

RESEARCH ARTICLE

The effect of the whole language approach on learning motivation and productive communication skills of students

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Received: November 14, 2022;

Accepted: January 1, 2023;

Published: January 5, 2023.

Citation: Sukmayasa, I. M. H., & Sudiana, I. N. (2023). The effect of the whole language approach on learning motivation and productive communication skills of students. *Advances in Mobile Learning Educational Research*, 3(1), 596-601. <https://doi.org/10.25082/AMLER.2023.01.008>

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Abstract: This study aimed to examine the effect of the whole language approach on learning motivation and productive communication skills of third-grade students of SD Lab Undiksha for the academic year 2022/2023, both individually and together. This research is quasi-experimental. The research design used was the posttest-only control-group design. The population, which is also the sample in this study, are all third-grade students of SD Lab Undiksha, totalling 48 students. The independent variable in this study is the whole language approach. At the same time, the dependent variable in this study is students' learning motivation and productive communication skills. Data collection methods used are questionnaires and tests. The data on students' learning motivation and productive communication skills that have been collected are tabulated with the mean and standard deviation. The statistical analysis used to test the hypothesis is MANOVA. Based on the research that has been done, it was found that: 1) there was a significant effect of the whole language approach on the learning motivation of Class III students of SD Lab Undiksha in the academic year 2022/2023 with an F count of 75,037 and a significance of 0,000; 2) there is a significant effect of the whole language approach on the productive communication skills of Class III students of SD Lab Undiksha for the academic year 2022/2023 with an F count of 84,668 and a significance of 0,000, and 3) there is a significant effect of the whole language approach on learning motivation and productive communication skills of third-grade students of SD Lab Undiksha in the academic year 2022/2023 simultaneously with an F count of 73.211 and a significance of 0.000.

Keywords: productive communication skills, learning motivation, whole language

1 Introduction

The development of education must accompany the story of the times (Dahal et al., 2022; Karakose et al., 2022). Practical instruction will help a person be competent by the demands of the times so that that person can compete and win (Drolija et al., 2020). This is in line with the opinion of Mardhiyah et al. (2021), who stated that the 21st Century is currently known as the knowledge age (Karakose et al., 2022). In this era, knowledge is the primary basis for fulfilling various aspects of life. To prepare human resources to be highly competitive in the era of globalization, current education should refer to the pattern of 21st-century education (Foti, 2021).

Frietas and Yapp (2005) state that the 21st-century learning paradigm focuses on students' abilities to connect knowledge with the real world, master information technology, communicate and collaborate (Maharjan et al., 2022). To optimize communication skills, students must have good language skills, which include the ability to listen (listen), speak, read, and write (Kastriti et al., 2022). With good language skills, students can gather information from various sources and relate it to the material they are studying. The information obtained can then be communicated orally or in writing to other parties. Thus, the learning process becomes more varied and can foster students to become independent and creative learners. In learning, students can access various learning resources (Kalogiannakis & Papadakis, 2017; 2020).

Based on observations in class III SD Lab Undiksha, it was found that the Indonesian language learning process could have been more optimal. Students seem less motivated to follow the learning process, and student's ability to communicate productively also needs to be improved. In the learning process, predominantly online, students seem less active in expressing their opinions (Papadakis, 2021; 2022). Students tend to only listen to what is conveyed by the teacher, and the intensity of students in asking or answering could be much higher.

After reviewing the Indonesian language learning process carried out by the teacher, it appears that the teacher presents Indonesian language learning, not in its entirety. Listening, speaking, reading and writing skills are more dominantly taught separately. Even though these

four abilities can be introduced as a whole so that the learning process is more meaningful for students, students' communication skills in the learning process could be better. The need for better student communication skills is reflected in the number of students afraid of expressing opinions in the learning process (Papadakis et al., 2022). In addition, when students convey views or information in discussion activities, these opinions or information could be more systematic and sometimes need to focus on the issues being discussed. Therefore, students' Indonesian language skills need to be improved again.

