The Effect Of Communicative Approach On Students' Speaking Ability Indonesian Language In Class Iv Elementary School Barru District

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Abstract. This study aims to describe the learning process of fourth grade students before applying the communicative approach, describe the fourth grade students' speaking skills after applying the communicative approach, and describe the effect of applying the communicative approach to the fourth grade students' speaking skills in Indonesian language learning in Barru District Elementary School. The results showed a very large influence on students' speaking ability in the experimental class using a communicative approach than in the conventional class. From the results of these data shows that using the communicative method the results of students' speaking abilities are greater. The analysis was carried out and it has been statistically tested that tcount is greater than ttable (10.2 > 2.0399) which causes Ho to be rejected and H1 to be accepted. So that there is an influence between the speaking ability of students who use a communicative approach and those who do not use a communicative approach in the fourth grade of SD Barru Regency.

Keywords: communicative approach; speaking ability; Indonesian

Preliminary

Indonesian is a language that has an important role in communication both orally and in writing, because Indonesian is our national language. A person is said to be able to speak Indonesian if he is able to use the language well. Measurement of language skills can be seen from a person's ability to use language both orally and in writing.

Indonesian language education should be focused on fourlanguage skills. The school curriculum usually includes:four aspects, namely listening skills, speaking(speaking skills), reading (reading skills) and writing (writing skills).

In the 2013 curriculum for elementary school level, Indonesian language subjects have a very strategic position. The role of Indonesian language subjects becomes dominant, namely as a channel that delivers material content from all sources of competence to students. Indonesian language subjects are placed as a driver for other subjects. In other words, the content of other subject matter is used as a context in the use of appropriate types of text in Indonesian subjects.

Indonesian language is one of the main subjects taught in elementary schools. In language learning, there are many approaches that can be used, but the teacher must be good at mastering concepts related to children's language development and acquisition. Skills are needed so that all aspects of language skills can develop properly [1].

One approach that can be used in Indonesian language lessons is to use a communicative approach. The communicative approach in language learning leads to the achievement of goals that prioritize the acquisition of language skills to communicate. Communicative approach students are taught to obtain the information needed in everyday life. The goal is for students to understand the learning more meaningfully[2]. With this approach, students can communicate better and can be used in everyday life.

With this approach, students better understand the true meaning of Indonesian, so

that it can be applied to real life. In addition, this communicative approach can also explore the potential of students and teachers to develop together and share knowledge, skills, and experiences..

The main purpose of speaking skills is to communicate in order to convey thoughts, ideas, feelings, and desires effectively, and to be able to communicate with people of different languages so that they can easily get to know each other.

This is based on the opinion of [3] The communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. It appears that language is not seen as a set of rules, but more broadly as a means to communicate. This means that language is placed according to its function, namely the communicative function[4].

Approach is the theoretical basis for a method. One of the approaches taught in Indonesian lessons is a communicative approach. According to [5] the communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. The communicative approach directs language teaching to teaching goals that emphasize the function of language as a communication tool. Communicative approach students are taught to obtain information needed in everyday life.

In other words, the communicative approach can be interpreted as an approach that leads to communication learning whose goal is that the objectives of the language can be achieved in learning Indonesian. The communicative approach has the characteristics as suggested [6]. The communicative approach has the following characteristics:

a. Significance is very important compared to the structure and material of language.
b. Learning a language means learning to communicate, not studying structures, sounds or vocabulary separately.
c. The goal to be achieved is the ability to communicate (communicative competence), namely the ability to use the language system effectively and correctly.
d. Fluency in using an acceptable language is the main goal to be achieved. The accuracy of the use of language is seen from the context of its use.
e. The subject matter is structured and staged through consideration of interesting content, function, or meaning.
f. Linguistic variation is a central concept in subject matter and methodology.
g. If necessary and useful for students, translation can be done.
h. If necessary, mixing the code with the mother tongue can be done.
i. Dialogue, when used, revolves around communicative functions and is usually not memorized.
j. Not speech that is exactly like the speech native speakers are looking for, but speech that can be understood.
k. Efforts to communicate are encouraged from the very beginning.
l. Language created by individuals is often through trial and error.
m. Teachers help students in any way that encourages students to use the language they are learning.
n. Students are expected to be able to interact with others through work in pairs or groups, either directly or through writing.

