Analysis of Student's Ability in Using Javanese through Communicative Approach

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Abstract--- Communicative approach is based on the definition of language as a means to express functional meaning through language competence, discourse, sociocultural, and actional competency. It emphasizes on the language skill and communicative competence in Javanese practices i.e. ability to communicate using Javanese in accordance with imperative, declarative, interrogative function in various modes. The study is to analyze the student's need, to develop social information processing based on communicative approach. The research was done in senior high schools in Purworejo. The development of learning model based on communicative approach will influence the achievement of learning process.

I. Introduction

Indonesia consists of hundreds of tribes of which have their own customs. One of the regional sub-cultures is the regional language which is a valuable tribal and national investment. The regional languages are also a national cultural treasure. (Suwondo, 2014) states that Indonesia has about 726 local languages, and 456 of them are succesfully mapped. Tirto also adds that about three to four years ago the local languages in Indonesia that can be mapped as many as 400 languages. Thirteen languages have more than one million speakers. The one of them is Javanese. Javanese has a very strategic position with a very large number of speakers. Furthermore, based on survey from Ethnologue, the Javanese is ranked 11th for its 84.4 million speakers. Based on this data, the position of Javanese as a language needs to be maintained (Simons, 2018).

(Brown, 2007), (Kumaravadivelu, 2006), and (Cureton, 2001) 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. Javanese is not only used in Indonesia, but also used in Malaysia, and Suriname (Harun & Yusof, 2015) and (Sudaryanto, 1991). Javanese is actually not only a communication tool but also a tool to show the identity of the community (Bratt Paulston & Paulston, 1994). Javanese is also a symbol of regional pride as well as intercultural communication liaison with the proper implementation of appropriate language level "Unggah-Ungguh" (Sasangka, 2009). *Unggah-ungguh* or *undha usuk* which commonly refers to language speech level is Javanese community treasure. They are still applied or used by the Javanese community. (Haryana Harjawiyana, 2001) states that the things which are considered in Javanese communication using *Unggah-Ungguh* are age, kinship, degree and rank factors, heredity, and gentleness or personal qualities.

Meanwhile, (Pranowo, 2009) states that the important things which relate to the successful arrangement of social interaction through language are strategies that take into account the status of speakers and speaking partners. Language procedures, including *Unggah-Ungguh* are very important to be considered by the participants of communication (speakers and speech partners) to smooth the communication. In line with (Supartinah, 2006) opinion in Javanese society, Javanese language serves as a mean of embodiment of cultural attitudes in which a speaker will not express his intention only by relying on his mind, but more importantly his feelings (*angon* sense). *Angon* is a communication that is done smoothly in order to not hurt the feelings of our speaking partners.

(Halliday, 1976) states that we can do the development of communication process in the language in accordance with the main function of language learning. It is to increase the ability of learners in order to communicate well and correctly. (Bahrani, 2012) states that speaking is a tool for expressing opinions, feelings, ideas, and so on with articulation and sound activities that provide creative construction in linguistics. (Brown, 2004) states that speaking skills is one of the most important language skills of which its role is to produce future generations who are intelligent, critical, creative, and cultured. The learners who have mastered speaking skill will be able to express

their thoughts and feelings intelligently according to context and situation. Speaking skills will also be able to form a creative young generation who is able to give speech or communicative utterance, coherent, and easily understood.

The one of basic principles of speaking is able to convey a message that can be understood by the speaking partners (Brown, 2007). However, this statement is not same as the conditions in the reality. The fact shows that Javanese usage errors in the learning process at school are still commonly found. This proves that language skills among students are still not optimal, especially speaking skills. This condition cannot be separated from the process of learning Javanese language in schools that are considered less attractive and not modern and the role of teachers in optimizing the skills of students in the language is less appreciated by students.

By knowing the context of Javanese, it is necessary to find the solution of existing problems. One of the learning approaches which is allegedly capable to make language learning related to its nature and function as a communication tool is the communicative approach (Brown, 2007). Communicative approach is a language learning approach that emphasizes on authenticity, interaction, student-centered learning, task-based activities, and communication for real life, meaningful goals. (Richards, 2006) states that the communicative approach can be implemented in language learning to obtain communicative competence. In addition, the communicative approach can develop smoothness and accuracy. Accuracy in the communicative approach can create learning activities that make students to be able to negotiate meaning, use communication strategies, correct errors, and strive to avoid non-fluent communication.

