

Original Research Article

The Influence of Communicative Method and Independent Learning Style to the English Learning Outcomes: An Experiment Research to Primary Grade One Level

Syefriani Darnis

Department of Education, Trilogi University Jakarta, Indonesia

Corresponding Author: Syefriani Darnis, E-mail: darnis.riani@gmail.com

ARTICLE INFO

Article History

Received: May 02, 2020

Accepted: June 30, 2020

Volume: 3

Issue: 6

DOI: 10.32996/ijllt.2020.3.6.21

KEYWORDS

English Speaking, Communicative Method, Experiment Research

ABSTRACT

The aim of this research is to obtain information about the effect of communicative teaching methods and independent learning styles on learning outcomes of Speaking English to the Primary grade 1 students in Al Hikmah School, South Jakarta. The communicative method is an effective learning method applied in the learning process of speaking English, especially for students at the Primary school level. This learning method provides more opportunities for students to express themselves in English, so that the English they learn can be integrated in their personalities and they can feel happier in learning. In this study, researchers used experimental research. The sample in this study amounted to 20 children who were divided into 2 groups of learning styles. Instrument learning outcomes in English are measured through written and oral tests. The results showed that in children with independent learning styles taught by communicative methods achieving higher English-Speaking learning outcomes than not being taught with this method.

Introduction

It is a fact that our world is becoming more advanced, increasingly modern. Technology is getting more sophisticated, communication is getting smoother, and education is increasing. The current issue of globalization requires quality human resources and is able to communicate in various foreign languages, especially English as an international language. While learning English in school, tends to only be emphasized in mastering grammar only. While other skills that play an important role in language are forgotten. One of them is speaking skills. English speaking is an important skill that students need to be able to perform. It is a verbal productive skill which will be very useful in communication. In order to be able to express ideas, thoughts, feelings, opinion or information and message verbally, they will have to master the skills in speaking. Moreover, unlike any other language skills, when speaking, the speaker produces speech autonomously and directly.

Meanwhile the teaching of English at Al Hikmah School aims to enable students to be able to speak in English and have a positive attitude and a feeling of pleasure towards English so that they want to learn more. Inappropriate teaching methods may affect student attitudes and ultimately affect student learning styles. One of the aspects that is often highlighted by people in teaching languages including English is the method aspect (Tarigan, 1998a). The success or failure of a language teaching program is often assessed in terms of the method used because the method determines the content, the way of teaching. In the end the method also determines student learning outcomes.

Indeed, to obtain a generation that has a good ability, foreign language teaching, especially English should start from an early age. In addition, children will have readiness to enter a social context with various languages and cultures so that when an adult child will be a quality human resources and can achieve. Another benefit is that children will find it easier to socialize with the community and more importantly pronunciation in English will be better if taught earlier with full seriousness so that in the end they become qualified students.

Theoretical Framework

Communicative Method

The method is the realization of the theory which includes the selection of systematic techniques based on special abilities, content or material taught and activities in the delivery of material (Mustadi, 2012). Furthermore, according to Djunaidi, an applied linguist, identifying differences in approach is a series of axiomatic assumptions about the nature and nature of language, language teaching and language learning. The method is a comprehensive plan regarding the presentation of language teaching materials on a regular basis and is based on an approach chosen and the technique is implementation, that is, what actually happens in the classroom to achieve specific objectives. Thus, all three have a hierarchical relationship. This means that the technique is the translation of the method, while the method is the translation of an approach. So a method is theoretically related to the approach, organizationally described in a procedure or steps that must be followed by the teacher as the implementer of teaching.

Communicative methods in teaching English cannot be separated from the underlying learning theory and foreign language teaching background. Some elements that can be considered the basis of learning theory in communicative approaches are "... the principle of real communication, meaningful tasks and meaningfulness of language" (O. Dunn, 1991). Communicative methods are applied in the teaching process so that students gain a communicative ability (Jean, 2014). added that communicative competence includes the ability to be able to use language in accordance with existing social contexts, based on knowledge of language form, meaning and function. A more complete definition is given by Richards, Platt and Webber (Wilmar Salazar Obeso, 2015) namely communication competence is the ability to apply grammatical rules of a language to form correct sentences and know when and where they are used and also to whom. Thus, the communicative situation refers to the situation that someone uses in communicating. teaching foreign languages with communicative methods gives students the opportunity to learn to communicate in communicative situations so that students can gain communication skills.

