



## THE IMPACT OF USING A COMMUNICATIVE APPROACH ON STUDENTS' COMMUNICATION ABILITIES IN PRIMARY SCHOOLS

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### Abstract

This research aims to find a comprehensive approach to communication skills. When teaching, a teacher may use more than one strategy and technique. They have several techniques and materials based on the needs of the students being taught in the class. This researcher looked for the impact of using a communicative approach on communication skills in elementary school students. Based on several impact findings that occurred, the researcher took the research object which was carried out at SD IT Al Kautsar Secanggang School with the aim of finding out the impact of a phenomenological approach using descriptive qualitative research methods in utilizing students' Indonesian language and communication skills. This research uses qualitative methodology with phenomenological methods. According to Moleong, qualitative research is research that has the ability to understand research subjects, such as research, theory, motivators, actions, etc. descriptively in the form of words and language. Sugiono emphasizes that the object of research in qualitative principles is what it is, research does not manipulate data, and research observations do not have a significant effect on the object of research. It can be concluded that this research is not manipulate data. Qualitative is an approach that aims to understand the phenomenon of the research subject carried out descriptively.

**Keywords :** Approach communicative, ability communication, ability language and speak

### Introduction

Smoothness language, as a goal to be achieved. The influence of technology on education is not limited to reading, children can learn by communicating with other people with various forms of speech, especially by speaking or listening. Education can be described as a relevant process so that people can learn how to perceive, understand and make decisions that suit their needs. Talk is a skill that drives every human role by not ignoring other language skills, but listening, writing and reading. Speaking skills are becoming increasingly important as a means of interpersonal development, and whenever that happens, anyone can communicate effectively with anyone. An approach is a theoretical basis for a particular method. The single most important lesson in Indonesian language education is the need for communication. The communicative approach is a change based on the idea that the goal that must be achieved in learning Indonesian is the ability to use language in communication. The communicative approach influences language learning by emphasizing the function of language as a communication tool. In other words, communicative language learning can be described as a learning approach that is able to influence communication progress to meet Indonesian language learning objectives. Communication has several channels, as explained by Finoccaro and Brumfit, as follows: (1) When comparing strengths and weaknesses with language structure and material, this is very important. (2) Learning a language means learning to communicate, not learning structure, grammar or vocabulary separately. (3) The desired outcome is communicative competence, or the ability to use the language system efficiently and correctly. (4) Language is determined by the

context of its use. (5) The subject matter is opened and presented through a clear, concise and concise explanation. (6) Language variation is the basic concept and material of educational methodology. (7) Translation can be done if necessary and beneficial for students. (8) If a suitable language code editor is required, it can be done. (9) Dialogue, when used, focuses on the various functions of communication and generally. One of the most important languages to learn is Indonesian, which has a significant impact on a student's ability to communicate effectively. The aim of teaching Indonesian is to improve students' ability to communicate clearly and accurately in Indonesian. Through the Indonesian language approach, students present formal language knowledge, including knowledge of Indonesian vocabulary, Indonesian grammar and Indonesian written expressions. Apart from that, writing is also a form of communication activity that uses language as a medium. In Indonesian, conversation involves two people talking and exchanging ideas, while reading and writing involve two people talking to each other and exchanging ideas quickly. Writing is very important in the field of education because it makes it easier for students to form critical opinions, writing as one of the three language skills has an important role in human life. Writing is not only a skill that can be applied with it, but through a long educational process to strengthen human traditions.

### Research Methodology

The research method used is a descriptive qualitative research method with a phenomenological approach. This research aims to determine the impact of a phenomenological approach using descriptive qualitative research methods in Indonesian language learning on students' communication skills. Students at SD It Al-Kautsar Secanggang, especially in the lower classes, are asked to be able to communicate both verbally and in writing properly and correctly in the school environment and at home, students are also asked to have the courage to express opinions well, correctly and be able to use language that is polite and courteous. so that they get used to using good language and words and can apply them in everyday life. Qualitative descriptive research is a research methodology that is often used. The research carried out aims to raise and explore a problem. After that, the findings are presented in an analysis that leads to recommendations based on the initial objectives. Qualitative research methods are one of the few research methods that have been around for a long time and are popular. Qualitative research methods have been applied from various fields of science, especially in the fields of humanities, educational psychology, and communication. A phenomenon is a type of object, event, or perceptual phenomenon. Anything that moves in consciousness. This phenomenon can be the result of research according to Moustakas (1994: 26). Phenomenology is a branch of philosophy that focuses on the explanatory analysis of phenomena human causality according to (Good, 2002: 234). Phenomenology is the study of knowledge that comes from consciousness, or how to understand subjects or events with conscious experience (Littlejohn, 2003: 184). The aim of qualitative research with a phenomenological approach is to be able to accurately, systematically and factually describe the facts of an area. This research aims to find out how conditions in the school environment impact lower class students' communication in speaking, both orally and in writing.

