PAPER NAME

Prosiding (Developing Learning Material. pdf

AUTHOR

Abdullah Abdullah

WORD COUNT

7823 Words

CHARACTER COUNT

44677 Characters

PAGE COUNT

19 Pages

FILE SIZE

1.0MB

SUBMISSION DATE

Jun 23, 2023 5:12 PM GMT+8

REPORT DATE

Jun 23, 2023 5:13 PM GMT+8

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28th ADRI - UMAHA International Conference

IRCUM

International Research Conference of Universitas Maarif Hasyim Latif

March 24th, 2022
Rector building, 2nd floor
Campus of UMAHA Sidoarjo - Indonesia

ISBN : 978-602-50037-9-0

ircum@umaha.ac.id adri-ircum.umaha.ac.id e-journal.umaha.ac.id/index.php/ircum/about/index

INTERNATIONAL RESEARCH CONFERENCE OF UNIVERSITY MAARIF HASYIM LATIF

(IRCUM)

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The 28th ADRI-UMAHA 2022

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ADRI 28th - UMAHA International Conference 2022
INNOVATION ON CROSS-DICIPLINARY
FOR ACCELERATION RECOVERY
March 24, 2022

University Partner:

Campus of Universitas Maarif Hasyim Latif Sidoarjo
East Java – Indonesia
March 24, 2022

UNIVERSITAS MAARIF HASYIM LATIF SIDOARJO

Proceedings of ADRI-UMAHA 2022 – International Conference

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Email: ircum@umaha.ac.id, Website:e-jurnal.umaha.ac.id/index.php/ircum/about/index

ISBN 978-602-50037-9-0

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PREFACE
WELCOME FROM THE CHAIRMAN OF THE 28TH ADRI – UMAHA INTERNATIONAL CONFERENCE 2022

Dear distinguished Guest, Ladies and Gentlemen,

Welcome to the 28th ADRI – UMAHA International Conference 2022, which is organized by ADRI-Universitas Maarif Hasyim Latif (UMAHA), Sidoarjo – Indonesia, with supported by Perkumpulan Ahli Dan Dosen Republik Indonesia (ADRI) – LPPM UMAHA, Hassan First University, Maroco – Tikrit University, Iraq – Fathoni University, Thailand – Sultan Zainal Abidin University, Malaysia – Universiti Sains Malaysia, Malaysia– Narotama University, Surabya and STKIP Singkawang. The main theme for the 28nd International Conference is 'Innovation on Cross-Disciplinary for Acceleration Recovery. The aim of the Conference is to invite academics, researchers, engineers, government officers, and students from the field of all disciplines (such as Humanities, Social and Technology Sciences, etc.), to gather, present and share the results of their research and/or work and discuss the future and impact of for Acceleration Recovery. Taking this opportunity, I would like to convey my sincere thanks and appreciations to our keynote speakers and invited speakers from Hassan First University, Maroco – Tikrit University, Iraq – Fathoni University, Thailand – Sultan Zainal Abidin University, Malaysia – Universiti Sains Malaysia, Malaysia– Narotama University, Surabya and STKIP Singkawang for their support of this important event. I would also like to invite all participants in expressing our appreciation to all members of the 28th ADRI – UMAHA International Conference 2022 organizing committee for their hard work in making this conference success. Finally, we wish you all fruitful networking during conference, and we do hope that you will reap the most benefit of it. Do enjoy your stay in UMAHA Sidoarjo campus, and thank you very much!

Dr. Dony Perdana – Universitas Maarif Hasyim Latif Sidoarjo. Chairman of the 28th ADRI – UMAHA International Conference 2022

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 ISBN: 978-602-50037-9-0

DEVELOPING LEARNING MATERIAL DESIGN OF SEMANTICS BASED ON COMMUNICATIVE APPROACH FOR THE STUDENTSOF ENGLISH DEPARTMENT, FBS UNM

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ABSTRACT

The problem of this research is how to develop learning material of semantics material based on communicative approach for English Department students of FBS UNM, the factors that influence the implementation of materials design, worksheets exercises and lecture program which are expected to improve students' knowledge and language skills. This research is a development research that aims to develop semantics learning material design -based on communicative approach for students of the English Department of FBS UNM to improve students' knowledge and language skills, especially the English Department of FBS UNM. Developing learning material design that are planned to follow the research and development designed by Borg & Gall (1983). This research is an extensive process in examining the needs of students and then products specifically designed the needs of these students and developed in an effort to improve their knowledge and language skills through communicative approach- based Semantic learning. The population of this research were students of the English Department of FBS UNM. The research sample were the students of the English education and literature study program. The result of the research shows that, there are the form of semantic prototype teaching materials, syllabus, and lecture contracts as well as communicative approach-based semantic learning, andtext book.

