

Designing and Implementing Social Information Processing Model of Learning Speaking Using Communicative Approach

Yuli Widiyono*, Universitas Negeri Yogyakarta, Universitas Muhammadiyah Purworejo. E-mail: widiyono@umpwr.ac

Endang Nurhayati, Universitas Negeri Yogyakarta.

Suwarno Dwijonagoro, Universitas Negeri Yogyakarta.

Zainudin Hassan, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia.

Abstract--- The communicative approach based on the understanding of language means functional expression through linguistic, discourse, sociocultural, and acronymical competencies. The design model of the social information processing in learning speaking with this communicative approach with stages referring to Borg and Gall. The implementation of this model was carried out at one stage, that is in an extensive testing in Indonesia high school. The model of social information processing in learning speaking with communicative approach emphasizes linguistic skills and communicative competence in Javanese practice that students are able to form meaning by obtaining, processing data, and producing appropriate solutions to problems, and developing language concepts in interaction using communication language in accordance with its function, as well as increasing learning activities plus productive social democracy.

Keywords--- Local Languages, Javanese Language, Social Information Processing Model.

I. Introduction

Local languages are an valuable investment in ethnicity and nationality. The local asset of languages is a national cultural property because they become a national valuable treasure. According to Statistic center (BPS) and Institute of South Asian Studies (ISEAS) there are about 633 ethnics [1]. Therefore, they need to be protected, fostered and preserved. Local languages, especially Javanese, are used as a communication tool by the Javanese, both on the island of Java (Special Region of Yogyakarta, Central Java, East Java) and outside of Java, even out of Indonesia; such as Malaysia and Suriname [2];[3]. Local languages are not only as a communication tool but also as a tool to show the identity of the language user community [4]. [5], [6], and [7] state that speakers in a certain community use language as their communication tool. Javanese language as a result of the culture of the community and the wealth of local wisdom of the Javanese community is used as a mean of communication by the Javanese community both in the Java isle and partly outside of Java. Philosophically, Javanese has a fundamental one because it does not only have various levels such as *undha usuk*, speech level or really upload, but also has a role in the formation of personality and character [8]. [9]; [10]. Moreover, [11] stated that Javanese register taught a Javanese value about how to be as a good person; *andhap asor* (being simple), *empan papan* (adptable), *aja dumeh* (not arrogant), and *tepa slira* (tolerant). In the process of communication, speakers must consider, choose, and sort out the right language because these levels have different roles and functions. The protection of regional languages, including in this case Javanese, is contained in laws and government policies governing regional languages.

The facts managing function of local languages in Indonesia turned out to be proportional. The former Director of UNESCO, [12], in an international seminar held by SEAMEO QITEP in Language in Jakarta with the theme "The use of local / mother tongue to improve the competence of elementary school students", stated that the preservation of regional languages is urgent. A similar statement was made by [13] which stated that in Indonesia there were estimated to be around 726 regional languages, but 456 regional languages were successfully mapped.

Javanese language has a very strategic one because of the largest user. Furthermore, based on the results of the [14] Ethnologue survey 1999, Javanese ranks 12th with 75.5 million speakers. However, looking at the conditions, there are many facts showing that the Javanese language now has a less promising position and function. Public concerns about Javanese beginning to be evidenced by the decline in the quality of the use of Javanese. Many young Javanese do not star to master it well and the cultural Javanese understanding is very diverse both in the learning process in schools and community [15]. [16] said that not only less intensity of using Javanese, but also people

thought that Javanese language is inflexible and complicated. Based on these data, the position of Javanese in communication needs to be maintained.

[17] states that there are two rules that most determine the pattern of relationships or interaction relationships in Javanese society. The first rule, refers to the principle of harmony that in every situation humans should behave in such a way as not to cause conflict. The second rule, namely the principle of respect. Those has a line with Javanese socioculture norm which expected to be polite person by obeying Javanese value [18]. Knowing the context of such Javanese language, it is very necessary to try to find a solution to the problem that exists. One learning approach that is thought to be able to realize language learning according to its nature and function as a communication tool is the communicative approach. [18] defines a communicative approach as a language learning approach that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real life, meaningful goals. [19] states that communicative approaches can be implemented in communicative language learning to ensure students succeed in obtaining communicative competence.