In other words, the characteristic of the communicative approach is learning that prioritizes language to communicate. As in the classroom, language is usually used to greet, request, provide information, order, and so on, although its use is limited.

According to Suyatno et al (2008: 23) the objectives of language teaching according to the communicative approach are: a) Develop students' communicative communication, namely the ability to use the language learned to communicate in various situations and contexts. b) Improve the mastery of the four language skills needed in communication.

According to Suyatno et al [7] that there are several methods of communicative approach that can be used. One of them is the simulation method. The simulation method is a way of presenting lessons by using imitation situations in the teaching and learning process to gain an understanding of the nature of a particular concept, principle, or skill. Thus, the simulation method can be said to be a way of teaching that is done by presenting an imitation to gain an understanding of the material presented.

According [7] the purpose of using the simulation method is as follows:
a. Practice certain skills that are practical for everyday life.
b. Help develop students' self-confidence.
c. Develop persuasion and communication.
d. Train students to solve problems by utilizing sources that can be used to solve problems.
e. Increase understanding of the concepts and principles learned.
f. Increase learning activity by involving students in studying situations that are almost similar to actual events.

In addition, the use of this method is intended to be a way of teaching by dramatizing forms of behavior in social relations. In this method, the emphasis is on emotional involvement and sensory perception in a real problem situation.

The Nature of Speaking Ability

Speaking is behavior, because in speaking is also implied personality of the speaker. Speaking is a part of oral communication. Speaking is the skill of conveying messages through spoken language. In other words, speaking is a person's behavior to convey a message to others through his speech tool. Someone who has a conversation can be said he has made oral communication.

Speaking is one of the activities in communicating, so they are related to each other. According [8] the basic concept of speaking as a means of communication includes nine things, namely: a) Speaking and listening are two reciprocal activities, b) Speaking is an individual process of communicating, c) Speaking is a creative expression, d) Speaking is behavior. , e) Speaking is a learned behavior, f) Speaking is influenced by a wealth of experience, g) Speaking is a means of expanding horizons, h) Linguistic abilities and the environment are closely related, i) Speaking is a personal expression.

According [8] everyone has a different way of speaking because there is a diversity of languages in each person. The characteristics of an ideal speaker are as follows: a) Choosing the right topic, b) Mastering the material, c) Understanding the listener, d)) Understanding the situation, e) Formulating clear goals, f) Understanding linguistic skills, g) Establishing contact with listeners, h) Mastering listeners, i) Utilizing aids, j) Convincing in appearance, k) Having a plan.

One of the language skills include:

speaking ability. The ability to speak can be described in various forms of various activities. Speaking skills include asking, answering, telling stories, dialogue, discussing, greeting, reporting, responding, giving speeches, describing, interviewing, and role playing.

Based on this explanation, it is necessary to conduct research on "The Effect of a Communicative Approach on Students' Speaking Ability in Indonesian Class IV Subjects at SD Barru Regency" with the aim of knowing the effect of applying a communicative approach to the speaking ability of fourth grade students in Indonesian subjects at SD Barru Regency.

Research methodology

Argues that quantitative research, namely research methods based on the philosophy of positivism, is used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses [9]. The type of research used in this research is the type of experimental research. This study aims to see the causal relationship.

This is based on [10] that the experimental method is a research method used to find the effect of certain treatments on others under controlled conditions. The experimental design used one group pretestposttest design. This design is carried out in a group before being given treatment and after being given a treatment, thus the results of the treatment can be known accurately, because it can compare with the situation before being given treatment.

Method of collecting data

The scoring for each participant is done using a weighting table as shown below. The figures in the table in question should be viewed horizontally. Numbers 1 to 6 in the top row are the level of ability or fluency description as stated above.

Tabel 3.2
Speaking Rating

description Fluency	1	2	3	4	5	6
Pressure	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Smoothness	2	4	6	8	10	12
Understanding	4	8	12	15	19	23
Amount	....					

- **Operational Definition and Measurement of Research Variables**

The operational definition is a description of the variables studied. Research variables consist of independent variables and dependent variables. The independent variable in this study is a communicative approach using the simulation method, while the dependent variable is the students' speaking ability.

