiry-based learning approach in the English language education study program at Jambi University?
2. What are the principles for developing speaking teaching materials for genealogical purposes based on an inquiry-based learning approach in the English language education study program at Jambi University?
3. What is the form of teaching materials for speaking for general purposes based on an inquiry-based earning approach in the English language education study program at Jambi University?

1.2 Research purposes
The aims of this research are as follow:
1. To analyze the need for developing teaching materials for speaking for general purposes based on an inquiry-based learning approach in the English language education study program at Jambi University.
2. To know the principles of developing teaching materials for speaking for general purposes based on an inquiry-based learning approach in the English language education study program at Jambi University.
3. To develop teaching materials for speaking for general purposes based on an inquiry-based learning approach in the English language education study program at Jambi University.

1.3 Research Contribution
It is hoped that the results of this research will be of benefit to: Lecturers who teach speaking for general purposes courses, namely as teaching material in studying lecture material. For students, through this research, it is hoped that speaking for general purposes teaching materials based on an inquiry-based learning approach in the English language education study program at Jambi University can become a source of teaching materials in speaking for general purposes lectures. For all parties interested in similar research as reference material for research or parties involved in education in order to develop scientific culture and can also be used as a basis for the development of other learning media.

2. Literature Review
2.1 Teaching Materials
Choudhury (1998:154) states that teaching materials function as a binder for the entire learning process because, if packaged as a system, teaching materials can be used as a control to avoid missing elements or unnecessary repetition. Furthermore, Tomlinson (1998) stated that teaching materials can be in the form of textbooks, cassettes, CD-ROMs, news, or writing. At the same point, Graves (2000) also stated that textbooks, texts, pictures, worksheets, videos and also activities carried out by students, and how the materials and activities of students are arranged can be said to be material in learning.

Mashura (2003: 351) also said that teaching materials must be able to attract learner interest by selecting materials that are suitable for teaching. Tomlinson (1998) also describes the basic principles that must be considered in developing teaching materials, namely: having a positive impact, making you feel comfortable, helping to develop self-confidence, being seen as something relevant and useful, and making students willing to try because they feel the benefits, in accordance with their readiness. or provisions that the learner already has, contains language features that the learner should pay attention to, gives the learner the opportunity to use English to achieve communicative goals, considers the learner's differences in their learning styles and affective traits, considers the possibility of a period of silence (students should not be forced to speak) at the beginning of the learning period, and maximize the various potentials of learners by involving intellectual, aesthetic and emotional intelligence which can stimulate right and left brain activities.

2.2 Speaking for General Purposes

According to Heaton (1990:81) speaking is a complex skill in expressing opinions or thoughts and feelings to a person or group. Furthermore, Harmer (2001:269) states that speaking is an active ability and productive ability in communicating verbally. In this case, the ability to speak fluently not only uses language but also the ability to process language information in communication. Furthermore, Heaton (1990:81) states that there are five components commonly used in the speaking process, namely pronunciation, grammar, vocabulary, fluency and understanding. Furthermore, Ur (2000:121) describes several problems in teaching speaking such as: inhibition, nothing to say, low or uneven participation, mother-tongue use.

According to Ryan (2004) pair-work is a technique that can be used in teaching speaking. He introduced five stages that must be carried out in building dynamic conversations in class, namely: one quick question, assigning a new pattern every lesson, dialogue practice, creating a variation of the dialogue, communicative pair work. Furthermore, Richards and Renandya (2002:42) state that there are several techniques that can be used in teaching speaking, namely: Role play, Native-speaking visitors answer questions in specific topics, Pen friends, by mail or E-mail, Group presentation of topics students have researched, Interclass debates, Speech competitions, Concerts-with plays and singing.