[20] the development of communication is to raise the student skill of good communication as well. [21] elaborated that speaking activity is a tool to give self-opinion, idea, feeling, and so on by using articulation and pronunciation which gives creative construction in linguistics. The development of communicative learning model based on Javanese language emphasizes the main function of language as a communication tool is one of the results of development that refers to investigative techniques for a phenomenon or symptoms, obtaining new knowledge or correcting and integrating knowledge. The purpose of learning to speak using a communicative approach, which is developing the potential for students' communication skills in accordance with the existing social context by emphasizing the function of language appropriately and correctly [22]. The success of the learning process undertaken by the teacher is not merely charismatic and persuasive, but can involve students in tasks that are loaded with cognitive and social load, and teach these tasks productively [22].

The social information processing model is oriented towards educated skills in processing information and ways they can improve the ability to master information in the collaboration process [22]. This information processing model is based on cognitive learning theory and is oriented to the ability of students to improve their ability to interact socially [23]. Cognitive learning process is a characteristic in the process of thinking, solving problems, remembering, organizing and processing information and making decisions [24]. [25] mentioning cognitive theory puts a lot of emphasis on students' information processing in the learning process. In the learning process the teacher can help students to connect information with students' knowledge.

The development of this learning model is carried out with the stages of information processing then carried out with collaborative or social activities. This collaborative activity is used to encourage students to do or say something to demonstrate proficiency, and a framework for understanding student contributions by informing their knowledge [26]. Learning activities emphasize the social context in which students are expected to consider their language choices and social acceptance of language produced. In addition social learning encourages students to express themselves, provide self-confidence and opportunities to practice the rules of social behavior [27]. Through the development of this social information processing model, it can be an alternative solution to the problem of students' mastery of the Javanese language through the process of processing information or concepts about the level of Javanese speech and is done in collaboration or collaboratively with the group of speaking.

II. Method

The method used in the development of this model is done using the basic steps developed by [28]. Research and development (research and development) is a "process used to develop and validate educational products" which can be interpreted as a process for developing and validating educational products. In this development the authors developed a learning model for speaking Javanese in the form of a Social Information Processing Model design with a communicative approach in high school.

III. Result

The product was produced from the development of the Javanese speaking learning model with a communicative approach, which was carried out through procedures and development stages based on the theory of Barg and Gall (1983), namely the design of the Javanese speaking learning model with communicative-based social information processing.

The design of this social information processing model consists of five elements of the learning model developed based on [22], namely syntax, social system, principle of reaction, support system, and instructional and nurturant effect on learning to speak Javanese. The design of the Social Information Processing Model described includes the following stages. (1) Presentation Problem, (2) Exploration concept, (3) Activity on group, (4) Conference, (5) Evaluation.

Based on the analysis of available data, it is obtained that the Javanese language learning process in Purworejo Regency, Indonesia uses a significant social information processing model. The results obtained from the learning process using the Social Information Processing Model in the form of an analysis of the practicality / practicality of the Social Information Processing model, are presented in the following table.

Table 1: The Average of Cognitive, Psychomotor and Affective Score

Meeting	cognitive	Psychomotor	Affective	Average
II	78.16	81.06	82.09	80.44

The score of the social information in Javanese Language class in the following table:

Table 2: The Average of Classroom PIS Model in Senior High School

No	Activity	Teacher activity	Student activity
1	Introduction	3,42	3,25
2	<i>Presentation Problem</i> Phase	3,19	3,13
3	<i>Exploration concept</i> Phase	3,25	3,05
4	<i>Activity on group</i> Phase	3,19	3,06
5	<i>Conference</i> Phase	3,25	3,17
6	<i>Evaluation Phase and reflection</i>	3,31	3,33
7	Closing	3,50	3,50
Average		3,30	3,21

Note:

3,25 < P ≤ 4,00	Excellent;
2,75 < P ≤ 3,25	Good;
1,75 < P ≤ 2,75	Fair;
1,00 < P ≤ 1,75	Poor.

IV. Discussion

The development Model of Social information Processing in speaking by communicative approach [22] and [23]. The learning process of speaking with social information processing is the process of receiving information, to then be processed so as to produce outcomes in the form of learning outcomes. Learning outcomes of information processing in the form of human skills (human capitalities) consisting of: verbal information, intellectual skills, cognitive strategies, attitudes, motor skills.