One effort that can be made to overcome the above problems is to apply a whole language approach. A whole language approach is an approach capable of developing students' language skills. According to Goodman (Santosa, 2003: 2), an entire language is a teaching approach that presents language teaching as a whole. Meanwhile, Viora et al. (2021) stated that the whole language approach is based on constructivism which says that children or students form their knowledge through their active role in whole and integrated learning. Language is a way to unify views about language, learning, and the people involved in education (Vaiopoulou et al., 2021). Furthermore, Viora et al. (2021) state that applying the whole language approach begins with cultivating an environment that teaches the language as a whole and language skills (listening, speaking, reading and writing) are taught in an integrated manner (Xezonaki, 2022). With the whole language approach, it is expected that students' learning outcomes in Indonesian can increase.

The whole language approach has several advantages. According to Alamsyah (2007: 13-23), the benefits of the entire language approach are 1) students' abilities and skills in speaking, listening, and reading can develop writing operationally and thoroughly; 2) involving the environment and real experiences experienced by students; and 3) integrating all language skills and linguistic components (sound, form, sentence, and meaning) with the use of multimedia. Through a whole language approach, students are speaking, listening, reading and writing skills can be optimally and thoroughly developed.

With the advantages of the whole language approach, language learning becomes more varied and interesting for students. Diverse and exciting learning plays a vital role in increasing student motivation. Education experts recognize that learning motivation is essential in improving learning processes and outcomes (Sumantri, 2015; Hamalik, 2011; Aunurrahman, 2011; Dimiyati & Mudjiono, 2015).

Based on the explanation above, it is necessary to carry out research entitled "The Effect of the Whole Language Approach on Learning Motivation and Productive Communication Skills of Class III SD Lab Undiksha Academic Year 2022/2023". This research will empirically prove whether the whole language approach in learning Indonesian in grade III elementary schools affects students' learning motivation and productive communication skills.

2 Methodology

This research is quasi-experimental. The research design used was the posttest-only control-group design. The population of this study were all class III SD Lab Undiksha in the 2022/2023 academic year, totalling 48 students.

A simple random sampling technique determined the sample in this study by drawing lots of the study population. Based on the draw, the following results were obtained. (see in Table 1)

Table 1 Research sample

School	Class	Total Students	Information
SD Lab Undiksha	III A	23	Experiment
SD Lab Undiksha	III B	25	Control

Based on the equality test on the two classes above using the t-test analysis, the t count is 0.270, and the significance is 0.790. This indicates that there is no significant difference between the abilities of students in class IIIA and those of students in class IIIB, which means that the two classes have equal abilities.

The research procedure consists of several stages, which can be seen in Figure 1.

2.1 Research preparation

(1) Make observations or observe the plans and implementation of learning in class and conduct interviews with class teachers. In this activity, it was asked whether there were learning approaches/methods/models that had been applied other than the approaches/methods/models that were commonly used.

(2) Determine the control and experimental groups from the samples obtained by lottery.

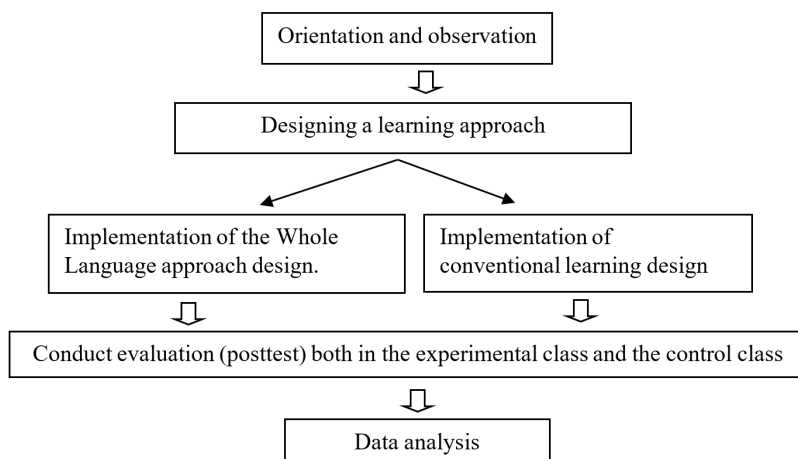


Figure 1 Research procedure

(3) Designing learning tools with a whole language approach consisting of lesson plans, worksheets, performance sheets, learning motivation questionnaires, and tests of productive communication skills (speaking and writing).

