



Talking sex in the classroom : What is the right approach?

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Article Information

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Abstract

This research study conducted based on the problems of teaching-learning sex education in the classroom among university students. Although, the students are already adults there are still many of them that are unwilling to discuss topics on sexuality and among the problem that contribute to that matter are the refusal in taking part of the discussion, refusal in being transparent when discussing about sex, using words that are vague and symbolic in relation of sex, and refused to use the term in the Malay language when talking sex. On the other hand they would rather use words borrowed from English or Arabic in sex talk. Previous researchers in the same study suggest that a suitable method to overcome this problem is to use a combination of discovery-inquiry or guided-inquiry method. In a study using these methods of approach, three groups of student were selected as participants. In the three round presentation conducted, the findings of this study found that students can speak fluently and accurately about sexuality gradually through a conditioning process in small groups and then make a presentation in front of a larger group of students. Adult students can discuss topics on sexuality openly and unashamedly using the words and terms in the Malay language and reject the notion that Malay vocabulary has a deficit in sex talk.

INTRODUCTION

In order to achieve a well-balanced personality development of students the university has taken positive steps to introduce Family Issues course. The main objective of this course is to build understanding and to be critical in analyzing the current family issues. This course focuses on topics that include the beginning of awareness of individuals to build and maintain human relationships, marriage and family building, which grew from the first stage of family formation through to the end, when husband and wife become senior citizens. Various critical issues are identified during the development of a family and among the issues are the choosing of partners, marrying late, lost contact, maintaining relationships, sex before marriage, rights and responsibilities of a husband and wife, divorce, and satisfaction in marriage. In addition to that, sex in marriage, communication in the family, family break-up and conflict, parenting, stress, and response and current challenges in maintaining the integrity of the household. This Family Issues course was well received by the students. In every semester there are three groups of students that follow this course with an average of 300 people. Large class sizes caused the lecturer to find other teaching approaches which include lectures interspersed with forums and debates. Nevertheless there are topics that received less response from students to take part either at a public lecture or

forum or debate are the topics that relates to sex in marriage. Among the subtopics that are discussed in this large topic is the concept of sex in marriage from the physical and social perspective, reproductive system, phases of sexual intercourse, and sexual problems in marriage. Further topics include sexually transmitted diseases (STDs), contraceptives, how to overcome sexual problems in marriage and sex as a source of estrangement of husband and wife. From lecturer observation these problems arise due to students own attitudes. Although the students are adults, there are still among them those that are not open in talking about sex education, many refuse to take part in the discussion, the refusal to be transparent when talking about sex, using words that are vague and symbolic to represent sex, and the refusal to use Malay words when talking about sex. They instead would rather use words borrowed from English or Arabic. During the lecture, the class is rather quiet for nearly 80% of students are women. Whether this method of teaching lecture suitable and effective need to be proven through research findings.

Teaching and learning processes related to sex or sexual teaching in the classroom for such a large number such as 100 in per lesson is indeed to cause problems in terms of overall effectiveness as discussed. Appropriate learning strategies have to be thought in order that the students really benefit from the learning process that they follow. Knowles (1973) who began learning the concept of andragogy suggests that the adult learning process, learners should be given the opportunity to self-directed learning while they are given extensive opportunities to participate in the whole process of learning and the opportunity to link the subject with their life experiences. Based on this opinion Sprecher & Pocs (1987) suggested that sex education in the classroom must give students the opportunity to move more freely to find the information or subject matter, and sharing with other peers. The strategies used in the early stages, the students were given group assignments regarding to sexuality, followed by the second stage of discussions on sexuality in small groups, giving responses to cases in the form of application and finally making a presentation in the classroom. Strategies that are used are appropriate to adult learners and the combination with the inquiry-discovery method. Initial inquiry strategy in a task group is structured and students must seek information. To obtain information is the key element in the discovery method and output method which is enriched by the circle information and experiences through the application in everyday life through the case and the presentation in the classroom. Strategy use by Sprecher & Pocs (1987) is a strategy which is similar to humanistic and behaviourist theories. The present study is carried out based on the educational theory specifically is the combination of humanistic and behaviourist theories.