Key words: developing learning of semantics, communicative approach.

INTRODUCTION

Semantic learning is one part of linguistic studies which is still relatively broad, but has developed quite rapidly. Semantics can be briefly defined as the study of the meaning of communication in a socio-cultural context. An act of communication certainly involves interaction between the speaker and the speech partner, so that semantics can be understood as meaning in interaction. (Thomas 23). Semantic studies can be used as a framework for understanding language use which includes not only speech, but participation in conversation, involvement in various types of words, vocabulary and discourse and efforts to maintain interaction in complex speech events (Kasper, 1997).

In its journey, the study of semantics has made no small contribution to various other fields, such as in the field of linguistics. Semantics has also been taken into account as an inseparable part of Granger language teaching (Bardovi- Harlig, 2005).

Semantics has become a major field of study in its own right, linguistics, and now in language learning and teaching. Semantics Competence has come to be viewed as an essential part of learners' competence.

Semantic competence is important in language learning, because it is oftenfound that a learner who has good grammar and vocabulary knowledge cannot (less able) communicate well in the language he is learning. The resulting utterances often do not meet the rules of acceptance related to the context of the speech. One of the causes is thought to be because in the language learning process the semantic aspect is neglected.

In this regard, this research describes the role of semantics in learning English which is detailed in the following aspects: (1) the background of the emergence of thoughts to integrate seans in language learning, (2) the importance of semantics in language learning, (3) materials teach semantics and (4) how semantic aspects can be taught. This research is the result of reflection from class discussions with the theme of semantics and language learning. and compiled by referring to references in the form of books and articles; thought and research. Themain references come from the writings of Kaspers (1997), Cohen (2008), Taguchi (2011), Roever (2009), Purwo (1990).

Semantics and Language Learning

Semantic competence as an inseparable part of language learning can be traced from the

development of language learning paradigms and methods from the late 19th century to the mid-20th century. In the 19th century to the early 20th century language learning was dominated by the Grammar translation method which emphasized on language sense recognition and grammar mastery. In its development, the method is opposed by adherents of the direct method, they think that the most important thing in language learning is the mastery of spoken, written, not written language. In this case, learning is displayed directly on the sounds of the language, and explanations of new words do not go through translation but with explanations from the original language or visual demonstrations. Ahead of the second world war, the audiolingual method emerged. This method is in line with the structural linguistics view of Bloomfield, and is influenced by the behaviorism flow of Skinner who proposes stimulus-response theory. The language learning process is dominated by listening exercises and saying continuous sentence patterns (drill and pattern practice) so that the sentence patterns that are trained will be recorded and become a habit in the learner. Furthermore, in 1965 Noam Chomsky criticized language acquisition according to the behaviorists. According to him, language learning is not a matter of habit formation, but rather a creative process: a rationalistic and cognitive activity, and not the result of a response to an external stimulus (Purwo, 1990: 47). Chomsky, who was the pioneer of transformational grammatical linguistics, introduced the concepts of competence (knowledge of grammar needed to code and produce) and performance (realization of language codes in actual language use). In the context of language learning, the formation of competence becomes important. This is done by providing awareness to the learner about the rules of the target grammar. The four streams basically have the same characteristics, namelyemphasizing the language structure of the target language. The only difference lies in the way it is presented. The four of them do not take into account the socio-cultural aspects of a speech event, and that means being separated from its communicative context. The reaction to these various approaches and methods came from Dell Hymes who criticized Chomsky's views. Hymes is of the view that there are rules of language use without which grammatical rules are useless. Language learning is not only about grammatical issues. What is more important than that is the issue of the appropriateness of the use of an utterance in its socio- cultural context. Furthermore, Hymes emphasized that the notion of competence needs to be broadened to include context compatibility. Hymes' view received support from Halliday who rejected the dichotomy of competence and performance. According to him, the competence of Chomsky only covers "what the speaker knows" and not "what the speaker can transfer" (Purwo, 1990: 49). From the views of the two experts, a communicative approach emerged in language learning. The communicative approach according to Richards & Schmidt (2002) is *An approach to foreign or second language teaching a which emphasizes that the bold of language learning is communicative competence which seek to make meaningful communication and language use a focus of all classroom activity.* Based on this opinion, it is clear that the main purpose of the communicative approach is the acquisition of communicative competence. It is in this umbrella of communicative competence that pragmatic competence finds its place. This can be seen from the elements included in communicative competence according to Canale and Swail as illustrated in chart 1. From the chart it is known that communicative competence is not only in the form of grammatical competence, but also includes sociolinguistics and strategic competence. These details also show that the communicative approach has taken into account sociocultural aspects, although it has not clearly stated semantic knowledge.

