



COMMUNICATIVE EXERCISES IN DEVELOPING REPRODUCTIVE SKILLS IN ENGLISH CLASSES

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Annotation

Human reproduction in biology is included in the category of a topic that cannot be sensed directly, but is close to the problems in the daily lives of students. It needs to be optimized in classroom learning, one of which is a worksheet based on human reproductive contextual case studies. This study aimed to find out the effect of human reproduction case-based worksheet on interpersonal communication and collaboration skills.

Keywords: reproduction, skill, English class, communicative exercise, education.

Introduction

In this study, human reproduction was studied by students using worksheets based on contextual cases of human reproduction. The worksheet contains contextual cases of human reproduction for students to solve through their learning activities that is beneficial to assess their interpersonal communication and collaborative skills in classroom. The worksheet was integrated with Problem Based Learning. During the learning process, students' communicative and collaboration skills were measured by observation sheet. An observation sheet of interpersonal communication skills contains indicators of words, volume, and articulation; responds to the other person; convey idea; oral presentation; body language in presentation and interaction during the discussion. An observation sheet of collaboration skills contains indicators of presentations, investigations, work with other, problem solving, time management, contribution.

Materials and Methods

Interpersonal Communication Skill

The interpersonal communication skill of students is presented in Figure 1.

The interpersonal communication skill of class XI MIPA students, it is obtained the scores is 90.72 on the aspects of the word, volume, and articulation.



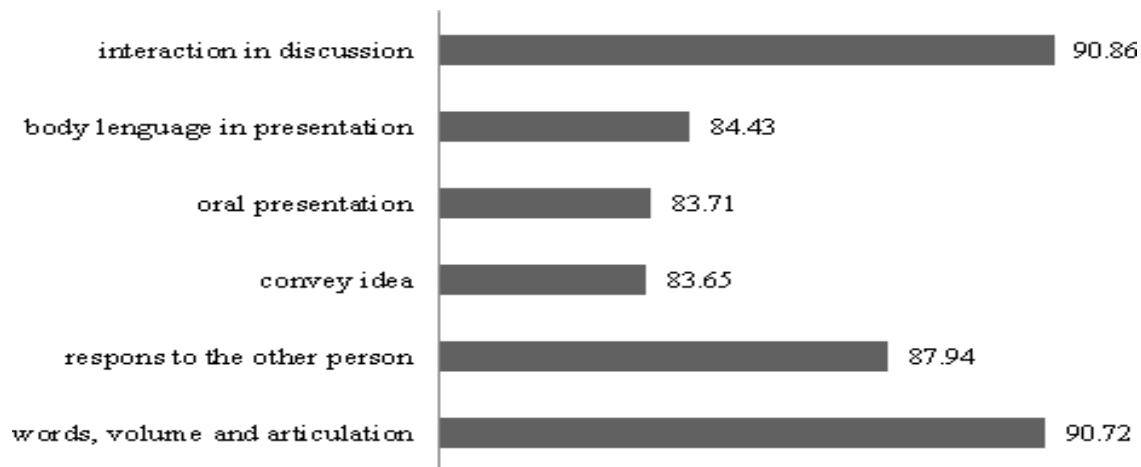


Figure 1. Interpersonal Communication Skill Results of student

This aspect got the score is very high, because most students had been able to convey ideas with good sentences, loud volume, and clear articulation. This aspect can be observed when students did presentations in front of the class. Most of the student, stated that they were able to express their opinions on the results of problem-solving on a contextual case-based worksheet in front of the class with good sentences, loud volume, and clear articulation. It could be seen that students had confidence when presenting in front of the class. The score is 83.65 of class XI MIPA students is on the aspect of conveying ideas. When did discussions with human reproduction contextual case-based, not all group members play an active role and participate. The lack of participation of some students was triggered by several factors, namely, students were less motivated to learn, lack confidence in conveying ideas, and were afraid of being wrong. This is due to internal factors of the students themselves. Based on Riyani's research (2015), the factors that influence students' learning motivation are teaching and learning processes, learning media and teaching materials, interaction and interest in the material, as well as goals and talents. The study was strengthened by research student motivation has a significant influence on student participation in the material.

Results and Discussion

Based on the data obtained, interaction in discussion shows highest value. That result was obtained because when the discussion took place, the group members were actively involved in carrying out their roles in completing activities in the worksheet. The members shared the tasks and gave their ideas in completing activities in the worksheet. That kind of activity encourages students to express their opinions in accordance with language and knowledge about human reproductive problems in



class. Interaction activities inside and outside the group encourage students to be brave in expressing their opinions so as to support their ability to communicate personally with group members when discussing about human reproduction issues. This statement is supported by Warsono (2017) which stated that interacting students can develop their interpersonal communication skill.

Another reason that can be explained to support that learning the human reproductive system by presenting contextual cases related to the material is able to encourage students to regulate their knowledge is that students are able to solve the real problems through opinion activities while discussing. The solution of problem solving is obtained by students when learning human reproduction students focus on problems in daily life that are very close to him in groups. Learning activities carried out in groups can encourage students to practice their ability in making the opinions, responding to other students' questions, speaking using appropriate words and processing words to express their opinions independently.

Interpersonal communications aspects of body language can be observed when students hold discussions and presentations. When discussing, there were several students who expressed their opinions with inappropriate attitudes. Some students were not serious and did not focus on the discussion topic when conveyed the ideas to the member in their own group, while during the presentation, there were some students who lack of confidence in conveying the results of their ideas. Lack of confidence in students was caused by the lack of student ability to express their opinions orally in front of their friends and afraid that they would be laughed at by their friends if the answer was wrong. Students seemed to be afraid of interacting with the audience, and instead, sometimes they only focused on the notes that were brought.

Conclusion

The interpersonal communication skill can be observed and measured at each stage of learning with case-based worksheet. In the identification stage (problem identification), the students who involved in one group member identified the facts, then formulated a fact-based problem that had been found in each case. Students read, observed, understood, and analyzed cases presented in the worksheet. Furthermore, students conveyed the problems (organization) that had been found to friends in the same group. Students should discuss in group to write the formulation of the problem in the form of question sentences that indicated the existence of relationship between variables in the worksheet.





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