LITERATURE REVIEW

HUMANISTIC THEORY AND BEHAVIOURIST THEORY

This action research was conducted based on the combined approach of humanistic- behaviourist theory. Combination of this theory is appropriate for this study taking into consideration the ability of students or their ability to make findings related to sexuality. In terms of procedure-related approaches to the behaviourist theory is appropriate for this action research procedures to require the participants to make changes in their attitudes from the refusal behaviors or avoiding sex talk to a more open attitudes and the attitude changes requires them to undergo the process of conditioning of the sex talk in the group repeatedly. A humanistic concept in the learning process is proposed by Rogers (1967). Humanistic theory takes into account the importance of individual self-concept development. The basis of this theory is based on the humanistic notion that all individuals are born with a natural motivation that drives them to achieve goals in life. Thus, if the self-motivation is high, they will try to repair weaknesses to improve the strength in their self. In terms of education this theory considers education as a never ending journey and the individual will always continue to improve themselves in order to achieve self-actualization (Maslow, 1973). The main concept of this theory is based on client-centered therapy that is translated into the field of education as a student-centered education. Learning based on student-centered encourages the students to assume direct responsibility for solving the task and at the highest level it occurs at the level of open inquiry in which teachers participate minimally. When this theory is applied, this theory brings forth approaches which have similar characteristics to that of the discovery-inquiry in which the role of the teachers changes to the role of facilitator. The second learning theory associate to the humanistic theory that is the core approach to the learning methods in the context of this study is the behaviourist learning theory (Skinner, 1974). There are three key elements in the behaviourist learning theory

related to the learning process that is: learning changes the behavior, establish the effectiveness of learning environments and learning processes related to behavior and environment are often motivated by reinforcement that should be done repeatedly. In the behaviourist approach, changes to behavior that cause learning outcomes are achieved through a conditioning process. There are two forms of conditioning in the behaviourist theory that is the classical conditioning and operant conditioning. In classical conditioning, behavior changes are a reflection-based response to stimulation based on Ivan Pavlov's dog experiment. Nevertheless the concept of trial and error by Pavlov's dog may be less comparable with human thinking, what more for the students of higher education institutional. Thus operant conditioning is more appropriate and the concept was founded by BF Skinner (1974). Operant conditioning concept is related to the learning process procedure performed in this action research procedures that take the example of the approach has been experimented by Sprecher & Pocs (1987).

CONCEPT AND THE EFFECTIVENESS OF INQUIRY-DISCOVERY METHOD

Learning through discovery method is proposed by Jerome Bruner (1961) is based on the philosophy of learning through the process to take part or learn to do it. Discovery learning occurs when the learners try to develop understanding of the process-related information and information collected that can be used to solve the problem. Pure discovery approach requires the students themselves to decide the direction of their learning without the help of teachers or learners that are more mature. Bruner (1961) suggested that students can more easily understand the concepts if they are to develop the understanding of it themselves rather than if the concept was presented by the teacher. Bruner (1961), formulates the concept of discovery as, " Practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem-solving " (p. 26). This statement explains that if students find themselves the requisite information for solving problems, their understanding of them will be more. Thus it is appropriate that this approach is suitable to be applied in the context of problem solving in which learners use existing knowledge to suit the environment that require them to do adaptation or solving problems. In this discovery process, learners should strive to adapt their knowledge and experience when they interact in the new environment. This approach is useful for fostering self-reliance among students. This learning method also has the characteristics of inquiry that is related with the constructive approach in education and this method indirectly support the theories of educational psychology, founded by Jean Piaget (1970), Jerome Bruner (1961) and Vygotsky (1962). Nevertheless the discovery of an authentic approach has problems because the students in many situations require mentoring and guidance and therefore they need more mature learners to explain their findings structures that can serve as guidelines and instructions. Without guidance the students loses direction, especially if they lack of experience. Restructuring is frequently done in the form of questions that can guide the students and their main task is to find the answer to that question (Fuchs et al. 2008).

Barry & King (1988) proposed another related method that is the discovery methods which are quite similar to the method of inquiry learning approach. Herron (1971) describes the inquiry method is based on the form of knowledge construction in which knowledge is built in stages. The teacher begins with a statement of questions and topics that became the focus and designed by the students. This method is in the form of student centered learning. More clearly the method of inquiry learning is based on the questions. The learning process consists of six levels of questions, planning and making predictions, gathering information, reporting and recording and to reflecting. Banchi & Bell (2008) outlines four stages of learning using the inquiry method of science education that is inquiry determination (confirmation), the structure of inquiry, guided inquiry and open inquiry. The level of inquiry occurs when teachers determine learning goals and this level of reinforcement encourages students to gain new experiences through the discovery process or the extent to which students have conducted training for specific skills such collecting data or information. At this stage of structure inquiry, teachers structure questions and tasks that has to be completed by the student and the student's duties is to collect data to solve problems. Next in the guided inquiry the teacher prepares the students questions and the students must plan their own strategies in order to answer that question. At this level students will usually work with various skills related to the level of learning that involves a high level of thought (Silver et al., 2008; Thomas B. Fordham Institute, 2006). Overall, a combination of inquiry-discovery method is more effective than pure discovery learning method. This action research is based on inquiry-discovery method of learning. Based on the literature review that has been described, this action research was to evaluate the effectiveness of inquiry-discovery strategy in sex education in the classroom. The current study highlights two major questions: (i) What are problems faced by participants in implementing inquiry-discovery strategy?, (ii) What are the strength and weaknesses of inquiry-discovery strategy?