### Result & Discussion

This research uses qualitative methodology with phenomenological methods. According to Moleong, qualitative research is research that has the ability to understand research subjects, such as research, theory, motivators, actions, etc. descriptively in the form of words and language. Sugiono emphasizes that the object of research in qualitative principles is what it is, research does not manipulate data, and research observations do not have a significant effect on the object of research. It can be concluded that this research is not manipulate data. Qualitative is an approach that aims to understand the phenomenon of the research subject carried out descriptively. According to Cresswell, phenomenology is a branch of psychology used in research studies to identify human observations of phenomena certain. Research describes phenomena that arise from phenomena that are specific to the subject. Based on the explanation above, phenomenological studies are the study of how people learn about certain phenomena that they observe directly. One of the strengths in this research analysis is the students' ability to speak using language good and correct, to train students' courage in expressing something or getting things, students are also asked to be active in communicating or speaking when learning is carried out and students are also asked to express or speak accurately, factually and factually so that during the learning process there is collaboration between teachers and students so that learning becomes more effective because of good communication between teachers and students. Communication skills training is a type of training that aims to develop communication skills as part of language learning objectives and also develops preparatory materials for elementary school students. Elementary school students must train their communication skills well and correctly so that they will be trained to speak well and correctly both in the school environment and outside the school environment. Speaking (listening, understanding, writing and discussing), recognizing and understanding the importance of language. According to

Littiewood (in Rofi'uddin, 2009) the communicative approach is based on the idea that: (1) Effective communication prepares students for advanced learning. This mainly causes people to realize that languages are not only consistent in vocabulary and grammar but also in the communicative function of the language. Students must have good communication starting with low grades because they will continue to high school, so starting from low grades students must be able to communicate well and correctly (2) Freedom of communication opens up a broad view of language learning. This leads to the realization that language learning is not only about teaching students the structure of the language, but also about teaching them how to adapt the language to their needs as a means of communication in the right order and at the right time.

As a means of communication with other people, language is a very important medium for people student growth process. This section functions as an effort to express it in the form of a symbol or symbol. The language learning process for elementary school students consists of several steps, namely: (a) Identify and define categorized objects using clear and easy to understand language. Second grade elementary school students are asked to communicate both written and verbally in clear and easy to understand language (b) Master punctuation and memorize words that are directly useful for our deepening. This means that in learning Indonesian and other learning, students must understand punctuation, memorize letters so that students will find it easy to do or write (c) Speech, namely the process of serious conversation or dialogue that enlightens the surrounding environment. This means that students are required to speak or communicate in the school environment using good language, sayings and sentences correctly so that in their pronunciation other students or teachers can understand them. Conversation /communication in the surrounding environment, if we use good speech then there will be a comfortable situation around us. The first step in learning Indonesian from a young age is to provide Indonesian language teaching and training from an early age. Indonesian education for Indonesian children can be carried out through informal channels. Informal education can be carried out by family members at home. This education is carried out when children at home collaborate with their groups. On the other hand, formal education in official education institutions ranging from primary education to tertiary education. In formal education, teachers are very important in helping students understand Indonesian. On the other hand, non-formal education is carried out outside the home and school, and can be done through courses, private lessons, Islamic boarding schools, and other appropriate means. The objectives of the Indonesia program implemented by SD IT Al-Kautsar Secanggang are as follows: (1) Communicate effectively and efficiently according to situations and conditions, both orally and in writing (2) Use good language in casual and formal situations both nationally and personally. Students are required to use good language when talking to anyone, whether to teachers, seniors or their peers (3) Understand Indonesian and use it creatively and accurately for various purposes (4) Using Indonesian to improve cognitive abilities as well as emotional and social intelligence (5) Enjoy and utilize literary works to broaden horizons, ethics, and improve knowledge and language skills (6) Appreciate and be proud of Indonesian literature.

## Conclusion

Speech is a skill that is driven by every human role without ignoring other language skills, but listening, writing and reading. An approach is a theoretical basis for a particular method. The only lesson The most important thing in Indonesian education is the need for communication. The communicative approach is a change based on the idea that the goal that must be achieved in learning Indonesian is the ability to use language in communication. The aim of teaching Indonesian is to improve students' ability to communicate clearly and accurately in Indonesian. Through the Indonesian language approach, students gain formal language knowledge, including knowledge of Indonesian vocabulary, Indonesian and written Indonesian expressions. Qualitative research methods are one of the few research methods that have been around for a long time and are popular. Qualitative research methods have been applied from various fields of science, especially in the fields of humanities, education and communicative psychology Communication skills training is a type of training that aims to develop communication skills as a goal of language learning and also develops preparatory materials for elementary school students. Elementary school students must practice their communication skills well and correctly so that they will be trained in speaking well and correctly in the school environment and outside the school environment. The first step in learning Indonesian from a young age is to provide Indonesian language learning and training from an early age. Indonesian education for Indonesian children can be done through formal channels, informal education can be done by family members at home.

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