



Module Development Based on Communicative Approach to Indonesian Language Learning to Improve Speaking Skills of Elementary School Students

Pengembangan Modul Berbasis Pendekatan Komunikatif pada Pembelajaran Bahasa Indonesia untuk Meningkatkan Keterampilan Berbicara Siswa Sekolah Dasar

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Abstract

This research aims to improve students' speaking skills. This research is research and development, using the Four D development model, which consists of the define, design, develop, disseminate stages. This research has reached the development stage. The research was carried out at MIN 3 Langsa. The subjects in the research were 25 class III students consisting of 13 female students and 12 male students. The object in the research is module based on a communicative approach to Indonesian language lessons. The collection techniques used are observation, tests and questionnaires. Based on the results of validation by experts carried out on modules based on communicative approaches in Indonesian language lessons, the results of validation by language experts are in percentages 94.10% is categorized as very feasible, material expert validation with a percentage of 80.00% is categorized as feasible, and media expert validation results with a percentage 90.70% categorized as very feasible, and validated by media experts with percentages 93.45% categorized as very feasible. Based on this description, it is concluded that a module based on a communicative approach to Indonesian language lessons is suitable for use at MIN 3 Langsa. The results of the pretest were 4 students who completed and 21 students who did not complete with a percentage of 46%. Meanwhile, 23 students completed the posttest and 2 students did not complete the test with a percentage of 70%. Based on this explanation, it was concluded that using a communicative approach based module in Indonesian language lessons was said to be effective for class III students at MIN 3 Langsa. Based on the results and discussion in this research, it is known that the communicative approach based module in Indonesian language lessons is said to be very feasible and effective for use with class III students at MIN 3 Langsa.

Keywords: module; communicative approach; Indonesian; speaking skills

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa. Penelitian ini merupakan penelitian dan pengembangan, dengan menggunakan model pengembangan Four D, yang terdiri dari tahap define, design, develop, disseminate. Penelitian ini sampai pada tahap develop. Penelitian dilaksanakan di MIN 3 Langsa. Subjek dalam penelitian yaitu siswa kelas III yang berjumlah 25 siswa yang terdiri dari 13 siswa perempuan dan 12 siswa laki-laki. Objek dalam penelitian yaitu modul berbasis pendekatan komunikatif pada pelajaran bahasa Indonesia. Berdasarkan hasil validasi oleh para ahli yang dilakukan pada modul berbasis pendekatan komunikatif pada

pelajaran bahasa Indonesia bahwa hasil validasi ahli bahasa dengan persentase 94,10% dikategorikan sangat layak, validasi ahli materi dengan persentase 80,00% dikategorikan layak, dan hasil validasi ahli media dengan persentase 90,70% dikategorikan sangat layak, dan validasi ahli media dengan persentase 93,45% dikategorikan sangat layak. Berdasarkan uraian tersebut, disimpulkan bahwa modul berbasis pendekatan komunikatif pada pelajaran bahasa Indonesia layak untuk digunakan di MIN 3 Langsa. Hasil ujicoba pretest siswa yang tuntas sebanyak 4 siswa dan yang tidak tuntas sebanyak 21 siswa dengan persentase sebesar 46%. Sedangkan, ujicoba posttest siswa yang tuntas sebanyak 23 siswa dan yang tidak tuntas sebanyak 2 siswa dengan persentase sebesar 70%. Berdasarkan penjelasan tersebut, disimpulkan bahwa dengan menggunakan modul berbasis pendekatan komunikatif pada pelajaran bahasa Indonesia dikatakan efektif untuk siswa kelas III di MIN 3 Langsa. Berdasarkan dari hasil dan pembahasan dalam penelitian ini diketahui bahwa modul berbasis pendekatan komunikatif pada pelajaran bahasa Indonesia dikatakan sangat layak dan efektif untuk digunakan pada siswa kelas III di MIN 3 Langsa.

Keywords: modul; pendekatan komunikatif; bahasa Indonesia; keterampilan berbicara

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Introduction

Nowadays, every teacher is required to be able to create or develop teaching materials to support an effective, efficient and thematic learning process for students. By using teaching materials, it will also make it easier for teachers to explain learning material. According to Magdalena et al (2020) say that teaching materials can be interpreted as materials or subject matter that are prepared completely and systematically based on the learning principles used by teachers and students in the learning process.

However in reality, there are still teachers who are less capable in creating or developing teaching materials. This is due to the teacher's lack of knowledge in making teaching materials. This is in line with Isnantyo et al (2019) who stated that teachers lack knowledge in developing teaching materials.