METHODOLOGY

STUDY APPROACH

This action research was conducted based on humanistic learning theory (Rogers, 1954) and behaviourist theory (Skinner, 1974). Both theories are compatible with the strategy of this study. Humanistic theories of learning have the right perception where the students who were the respondents of this study are adult students between the ages of 20 to 23 years. In this adult age, in terms of their cognitive maturity, they assume responsibility for self-directed academic learning, based on the method of solving problems in the learning-inquiry method. This concept is equivalent to the concept of student centered learning proposed by Rogers (1964). In self-directed approach and centralized, the teacher's role is minimal. Teachers in this context play the role of facilitator. Thus, students will be given responsibility for solving problems in groups that will produce the form of knowledge in the form of phenomenological based on their own observations. This approach is appropriate because the participants are mature learners (expert-learner). In terms of learning procedures performed in the three circles in this study, the behaviourist approach is also used as a reference and guided research. At the beginning of each circle, the participant will gather information and discuss it verbally regarding sex in the Malay language and after that they make a presentation and discussion with other students in the classroom. Strategy in the form of training is in line with the sex education measures proposed by Sprecher & Pocs (1987). Approach through behaviourist learning theory is also linked because this study is related to changes in the behavior of respondents, which also involves conditioning process and reinforcement. In this study, changes in behavior are the output of this study and it is achieved through the conditioning process and reinforcement among the group of respondents. More precisely, the output is defined as the effectiveness of the respondents making a presentation on sexuality in the classroom by using the Malay language in full without any doubt.

SEXUALITY EDUCATION MODEL

This action research is to evaluate the effectiveness of sexuality education in the classroom through inquiry-discovery method of learning. Sexuality Education Model is used for the purpose of this study is based on sexuality education curriculum that was developed by UNESCO (United Nations Educational Scientific and Cultural Organization, 2009). In the context of education, sex education is defined as education on sexuality and human relationships that are tailored to age, cultural relevance, and the subject is supported by the findings of scientific research, realism, and the information presented is not inclined to certain parties. Sex education gives individuals the opportunity to explore one self, the attitude to make decisions, communication and develop skills to reduce risk in many aspects related to sexuality (UNESCO, 2009). UNESCO (2009) suggests sexuality education program for youth contains six components : (i) family,friendship, love and romantic relationship, tolerance and respect, responsibility perspective, marriage and parenting,(ii) values, attitudes, skills learning resources , influence of peer norms in sexual behavior decision- making, (iii) values, attitudes, skills and learning resources, (iv)human development, sexual and reproductive, anatomy and physiology, privacy and integrity (v)sexual behavior, sex, sexuality and the sexual relationship cycle, (vi) sexual and reproductive health.

PARTICIPANTS

This research is concerned with the assessment of the inquiry- discovery learning methods guided by the humanistic-behaviourist theory. In accordance with the objectives and procedures of the study, four groups of students have been selected for this study. Each group selected has eight members and the total sample is 32 people with 8 males and 8 females with an age range between 21 to 23 years. Samples come from different backgrounds specialized areas include Social Sciences, Law, Islamic Studies and Science. Characteristics of diverse backgrounds are structured in such a way that members of the group can contribute various perspectives of different ideas. Similarly, the fraction of members of the group that are men and women are purposely connected with verbal training in the group with respect to topics related to sexuality. The combination of gender gives challenges to the respondents on the transparency when talking about sex. This background can provide an opportunity to the members of the group to familiarize themselves to talk about sexuality in front of other people regardless of gender.

