DEVELOPING STUDENTS' WORKBOOK OF READING SKIL BASED ON INQUIRY BASED LEARNING FOR THE TENTH GRADE STUDENTS SMA SWASTA BUDISATRYA MEDAN

*Rivia Nabilah Larasati Pasaribu

** Indra Hartoyo

** Farida Hanim Saragih

ABSTRACT

This study aims to: (1) find out the reading skill workbook used in tenth grade in SMA Swasta Budisatrya Medan, (2) determine the workbook needed by tenth grade students in reading skills, and (3) to develop valid workbooks for use in reading skills according to the needs of tenth grade students. The research was conducted by using the Research and Development method from Borg and Gall, Gall (2003). The research subject was X IPA 1 students of SMA Swasta Budisatrya. The research object is an inquiry based learning workbook. The instrument used was student questionnaire. The data was collected using questionnaires validation sheets. The validator consists of material expert, english teacher practitioner and the one class of tenth grade students. The data were analyzed using descriptive analysis. The results of the study show that: (1) the workbook that used does not support inquiry based learning processes, (2) inquiry-based learning based workbooks are workbooks needed by students, and (3) the developed inquiry based learning workbooks have been valid with a percentage of 91.2% from expert material and 92.8% from the English teacher and this workbook is appropriate with students' needs for reading skills.

Keywords: Inquiry Based Learning, Reading, Students' Workbook

*Graduate Status

I. Introduction

Reading, as one of four skills in studying English language, is regarded as a decoding skill that is, interpreting codes in to ideas. As defined by Perfetti, Landi, and Oakhill (2004:232) reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind (Yale, 2008).

Curricula currently applied in Indonesia are the Curriculum Level of Education Unit (KTSP) and the curriculum 2013. According Uhar (2014) philosophically the curriculum of 2013 is not different from the KTSP which refers to the concept of constructivism with the approach of SCL (Student Centered Learning). SCL learning system requires learners to be more active and can build their own understanding based on what he has done. Students can continue to be active and SCL learning system can be realized if during learning activities there are learning resources that can support the learning process, such as Student Workbook, a compilation of worksheet.

The use of reading workbook has been applied in SMA Budisatrya Medan. From the results of observations that researchers did, there are some problems encountered in the teaching. First, the feasibility of reading workbook used by teachers to teach students. It includes some materials, not just material for reading skills. From what the researchers found, there are only a few questions and the students' were not interested to answer the questions. It is because the questions are monotonous and too general. Teachers play an important role here to attract students' learning. Teachers provide exercises for their students using the topics on the worksheet but the teacher evaluate them differently so that students are more active, not just limited from reading and answering questions.

The problem is, there is some material in the workbook that is not in accordance with the curriculum or material in the teacher's handbook. The material that is not accordance with the curriculum can cause difficulties in pursuing indicators of achievement in the learning design.

II. Theoritical Review

2.1 Reading Comprehension

The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

2.2 Teaching Material

Teaching material is an important resource for every teacher to support them in carrying out learning activity and conveying lesson for students, teaching material mostly consists information related to subject matter. In pursuance of Diknas (2007:23), teaching material was an information, tool, and text which needed by teacher/instructor to plan and study the implementation of learning, and also every form of material that used to help teacher/instructor in performing teaching in the class, written or unwritten.

Broadly speaking, teaching material consists of information or material that consists of knowledge, skills, and attitude that learned by students in order to reach the determined standard competence. While Abdul Majid (2007:174) stated, teaching material was a form of every used material to help teacher/instructor in carrying out teaching and learning activity in class. The teaching material is in form of written or unwritten. In conclusion, teaching material is every form material used by teacher/instructor to assist them in teaching and learning activity with systematical arrangement to improve knowledge, skills, and attitude of the students.

2.3 Workbook

The task is as building block in the language curriculum. Therefore, the teacher and the students' need these tasks to evaluate the students' ability and to help the students' understand the lesson given. As Nunan said, content and tasks are develop in pair so that content can suggest tasks and vice versa (Designing Task for Communicative Classroom, 1989). There is also a feedback loop so that the result of the evaluation can be feedback into the curriculum planning process. So, that is why they need textbook as known as workbook containing tasks based on the themes in their lesson. Since the materials are important in the teaching and learning process, the workbook designed by the teachers should link to the current curriculum, and suitable with the students' needs and demands.