Based on observations made by researchers with class III Indonesian language teachers at MIN 3 Langsa, it is known that the teaching materials used by the teacher do not make students interested in learning them, the material explained by the teacher is very difficult for students to understand, students are not yet able to speak in front of the class, when The teacher asks questions, students stammer in answering the questions given by the teacher.

From these problems, researchers want to provide solutions to solve existing problems, namely by developing modules to support learning. According to Susilo et al (2023), modules are simple teaching materials that make it easy because they can be studied without a teacher, or studied in groups and also systematically because there are elements, namely methods, materials and evaluation.

Speaking skills are very important for elementary school students because having speaking skills will make it easier for students to talk to other people. This is in line with Aufa et al (2020) who say that speaking skills are very important in everyday life because humans are social creatures who talk to other people every day.

One way to make it easier for students to have speaking skills is for teachers to use a communicative approach. The Communicative Approach is a guide or model in which there are methods or methods used in the language teaching and learning process (Suryani, 2022). This is in line with Utami et al (2023) who say that the communicative approach is an approach to improving language skills using communicative language in accordance with students' potential in language learning. The aim of this communicative

approach is so that students have the competence to communicate using language in various social situations (Rohmah et al., 2023).

Using modules based on a communicative approach can improve students' speaking skills. Speaking skills are language abilities that are influenced by listening and reading skills (Fitriani, et al., 2022). Meanwhile, according to Sarah Apriani (2018), speaking skills are people's ability to pronounce articulatory sounds or say sentences that aim to convey thoughts, feelings and ideas.

One of the most important language skills in various aspects of life, especially in the field of education, is speaking skills (Rayhan et al., 2023). But a person's speaking skills can actually be influenced by several things, including: (a) language, (b) self confidence, (c) gestures and facial expressions, (d) appearance (Jayanti et al., 2022). These speaking skills can be developed through school programs, unconventional plans and exercises. If speaking abilities or skills are developed consistently, they will become more and more complete, the meaning of the structure will become correct, so what can be done will become more precise, the sentences will become more varied (Kasiyun et al, 2022).

Based on the description above, researchers are interested in conducting research entitled development of modules based on a communicative approach in Indonesian language lessons to improve students' speaking skills.

Research methods

Research is research and development. The development model for this research is Four D, which consists of the define, design, develop disseminate stages (Johan et al., 2023). This research has only reached the development stage. The research was carried out at MIN 3 Langsa. The subjects in the research were 25 class III students consisting of 13 female students and 12 male students. The object in the research is module based on a communicative approach to Indonesian language lessons. The collection techniques used are observation, tests and questionnaires. Data analysis techniques are (a) feasibility analysis of modules based on a communicative approach in Indonesian language lessons, (b) analysis of the effectiveness of modules based on a communicative approach in Indonesian language lessons.

Table 1. Likert Scale (Lubis et al., 2023)

No	Answer	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Don't agree	2
5	Strongly disagree	1

Formula for measuring feasibility module based on a communicative approach to Indonesian language lessons that is:

$$P = \frac{\sum xi}{\sum x} \times 100\% \quad (\text{Muhyiddiin et al., 2023})$$

Information:

P = Percentage

$\sum xi$ = total score from validators

$\sum x$ = Maximum total score

The formula measures the results of the validation that has been carried out on module based on a communicative approach to Indonesian language lessons can use the feasibility test percentage scale as follows:

Table 2. Feasibility Test Percentage Scale (Parinduri et al., 2023)

No	Score	Classification
1	81% - 100%	Very Worth It
2	61% - 80%	Worthy
3	41% - 60%	Decent Enough
4	21% - 40%	Not feasible
5	0% - 20%	Totally Not Worth It

The formula measures effectiveness results module based on a communicative approach to Indonesian language lessons that is:

$$EP = \frac{TS}{S-max} \times 100\% \quad (\text{Syafrina et al., 2016})$$

Information:

Ep = Effectiveness

T.S = Total score obtained

S-max = Score maximum expected

Results and Discussion

This research is research and development. The development model for this research is Four D, which consists of the define, design, develop disseminate stages. This research has only reached the development stage. This research develops a product. The product developed is a module based on a communicative approach to Indonesian language lessons.

1. Define Stage

At this stage, researchers identified problems at MIN 3 Langsa, especially class III in Indonesian language lessons. This stage is the initial stage in the Four D development model.

a. Analysis of Learning Materials

At this stage the researcher analyzes the teaching materials used by the teacher. The Indonesian language learning materials contained in the teaching materials used by teachers make it difficult for students to understand the material explained by the teacher. Students are less interested in listening to explanations of material given by the teacher.

b. Analysis of Student characteristics

Researchers entered class III at MIN 3 Langsa, and observed and analyzed student behavior during the learning process. The results of observation and analysis show that many students do not understand the explanation of the material presented by the teacher, students' interest in learning is low in Indonesian language lessons, student learning outcomes are also low.

c. Task Analysis

The assignments that have been given by teachers have made it difficult for students to complete them. So this has an impact on low student learning outcomes.