PROCEDURES

This action research was conducted within 14 weeks of a semester which include four groups of samples. The implementation of this study is based on the strategies proposed by Sprecher & Pocs (1988) which consists of three main activities in the three-loop action research, namely: the instructor gave assignments to students in a group in three weeks, the students gather, discuss, talk and speak to each other about sex and content of the topic,

and students make a presentation / forum and interact with the audience about sex. The implementations of the studies are summarized in Table 3.2 as follows:

TABLE 3.2:
SUMMARY OF IMPLEMENTATION OF SEXUALITY EDUCATION IN THE CLASSROOM

<p>Circle 1: Students receive assignments and to respond</p> <p>Activities:</p> <p>Week 1: Students are given tasks and execute tasks based on the discovery method.</p> <p>Week 2: Students gather in groups, discuss the content of the assignment</p> <p>Week 3: Students present the results of assignments, interact with the audience</p> <p>Rating: (i) Self Assessment Group (ii) Valuation Watch</p>
<p>Circle 2: Students respond to the assessment and evaluation recommendations</p> <p>Activities:</p> <p>Week 1: Students receive assignments based on the recommendations / evaluation and implementation</p> <p>Week 2: Students gather in groups, discuss the content of the assignment</p> <p>Week 3: Students present the results of assignments, interact with the audience</p> <p>Rating: (i) Self Assessment Group, (ii) Assessment of Observer / Lecturer</p>
<p>Circle 3: Students respond to the assessment and evaluation recommendations activities:</p> <p>Week 1: Students receive assignments based on the recommendations / evaluation and implementation</p> <p>Week 2: Students gather in groups, discuss the content of the assignment</p> <p>Week 3: Students present the results of assignments, interact with the audience</p> <p>Rating: (i) Self Assessment Group, (ii) Assessment of Observer / Lecturer</p>

Table 3.2 is a summary of the implementation of action research with lesson on sex education in the classroom. The study is carried out for nine weeks to 3 weeks for each circle or round. In every circle there are three activities which are divided by week. For a start, in Circle 1 the participants will be subject to assignment information they earn in a week. Circle 1 is the level of implementation of the whole discovery and the participants were not given guidance. They will advance to the second activity in Week 2, that involve talking about sex in the group. In this activity make the respondent to get used to talk, think, communicate and talk about sex in the Malay language in full. In Week 3 they will make a presentation about sex in the classroom and interact with the audience. Each group will submit a report of the Group Self-Assessment at the end of the third week of each assessment. Four lectures / observations will give current evaluation of the presentation and interaction session. The same activity will be repeated in Circle 2 and Circle 3. The difference is in Circle 2 and Circle 3 respondents started its activities on the recommendations given lectures based on the assessment and feedback. On both Circle 2 and Circle 3 the tasks to be completed is not solely in the form of discovery, but were merged with the inquiry form inquiry-discovery approach.

METHOD OF ASSESSING THE EFFECTIVENESS OF SEXUALITY EDUCATION MODEL

Data of this study was collected from three sources of evaluation as shown in Table 3.2 of the Group Self-Assessment and Observer Assessment / Lecturer. Both of these evaluations are also a tool for this study. Evaluation of the course by lecturers and participants is done at the time of the presentation session was held. Overall, in every circle implementation of the study there is a comprehensive report for three weeks from the group and evaluation of four observers. Self-Assessment Group has features in common with the Reflection Group's Report which reported strengths, weaknesses and recommendations for each of the learning process to improve the experience. The same evaluation is carried out at the end of the study for Circle 1, Circle 2 and Circle 3. The assessment of participants and observers will be analyzed in an effort to evaluate the effectiveness of inquiry-discovery strategy.

DATA ANALYSIS

This action research conducted by qualitative analysis, as recommended (Carr & Kemmis, 1986; Kemmis & Mc Taggart, 1988) most of the action research involves the analysis of teaching and learning process is analyzed qualitatively. This survey data for analysis come from two sources, that is from four groups of respondents and the observer / lecturer. Data from these two sources will be analyzed based on the study circles of action, means that there are three parts of analysis that is analysis of Circle 1, Circle 2 and Circle 3. In every circle there are two classes of analysis that is analysis of self-assessment resource groups and lecturers. This circle is repeated for the purpose of ensuring the effectiveness of the measures proposed in learning strategies in addition to determining the validity of the data (Cohen & Manion, 2000; O'Donoghue & Punch, 2003). Explanation on each loop analysis concluded to see the imperfections of the inquiry strategy-findings in the teaching of sexuality in the classroom.

DATA ANALYSIS CIRCLE 1

Analysis of the data is divided into four main sections as reported by respondents that is the problem of finding and processing information, problem when doing drills and gathering information to be presented, annoyance when making presentations and the benefit from experiences gain.

