

The Effectiveness of Text-Based Instruction in The Javanese Language Through Communicative Integrative Approaches to Writing Skills

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Abstract

This study aims to determine the effectiveness of text-based Javanese language learning (text-based instruction) through communicative integrative approaches to student writing skills. This research method is an experimental study with a quasi-experimental design. The population of this study was class V Public Elementary School Tambakaji 05, Ngaliyan District, Semarang City in 2018/2019 with a sample of 43 students. Data collection used in this study for students' writing skills was measured using a performance test method with an instrument in the form of a learning implementation plan (RPP) and a performance sheet. Student confidence is measured by the non-test method in the form of observation sheets and documentation. Analysis of data used an independent sample t-test. The results showed as follows: there was an increase of 9.76 points higher in students' writing skills using Javanese text-based learning through an integrative approach. Learning Javanese text-based (Text-Based Instruction) through a communicative integrative approach is more effective in improving students' writing skills. The conclusion of the research is the learning of text-based Javanese language (Text-Based Instruction) through communicative integrative approaches effective in enhancing students' writing skills. The Javanese text-based learning model (Text-Based Instruction) through communicative integrative approach can help students who have difficulty learning Javanese texts.

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INTRODUCTION

The Javanese language is one of the local contents in the curriculum structure at the level of education in every level of education in Indonesia. Javanese language learning places more emphasis on communicative approaches, namely learning that makes it easier for students to be more intimate in relationships by using the correct Javanese language and according to the situation (Rahayu, 2016).

Language and literature competence is directed so that students are skilled in communicating, both verbally and in writing. According to Rosidi (2009) writing is a form of thinking, which is also a tool to make other people or readers think. This is in line with the statement of Tarigan (2013) which states that writing is defined as the activity of expressing ideas or ideas by using written language as a delivery medium. By writing, students can construct various knowledge or knowledge they have in an article, whether in the form of essays, articles, scientific reports, news, short stories, and poetry.

In its implementation, the results of learning Javanese have not yet achieved what was expected. An interview with a fifth-grade teacher, Public Elementary School Tambakaji 05 in Ngaliyan District, Semarang City on February 2018, showed that as many as 75% of students in learning Javanese were not maximally able to process information, were not skilled in understanding, and could not yet develop their writing and writing skills, study the language presentation.

In the second semester listening and telling Srikandhi's puppet story using fine and written language, students sometimes still challenging to understand the contents of the reading text. Also, students find it difficult to rewrite the contents of the reading text they are reading. They still forget or reverse in mentioning the sequence of events in the reading text. This is because they have not been able to understand, and only memorize it, so it cannot be embedded in students' memories for a long time. Therefore, the need for

communicative learning development to achieve the expected goals.

The communicative approach in language learning aims to facilitate students in developing communicative competence in oral and written language. Text-based learning exists as a solution to overcome these problems. This learning involves the teacher's process of assisting students in producing texts, and gradually reducing the assistance until students can produce their texts. Learning is organized using a variety of texts that are related to students' needs, and students are given training in a variety of texts until they can produce texts without help, and teacher guidance (Richards and Bohlke, 2011). Text-based learning based on assumptions on language learning is a social activity, delivered explicitly, as well as a series of stages of development from assisted activities to independent activities, to foster student confidence.

Text-based learning research has been done before. Most of the research aims to improve learning outcomes. Research on writing that is studied by Temizkan (2011); Lin, Li, Hung, and Huang (2014); Smith (2015); Zahrina (2018); Cahyaningrum and Setyaningsih (2019); Sa'adah and Zulaeha (2019) whereas for text-based learning researchers refer to Ramadania (2016); Agustina (2017); Imawati (2017); Kusumaningtyas, Setyaningsih, and Sumartini (2018).

Based on these problems, the aim of the study is to test the effectiveness of text-based Javanese language learning through communicative integrative approaches to students' writing skills, so as to obtain objectives including obtaining a description of the influence of Javanese language learning in text-based elementary schools (Text-Based Instruction) through a communicative integrative approach to students' writing skills..

METHODS

The research design used in this study was Quasi-Experimental Design. The research sample uses a purposive sampling technique, which is a sampling technique with specific

considerations (Sugiyono, 2013). In this study, the samples were VA and VB grade students of Elementary School at Public Elementary School Tambakaji 05 Ngaliyan District, Semarang City. The research sample taken was two classes from five existing classes, one class for the control class, and another for the experimental class. The technique of sampling probability sampling with the sampling technique of 2 study groups, from the results of the drawing of the study place, is the VB class as a control class and the VA class as an experimental class.