The Javanese language learning, especially the speaking skill needs to be optimized for the improvement of learners to recognize themselves and their environment, to apply it in their cultural manners, to appreciate the potential of the nation, to be able to express ideas and feelings, to participate in society, and to find and use analytical, imaginative skills through communication correctly and appropriately. The importance of the development of learning model of social information processing on Javanese speaking by using communicative approach is believed to be able to improve the ability to speak Javanese language correctly and accurately in accordance with the function of language as a communication tool and the identity of the speakers of that language.

The social information-processing learning model is developed with an orientation to the educated skills in information process and ways they can improve the skills to master the information (Joyce, B. & Weil, 2004). The information processing model is a learning model that focuses on activities which is related to information process to improve student competence through the learning process. The process of this information focuses more on the cognitive function of learners. This model is based on cognitive learning theory and oriented to the ability of learners to improve their ability in social interaction (Gagné, 1985). The purpose of learning to speak using social information processing model based on the communicative approach is to develop the potential ability of students in obtaining information about speaking skills of the Javanese Unggah-Ungguh used in communication in accordance with the existing social context by emphasizing the function of the language correctly. By implementing communicative approach in language learning that emphasizes communicative and functional language competence, students ability to speak Javanese correctly and accurately is expected to develop.

II. Method

The method employed in this study is the steps developed by Borg dan Gall (1983: 775). Research and development is "*a process used to develop and validate educational product*". The researchers develop Javanese speaking skill model, that is, social information processing model based on communicative approach in senior high schools. The development of model design is within preliminary stage and initial product development. The preliminary study was conducted in five high schools in Purworejo, Central Java with as many as 150 students. The data, then, became the basis to design social information processing model in Javanese speaking skill based on communicative approach.

III. Result

Based on the data analysis, there has been diverse Javanese learning process in Purworejo. Students' attitude towards Javanese class and obstacles encountered by teachers vary widely. This condition calls for model development to improve Javanese speaking skill. The data showed that students' motivation to learn Javanese was 44% or in good category. Teaching strategies employed by the teachers were considered less interesting (32%). Meanwhile, students' responsibility to learn Javanese was 45% or slightly good. The product resulted from this development of learning model goes through procedure and developmental steps by Borg and Gall (1983), that is, social information processing model based on communicative approach. This model is comprised of five aspects of

learning model developed by Joyce et. al. (2004): syntax, social system, principle of reaction, support system, and instructional and nurturant effect on Javanese speaking skill. The steps of social information processing model are (1) *Presentation problem*, (2) *Exploration Concept*, (3) *Activity on group*, (4) *Conference*, (5) *Evaluation*.

IV. Discussion

This development of learning model is developed and adopts social information processing by Joyce et al (2004) and Robert Gagne (1998). During learning process, information acquisition process takes place. The information is, then, processed to yield outcomes. Learning is the outcome of information processing that embody human capabilities. These human capabilities cover verbal information, intellectual capability, cognitive strategies, attitude and psychomotor capability. The capabilities are incorporated in the social interaction process.

In speaking skill, information processing is of great significance. Because of information processing, concepts are acquired and mastered through learning process. To investigate the students' speaking skill, particularly in using Javanese unggah-ungguh (speech levels), learning activity involving collective process is required. The following is the result of data analysis of students' leaning motivation, students' attitude, learning strategies employed by teachers, and students' responsibility in learning Javanese. Students' motivation to learn Javanese unggah-ungguh is illustrated below.
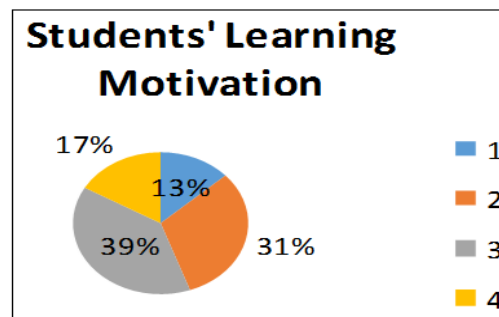

Figure 1: Students' Learning Motivation

39% respondents stated that their leaning motivation was good. They showed motivation and felt interested to learn Javanese unggah-ungguh.