INFORMATION PROCESSING PROBLEM

In the early stages, participants were having trouble processing the information. There are a lot of information they found, but they have problems in terms of opted-out information relevant to the topic under discussion. Information on the Internet are sometimes considered as obscene and totally inappropriate. There were also participants who have trouble understanding the information in English and they are more comfortable with the information in the Malay language as their presentation will be made in Malay. Finally, they get the information in the Malay language. Serious problem were faced during the drills session when they talk about sex in the group. These drills are important session to familiarize them to speak about sex in Malay unashamedly. Almost all participants feel ashamed to speak about among their peers, but they have sought to remove the shame in order to achieve the task given. Sex talk in the Malay language is difficult because participants are not familiar with it, but they kept it up. Female respondents consider it difficult to exercise it because they are not used in speaking in public. Terms of sexual organs and the sexual intercourse were also discussed by the participants before but they are more comfortable using the term in English as the penis/zakar (in Arabic). Participants consider the drills sessions helped them to use sexual terms in Malay.

My experience in presenting the topic of sexual reproduction is very challenging and testing the nature of my maturity. It starts with the data collection. Most of the resources I get are from the internet and books related to sex education. In sex education, to obtain resources from the book is very complicated. This is because most of the sources of the books available in English than in Malay. It's a bit difficult for me to understand some things that are explained. However, I have obtained an easier way to get a good source, which is through the internet. Through the Internet, the resources available can be found in the Malay language. KS1

CHALLENGES DURING THE PRESENTATION

Scripts related to the challenges faced by participants during the presentations were most submitted. This is because they are in the process of acquiring skills and trying to apply the content of the topics discussed by using the words in the Malay language related to sex. In the early stages the participants experience the feeling of being scared and nervous, whether the content presented is not sufficient or complete. The effect of fear causes the participant to present with anxious feelings and read quickly the information provided in the power-point, and looking to the floor as if talking to himself without seeing the response from the audience. The participants feel ashamed and embarrassed when using the term sex in the Malay language and they are also ashamed to displays images related to sexuality and at the same time for the effectiveness of their presentation refers to the file one by one in the discussion.

Before making the presentation, the fear is always there. The fear is to face the fear to face the audience. In addition, I also worry if I the audience and the lecturer does not understand the presentation and the contents contained in the presentation. There may be some content that is not enough that cause it not to be included into the presentation. During my turn to make a presentation, fear and worry decreased slightly. I presented it fast because I feel not quite ready for presentation. Comments of the lecturer was right, I looked down and talk to myself sometimes.KR2

BENEFIT FROM EXPERIENCES

Although most participants were affected by the problem of feeling nervous and shy, but they consider the giving of knowledge on sexuality should be done so that members of the community can understand exactly especially among the youths and their view of social problems related to sexuality have something to do with a lack of understanding about the matter, especially among teenagers. Experience in making presentations is very valuable and they'll try to fix it in the near future. Participants also considered that the assignments are an academic experience that will challenge their confidence. Through the activities they carried out, their self-confidence has increased. Discussion and sharing of information is regarded as interesting learning activities and to foster self-confidence.

After the presentation, the lecturer commented on the material and presentation. The speaker was told that the findings should be strengthened. Overall, the lecturer is satisfied. The sense of relief mixed with feelings of enthusiasm to improve are high because the lecturers give encouragement and support in terms of spirit and words of encouragement. The experience is very useful, in fact, sex is part of life and should be discussed frankly. KS5

EVALUATION FEEDBACK

Evaluation of four observers is based on the guidelines that have been discussed before the session progresses. Observation is based on the structure provided by Barry & King (1989) and among the things that need to be considered is in terms of content of information, presentation style, the main contents of the structure, reinforcement and stimulation techniques in the delivery and the confidence of participants in a presentation. Among the important aspects that need to be repaired by the respondent is in terms of advances and presentation style. Most of the audience failed to provide an attractive upfront. Delivery is as there is no introduction. Participants are also too embarrassed to explain to the audience and make eye contact during presenting the topic.

A very good trial of presentation is because its topic is sensational. However, more needs to be repaired, including presenting a more attractive and confident presentation. Students are required to remove the attitude of shame, talking to himself, refused to look at the audience, looked to the floor, shy to mention the term sex, and there is looking the other way while speaking. No need to feel ashamed because this discussion is the discussion of knowledge. For each of the content students need to make a formula so that the audience's understanding is improved. PS 1