However, the success of the speaking learning activity will be said to be successful if it fulfills characteristics such as: learners talk a lot, participation is even, and motivation is high. (Ur (2000:120)). According to Shumin (2002:209) interaction activities are effective if: manipulative, meaningful and communicative involving learners in using English for a variety of communicative purposes. Furthermore, Shumin (2002:210) states that Aural, Visual, Material aided, Culture-awareness are some examples of effective interaction activities. According to Volya, Duti (2020), the material presented for speaking can be in the form of everyday conversations such as (1) openings and closings, (2) introductions and address systems, (3) invitations, (4) thanking people and replying to thanks, (5) apologizing, (6) expressing anger and resolving conflict, (7) giving compliments and replying to compliments, (8) getting people's attention and interrupting, (9) agreeing and disagreeing, (10) controlling the conversation, (11) getting information, (12) Sympathy, regret and disappointment, (13) giving advice and suggestions, (14) making appointments.

2.3 Inquiry-based learning

According to Gulo (2005:84) inquiry means question or examination, investigation. According to Gulo in Al-Tabani (2014: 78), inquiry strategy means a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that they can fully formulate their own discoveries self-confident. According to Al-Tabani (2014: 147) inquiry is a core part of contextual-based learning

activities. It is hoped that the knowledge and skills that students acquire are not the result of memorizing a set of facts, but rather the result of discovering them themselves. Furthermore, Gulo (2005) stated that inquiry not only develops abilities and intellectual abilities but also all existing potential, including emotional development and inquiry skills, is a process that starts from formulating problems, formulating hypotheses, collecting data, analyzing data and making conclusions.

3. Research Methodology

3.1 Research design

This research uses a Research and Development approach. According to Gall & Borg (1983:772), development research is a research design that aims to develop and validate educational products. The prototype model developed is speaking for general purpose materials based on contextual approach in the English language education study program at Jambi University. The subjects of this development research are students of the English language education study program in the first semester of the 2019/2020 academic year. They take Speaking for General Purpose course at the first semester.

3.2 Research procedure

The research stages consisted of 10 steps which were then summarized into 3 stages by Borg and Gall (1983). These three stages include (1) preliminary studies (research and information collecting), (2) model development, which consists of six activities, namely planning, developing preliminary form of product, initial field trials on a limited scale (Preliminary field testing), making improvements to the initial product produced based on initial trials (Main product revision), main trials (Main field testing), making improvements/refinements to the results of wider trials (Operational product revision) . (3) model validation which includes Operational field testing activities, namely validation testing steps for operational models that have been produced, Final product revision, namely making final improvements to the model developed to produce the final product, and Dissemination and implementation, namely steps disseminate the product/model developed. Due to time constraints, for this research the research team will not carry out the final stage. The results of this research will only arrive at a product prototype because to arrive at a finished product the researcher does not have sufficient time to carry out trials for a long time in the form of experimental research.

3.3 Preliminary Study (research and information collecting)

At this stage the research team reflected on the Speaking for general purposes learning activity process that had been carried out by the research team as lecturers in "Speaking for General Purposes" course. Apart from that, the research team also conducted a documentation study in the form of a review of the general speaking course curriculum, the textbooks that have been used and the learning tools to determine the purposeful competency standards (SK) and basic competency standards (KD). This preliminary study also equipped with the distribution of a questionnaire (Need analysis questionnaire) to students who have contracted the speaking for general purposes course which aims to find out students' responses to learning speaking for general purposes.

3.4 Model Development

Based on the preliminary study, the research team formulate competency standards (SK) and basic competencies (KD) to be included in the teaching materials (modules), then determine the materials that included in the speaking for general purposes module. After draft 1 of the teaching materials is created, the researchers conduct a limited trial involving 3 students.

Limited trials were carried out by asking for their responses to the resulting product draft. The instrument used in this limited trial was interviews.

Furthermore, the results of the limited trials used as a guide for making improvements of produced. After that, the research teams conduct field trials involving one class of students. At this stage the researcher complete these activities by observing the ongoing learning process and distributing questionnaires to determine student responses to the ongoing learning process using teaching materials of speaking for general purposes based on an inquiry-based learning approach developed by the research team.