As for students' attitude towards Javanese class, 44% respondents reported that the teaching materials were less interesting. In the contrary, 34% respondents stated that the teaching materials were interesting. From the total of 147 respondents, it was found that teaching materials on Javanese unggah-ungguh were less interesting and were unlikely to support the communication process. The result of students' attitude towards Javanese unggah-ungguh is given below.
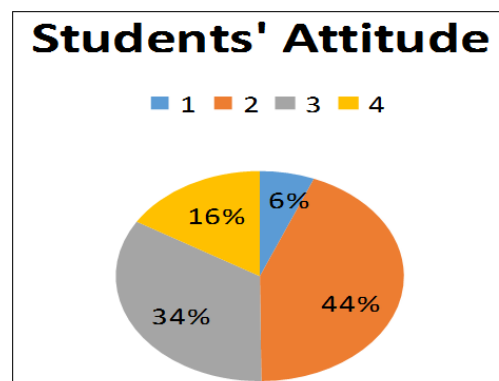

Figure 2: Students' Attitude

For learning strategies, 32% respondents stated that learning strategies in the classroom were less interesting and as many as 25% respondents thought that the learning strategies were interesting. The indicators for learning strategies are learning methods employed by teachers and students' understanding level towards Javanese class. The data of teaching innovation is depicted below.
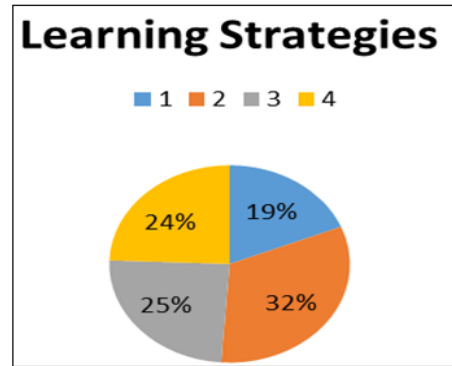
Figure 3

Students' responsibility to learn Javanese unggah-ungguh was considered slightly good (45%). This was found from the students' self confidence to use Javanese unggah-ungguh and students' readiness to prepare the class. The following is the data on students' responsibility towards Javanese class.
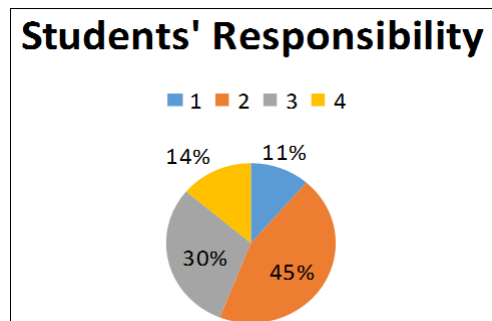

Figure 4: Students' Responsibility

In the learning process, conveying information, ideas, skills, values and ways of thinking is important to foster students' learning capability. How the learning is carried out affects students' capability to teach themselves. The success of learning process is not solely because teachers have charismatic and persuasive traits, but also because they involve students in cognitive and social tasks as well as productively teach those tasks (Joyce. et al. 2004:7).