ACTION TAKEN

There are four main points raised by participants in relation to Circle 1 that relate to a sexuality education in the classroom and that is the problem of information gathering, problem drills during their session on sexuality, and finally the presentation of the problem is the interest they have acquired from their experiences. Based on the feedback given by the observers who are lecturers, and are involved in this research all respondents were regrouped to discuss what they should do in Circle 2. Most important is that all groups are asked to restructure the overall structure of the presentation content, which includes important sub-topics. For example, the topic of development and growth, small topics including the process of fertilization and pregnancy, the stages of development from infancy to adolescence, the nature and principles of development, descriptions of physical growth and growth problems. The topic of reproductive system and main subtopics are youth reproductive system development, maturation, sex, sexual techniques, sexual stimulation, the levels of sex and sexual problems. Contraception topics include subtopics views on contraception, contraception techniques, demonstration how to use diagrams, and demonstration (e.g. how to use condoms) and the problem of prevention of pregnancy. Participants are also guided in making choices, appropriate diagrams and pictures in the discussion in the classroom. The selected pictures are shaped academically and wherever possible they are guided so that it is not sounding vulgar and can reduce the focus of the audience. All participants are advised to go the drills session more frequently and aggressively so that they master the subject and gain confidence to face the audience.

DATA ANALYSIS CIRCLE 2

The analysis in Circle 2 are comprised of three main parts of the same concept to the Analysis of Circle 1. Three sections are related to the drills session, repairs and awards presentation session of participants on their learning experiences through.

DRILLS WHICH ARE STABILIZING

A participant have continued its sessions in the drills more seriously. This is as it has been proposed by the observer at the end of the feedback in Circle 1. The participant in his opinion that he himself should give a touch to the slide that was built to better understand what he set out in the slide. Drills sessions run concurrently with the presentation of constructive discussion of the second slide on the recommendations they received from the observer. Sexual terms in the Malay language continued to be dominated by good without feeling awkward, but on the day of the presentation the respondents feel afraid when you see the number of viewers in large numbers. The night before the presentation, we gathered to complete the presentation slides together even though we have distributed the job, my only duties to make only one slide. While we continue to discuss the relevant terms in BM. I think everyone is ready to discuss with transparency. However, for me, I am tabling the slide should be with my own touch. For my part, I put a few videos showing that there are reflex in infants. KS 2

PRESENTATION THAT IS MORE STABLE

During the second presentation, some of the participants felt they were more confident again from the first presentation and the second presentation the respondents were accustomed using sexual terms in the Malay language. They have overcome the feeling of shame during robust drills session and they thought at the second session they were more open-minded. Furthermore, the content was structured more carefully. Participants have improved their subject matter and its content of the educational structure as proposed by the observer and the subject regularly helped them make more effective presentations. Topics related to sexually transmitted diseases require the respondent to refer to the pictures of sexual organs infected. Participants explained it casually without feeling ashamed. The drill session they went through was effective in promoting the conditioning to discuss sexuality in public.

Before starting the presentation, of course fear and trembling can be felt but not too scared compared to the first time I made a presentation. I worry if I do not understand how to deliver to the audience and the lecturer. The contents contained in the presentation may be too dense and does not meet the essential contents. During the presentation of the physical growth of the genitals, sex organs of boys and girls, I do not feel ashamed, because I think we should be open minded. At the end of the presentation I felt relieved and satisfied.. KS 3

VALUABLE ACADEMIC EXPERIENCE

Throughout the learning experience respondents considered it to be beneficial to themselves and beneficial to the audience. Now they are more confident to share information related to topics that are considered difficult to share, especially on topics related to sexuality. The second session was the second conditioning process experienced by the respondents and the results they have discharged their duties well and boldly without shame and nervous. Respondents had managed to get used to the situation even more viewers. This learning experience together with the content studied was considered as a very valuable experience

My second presentation ran smoothly and was given the honor by one of my class members. During the presentation, I managed to remove the sense of nervousness and shyness and capable of delivering the presentation of information in place. Perhaps for this second presentation I was able to adapt to people who are in the class. The experience to complete this project I will never forget because it has given me the knowledge of sexuality issues that should be known by the community. KS4

EVALUATION FEEDBACK

Overall, the observer felt that the participants had undergone many changes and improvements in the subject and manner of service. Structured content of their lessons are in order. Each presenter began the presentation with an advance followed by a sub-topic of the main contents to be shared, closing or conclusion. The presenters are more confident and have cast shame and shy in talking sex and all are showing language use in the session and drills conditioning process was smooth. Data analysis in Circle 2 showed improvement in terms of subject matter and manner of service of the speakers. Participants have continued its sessions in group drills more frequently and systematically. They have discussed using the terms in the Malay language to discuss sexuality. Discussion sessions are some of the drills in their accustomed discuss sexuality in public. Sessions and drills have been done over and over while preparing slides for the presentation. At the same time they all talk about the pictures and diagrams that correspond to the topics to be presented.