2.4 Worksheet

Worksheet in general is a piece of assignment given by teacher during teaching-learning activity; it generally consists of questions or practical task that must be done by students. In the general guidance of teaching material development (Diknas, 2007: 26), worksheet was a sheet consists of tasks that must be done by students. Worksheet activity usually consisted of steps to finish a task. While Andi Prastowo (2011:204) said, that worksheet as a printed teaching material in form of paper sheets that consisted of material, summary, and guides to finish task which should be done by students, referring to standard competence that was determined.

2.5 Inquiry Based Learning

There is no established rule or structure for curriculum 2013's workbook composition, teachers can only compose a workbook based on previous curriculum's workbooks. By knowing this fact, Indonesian Education Department had begun to issue a workbook development to improve the current teachers' workbook that is conveyed through a workshop program.

Learning patterns with workbook intended in KTSP are learning patterns that use the principle of individual portfolios. Complete learning strategy adheres to an individual approach, meaning that even though learning activities are aimed at a group of students (class), they can serve individual differences in students. By applying learning with

workbook, it is possible to develop the potential of each student optimally. The rationale of complete learning with an individual approach is the recognition of individual differences in each student.

In KTSP, the teacher still has a full role to teach students about the material and questions in the workbook. The teacher is still a center for teaching and learning activities. In K13, inquiry learning focuses students on independent learning without the full help of the teacher

Inquiry based learning based on the thinking of John Dewey, an American education expert, who says that learning, development, and growth of a human will be optimal when they are confronted with real and substantive problems to solve. He believes that curricula and instruction should be based on integrative community-based tasks and activities and engage learners in pragmatic social actions that bring real benefits to the world.

The inquiry model that suits the demands of the 2013 curriculum and is suitable for high school students is a guided inquiry model. Learning activities that apply guided inquiry consist of 5 stages: orientation, exploration, concept formation, concept application and cover. These five stages contain observation, questioning, data gathering, association and communicating activities demanded in the 2013 curriculum.

III. Methodology
3.1 Types of Research

The research methodology is presented in six headings, they are, the research design, setting of the study, subjects of the study, research instruments, data collection techniques, and research procedure.

Gall, Gall and Borg's (2003) educational research and development (R & D) methodologyhad been used in this research. The development of an R & D research must be validate through a specific process. The steps of this R & D process will be followed very carefully.This workbook development model has been carried out using a development model that refers to research and development according to Gall, Gall and Borg's (2003), which says that a process is used to develop and validate products.

3.2 Research Subject

The subjects of the study were the researcher herself, the English teacher and the students of X IPA 1 class of SMA Swasta Budisatrya Medan. The X IPA 1 class consists of 32 students.

IV. Result and Discussion

4.1 Research Findings Description

The first step is student needs and characteristics analysis, to gather appropriate information about curriculum needs that include analysis of core competencies, basic competencies and the purpose of learning English in class X IPA 1. The purpose of this needs analysis is to identify the fundamental problems faced by students in learning English.

The workbook used by Tenth Grade SMA Swasta Budisatrya Medan is workbook titled Bahasa Inggris Kelompok Mata Pelajaran Wajib, from the Permata publisher, Pembelajaran Siswa Meraih Prestasi, distributed by CV Cahaya Pustaka. This workbook uses the 2013 curriculum. This workbook is intended for semester one. Written in the introduction, the material in the learning book is presented in accordance with the Core Competencies and Basic Competencies that have been determined.

From the competency standard, the content of the material presented is quite in accordance with the written competency standards. However, in the indicators of learning objectives, there are only one indicator of learning objectives that does not explain specifically the objectives to be achieved in one material.

According to the research, the practice questions given are more severe in the ability to answer without further exploration. In the cover of the written workbook that this workbook uses the 2013 curriculum, which should enable students to actively learn on their own and explore further knowledge. Unfortunately, the types of questions contained in the workbook are less able to make students learn actively without an order from the teacher to work on the workbook.