2.2 Research implementation

A learning approach is applied to each class used as a research sample at this stage. The material provided is the same for each group. The experimental class was given treatment by applying the whole language approach. In contrast, the control class was given treatment by applying a conventional approach.

2.3 Final research

(1) Provide a learning motivation questionnaire and a final test (posttest) of productive communication skills in the experimental and control classes.

(2) Analyze data on students' motivation to learn and productive communication skills to test the hypotheses that have been proposed.

This study involved two variables, namely the independent variable and the dependent variable. The independent variable in this study is the whole language approach. Meanwhile, the dependent variable is students' learning motivation and productive communication skills. Productive communication skills include speaking skills and writing skills. In this study, the data collection method used was a questionnaire and test method. The questionnaire method was used to collect data on students' learning motivation, while the test method was used to collect data on students' productive communication skills.

Data on students' learning motivation and productive communication skills that have been collected are tabulated with the average and standard deviation. The statistical analysis used to test the hypothesis is MANOVA. Data analysis in this study used the SPSS program.

3 Results and discussion

Based on the research that has been done, the data description is obtained as follows. Data on learning motivation following the whole language approach has range = 14, n = 23, minimum score = 128, maximum score = 142, mean = 135.04, median = 136, mode = 137, standard deviation = 3.75, and variance = 14.04. The tendency of data on students' learning motivation following the whole language approach is in the very high category. Data on students' learning motivation following conventional learning has range = 14, n = 25, minimum score = 118, maximum score = 132, mean = 125.96, median = 126, mode = 75, standard deviation = 2.61, and variance = 6.81. The tendency of data on students' learning motivation following conventional learning is in the very high category.

Data on productive communication skills following the whole language approach have range = 13, n = 23, minimum score = 76, maximum score = 89, mean = 83.35, median = 83, mode = 82, standard deviation = 3, 16, and variance = 9.96. There is a tendency for the productive communication skills of students who follow the whole language approach to be in the very high category. Data on productive communication skills following conventional learning have range = 10, n = 25, minimum score = 72, maximum score = 82, mean = 75.68, median = 75, mode = 75, standard deviation = 2.61, and variance = 6.81. The tendency of the data on the

productive communication skills of students who take part in conventional learning is in the very high category.

3.1 The effect of the whole language approach on the learning motivation of class III SD Lab Undiksha

Based on testing the first hypothesis, it was found that there was a significant effect of the whole language approach on the learning motivation of Grade III students at SD Lab Undiksha in the 2022/2023 academic year with an F count of 75.037 and a significance of 0.000.

The average learning motivation of students who take lessons using the whole language approach is 135.04, while the average learning motivation of students who take lessons using conventional learning is 125.96. This average indicates that the learning motivation of students who take lessons using the whole language approach is better than those who take lessons using conventional learning.

The results of this study are in line with the results of research conducted by [Megawati \(2017\)](#), which states that: 1) there are differences in writing skills between students who take the whole language learning approach and students who follow conventional learning approaches, 2) there is an interaction effect between the learning approach and motivation achievement towards writing skills, 3) for students who have high achievement motivation, there are differences in writing skills between students who follow the whole language learning approach and students who follow conventional learning approaches, and 4) for students who have low achievement motivation there are differences in writing skills between students who follow the whole language learning approach and students who follow the conventional learning approach.

Learning motivation is the driving force for students in their learning activities ([Hamalik, 2011](#); [Dimiyati & Mudjiono, 2006](#); [Sumantri, 2015](#); [Aunurrahman, 2011](#)). This learning motivation is significant for a teacher to instil in his students; students with high learning motivation tend to try their best to achieve the learning objectives that the teacher has planned.