Characteristics of the Communicative Method

According to Richards and Rodgers (cited in Tarigan, 1998), there are many characteristics of the communicative method. (1) The purpose of communicative approach in language teaching is to provide communicative abilities, namely the ability to use forms / structures and functions of language in accordance with communicative contexts and situations, (2) Teaching has a purpose and meaningfulness for students so that it enlarges students' interest in learning, (3) Teaching is emphasized in the activities of students speaking (conveying messages) and listening (capturing messages) and not overriding the ability to write and read, (4) Conversations or dialogues that are centered around communicative functions that are understood by students, are not merely memorized, (5) The exercises held are not too burdensome for students but can support the main objectives of teaching, (6) Any teaching facilities and materials that can support teaching can be used, adjusted for age, ask and so on, (7) Use of the original language is done if budgeted if necessary and beneficial to students in learning, (8) Interaction in learning is done by students in pairs or groups, verbally or in writing or between students and teachers, (9) The desire of students to communicate is developed through communicative activities (games, role playing and solving tasks problems) which have the characteristics of information gaps, choices and feedback, (10) The form (structure) of language is learned through the function of language (communication) and there is emphasis on various forms of language that refer to the same language function, or several functions of language represented by the same form of language, (11) Teaching is inductive, meaning that the rules of language are understood by students after they carry out certain language activities, (12) The teacher acts as a facilitator, advisor and manager of student learning activities, which creates communicative activities that involve students .

Teaching Technique in Communicative Method

In connection with teaching language through communicative methods, the use of teaching techniques "Look-Up and Say" in the classroom (Claire, 2005). In these teaching techniques combined with other activities (techniques), namely: warm-up activity and optional follow-up activity, as well as organizing student learning activities in pairs (pair work), group work or activities of the whole class (class activity) . Each of these techniques or teaching activities can be explained as follows: (1) warm up activity, question and answer activities carried out at the beginning of teaching (class activity) to cause close interaction between students and between students and teachers, and to direct students' attention to topics taught by the teacher or studied by students, (2) Look-up and say, activities carried out by students in practicing model conversations (conversations created by teachers referring to the topic being studied) in pairs (pair work). students look at the book, then look at their friends while saying the lines in their conversations in the model. Thus there is a point of contact between

students and their partners as well as people communicating, and students avoid the tendency to read or memorize the model's conversation, (3) Optional follow-up activity, additional activities that can be in the form of games (games), role playing, a situation or discussion created by the teacher that aims so that students can practice or repeat the topic being taught, to provide reinforcement or increase understanding of the topic being taught (Shin, 2007). This activity can be done by students in pairs (pair work), in groups (group work) or whole class activities (class activity).

Learning Style

The learning style is a consistent way practiced by a student in expressing stimulus or information, how to remember, think and solve problems (Nasution, 2010). The design to recognize or identify learning styles for the first time is done by Rita & Kenneth Dunn, found 4 factors of learning styles consisting of 18 basic elements of learning styles namely (R & K. Dunn, 1978); (1) Direct environment, namely the way of learning influenced by sound or sound, light, air temperature and place of study settings, (2) emotional, namely the way of learning that is influenced by motivation, persistence, a sense of responsibility and structure of task completion, (3) sociological, which is a way of learning that is influenced by peer groups, independent, paired, team, adult help and varied, (4) physical, namely the way of learning that is influenced by the ability of perception, food or drink (intake), time to grasp, and move around (mobility)

- Independent learning style is a learning style that is not affected or does not depend on 4 indicators and 18 elements of learning styles in other words students have a learning style that can compile, set goals that they will achieve themselves. In following the learning process, they do not organize much activities and manage their time without being influenced by their teacher or friends
- Dependent learning style is a learning style that is very influenced or dependent on the environment (4 indicators and 18 elements of learning style). this means that to achieve maximum desires or to achieve good learning outcomes when applied in student activities they must be greatly assisted and directed.