Social information processing model design based on communicative approach undergoes five-phase syntax which are interrelated and sequential. The illustration is given below.
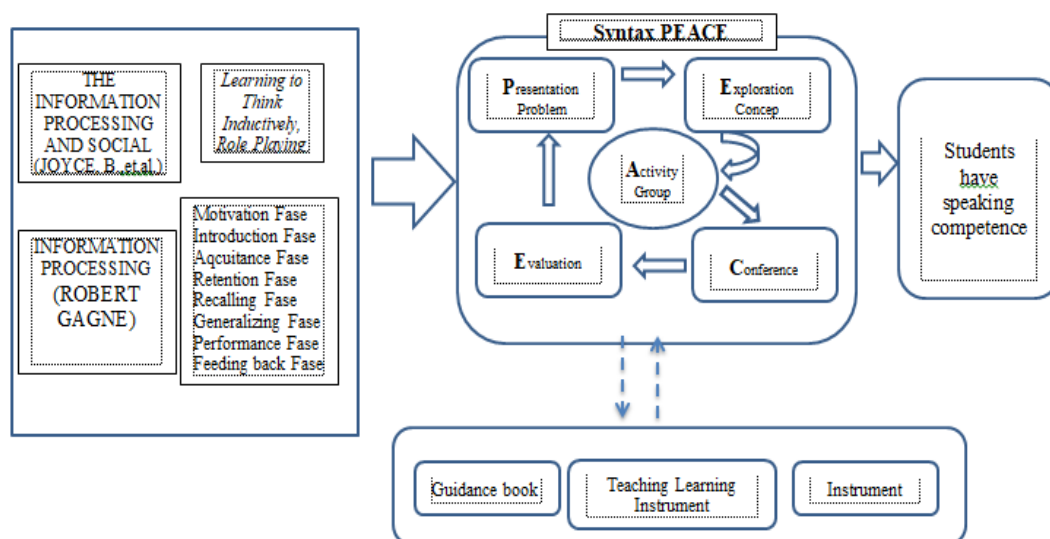

Figure 5: Social Information Processing Model Design

In classroom practice, information processing is based on students' capability orientation to process information, from acquiring, analizing the data and then generating solutions to develop social competency. Classroom practice involves learning objectives, learning strategy, learning activity and learning evaluation in accordance with social information processing. The phase is explained below.
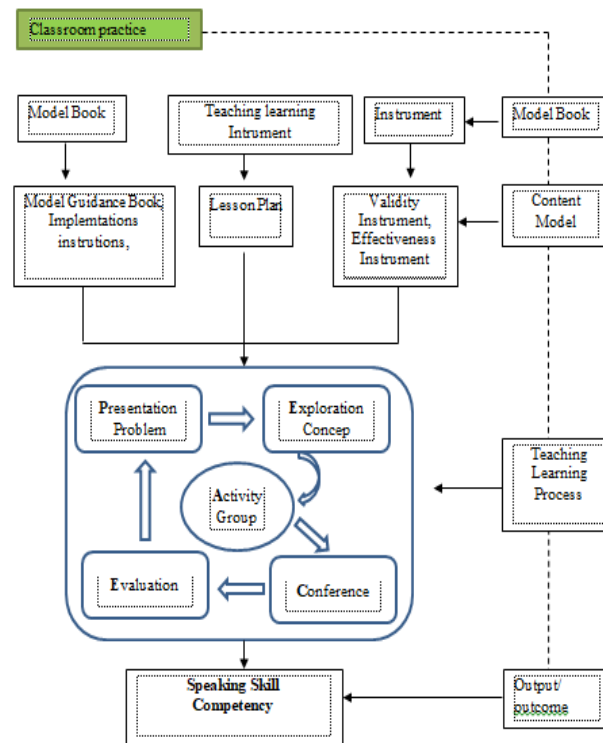

Figure 6: Conceptual Model of Social Information Processing in Classroom Practice

The sets of the model are instruments, teaching plan, and model book. The instrument is elaborated to be model content which covers instrument validity and instrument effectiveness. The teaching plan is in the form of lesson plan. The model book is developed into model handbook, operating procedure and supporting theories.

V. Conclusion

The finding confirmed that students' motivation to learn Javanese is good, but students' attitude towards Javanese unggah-ungguh is slightly good. Meanwhile, students' responsibility towards class readiness and their self-confidence to use Javanese unggah-ungguh is slightly good. Students' attitude towards learning method needs improvement. Learning model is needed to improve students' Javanese speaking skill. By applying social information processing model, it is expected that students' thinking skill and communicative competency in social interaction are getting better.

Social information processing model based on communicative approach has five phases namely information processing stages: (1) *Presentation problem*, (2) *Exploration concept*, (3) *Activity on group*, (4) *Conference*, (5) *Evaluation*. The main characteristic of social information processing model is it deals with problems in daily basis so it potentially stimulates students to make hypotheses, analyze and put appropriate Javanese into practice.

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