THE DEVELOPMENT OF SMCR-BERLO COMMUNICATION MODEL IN TEACHING VOCABULARY AT SENIOR HIGH SCHOOL IN MAKASSAR

Misnawaty Usman
A Lecturer at German Department, FBS-UNM
e-mail: misnawatyusman@yahoo.co.id

Abstract

The main problem of this study is: to what extent of SMCR-Berlo communication model in learning German can increase German vocabulary of students at high school in Makassar?. The general objective of this research is to implement and develop SMCR-Berlo communication model in an effort to increase German vocabulary students at high school in Makassar city, which is built on the basic idea that comes from communication theory especially instructional communication (communication in teaching-learning process). The research design of this research employing One Group Pretest-Posttest Design. There are two techniques of collecting data, vocabulary test and Likert Scale. The data is analyzed by using t-test with SPSS 15,0 software program and then it is also analyzed by using narrative description. The result from t-test which was taken from Paired Sample Test table in seeing, hearing, touching, and smelling can be concluded that there is a significant improvement after giving treatment by using SMCR-Berlo communication model in teaching German vocabulary at Senior High School in Makassar.

Key Words: SMCR-Berlo Communication Model, Teaching-Learning Process, Instructional Communication

Introduction

Communication is a process for encouraging social interaction. As social beings, humans will not survive without good communication (oral, written or verbal). Many experts assess that communication is a fundamental need for humans in her life, including society life, nation and state. Science and technology continues to evolve the human demands increasing the potential that exists within him and one of the potencies to be improved is the mastery of a foreign language. This is important because a foreign language help acquire knowledge or knowledge transfer that is currently dominated by foreign nations.

Observing the foreign language functions above, it appears that the government has been responsive in addressing it, as evidenced by the opening of the department of foreign language education at the Faculty of Language and Literature, Makassar State University (UNM) in which one of study program called German Department. It provides an opportunity for students to
deepen their German language study, and produce professional teachers that will devote their knowledge in high school as German teacher.

German is one area of linguistic knowledge learned in high school in the territory of the Republic Indonesia. The demand of a German language teacher qualifications is urgently needed. adequate. The teachers are required to have good German language skills, to master the methods and techniques of teaching in accordance with the conditions of students, to determine and to select appropriate materials, able to assess the success of students in learning the German language, learning materials and be able to communicate well.

This study aims to develop a model of language learning by SMCR-Berlo communication model, especially in teaching German language vocabulary. Aspects of communication, especially in the development of instructional communication SMCR-Berlo of the learning process including learning German language vocabulary for students at high school in the city of Makassar. SMCR-Berlo Communication model stands for Source (S) Message (M), Channel (C) and Receicer (R). SMCR model if adjusted in the learning process, the Source is what the teacher will deliver in class as learning material. Message is how teachers convey or communicate the subject matter in the course of the learning process in the classroom. Channel is the media that is used in the learning process, while the receiver is targeted students as learners.

The purpose of this analysis is to increase German vocabulary of the students at high school in learning German language or to achieve mastery of the target vocabulary as 1161 words (Curriculum of German language, 2004).

Vocabulary consists of identity as much as 79 vocabulary words, vocabulary of 140 words about school life, family life vocabulary as much as 125 words, vocabulary daily needs 109 words, vocabulary about work as much as 81 words, vocabulary concerning hobby consists of 58 words, vocabulary themed buy as many as 80 words, 82 words as recreation, art and culture as many as 87 words, public services as much as 102 words, vocabulary about mass media 117 words, and the vocabulary of the theme of the environment as much as 101 words. To achieve these targets will be used by development of SMCR-Berlo Communication Model. This procedure, which consists of four stages, namely: 1) the description phase, 2) the selection phase, 3) phase contrast, and 4) the prediction stage. To smooth the study, researchers will partner with
teachers in developing learning model is taking into account the characteristics of the applicable curriculum.