1. Design of Information Processing Social Learning Models Speaking with a Communicative Approach

In speaking class, information processing is very necessary, so that concepts about the material can be obtained and controlled through the learning process. To find out the students' speaking ability, especially uploading Javanese, learning activities that involve a collective or group process are needed. The learning design using the social information processing model is described as follows.

a. Syntax

The design of the Social Information Processing Model in the learning process of speaking with this communicative approach consists of five stages, including: An explanation of the PIS learning model is presented explicitly in the Learning Implementation Plan. This PIS model has five phases or stages in the learning process. The five phases are (1) Presentation Problem, (2) Exploration concept, (3) Activity on group (4) Conference, (5) Evaluation.

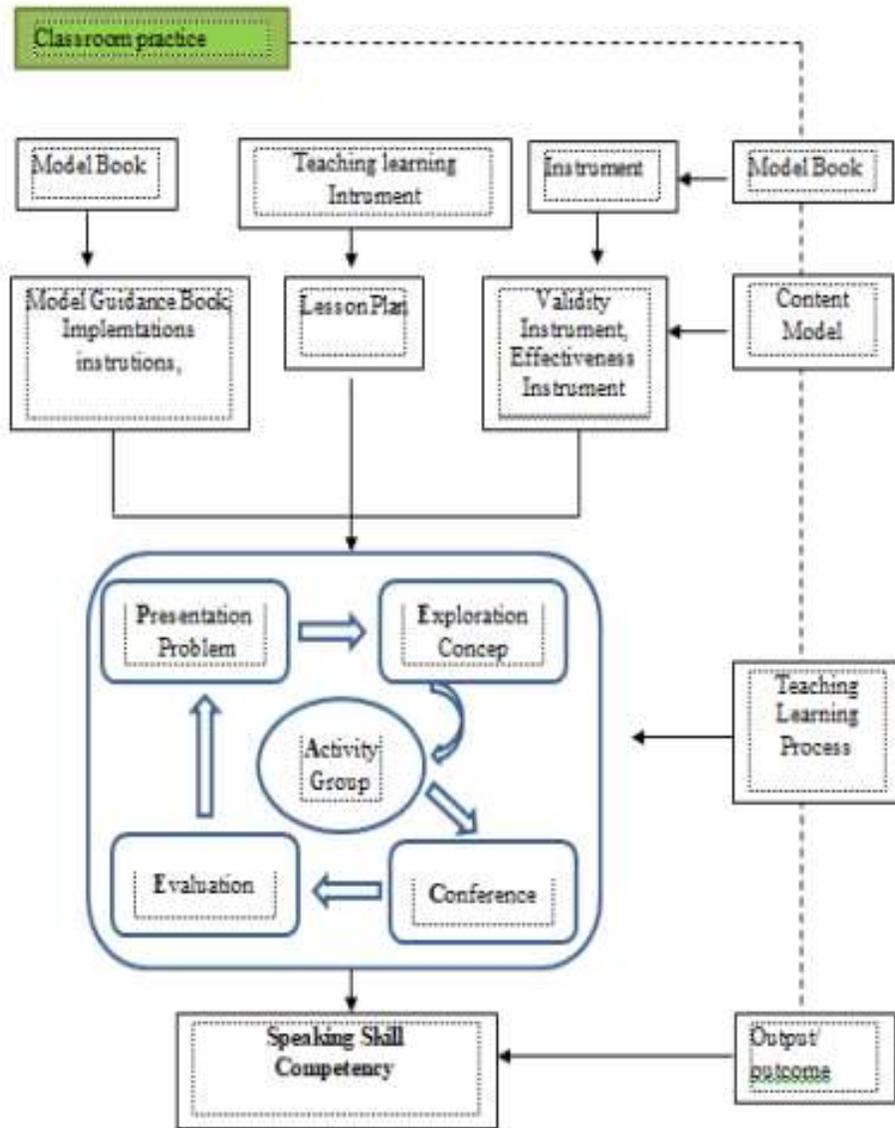


Figure 1: The Design of Social Information Processing Model on the Classroom

The design of social information processing model in the learning process of speaking with this communicative approach consists of five stages, including: An explanation of the PIS learning model is presented explicitly in the Learning Implementation Plan. This PIS model has five phases or stages in the learning process. The five phases are (1) Presentation Problem, (2) Exploration concept (identifying and calculating data that is relevant to the topic or problem), (3) Activity on group (group activity) (4) Conference (practice), (5) Evaluation.