Table 1 : Classification of Field Independent and Field Dependence Learning Styles and their indicators

Indicator	Field Independence	Field Dependence
Sound	Not affected by noise or surrounding noise for being able to block it with the sound or sound it likes	Affected by noise
Light	No need for a particular light from the extreme	It needs a bright light
Temperature	No need for a particular temperature from the extreme	Need a cool air or need a warm air
A place to learn	Do not need a place to learn with certain conditions	Need a regular place to study, there is a soft chair, carpet or certain conditions
Motivation	Have a clear interest, intention or purpose in learning	Has no clear interests, intentions and goals in learning
Persistence	Always want the task completed as quickly as possible with various attempts, without delay. Not easily discouraged	Relax in doing the task. Do not try as soon as possible. Easily discouraged
Responsibility	Always accomplish the task well although not assessed by the teacher or not supervised by the parents.	The completion of the task depends on the teacher's command or parental supervision
Structure of task completion	Completion of the task in its own way	Teacher dependent task completion
Peer Group	Nice to learn with peers	Does not like to learn with peer group
Independence	It's a pleasure to learn by yourself	Not happy learning alone
In pairs	Happy to learn with a close friend	Not happy to learn with friend
Team	Happy to learn in a team group	Not happy to learn in a team group

Need help from adult	Fun and more trust to learn with older siblings or more mature adults who are considered more intelligent	Not happy to study with older siblings as well as with other adults
Variation	Can learn with anyone or alone	Learning to be with others, certain and can not learn alone
Perception ability	Learn by reading only. Learn by listening only. Learning by reading while touching something or smelling	Learning in a certain way, free and uncertain
Food or drink	Not learning by eating or drinking or anything else	It's great to learn while eating or drinking, chewing candy or anything else
Study Time	Regular study time, when there is free time to learn	Time to learn indeterminate, not knowing a suitable time to learn
Moving on	not moving on when studying	Like to moving on while studying (easy to bored)

Methodology and Research Result

This study uses experiments by grouping populations into two groups, namely the experimental group and the control group. The first group is an experimental group consisting of 10 students. This group is a group of students who have an independent learning style and are given treatment in the form of developing the ability to learn English through the application of communicative methods. While the second group is a control group consisting of 10 students who have dependent learning styles. The determination of the experimental group and the control group was done through a learning style identification questionnaire test. After the treatment in the form of the application of the communicative method is given, the results of the English learning of the two groups are observed. The results of the observation of the experimental group will be compared with the control group and analyzed for hypothesis testing material. To gain confidence that the research design chosen is sufficient to test the research hypothesis and the results of the research obtained can be generalized to the population, then steps are controlled or controlled for a number of things or variables regarding the validity of both internal and external validity of the experiment (Arikunto, 2010). In this research, two independent variables and one dependent variable are used. The first independent variable is the communicative learning method, the second independent variable is the student's learning style. The dependent variable in this study is English learning outcomes. This English learning outcome, is the score obtained by the child after following the English proficiency held after the treatment is finished. The English test grid is based on a combination of abilities: listening, writing, vocabulary, structure and speaking which includes cognitive aspects of remembering (C1), understanding (C2) and response (C3) (Bicer, 2014) with the topic Food (vegetable, fruits, meals)

Table 2 : English Language Test Grid of Primary Grade 1

No	Subject	Question Number & ability level			Number of Questions
		C1	C2	C3	
1	Listening & Writing			1,2,3,4,5,6,7,8,9,10	
2	Vocabulary	11,12,13,14,15,16,17,18,19,20			
3	Structure		21,22,23,24,25		
4	Speaking		26,27,28,29,30,31,32,33,34,35		
Amount		10	15	10	35

English learning achievement tests are compiled and developed as research tools. The development of the instrument is intended to obtain valid and accurate measuring instruments that can be used in research. Learning style is a score that is obtained from a biserial point correlation that is influenced by the learning environment and the circumstances or characteristics of the person concerned (students' physical abilities). Learning styles in this study are divided into two namely field independence and field dependence (Maria, 2015). Independent learning style is a learning style that is done by students with learning style scores above the group score results of learning questionnaires with point correlation biserial. While dependent learning style is a way of learning done by students with a learning style score below the score of the learning style questionnaire results. With independent learning style students are able to create stimuli and motivate themselves to learn well. Students with dependent learning styles, students are less able to create stimuli for themselves to study well and do not have high motivation.