The session lasted almost two hours and not boring at all. The audience paid attention without immature applause from the male students. Congratulations to all the presenters who managed to make a good presentation. The most bold and informative presentation came from a female respondents when discussing sexual topics. The content is well structured and delivered with confidence. Perhaps the respondent delivered better if he involves the audience in this discussion and can also have funny elements so that the audience is not too serious. PS 1

ACTION TO BE TAKEN AFTER CIRCLE 2

Although overall respondents were able to master the content of sex education and skills in public speaking in the Malay language in public, there are a few things to improve further. Observers still encourage participants to continue their discussions and group drills to ensure that they really capture all the relevant skills. Next, participants should also review the structure of their subject matter and include conclusions tabled for each topic discussed. Apart from aspects related to the skills of clarifying and explaining the use of assistive devices should be considered as involving an audience in the discussion, select the files that match the topics and also stimulate the audience to pay attention to the subject matter discussed. Respondents also must plan how they want to involve the audience in their discussion.

DATA ANALYSIS CIRCLE 3

Analysis of the Circle 3 is only one part only and should not be divided into sections of a smaller division. This is because the respondents have a solid response from the information given is purely positive. Most of the respondents had to repair the structure of their respective subject matter and their findings in the group consistently had caused them to be convinced to make the presentation. In the agreement with the observers, respondents that show confidence have also involved the audience in their presentation. Interaction with the audience has resulted in a more interesting discussion. Furthermore respondents felt very confident and clear when making the presentation even though the topics discussed include references to and descriptions of sexual organs of men and women and how to work.

During the presentation of the physical growth of the genitals (sex organs of boys and girls), I do not feel ashamed because then I think we should be open minded. It is the knowledge that every individual should know and learn. Moreover, we are all university students who will finally get married. Things like this should be studied by all those with open minds.

EVALUATION FEEDBACK

Overall, in Circle 3 observers felt that the overall learning strategy which is based on inquiry-discovery approaches have respondents implemented successfully. The observer provides positive feedback and at the same time shows the learning steps proposed by Sprecher & Pocs (1987) can really be implemented.

A good presentation. All recommendations given by this distinction of having carried it out correctly. Respondent has presented boldly without feeling pressured or forced. Regardless of gender, they do it well. Their subject matter has been structured in order, explained clearly, especially with the help of pictures and diagrams accurately. Yes, sex education may be conducted in the Malay language in full without using words borrowed from neither Arabic nor English. These can be used exactly as it is called by the respondent. Congratulations to the presenters. PS 1

In Circle 3 all respondents had made a good presentation. All groups have to take appropriate action against any disadvantages they experience in the previous circle. The participant showed that the structure of the subject is complete and accurate, given the proper subject matter and use various methods to persuade. The most effective method seems to be through the use of assistive devices, especially the elaboration of appropriate pictures and diagrams. Participants also brought a genuine tool to show to the audience. The tool describe is not only shown to the audience, but also to use techniques such as demonstration on using condom. Indeed, the Malay language can explain all aspects related to sexuality without using words borrowed from foreign languages such as Arabic and English.

DISCUSSION

This action research is essentially aimed at assessing the extent of inquiry-learning strategy is appropriate to be implied in learning of sexuality among adult learners in a college or university. At the level of Circle 1 participant is provided topics that related to sexuality without any guidance from the instructor. At this point the

learning process is based on pure discovery learning strategy approach. The aim is to make sure how the learning discovery strategy can be controlled by the participants. In the beginning of this strategy, the participants will discuss in their groups in order to complete their homework. Content of the topic for discussion was given by their teachers and at the end of the Circle 1 the topics will be presented in the classroom in public. After three weeks, participants were given time to produce three major problems associated with the learning process that they follow. The three problems are problems in choosing materials to suit many topics that are provided and the topic structure is disorganized or less structured, problems during exercises in group sessions or drills, problems when practice to speak about sex and problems when the presentation session conducted. All three of these problems exist due to the participant's attitude of shame, shy and reluctance of the respondent in speaking frankly about sex in Malay in a transparent and bold manner. All participants never talk about matters related to sexuality in public and find the topics that they have presented is scary, especially topics related to physical growth, reproduction and sexual intercourse. The effects of shyness and lack of exposure about sexual education has resulted unsatisfactory and dry presentation for the first time at the end of Circle 1. Among the weaknesses is the respondents' subject is not well structured and organized, the participants are not open in talking sex in public and the use of assistive devices that is not obvious and less structured. This finding corresponds with the findings of research conducted in the United States (Fuch et al., 2008; Kirschener et al., 2008; Tover & Sweller, 1999) which explained that implementation of these strategies lead to the discovery of the whole lack of clarity over the direction of student work they do. They truly need guidance from the instructor and the intervention of the instructor means that the finding strategy was combined with the strategy of inquiry-discovery strategy (guided-discovery). Thus the participant have been given choices to strengthen the drills session, to be guided in structuring the subject and make the appropriate tool for elaboration. Overall, the problem that the respondents presented in Circle 1 answer the first question of this study that is the problems faced by respondents in the application of discovery learning strategies in sexual education in the classroom.