2. Design Stage

At this stage, researchers designed data collection instruments and learning tools for class III students. Researchers design learning tools, namely teaching modules that are tailored to learning outcomes. The researcher also collected data collection instruments that will be used during the research, namely teaching module validation questionnaires, product validation questionnaires that will be

given to linguists, material experts and media experts, and pretest questions and posttest questions that will be tried out for class III students in MIN 3 Langsa.

3. Development Stage

This stage is carried out when the module product based on a communicative approach to Indonesian language lessons has been completed and is said to be suitable for use when tested on class III students at MIN 3 Langsa. At the development stage, the product is evaluated by language experts, material experts and media experts. A module based on a communicative approach to Indonesian language lessons that has gone through a revision stage in accordance with suggestions and input provided by experts. The results of the validation that have been carried out can be seen in the table below:

Table 3. Recapitulation of Validation Results Module Based on Communicative Approach in Indonesian Language Lessons

No	Assessment Aspects	Score	Percentage (%)	Eligibility Criteria
1	Language	55	94.10%	Very worthy
2	Material	50	90.70%	Very worthy
3	Media	53	93.45%	Very worthy

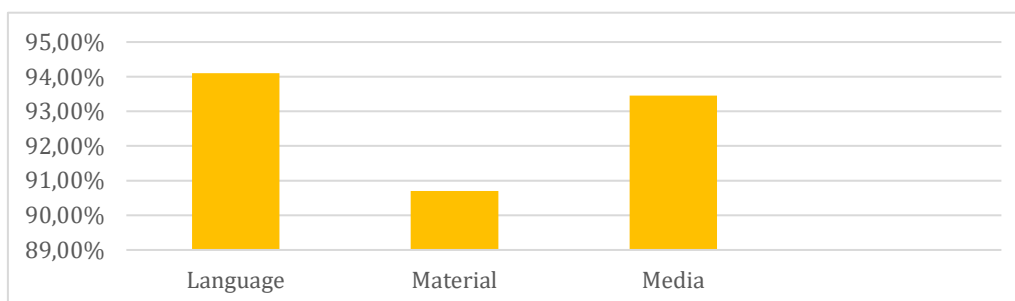


Figure 1. Expert Validation Results

Based on the table and figure above, it is known that the results of validation by experts were carried out on a module based on a communicative approach to Indonesian language lessons that validates the results of language experts with percentages 94.10% is categorized as very feasible, material expert validation with a percentage of 80.00% is categorized as feasible, and media expert validation results with a percentage 90.70% categorized as very feasible, and validated by media experts with percentages 93.45% categorized as very feasible. Based on this description, it is concluded that a module

based on a communicative approach to Indonesian language lessons is suitable for use at MIN 3 Langsa.

After the researcher knows the results of the validation that has been carried out by language experts, material experts and media experts and a module based on a communicative approach to Indonesian language lessons is said to be very feasible. Then, researchers conducted a test on class III students at MIN 3 Langsa. This trial was divided into 2 stages, namely pretest trials and posttest trials. The results of the trials that have been carried out can be seen in table 4 below:

Table 4. Student Learning Results Using Module Based Communicative Approach to Indonesian Language Lessons

No	Student's name	Pretest Value	Criteria	Posttest Value	Criteria
1	01	20	Not Completed	80	Complete
2	02	40	Not Completed	90	Complete
3	03	60	Not Completed	80	Complete
4	04	70	Complete	100	Complete
5	05	30	Not Completed	70	Complete
6	06	50	Not Completed	90	Complete
7	07	60	Not Completed	80	Complete
8	08	20	Not Completed	90	Complete
9	09	80	Complete	90	Complete
10	010	20	Not Completed	60	Not Completed
11	011	30	Not Completed	90	Complete
12	012	20	Not Completed	90	Complete
13	013	60	Not Completed	90	Complete
14	014	30	Not Completed	100	Complete
15	015	60	Not Completed	90	Complete
16	016	50	Not Completed	80	Complete
17	017	20	Not Completed	90	Complete
18	018	40	Not Completed	80	Complete
19	019	80	Complete	100	Complete
20	020	30	Not Completed	80	Complete
21	021	70	Complete	90	Complete
22	022	20	Not finished	80	Complete
23	023	10	Not finished	60	Not finished
24	024	40	Not finished	80	Complete
25	025	50	Not finished	100	Complete
Amount		1160		1750	
Percentage		46%		70%	

Based on the table and picture above, it is known that in the pretest results there were 4 students who completed the test and 21 students who did not complete it with a *PiJIES: Pedagogical Journal of Islamic Elementary School*

percentage of 46%. Meanwhile, 23 students completed the posttest and 2 students did not complete the test with a percentage of 70%. Based on this explanation, it is concluded that by using a module based on a communicative approach to Indonesian language lessons is said to be effective for class III students at MIN 3 Langsa.