The importance of the German language vocabulary when it is connected with the real conditions are still far from expectations. Base on Rahman’s findings (2002) the mastery of German vocabulary of students at SMA Negeri 5 Makassar is still low, with average value of 52.04%. The same thing is also expressed by Rengur (.2004) that domination vocabulary of students at SMAN 2 Takalar is low (48.25%). In the field of language teaching, transfer or removal of elements or components of the language used by a teacher to students in the context of instructional communication plays an important role, especially in teaching of German vocabulary. Sereno and Mortenson (in Mulyana 2002:121) argued that a model of communication is an ideal description of what is needed for the communication. Model is an informal way to explain or apply the theory SMCR- Berlo communication model in teaching vocabulary considered quite effective because, according to Berlo (in Mulyana, 2000:150) that the source (teacher) and the receiver (students) are influenced by several factors such as: communication skills, attitudes, knowledge, social system, and culture. Message is developed by elements of structure, content, and code treatment. Channel is associated with the five senses: seeing, hearing, touching and feeling and it is a model of organizational communication. From this description, it is clear that that the model of Berlo becomes most elements in the learning process, especially in the teaching of vocabulary in instructional situations. For example, the Source (S)) involves the teacher as a communicator, the Message (M)) is the materials in teaching vocabulary, Channel (C)) is a medium which is used by teachers and acceptance (Receiver (R)) is students.

Preliminary results, Saud and Usman (2004) in the Department of Education Foreign Language (German) revealed that free student learning outcomes German Foreign Language Education Programs (German Language) FBS-UNM by applying instructional communication tends to increase (70%). Here, it only needs to be added the completeness of the book or guide the learning model that is more suitable on the acquisition of German vocabulary. Based on the description, according to investigate learning vocabulary investigation by implementing
SMCR-Berlo communication model, it can be designed and adapted to learn German language vocabulary, that will be used by German teacher in high school.

**Problem**

Based on the background of the issues that have been mentioned above, the main research question in this study is "How far Berlo SMCR model of communication in the process of learning German can increase German vocabulary at a high school student in Makassar city?“. Formulation of the main issues will be described operationally as follows:

1. How mastery of students German vocabulary at high school in Makassar city?
2. Describing the conceptual feasibility and operational feasibility of SMCR-Berlo communication model in German language teaching to be applied to improve the vocabulary mastery of the German language of students at high school in Makassar city?.

**Research Method**

This study used One Group Pretest-Posttest Design. In this design, the unit charged trial of treatment with two measurements. The first measurement done before treatment is given, and a second measurement performed after the treatment carried out. The design of this study can be described as follows:

<table>
<thead>
<tr>
<th>Measurement (pretest)</th>
<th>Treatment</th>
<th>Measurement (posttest)</th>
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<tbody>
<tr>
<td>$T_0$</td>
<td>X</td>
<td>$T_1$</td>
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The design was done on a group of high school students to see the good implementation of the communication model Berlo SMCR teaching vocabulary in German. Teaching with by implementing a communication model Berlo SMCR is a treatment X. First of all measured mean achievement (vocabulary) using the pre-test ($T_0$) before treatment charges. After the treatment is applied, again measured learning achievement (vocabulary German) by using the post-test ($T_1$).
Then made a comparison between the mean achievement T0 and T1, to see how they affect students' learning or the procurement vocabulary using SMCR-Berlo communication model.

Research activities include two types namely: conceptual analysis and survey requirements and characteristics of field. First, researcher conducted a survey to find specific learning model in teaching German language vocabulary, draft-oriented development of communication model German vocabulary mastery of students at high school in Makassar city. For this purpose, appropriate literature (library research) is conducted that is to review books, journals, research reports, internet, or relevant sources, consulting experts and peers.

Review of the literature is conducted to examine the application of concepts Berlo SMCR model of communication in teaching German language vocabulary of student at high school in Makassar city. In addition to literature review, the researcher also examines the results of research related to the field of communication especially instructional communication, and the results of research concerning the German vocabulary. A review of the literature is also used to compile the test (pretest and posttest) and the determination of the communication model in teaching vocabulary.

The participants of this study consists of German language teachers and high school students who are studying in Makassar city. In operational research, subjects involved in this study are teachers and students SMA Negeri 2, SMA Negeri 9, SMA 10, SMA 16 and located in Makassar city.

The techniques of Data collection comprise vocabulary test and Likert scale. Manufacturing policy vocabulary test by researchers is to collect and identify the vocabulary they have learned by the students based on data obtained documentation from teacher fields of study. And he made it based on the data acquired vocabulary test vocabulary test field consisting of seeing, hearing, smelling, and touching. Construction statements or questions in Likert scale ranging from: (1) the need communication elements in the teaching of German vocabulary, (2) the need for application SMCR-Berlo communication model in teaching Germany vocabulary in terms of communicator characteristics (credibility), and (3) the need for application SMCR-Berlo communication model in teaching German vocabulary in terms of communicator characteristics (attractiveness). The data obtained in this study were analyzed by descriptive quantitative t test
using SPSS 15.0 software program (for data from the pretest and posttest). While the data obtained from Likert scale were analyzed by descriptive narrative.