Table 1 Result of Students Questionnaire for Existing Workbook

No	Levels of Achievement	Total Score	Percentage	Validity Classification
1	81.26 % <P≤ 100%	0	0	Very Good
2	62.26% <P≤ 81.25%	6	20%	Good
3	43.76 <P≤ 62.25%	24	80%	Poor
4	25% <P≤ 43.75%	0	0	Very Poor

Of the thirty students, giving responses to workbook used, as many as 24 students or 80% said the quality of workbook is poor. Only 6 students or 20% said that the workbook used was good.

4.2 Workbook Needed by Students

The questionnaire given to students has 25 statements divided from aspects of inquiry learning activities, aspects of learning concepts, linguistic aspects and layout aspects.

Based on the results of the questionnaire validation students' responses to the workbook for reading skills based on inquiry-based learning that have been distributed received a very valid score of 18 correspondents, valid scores were 11 correspondents, and the results were less valid as much as one correspondent.Students' interest is very high for quality and interesting workbooks to work on. From the statements given in the questionnaire, the average student chooses a score of 3-4 where this indicates agree and strongly agree with the statements.

In the aspect of inquiry based learning, students want to be trained to prove data, draw conclusions, carry out observational activities, design project activities, and want workbooks that can make them more creative.In the learning concept aspect, students want workbooks to help them find the material concepts being taught, want to be able to take part in learning activities using workbooks, want to understand reading material presented using workbooks, and want to apply workbook content in daily life.

In linguistic aspects, students want to want material topics that are familiar to discuss, and use English that are suitable with students' abilities, want to be able to understand this

workbook easily with clear work instructions, want workbooks to use English that is easily understood using known text generally. Students also want a variety of activities, assignments, practice questions, illustrations and others to help them develop their reading skills, especially in English texts.In the aspect of layout, students want to display the contents of this interesting workbook, a combination of images and writing in the workbook can attract attention, the selection of fonts, sizes and spaces used makes it easier for them to read workbooks, and want the images to be easily understood and in accordance with the topic .

According to students, the workbooks they have used so far have not attracted much attention and their interest in doing it. The questions presented in the workbook are too monotonous and not creative enough to encouraging the students imagination and potential. Moreover, the types of questions whose answers can be easily searched through the text above the question.

4.3 Developing Student's Workbook for Reading Skill

The development model used in this study is the Borg and Gall model. This development model is combined with the Dick & Carey development model which consists of 10 stages. However, due to limited research time, the research phase was reduced to only 5 stages. Systematically, the 5 stages in the research and development model are: (1) Analysis of students' needs and characteristics; (2) Formulating instructional goals; (3) Writing and designing workbooks; (4) Validation from the expert; and (5) Final product.

4.4 Discussion of Research Results

The results of the validatio from English lecturers and English teachers in 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 validator evaluation above can be described in the following explanation.

At the end of the development carried out in this study is a workbook of reading skills. Workbook compilation can be declared as fulfilling eligibility or valid as a workbook for reading skills. At the stage of developing the workbook is validation by an expert (Prof. Dr. Sumarsih, M.Pd) and an English teacher practitioner (Irpan, SS).

The results of the validation by material experts, language and material presentation stated that the workbook of reading skill based on inquiry based learning at the validation

stage is feasible to be used in the school where the research was conducted, namely tenth grade students at Medan Budisatrya High School.

Based on the results of the research that has been stated, from the linguistic aspect the final result of the validation score is 31 points or 88.57%, which is valid. Linguistic aspects include matters concerning grammar, sentences, vocabulary in general, vocabulary in reading text, accuracy of punctuation, clarity of words meaning, and the effectiveness in general. From the process aspect, the final result of the validation score is 33 points or 94.28%, which is very valid. The process aspect includes things about workbooks that can motivate students, be able to make students learn on their own, able to make students use language functions, encourage students to discuss, able to create a relaxed atmosphere and learning environment, allow students to apply learning strategy, and to make students able to deliver reading material orally text.

From the core aspect the final result of the validation score is 27 points or 90%, which is very valid. The core aspects include things about workbook design according to students need, creating topics to provide competency values, application of science, interpreting the unknown vocabularies, improving competencies, and the appropriate text for reading skills. From the aspect of layouts the final result of the validation score is 23 points or 92%, which is very valid. Layouts aspects include matters regarding the relevant of developing workbook, presentation of pictures, composition of layouts, visualization of workbooks, and the quaility of pictures. The total validation score from experts reached 114 points or 91.2%, which means that the results of workbook validation for inquiry-based learning skills based learning is very valid.