Discussion

This research has developed a product. The product developed is a module based on a communicative approach to Indonesian language lessons. The products developed have been validated by linguists, material experts and media experts. After the communicative approach based module in Indonesian language lessons had been validated and was said to be very feasible, the researchers then conducted trials on class III students at MIN 3 Langsa. This trial was carried out in 2 stages, namely pretest and posttest.

Based on the results of validation by experts carried out on a module based on a communicative approach to Indonesian language lessons that validates the results of language experts with percentages 94.10% is categorized as very feasible. This is in line with research Azkiya et al (2022) said that language validation results with a percentage of 92.5% were categorized as very feasible. Results of material expert validation with a percentage of 80.00% is categorized as adequate. This is in line with research by Novianti & Lubis (2023) said that the material validation results with a percentage of 97% were in the very feasible category. And media expert validation results with percentages 90.70% categorized as very feasible. And media expert validation results with percentages 93.45% categorized as very feasible. This is in line with research Lubis et al (2023) said that the results validation media experts amounted to 93.80% including the appropriate category. Based on the results of the pretest, 4 students completed the test and 21 students did not complete it with a percentage of 46%. Meanwhile, 23 students completed the posttest and 2 students did not complete the test with a percentage of 70%.

This research is also supported by several studies relevant to this research. The relevant research results include: (a) research conducted by Aripri & Rohani (2022) with the title improving the speaking skills of elementary school students through an approach communicative, it is known that the results of data processing and analysis, the conclusion of this research is that there is a significant increase in speaking skills

through a communicative approach in class V students with theme one "Objects in the Surrounding Environment," sub-theme "Humans and the Environment". In cycle I, 13 students (54.17%) completed, and 11 students (45.83%) did not complete. In cycle II, theme two "Events in Life", sub theme "Various Events in Life", 18 students (75%) completed it, and 6 students (25%) did not complete it with an average score of 80. (b) research conducted by Rahmatan (2023) with the title development of an Arabic language learning module with a digital-based communicative approach for class VII students at MTs AL-Ayyubi Jambi with the result that the use of the module is very feasible and effective for use with very good criteria, (c) research conducted by Najihah (2023) with the title development of the AL-Insya AT-Tahririy module based on a communicative approach for students of the Arabic language education study program at UIN Sunan Kalijaga Yogyakarta with known results (a) development of the AL-Insya AT-Tahririy module based on a communicative approach produces AL-Insya Al-Basit module products. Based on scores from material experts, media experts, and students; The quality of this module is good, (b) this module is quite effective in improving the writing skills of students in the Arabic Language Education Study Program at UIN Sunan Kalijaga Yogyakarta.

Based on the results and discussion above, it is concluded that a module based on a communicative approach to Indonesian language lessons is said to be very feasible and effective for use with class III students at MIN 3 Langsa.

Conclusion

This research is research and development. The development model for this research is Four D, which consists of the define, design, develop disseminate stages. This research has only reached the development stage. This research develops a product. The product developed is a module based on a communicative approach to Indonesian language lessons.

Based on the results of validation by experts carried out on a module based on a communicative approach to Indonesian language lessons that validates the results of language experts with percentages 94.10% is categorized as very feasible, material expert validation with a percentage of 80.00% is categorized as feasible, and media expert validation results with a percentage 90.70% categorized as very feasible, and validated by media experts with percentages 93.45% categorized as very feasible. Based on this

description, it is concluded that a module based on a communicative approach to Indonesian language lessons is suitable for use at MIN 3 Langsa. The results of the pretest were 4 students who completed and 21 students who did not complete with a percentage of 46%. Meanwhile, 23 students completed the posttest and 2 students did not complete the test with a percentage of 70%. Based on this explanation, it was concluded that using a communicative approach based module in Indonesian language lessons was said to be effective for class III students at MIN 3 Langsa.

Based on the results and discussion in this research, it is known that a module based on a communicative approach to Indonesian language lessons is said to be very feasible and effective for use with class III students MIN 3 Langsa.

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