Communicative approach using simulation methodis the approach and method used in learningIndonesian. In this case, students learn by doing a dialogue in groups. The speaking ability in Indonesian language learning in this study was in the form of a student cohesiveness test during learning, before and after being given a communicative approach with the simulation method.

- **Technical Data Analysis**
  a. Normality test

To find out whether the results of students' speaking skills using a communicative approach, a normality test was calculated using the Lilliefors test.
1) The proposed hypothesis is:

Ho : Data comes from a normally distributed population

H1: Data comes from a population that is not normally distributed

2) Determine the price Lo (Lcount)

a) Calculate the average value of the sample score

b) Calculate the standard deviation of the sample scores

c) Sort the sample data from smallest to largest X1,X2,…, X15 to be used as standard numbers, ,… with Z1, Z2, Z15, using the formula

a) Keterangan

Z_i : Standard number

$\bar{x}$: Average

S : Standard deviation

x_i : Data to - i

$$Z_i = \frac{X_i - \bar{x}}{s}$$

b) Determine the probability of each Z value based on

c) table Z (area of curvature under the standard normal curve from 0 to z, and is called F(Zi).

d) Calculate the upper cumulative frequency of each z value, and is called S (Zi) then divided by the number of samples (n).

e) Calculate the difference F (Zi) - S (Zi) and then determine the price absolutely. Take the biggest price of that value

expressed as L0 then compared with Ltable H0 . test criteria

Accept H0 if L0 <Ltable, then the data is normally distributed

Reject H0 if L0 Ltable, then the data is not normally distributed

b. Homogeneity Test

The test is carried out using the variance similarity test (F-test).

$$F = \frac{Varianster besar}{Varianster kecil}$$

The calculation steps are as follows
1) Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Keterangan:

σ_1^2 : Experimental class variance

σ_2^2 : Experimental class variance

H0: Control class variance

H1: Data is not homogeneous

2) Determine the value of Fcount using Fisher's formula, by knowing in advance the variance of the two research groups.

3) Looking for Ftable for dk in the numerator = dk in the denominator and = 0.05, it can be seen in table F.

- **Data analysis**

After the prerequisite test has been carried out, the next stage is the data analysis stage to determine whether or not there is an effect of the communicative approach on the speaking ability of Indonesian students. The formula used is:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Test Criteria:
Accept H0 if tcounttable
Reject H1 if tcounttable
Looking for interpolation on the table t

$$C = C_0 \frac{(C_1 - C_o)}{(B_1 - B_o)} (B - B_0)$$

B = dk value you are looking for
B_0 = dk value at the beginning of the existing value
B_1 = dk value at the end of existing value
C = searched table value
C_0 = table value at the beginning of an existing value
C_1 = table value at the end of existing value

Research result

Data analysis on speaking skills in fourth grade students before and after applying the communicative approach was carried out during the covid-19 pandemic. The application of the communicative approach was carried out, in semester 2 of the 2019/2020 school year. This research was conducted at home, at school and online. This is in accordance with the conditions of the Barru Regency area which applies online and offline learning. This is in accordance with the appeal from the local government in this case the education office to choose online, offline or mixed learning. Especially in area two, it was agreed to use mixed learning, namely by combining online and offline learning.

Before the communicative approach was applied to the fourth grade of SD Barru Regency, the students' speaking ability, especially in Indonesian language learning on the subject of the

interview, was still relatively low below the KKM standard where the KKM standard averaged 70 speaking skills of fourth grade students. pre-test given at the beginning of the meeting.

After several meetings using a communicative approach, there was an increase experienced by fourth graders at SD Barru Regency in speaking skills, especially on the subject of interviews. Data on the speaking ability of fourth grade elementary school students in Barru Regency on the subject of interviews with a communicative approach, the

highest score was 90 and the lowest was 61 with an average. 79.17

For more details, the data is presented in the form of a group distribution as follows::

Table. 1
Frequency Distribution of Indonesian Speaking Ability Control Class (X)

Interval Class (Value)	Middle Value (Xi)	Real Limit	Frekuensi		
			Absolut	Kumulatif	Relatif
52-56	54	51,5-56,5	5	5	16,67%
57-61	59	56,5-61,5	6	11	20%
62-66	64	61,5-66,5	4	15	13,33%
67-71	69	66,5-71,5	1	16	3,33%
72-76	74	71,5-76,5	8	24	26,67%
77-81	79	76,5-81,5	6	30	20%
			30		100%