Based on the results of the validation of the English teacher practitioner, the linguistic aspects got a validation score of 34 points or 97.14%, the process aspect got a validation score of 32 points or 91.42%, the core aspect received a validation score of 28 points or 93.33% , and the layout aspect gets a validation score of 22 points or 88%. The total validation score of English teacher practitioners reached 116 points or 92.8%, which means that the results of workbook validation for inquiry-based learning skills based learning is very valid.

Based on the results of the questionnaire validation, the students' responses to the workbook for reading skills based on inquiry-based learning that had been distributed

received a very valid score of 18 correspondents, valid scores of 11 correspondents, and less valid score of one correspondent.

V. Conclusions and Suggestions

5.1 Conclusions

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

1. The existing workbook of reading skills for the grade students at Budsatrya Private High School Medan is only focused on answering questions without improving students' skills as the purpose of inquiry based learning.

2. Workbook is needed by students in tenth grade at SMA Swasta Budisatrya Medan based on the conclusions from the validator on inquiry-based learning workbook-based that get very valid results with an average score of 91.2%. The results of conclusions from practitioners of English language teachers obtained very valid results with an average score of 92.8%. From the results of the stages of validation as a whole, it can be stated that the workbook for reading skills based on inquiry-based learning developed is feasible to be used in the field without revision and is very valid.

3. Student's workbook for reading skills for the grade should be developed based on aspects of inquiry-based learning that aim 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 optimally.

5.2 Suggestions

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

1. The workbook for reading skills 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 based workbook is interesting, in accordance with the characteristics of students and creates enthusiasm and creative students.

2. Positive student responses to learning reading material with the application of inquiry-based learning models using inquiry-based learning based workbooks. 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 reading material, is a taking a note and boring lesson.

REFERENCES

Abdul Majid. (2007). *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosdakarya.

Anas Sudijono. 2007. *Pengantar Statistika Pendidikan.* Jakarta: Grafindo Persada Raju.

Baier,Rebecca J. 2005. *Reading Comprehension and Reading Strategies*. University of Wisconsin-Stout.

Diknas. 2007. *Pedoman Memilih dan Menyusun Bahan Ajar dan Teks Mata Pelajaran.* Jakarta: Depdiknas.

Gall, M. D, Gall, J. P., & Borg, W. R. 2003. *Educational Research: An Introduction. 7th Edition.* Boston: Pearson Education.

Kosasih, E. 2014. *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: Yrama Widya

Lenz, K. (2005). *An Introduction to Reading Comprehension*. University of Kansas.

Nugraha, Melinda. 2018. *Implementation of Worksheet Based on Guided Inquiry on The Topic of Molecular Geometry in Grade X.*Universitas Pendidikan Indonesia, Bandung, Indonesia.

Nunan, D. 1989. *Designing Tasks for The Communicative Classroom*. Cambridge [England]: New York: Cambridge University Press.

Pang, et all. 2003. *Teaching reading*. The International Academy of Education.

Perfetti, C. A., Landi, N., & Oakhill, J. (2005). *The Acquisition of Reading Comprehension Skills.* In M. J. Snowling, & C. Hulme (Eds.), The Science of Reading: A Handbook (pp. 227-247). London: Blackwell.

Prastowo, Andi. 2011. *Panduan Kreatif Membuat Bahan Ajar Inovatif; Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan.*Yogyakarta: Diva Press.

Sugiyono. 2012.*Metode Penelitian Bisnis*. Bandung : Alfabeta.

Sugiyono. 2013.*Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. (Bandung: ALFABETA)

Uno, G. 1990. *Inquiry in the classroom*. Bioscience, 40(11), 841-843.

Weaver, G., Russell, C., & Wink, D. (2008). *Inquiry-based and research-based laboratory pedagogies in undergraduate science*. Nature Chemical Biology, 4(10)

Yale, J.B. 2008. What is Reading Comprehension.

Yulianto. 2017. *An Analysis of Student's English Worksheet Based on the Aspects of Teaching Material and Indicators (A Study toward the English Lesson Planning and its Equipment in SMKN 4 Bandung).* A Thesis. FAL Pasundan University.