The whole language approach is a language learning approach that presents language teaching as a whole, meaning it is not separated ([Hidayah, 2014](#); [Viora et al., 2021](#)). According to [Viora et al. \(2021\)](#), the whole language approach is based on constructivism which states that children or students form their knowledge through their active role in whole and integrated learning. This learning approach certainly provides more opportunities for students to be active in learning activities. Students will be trained to shape their knowledge based on their experiences. In addition, students are also allowed to learn as a whole in the learning process. This, of course, will motivate students to learn things they do not know, increasing student learning motivation.

Based on the explanation above, learning by applying the whole language approach can effectively increase student motivation.

3.2 The effect of the whole language approach on the productive communication skills of class III SD Lab Undiksha

Based on testing the second hypothesis, it was found that there was a significant effect of the whole language approach on the productive communication skills of Class III Undiksha Lab Lab students for the 2022/2023 academic year with an F count of 84.668 and a significance of 0.000.

The average productive communication skills of students who take lessons using the whole language approach are 83.35, while the average productive communication skills of students who take lessons using conventional learning are 75.68. This average indicates that the productive communication skills of students who take lessons using the whole language approach are better than those who take lessons using conventional learning.

The whole language approach is also very effective in improving students' language skills, especially in productive communication ([Ayunita & Kalbi, 2019](#); [Fauziah, 2016](#); [Zatalini & Muhammadiyah, 2021](#); [Viora et al., 2021](#)). According to [Santoso et al. \(2003\)](#), the whole language includes eight components, namely: 1) Reading Aloud, 2) Journal Writing, 3) Sustained Silent Reading, 4) Shared Reading, 5) Guided Reading, 6) Guided Writing, 7) Independent Reading, and 8) Independent Writing.

The eight components of the whole language approach make students' productive communication skills well-honed. Students are given many opportunities to develop students productive communication skills. In the learning process, students looked very enthusiastic in responding to what was conveyed by their friends. In addition, students get much new knowledge from what they have read, making the reading culture of students has begun to develop.

Based on the explanation above, learning by applying the whole language approach can effectively improve students' productive communication skills.

3.3 The effect of the whole language approach on learning motivation and productive communication skills of class III SD Lab Undiksha

Based on the third hypothesis, there was a significant effect of the whole language approach on learning motivation and productive communication skills of class III SD Lab Undiksha students in the 2022/2023 academic year simultaneously with an F count of 73.211 and a significance of 0.000.

The whole language approach is based on constructivism which states that children or students form their knowledge through their active role in whole and integrated learning. The whole language is a way to unify views about language, learning, and the people involved in learning. The advantages of the whole language approach are 1) students' abilities and skills in speaking, listening, reading, and writing can be developed operationally and thoroughly; 2) involving the environment and real experiences experienced by students; 3) integrating all language skills and linguistic components (sound, form, sentence structure, and meaning) with the use of multimedia.

Based on the explanation above, through a whole language approach, students' skills in productively communicating can be developed optimally and thoroughly. In addition, because students form their knowledge with an active role in learning, it will also increase student enthusiasm for learning, and student learning motivation can also be increased. And learning by applying the whole language approach can effectively increase students' learning motivation and productive communication skills.

4 Conclusions and suggestions

Based on the research that has been done, several things can be concluded as follows:

(1) The whole language approach significantly affects the learning motivation of Class III students at SD Lab Undiksha in the 2022/2023 academic year, with an F count of 75.037 and a significance of 0.000.

(2) There is a significant effect of the whole language approach on the productive communication skills of Class III SD Lab Undiksha students in the 2022/2023 academic year, with an F count of 84.668 and a significance of 0.000.

(3) There is a significant effect of the whole language approach on learning motivation and productive communication skills of third-grade students at SD Lab Undiksha in the 2022/2023 academic year simultaneously with an F count of 73.211 and a significance of 0.000.

Based on these conclusions, the following suggestions can be made: 1) Students are advised to increase learning motivation and productive communication skills through learning Indonesian as a whole (whole language), 2) Teachers are advised to use the whole language approach as one of the approaches to learning Indonesian in order to increase students' learning motivation and productive communication skills, and 3) other researchers are advised to conduct other similar research in order to develop student's learning motivation and productive communication skills.

Conflicts of interest

The authors declare that they have no conflict of interest.

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