Frequency distribution of control class Indonesian learning outcomes

Range (R) = Highest Data-Lowest Data
= 81 – 52
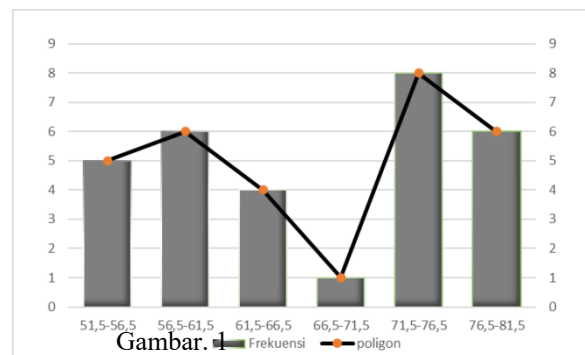= 29
Many classes (K) = 1 + 3,3. Log n
= 1 + 3,3 log (30)
= 1 + 3,3 (1,477)
= 1 + 4,777
= 5,777 rounded to = 6
Interval class length (P) = $\frac{R}{K} = \frac{29}{6}$ = 4,83 rounded to 5

Based on the distribution table above, the histogram and polygon graphs can be made as follows:

Gambar.
Histogram and Polygon Graph of Speech Ability Class IV SD Kab. Barru

The results obtained from the speaking ability of fourth grade elementary school students in Barru Regency with

a communicative approach, the highest score was 90 and the lowest was 61

with an average of 79.17.For more details, the data is presented in the form of a grouped distribution as follows:

Table. 2

Frequency Distribution of Indonesian Speaking Ability Experiment Class (Y)

Interval Class (Value)	Middle Value (Xi)	Real Limit	Frekuensi		
			Absolut	Kumulatif	Relatif
61-65	63	60,5-65,5	2	2	6,67%
66-70	68	65,5-70,5	0	2	0%
71-75	73	70,5-75,5	7	9	23,33%
76-80	78	75,5-80,5	9	18	30%
81-85	83	80,5-75,5	8	26	26,67%
86-90	88	75,5-90,5	4	30	13,33%
			30		100%

Frequency distribution of experimental class Indonesian learning outcomes

Range (R) = Highest Data-Lowest Data

= 90 – 61
= 29

Many classes (K) = 1 + 3,3. Log n
= 1 + 3,3 log (30)
= 1 + 3,3 (1,477)
= 1 + 4,777
= 5,777 rounded to = 6

Panjang kelas interval (P) = $\frac{R}{K} = \frac{29}{6} = 4,83$ rounded to 5

Based on the distribution table above, the histogram and polygon graphs can be made as follows:
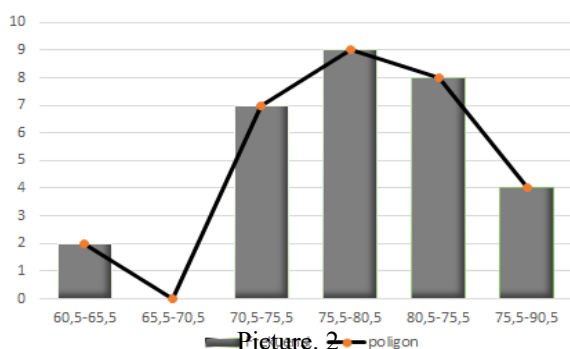

Picture. 2

Histogram and Polygon Graph of Speech Ability Class IV SD Kab. Barru

Table. 3

Grade IV Indonesian Speaking Ability Score BarruKabupaten County

No.	Control Class	Experiment Class
1	52	61
2	53	61
3	53	72
4	53	73
5	55	75
6	60	75
7	60	75
8	60	75
9	60	75
10	60	77
11	60	77
12	62	78
13	63	78
14	64	78
15	64	78
16	70	80
17	72	80
18	72	80
19	73	82
20	75	82
21	75	85
22	75	85
23	75	85
24	76	85
25	77	85
26	77	85
27	80	87
28	80	88
29	80	88
30	81	90

- **Testing Requirements Analysis**

Before carrying out hypothesis testing, a requirements analysis test is carried out, this test includes a normality test and a homogeneity test.