Data from the circle 2 provides an answer to the second question of this study which is to identify the strengths and weaknesses are inquiry-discovery strategy in sex education among adult learners. The whole inquiry-discovery strategy is in line with the cognitive level of learners, the level of maturity and the ability to explore and make a synthesis from the source material relating to the tasks, generate and rebuild the resources according to the interpretation of respondents. Resources they collect in their group through the discussion process and the learning process involves cooperative learning among the respondents. While in groups they are not only just analyzing data but also discussing their suitability for the topic discussed. The process of selecting appropriate content, adjusting it in the correct structure is a learning process that encourages learners to be open-minded, broad-minded (think aloud) to do adaptation with each other and solving problems together. These are the strength of this strategy, as well as building a cooperative learning strategies it also teach the respondents self-reliance and solving problems with each other in groups. If there are recommendations from the evaluation, the recommendations provided touch the aspects of the presentation. Among others, respondents were asked to interact with the audience, use the tool to describe the maximum level and make a conclusion at the end of the session. Overall, the respondents proved to be more skilled in Circle 2 as a result of the restructuring and strengthening of the lesson content and drills session and also group discussion. They only require improvements in the delivery of the subject, among which are interacting with the audience and concluded at the end of the topics discussed.

CONCLUSION

This action research was administered for the purpose of assessing the effectiveness of inquiry-discovery strategy in sex education among adult learners. This research approach is based on humanistic-behaviourist theory because it involves the process of thought and behavior change through a conditioning process according to the concept of operant conditioning of Skinner (1974). The steps of this research are matched with sex education measures proposed by Sprecher & Pocs (1987). For the purposes of determining the validity of the data collected, the measures of this study was conducted in three circles. Data of this study was to answer two research questions described in Section 2. For the first question, similar to other studies before this, the actual discovery-learning strategy has resulted in students not able to control the direction of the topic, less focused on the appropriate sub-topics, and in addition have a the problem to gather information for selected topics. The effects of these problems have caused students to feel unconfident in making presentations. This discovery learning strategy has indirectly caused the respondents presentation session to be less satisfying. These shortcomings make it clear that students need guidance from teachers, especially in restructuring selected topics with questions or subtopics that are arranged neatly. In Circle 2 and Circle 3 students continue to perform with the inquiry-discovery approach and obtain more robust guidance from the instructor. At the same time, in group discussions and drills, students have continued to dominate the subject matter as well getting used to discuss sex in the Malay language as a whole. At the end of the Circle 3, students have mastered all the skills needed in

discussions about sex and control of information. Overall, this study proves that the inquiry-discovery approach is suitable to discuss the student applied topics in regards to sexuality.

SUGGESTION

Based on the findings that have been discussed, it is clear that sex education in the classroom of adult students can be conducted using inquiry-discovery strategy. In this strategy, topics related to sex education as proposed by UNESCO (2009) were given as assignments to students. Before they begin their work they should be given the questions relating to these topics and answer the question in a group. The process of building issue coincides with the construction of the lesson structure. In this context the student is guided by the instructor to build a comprehensive structure of the chosen topic. For example there are three main parts in the learning structure that is the introduction, main topic in the structure, several sub-topics and conclusions (Sorenson, 2009). This whole process is a learning process associated with inquiry strategy and to explain all aspects of the subject the students should discover themselves through the discovery strategy. The entire process of completing this task is a combination of inquiry-discovery strategy. Guidance from the instructor is necessary so that students can see and understand the subject with clear goals. Without guidance the student will do the task in less accurate or misguided, although not as a whole. In addition to encourage students to master the subject and improving their presentation skills, discussion and drills sessions should be done by the students to familiarize themselves on how to speak in public. Drills sessions can help students become more confident, and shed off shyness and the embarrassment to discuss matters related to sex, especially using the Malay language.

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