Results and Discussion

a. Research Result

1. The results of the test calculations of table Paired Sample t Test using SPSS 15.0 software program in the category of seeing obtained t count equal -11.473 bigger than t table of 1.67. Since t count smaller than the table, then Ho is rejected and H1 accepted. While the probability Sig (2-tailed) = 0.00 is less than α = 0.05, then the data is significant. Thus, it can be concluded that an increase after given treatment or action.

2. Calculation results of the t test Paired Sample Test table (Table 5.10) using the SPSS 15.0 software program in the category of hearing obtained by -19.994 t count greater than t table of 1.67. Since t count smaller than the table, then Ho is rejected and H1 accepted. While the probability Sig (2-tailed) = 0.00 is less than α = 0.05, then the data is significant. Thus, it can be concluded that an increase after given treatment or action in the category of hearing vocabulary.

3. The results of the test calculations of table Paired Sample t Test using SPSS 15.0 software program in the category touching obtained at -18.620 t count greater than t table of 1.67. t count smaller than the table, then Ho is rejected and H1 accepted. While the probability Sig (2-tailed) = 0.00 is less than α = 0.05, then the the data is significant. Thus, it can be concluded that an increase of after given treatment or action.

4. The results of the test calculations of table Paired Sample t Test using SPSS 15.0 software program in the category of smelling obtained t count equal to -22.57 bigger than t table of 1.67. Since t count smaller than the table, then Ho is rejected and H1 accepted. While the probability Sig (2-tailed) = 0.00 is less than α = 0.05, then the data is significant. Thus, it can be concluded that an increase after given treatment or action.
b. Discussion

German is one of the foreign languages studied in high school in the city of Makassar. In the process of learning the German language has been based on observations in the field are still not varied. Learning innovations that are expected to be created by the German language teachers are still not able to create a fun learning environment. It can significantly measured students' ability in mastering the German language material especially in vocabulary mastery of the German language. The statement reflected on the process and results of matriculation conducted by the department of Foreign Language Education/Germany when they were students at the majors. Berlo SMCR model of communication is one of the SMCR-Berlo communication model result of expansion are able to activate the entire five senses in communication. The model is characterized by involving elements of communication consisting of S (Source), M (Message), C (Channel), R (Receiver). The components of S (Source) and R (Receiver) consist of common skills, attitudes, knowledge, social system, and culture. The components of M (Message) consist of several elements, such as: structure, treatment, content, and code. The components of C (Channel) consisted of the following elements: seeing, hearing, touching, smelling and tasting.

Communication in teaching and learning requires a teacher as a communicator to seek messages conveyed in the learning process can be accepted or understood by the students as a receiver, either in the form of interpersonal communication and the formation of intergroup communication. Most importantly how the way in which a teacher creates an effective communication so that teaching objectives can be achieved. As noted in the foregoing discussion that communication is a phenomenon of human life, including the teaching and learning process in instructional communication is one aspect of that life. Enabling the learning process as a forum for ongoing instructional communication, teachers should be done to make it easier for students to receive and absorb the information that reaches term.

It is hoped that information into students' personal property in accordance with the expected learning goals by a teacher as a communicator. Given the ongoing communication in teaching and learning is an instructional communication involving various elements of communication in SMCR-Berlo communication model, the communication model is to have an important role to determine the effectiveness of the efforts made by teachers to create conditions conducive to
teaching and learning. According to the Berlos model source and receiver is influenced by factors communication skills, attitudes, knowledge, elements, structure, content, treatment, and code. The line associated with the five senses: seeing, hearing, touch, smell, and tasted (tasting) and this model is more organizational.

Communication that occurs in the process of teaching and learning is a form of student behavior can change, from highly effective to be not very effective. Communication is effective according Tubss - Moss with the introduction Mulyana (1996:29): "If the message as it was intended by the sender is closely related to the message as it is captured and received by the recipient. The effectiveness of communication is closely connected with the goal, we usually expect one, or more as a communication objectives. Five main results in effective communication-understanding, influence attitudes, improve the relationship, and action ".

Creating effective communication needs, depth of appreciation to the message that is informed, and taking appropriate solutions from both sides, communicator and communicant. By Moekijat (1993: 145) stated that "effective communication contains the sending and receiving of information the most accurate, in-depth understanding of the messages by both sides and taking appropriate action against the settlement exchange of information".