Table 3 : Learning Style Questionnaire grid

Variable	Indicator	Question		Amount		
		Positive	Negative	(+)	(-)	Σ
Learning Styles	Learning Environment	1,2,3,4	5,6,7,8	4	4	8
	Motivation	9,10,11,12	13,14,15,16	4	4	8
	Sociological	17,18,19,20,21,22	23,24,25,26,27,28	6	6	12
	Physically	29,30,31,32	33,34,35,36	4	4	8
Amount				18	18	36

The validity test of questionnaire items was carried out by correlation between total item scores using the product moment correlation formula from Pearson (Sugiyono, 2013):

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Note :

Σ (x) = The number of scores for each item

Σ (y) = Number of total scores responded

Σ (X²) = The sum of the squares of the scores for each item

Σ (y²) = The sum of the squares of the respondents' total scores

Σ (xy) = Total number of item score multiplications and respondent scores

Criteria for acceptance of statement items in a valid and invalid instrument is to compare the value of r arithmetic with r table. If $r_{count} < r_{table}$ then the item is not discarded but revised, vice versa if the value of $r_{count} > r_{table}$, then the item is valid and can be used in research.

- English learning outcomes by applying communicative methods to students with independent learning styles and dependent learning styles

Based on data collected from respondents of 20 students, it is known that the English learning outcomes data of students with independent learning styles and dependent on the application of communicative methods, from the study found: the highest score of 30, the lowest score of 21, the average score of 27.30 , median value 28, mode value 28, variance 5.0632, standard deviation 2.25. Furthermore, a summary of the data description of information on student learning outcomes in English with independent learning styles and dependent on communicative methods is arranged in the frequency distribution table as follows:

Table 4 : Frequency distribution of English Test results with the application of communicative methods

No	Interval Class	Lower Limit	Upper Limit	F Absolut	F Relative
1	21 - 22	20.5	22.5	1	5.00%
2	23 - 24	22.5	24.5	2	10.00%
3	25 - 26	24.5	26.5	2	10.00%
4	27 - 28	26.5	28.5	10	50.00%
5	30 - 31	28.5	30.5	5	25.00%
				20	100%

Test the Normality of English Learning Outcomes by applying the Communicative Method to students with independent and dependent learning styles; The criteria used in the normality test are that the sample of student learning outcomes with independent learning styles and dependent on the application of communicative methods, comes from populations that are normally distributed if the largest $L_{count} = 0.1717$, L_{table} for $n = 20$ with a significance level of 0.05 is 0.190. $L_{count} < L_{table}$. Thus it can be concluded that the data is normally distributed. Homogeneity variance test is intended to test the homogeneity of variance between groups of Y scores which are grouped based on the similarity of X_1 values. Homogeneity testing is done with the Bartlett test. The test characteristic is to accept H_0 if the $X^2_{count} < X^2_{table}$ is in the real level $\alpha = 0.05$. Results of Analysis of Variance Data Results of the Effects of Communicative Methods on Independent and Dependent learning styles are $F_{count} 53, 278$, and $F_{table} = 4.11$. The results of the analysis of variance showed that the price of $F_{count} = 53.278$ was greater than $F_{table} = 4.11$, at the significance level $\alpha = 0.05$. This means that H_0 was rejected and accepted H_1 . After testing the difference significantly, the next step is to see which is higher between the two treatments. Based on the calculation results it turns out that the average value of the results of the English language test of students with the communicative method on the independent learning style is 27.30 is better than students who have dependent learning styles taught by the communicative method.

Conclusion

Discussion of further hypothesis testing results will be described as follows: Children with field independence learning style that is taught by communicative method get higher English test result. The application of teaching methods that are related to the learning styles of independent students that are influenced by environmental factors where learning, motivation, social aspects of the learning environment and the circumstances or characteristics of the people concerned through communicative approaches provide better English learning outcomes. It shows that there is an interaction between teaching methods and learning styles of the English Language result test.

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