3.5 Model Validation

After the field trials are carried out, the research team makes improvements to the teaching materials developed based on the results of observations and questionnaires. After revisions have been made, the developed teaching materials submitted to the expert validation team. The validation teams evaluate the content, language and appearance of the teaching materials (lay out). The assessment results and recommendations from the validation team will be analyzed to get an idea of the quality of the teaching materials and aspects that need to be improved. These assessments and recommendations will be used as references for improvements to produce teaching material prototypes. As stated at the beginning of this chapter, researchers will not carry out experimental testing activities for prototypes of the teaching materials produced and disseminated due to the limited time available for this research. Therefore, for this research, the research results will only reach the prototype of teaching materials.

3.6 Data and Data Sources

This research data will come from 3 things. The first is the process of developing teaching materials for speaking for general purposes based on an inquiry approach. The second is limited trials and field trials. And the third is validation of the materials developed. The data in this research include (1) the process of developing teaching materials which includes the results of reflection on the learning process of the speaking for general purposes course which the research team taught, documentation, and the results of a questionnaire on students' needs for teaching materials for speaking for general purposes, (2) the results of interviews with limited trials (3) results of observations of the implementation of teaching materials, (4) results of observations of student activities, (5) results of student response questionnaires to the teaching materials being developed, (6) results of assessments from the validation expert team regarding the quality of the teaching materials being developed.

3.7 Data Collection Techniques

The techniques used to collect data in this research are documentation, questionnaires, interviews and observation. Documentation is used to study the speaking for general purposes curriculum. Questionnaire is used to analyze students' needs for speaking teaching materials for general purposes and student responses to the teaching materials being developed, as well as to determine the suitability of the teaching materials being developed which were obtained through the assessment results from a team of validation experts (validators). Interview techniques were used to determine student responses to the teaching materials developed. Meanwhile, observation is used to get an overview of the implementation of the teaching material development process, the implementation of teaching materials, and student activities in class when the teaching materials are tested.

3.8 Data Analysis Techniques

Data analysis was carried out using interactive analysis techniques as proposed by Miles and Huberman (1984). There are four steps taken in this analysis, namely (1) data collection; (2) data sorting; (3) data presentation; and (4) drawing conclusions or verification. Each stage is carried out in a structured and planned manner.

The data collected analyzed and grouped into three parts, namely (1) data analysis of the need for speaking for general purposes teaching materials obtained from questionnaires for students, (2) data from interview results and implementation of teaching materials in the form of speaking for general purposes modules in the class limited (observation results and student response questionnaires regarding the learning process with developed teaching materials), (3) data from validation from an expert team consisting of expert lecturers and graphic design experts. All data obtained from student questionnaires, interviews, observations and validation questionnaires will be analyzed quantitatively and qualitatively.

4. Findings and Discussion

Based on the results of research that has been carried out with expert validation stages, it shows that the guided inquiry-based teaching materials that have been developed have met the criteria for being valid by experts and practical for students. The results of the research that has been carried out are in accordance with research that has been carried out previously by (Melisa, 2016); (Febilia, 2018); and (Ulfa, 2015) which concluded that the teaching materials that had been developed were declared valid and practical according to the assessment of the validators and small group tests. Teaching materials are developed using guided inquiry steps that can increase students' understanding of concepts. In line with research conducted by (Komalasari et al., 2019) which states that the guided inquiry learning model provides more optimal understanding of concepts compared to the direct learning model. This is because inquiry learning is a learning model that is based on the constructivist view which views that learning constructs its own knowledge. In guided inquiry learning, students receive the necessary instructions, which can be in the form of guiding questions. Then, little by little, the guidance is reduced until students can work independently in solving problems.

5. Conclusion

Based on research findings, there are still weaknesses and deficiencies in the teaching materials that have been created, it is appropriate that the deficiencies that still exist in the teaching materials can be minimized with input and suggestions from competent experts. However, this speaking for general purposes teaching material can be applied to teaching speaking for general purposes in the Jambi University English language education study program

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