"The teacher's role in creating effective communication in teaching a foreign language (German) depends on the ability of teachers to transfer messages or lecture material with the use of appropriate methods that are packed with interesting language. Relative to the Eggen and Kauchak (1997: 478) argues that: "Teacher language is one of the earliest and most widely available researched in teacher effectiveness literature. (Rosenshine & Furts, 1971). The link between effective communication and both student achievement and student satisfaction with instruction is well established (Cruickshank, 1988: Snider et all, 1991). In this section, we examine four aspects effective communication: (a) precise terminology, (b) connected discourse, (c) transaction signal, and (d) emphasis”.

Language teacher is one variable that gets priority investigated in the literature regarding the effectiveness of teachers. Effective communication and achievement and satisfaction of students and teachers should be managed optimally. This section revealed four aspects of effective communication: (a) the proper terminology, (b) inter-related conversations, (c) the signal transition, and (d) pressure/attention.

The quotation shows that the communication made by the teacher to be effective with respect to:
a. Using proper terminology is needed. It is intended that the terms or language used by teachers in symbolizing the message content (ideas) are presented to the students, not difficult for students to accept.

b. Conversations are interrelated, meant that the disclosure of information from start to finish should be arranged systematically. Cultivated information or material submitted refers to didactic principles such as adjustments to teaching methods.

c. Signal transition cues intended use of the mark in teaching and learning which contains further information that the system switched on issues or other topics, because the signal transition includes verbal forms of communication, it is necessary that students do not make up your mind to be fucked.

d. Emphasis or attention that intends to direct attention more on the content of the message at the heart of the teaching-learning process is usually through verbal cues. For example, teachers in explaining the matter said: "This case needs to be underlined .............., and the like. In conjunction with the communication model Berlo SMCR model explained that in most of the elements in the teaching and learning process, in particular the presentation of material in instructional situation are met. For example, the source (Source (S)) involves the teacher as communicator, the message (Message (M)) in the form of foreign language teaching materials storage (Germany) with the use of appropriate methods, the channel (Channel (C)) in the teaching-learning process is media used were adjusted for teacher instructional purposes, and the receiver (receiver (R)) is a student.

Conclusions and Recommendations

1. The results of the test calculations of table Paired Sample t Test using SPSS 15.0 software program in the category of seeing, hearing, touching, and smelling it can be concluded that an increase after a given treatment or action by implementing SMCR- Berlo communication model in teaching German vocabulary for high school students in the city of Makassar.

2. The need for teacher attention to personal communication elements in the teaching of German vocabulary.

3. The need for the implementation of SMCR- Berlo communication model in teaching German language vocabulary in terms of the characteristics of the communicator (credibility)
4. The need for the implementation of SMCR-Berlo communication model in teaching German language vocabulary in terms of the characteristics of the communicator (the attraction)

5. It is important to help teachers to facilitate learning in the form of model changes guidebooks and RP for the attainment of the objectives of foreign language teaching / learning German in particular German vocabulary. Learning SMCR-Berlo communication model is very important, especially in the high school class held a foreign language (German). In the end, it is expected from the results of this study can help teachers in the process of learning German in high school.

The results of this study have implications for various parties, so that they recommend the development of science, problem-solving education, institutional development, and further research.

1. Development Studies, the results of this study indicate that SMCR-Berlo communication model in increasing mastery vocabulary for high school students in the city of Makassar, both in terms of conceptual and practical in terms of eligibility to have implemented in the process of learning the German language.

2. Problem Solving Education, learning German so far there are many methods grammatically oriented left brain development and less on development of the right brain functions. With the implementation of SMCR-Berlo communication model in which the elements of the communication function optimally so as to increase German vocabulary as components in SMCR communication model is able to harmonize the workings of both the balanced brain function. Thus, it is suggested to teachers of German language in order to apply these SMCR-Berlo communication model especially in teaching German vocabulary.

3. Institutional Development especially Department of Education Foreign Language/German research is recommended to consider or be inspired to improve the vocabulary mastery of the German language vocabulary. Thus, it is expected in the learning process should pay attention to the elements and components of communication.

4. Further research, SMCR-Berlo communication model were examined in this study is limited in vocabulary teaching German language vocabulary The researchers were interested in learning
the German language recommended to examine the effectiveness of the communication model is on improving speaking competence in other aspects.

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