1. **1. Normality Test**

Normality test was calculated using Liliefors, fromdata on students' speaking ability results for the control class obtained data Lcount = 0.143, L table for n = 30 with a significance level of 0.05 is 0.161. Lcount < Ltable, while for the experimental class the value of Lcount = 0.107, Ltable for n = 30 with a significant level of 0.05 is 0.161. Lcount < Ltable, so it can be concluded that the students' speaking ability data for the control class and the experimental class are normally distributed.

Table. 4

Normality Test Calculation Results

Sample = 60	L count	L table
Conventional	0,143	0,161
Approach (X)		
Communicative Approach (Y)	0,107	0,161

1. **2. Homogeneity Test**

Uji homogenitas atau uji dua varian populasi dari dua kelompok dilakukan uji Fisher. Dari the test results obtained Fcount 1.88 and Ftable 1.89 at a significant level of 0.05 with dk in the numerator = 29 and dk in the denominator 29. Because Fcount <Ftable, it can be concluded that the variants of the two groups are homogeneous.

To test the hypothesis that has been formulated, then the calculation is carried out by using the t-test. From the calculation results obtained tcount 10.2 while t table 2.0399 at a significant level = 0.05 with degrees of freedom = 58.

It means that tcount > t table which states H0 is rejected and H1 is accepted. This shows that there is a significant effect between the control class and the experimental class on students' speaking skills using a communicative approach to Barru District Elementary School students..

The communicative approach affects students' speaking ability because this approach makes students more active in speaking according to good and correct grammar because the average value obtained in the experimental class is higher than the control class using conventional methods. In line with the research results of Irma Irmalasari Dewi (2011) that it can be seen that there is a very large influence on students' speaking ability in the experimental class with the application of a communicative approach than in the control class which only uses conventional methods where the results of speaking ability have increased.

Based on the results of the analysis above, it can also be related to the research by Titik Nikmatul Fikriyah, entitled Improving the Storytelling Ability of Indonesian Language Subjects Through a Communicative Approach to Class V Students of MI Matholiul Falah Dranvang Menganti Gresik. The results of his research prove that a communicative approach can improve Indonesian language learning outcomes with storytelling material.

This is in line with research by Nur Zubaidah (2011) which proves that a communicative approach can also improve students' speaking skills in terms of courage, activity, fluency, intonation, and coherence in carrying out conversations.

The communicative approach is one that is expected to be mastered by the teacher in the learning process so that the activities of teachers and students can experience the approach.

Conclusion

Based on the theoretical study above, the researcher can propose what is meant by a communicative approach. The communicative approach is an approach that prioritizes teaching goals that emphasize the function of language as a communication tool. In this communicative approach, there are several methods that can be used in learning Indonesian, one of which is the simulation method. The simulation method is a method whose teaching uses an imitation situation so that students better understand a concept in Indonesian subjects.

Through the simulation method, learning will be more interesting and fun, where students learn and play at the same time. Students who initially lacked confidence, after using this method, students' self-confidence increased [11]. One of the most effective methods in learning Indonesian is the simulation method, although not all subjects use this method. Therefore, teachers must adjust the subject matter and methods to be used, so that classroom learning is more lively, effective, interesting and fun, and students' speaking skills can develop well [12].

Speaking is the ability to express something through spoken language [13]. Speaking is a person's behavior to convey something to other people through the tool he said. A person's personal image can be identified in various ways, we can predict it through his movements, behavior, pleasure, and way of speaking.

Based on this, it can be concluded that withusing a communicative approach can increase students' self-confidence and students' speaking skills can increase by using good and correct language [14]. Researchers try to use acommunicative approach to improve the speaking ability of students in Indonesian subjects in Class IV SD Barru Regency.

The results of hypothesis testing were carried out, there was a very large influence on students' speaking ability in the experimental class using a communicative approach than in the conventional class [15]. From the results of the data shown by using the communicative method the results of students' speaking abilities are greater. The analysis was carried out and it has been statistically tested that tcount is greater than ttable (10.2 > 2.0399) which causes Ho to be rejected and H1 to be accepted. Thus, it can be concluded that there is an influence between the speaking ability of students who use a communicative approach and those who do not use a communicative approach in the fourth grade of SD BarruRegency..

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