The design of the Social Information Processing Model in the speaking learning process by using this communicative approach consists of five stages, including: An explanation of the PIS learning model is presented explicitly in the Learning Implementation Plan. This PIS model has five phases or stages in the learning process. The five phases are (1) Presentation Problem, (2) Exploration concept (identifying and calculating data that is relevant to the topic or problem), (3) Activity on group (group activity) (4) Conference (practice), (5) Evaluation

The first phase of the Social Information Processing Model is presenting problem statement phase. In this phase, it emphasizes more on the process of providing case. The teacher get information on how student use Javanese in communication process stressing on proper Javanese language. Cases of using Javanese language on uploaded channel can stimulate students' curiosity. Students may have involved in inductive activities in the process of grouping data based on a truly Javanese base.

The learning process is to collect a set of data in the form of a Javanese language group. Classified data will be identified. At this stage, the accuracy is needed and avoid the haste impression to get the best one. The identified data is then explored based on the material to make guess and formulate hypotheses.

The next phase is **Activity on Group**. It adopts at inductive thinking model and Gagne's learning steps in retention and calling. This model is designed to prepare students to develop integrated democratic behavior, both a personal and social level as well as to improve living standards based on productive social democracy.

This phase aims to find out some information through investigation or exploration activity in some groups. At this stage, it can raise problem for them. They will study and do solve problem. The purpose is to find explanation and solution to prove received information or hypotheses.

The fourth phase, **Conference** provides student's opportunities to present the discussion or team exploration by representation and role play. In this step the learning process must allow student to express themselves and act in own ways. Naturally students will focus on aspects in certain situation. Student will concentrate on the feeling expression, the behavior and values of each cast can be seen through the words or actions, solutions to problems, or the consequences of student behavior.

In the fifth phase, **Evaluation and Reflection**. Student activities are to provide feedback to the entire learning process by developing the ability to analyze, evaluate, and infer knowledge, so students have the ability in self-regulated learning; knowledge of effective strategies, how, and when use it. Teachers can provide feedback by providing correction and reinforcement of the results of problem solving so that students will understand well. Feedback must be given specifically to obtain good knowledge.

b. Social System

This social information in processing learning model based on communication is able to act as an initiator, facilitator, consultant, moderator, and mediator in learning for teacher. The students expect to be able to increase active participation in learning; they will do social interaction through group work activities or discussions.

c. Principle of Reaction

On this phase, teacher should think how to treat, analyze and respond what the student did. He teacher should appreciate what they presented.

d. Support System

A support system for all facilities, materials, tools or learning environments that support learning and support the successful implementation of learning activities. Sources and learning tools needed in implementing this model are, learning planning, learning modules, media in the form of videos containing short duration films with conversations that pay attention to really, and evaluation tools to measure students' speaking abilities.

e. Instructional and Nurturing Effect

Instructional impact is the achievement of learning goals and the accompanying impact associated with long-term learning outcomes [29]. Expected in this learning process is students can find concepts, principles, patterns in learning to speak Javanese really. Students are able to use appropriate uploads in Javanese concepts, able to improve students' communication skills. The expected impact of accompaniment in the design of this model is that students have a scientific attitude towards language, and have an attitude of pleasure and interest and are able to communicate appropriately in the community.

2. Implementation of Social Information Processing Model of Learning Speaking with Communicative Approach

The design of the PIS model developed by communicative approach is applied to learn speaking in high school. From the results of learning activities obtained speaking competence results include cognitive, skills and attitudes of students are presented as the following graphic image:

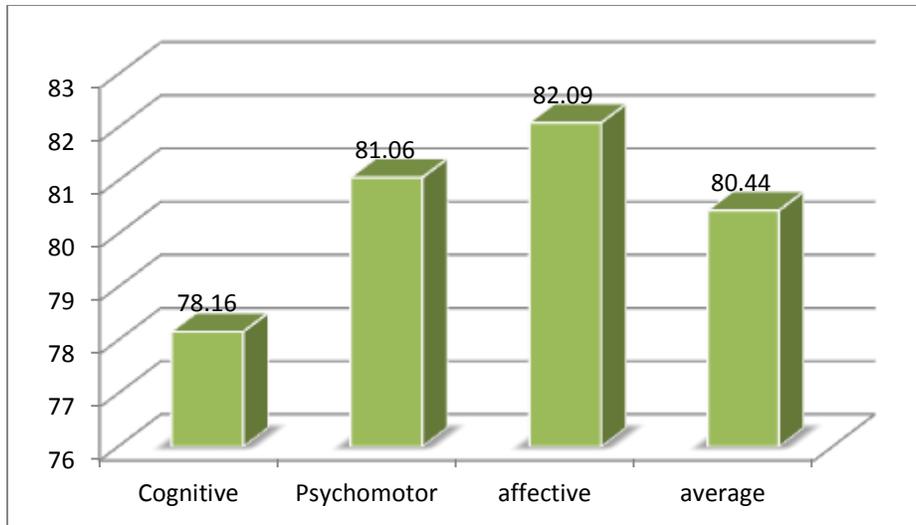


Figure 2: Mean Scores of Speaking Competency Scores at the Broad Trial Stage

Based on data, it can be seen that the average of the results, student’s competence in the cognitive is 78.16, in the psychomotor is 81.06, the cognitive domain is 82.09 and the average score for students' ability at the broad trial stage is 80, 44. It can be concluded that the PIS model used in learning can improve students' abilities in learning to speak.

In the observation analysis at this broad trial phase it is known that the steps of the PIS learning model show an increase compared to the previous stage.

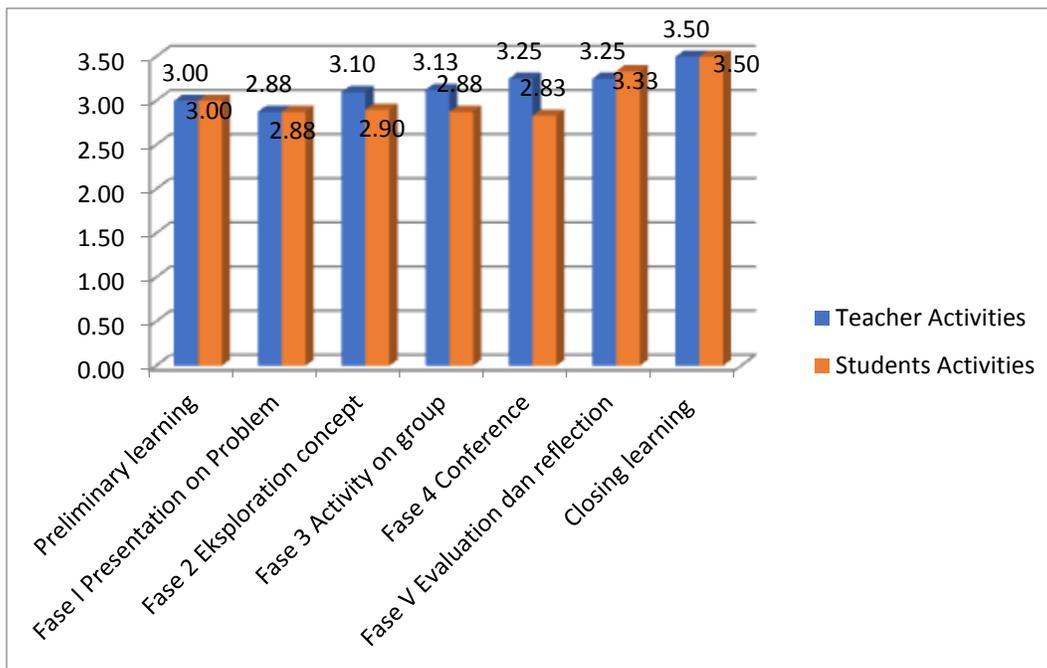


Figure 3: The Results of the Model Implementation on the Teacher and Student Activities

It can be seen that the implementation of the PIS model in learning to speak uploading, the Javanese language has a higher average score in the previous activity. The results of discussions with the teacher are implemented in this extensive trial learning activity. From these results it is known that the average activity of teachers and students has a good category at $3.5 > X > 2.5$. Weaknesses from the results of these activities were perfected for effectiveness testing activities on the PIS model. Table 2 data is known that the mean value of teacher activity is 3.16 and students

are 3.05. Based on the above data it is known that the average results indicate the feasibility of the learning model of the PIS model with its components included in either category.

V. Conclusion

The model development of Social Information Processing Model with communicative approach can be applied to learning to improve students' thinking skills and communication competencies in social interaction. The communicative-based social information processing model has five learning phases: (1) Presentation Problem, (2) Exploration concept (identifying and calculating relevant data or problem), (3) Doing activity on group (4) Conference, (5) Evaluating. The characteristics of the social information processing model are learning daily problem to stimulate students able to make hypotheses, analyze and be able to practice the use of language in accordance to their functions.

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