The types, methods, and instruments of data collection used in this study for students' writing skills were measured using a performance test method with instruments in the form of lesson plans and performance sheets. Student confidence is measured by the non-test method in the form of observation sheets and documentation. The data analysis technique used in this study uses the average difference test.

RESULTS AND DISCUSSION

The instrument validity test in this study used Pearson correlation test (Product Moment Pearson Correlation) through the SPSS (Statistical Product and Service Solutions) program. The results of validity testing show that all items in each variable are declared valid,

because of the value of $r_{value} > 0.433$, so that all items can be used in subsequent calculations for the hypothesis.

Based on the results of the study, the Cronbach's Alpha coefficient value of all variables has a Cronbach's Alpha coefficient value > 0.600 . This indicates that each of the research instruments has a good level of reliability.

Analysis of the data in this study includes descriptive statistics and the average difference test. Based on descriptive results indicate that the results of the pretest score of students' writing skills in the experimental class had an average of 7.76, and the control class had an average grade value of 8.14. Furthermore, the post-test scores of students' writing skills in the experimental class had an average of 9.76, and the control class had an average grade value of 8.45.

Based on the results of the pre-test scores of student observations in the experimental class has an average of 6.38, and the control class has an average grade value of 6.09. While the post-test scores of student observations in the experimental class had an average of 6.90, and the control class had an average grade value of 6.23.

The analysis used to prove the second hypothesis in this study used the independent t-test presented in Table 1.

Table 1. Test Results of Independent t-test Writing Skills

Variable	Class	Average	t-value	t-table	Sign	Information
Pre-test writing skills	Experiment	7.76	1.268	2.021	0.212	Not significant
	Control	8.14				
Post-test writing skills	Experiment	9.76	2.872	2.021	0.006	Significant
	Control	8.45				

These data are consistent with previous studies by Imawati (2017) about the effect of text-based learning on teacher and student in 7th-grade junior high school Tanjung 1 with the quasi-experiment method to determine learning program on written descriptive text. The research used pre-test – post-test control group design, and the samples were 60 students. Text-based learning program could give the effect of written descriptive text on a student in 7th-grade junior high school Tanjung 1 on academic year 2013/2014. The results of this research showed

an average $t_{(4.904)}$ bigger than $t_{(2.052)}$ also hypothesis is rejected by empirical research. This result indicates text-based learning could give the effect of written descriptive text.

Text-based learning by Hammond (1992) there are four basic stages (a) building knowledge of the field, (b) modeling of text, (c) joint construction of the text, (d) independent construction of text.

Based on the results of Table 1, there is no difference in the pre-test scores of students' writing skills in the experimental class and the

control class with a $t_{\text{value}} = 1.268 < t_{\text{table}} = 2.021$ and a significance value of $0.212 > 0.05$. The results also showed that there were differences in the post-test scores of students' writing skills in the experimental class and the control class. This is evidenced by the value of $t_{\text{value}} = 2.872 > t_{\text{table}} = 2.021$ and a significance value of $0.006 < 0.05$. The average value of the writing skills of the experimental group students who used the text-based learning model in Javanese language lessons was 9.76 higher than the control group of 8.45. This means that the text-based learning model is effective in improving the writing skills of students towards Javanese language lessons. So the first hypothesis in this study was accepted by empirical research.

The results showed that there was an influence of learning the Javanese language in Text-Based Instruction through communicative integrative approaches to students' writing skills and self-confidence. This is indicated by the significant differences in the post-test scores of writing skills, and student confidence between the experimental group using effective text-based learning models and the control group not using text-based learning models with experimental class scores higher than control.

The results of this study support previous research conducted by (Kurniati, 2015) who researched the Implementation of Javanese Language Learning in Integrative Communicative Schools Based on Oral Folklore as a Form of Cultural Conservation. The results of this study indicate that this learning design is effective. Students from the experimental class are better than control class, and student achievement experimental class during learning process takes place more actively, enthusiastically, and creatively. According to the teacher, learning besides teaching language, art, and culture also educates the character to be good. Moreover, learning as alternative preservation of Javanese culture.

CONCLUSION

Based on the description of the results of the study it can be concluded that Javanese

language learning in elementary schools based on text (Text-Based Instruction) through communicative integrative approaches proved to be effective in improving students' writing skills obtained through continuous treatment between teacher and students.

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