B. FORMULATION OF THE RESEARCH PROBLEM

From the background above, the researchers asked the following research problem questions:

1. How is the model for developing teaching materials, student worksheets, and course program plans in communicative approach-based semantic learning for students of the English Department of FBSUNM?
2. What are the factors that influence the implementation of student teaching materials, student worksheets, and course program plans in communicative approach-based semantic learning for students of the FBS UNM English Literature and Education study program?

C. SPECIAL OBJECTIVE OF THE RESEARCH

The purpose of this development research is to:

1. Know the model for developing student teaching materials, student worksheets, and plan for lecture programs in communicative approach- based semantic learning for students of the FBS UNM Education and English Literature study program
2. Know what factors influence the implementation of teaching materials, student worksheets, and lecture program plans in communicative approach-based semantic learning for students of the FBS UNM Language and Literature study program?

 ISBN: 978-602-50037-9-0

Theory and Semantic History Development

The word semantics, is actually a technical term that refers to the study ofmeaning. The meaning referred to here is the meaning of language, either in the form of morphemes, words, or sentences. Morphemes may have meanings, for example reactualization, which means the act of actualizing again. Coseriu and Geckeler said that the term semantics became popular in the 1950s which was introduced by a French scholar named M. Breal in 1883.

The word semantics comes from the Greek word sema (noun) which means sign or symbol. In Greek, there are several words that form the basis of semantic words, namely semantics (meaning), semainein (meaning), and sema (sign). Sema also means a grave that has a sign that explains who is buried there. From the word sema, semantics can be understood as a sign that has a certain reference and explains the origin where the word is first mentioned. This is in line with what was conveyed by Pateda who equated the word semantics in English with the word semantics in French, both of which explained more about the history of the word. In Arabic, semantics is translated as ilm al-Dilalah or Dilalah al-Alfaz. Terminologically, semantics is part of the structure of language related to the meaning of expressions or a system of investigation of meaning and meaning in a language in general. In terms of semantics, it is the science that investigates meaning, both with regard to the relationship between words and symbols and the ideas or objects they represent, as well as with regard to tracking the history of those meanings and the changes that have occurred to them. semiology. Semantics also means the study of the relationship between language symbols (words, expressions, phrases) and the objects or concepts contained in them. In terms of semantics, it is the science that investigates meaning, both with regard to the relationship between words and symbols and the ideas or objects they represent, as well as with regard to tracking the history of those meanings and the changes that have occurred to them. semiology. Semantics also means the study of the relationship between language symbols (words, expressions, phrases) and the objects or concepts contained in them. In terms of semantics, it is the science that investigates meaning, both with regard to the relationship between words and symbols and the ideas or objects they represent, as well as with regard to tracking the history of those meanings and the changes that have occurred to them. semiology. Semantics also means the study of the relationship between language symbols (words, expressions, phrases) and the objects or concepts contained in them.

Semantics is better known as part of the structure of linguistics which talks about the meaning of an expression or word in a language. Language itself according to Plato is a statement of one's thoughts through onomates and rhemata which is a reflection of one's ideas in the flow of air through the mouth. In this sense, language related to the conditions around the wearer so that the meaning ofa word (speech) is closely related to the person who pronounces it in the context ofknowing the background of the speaker when he says the word so that it can be distinguished from other users.

Slamet Muljana stated that what is meant by semantics is the study of the meaning of words in a particular language according to a classification system. Semantics can display something abstract, and what is displayed by semantics is just imagining the mental life of language users. Semantics in relation to history, involves the history of language users (language communities). Language changes,develops and does not escape from something that influences it.

In 1894, this semantic term appeared which was recognized through the American Philological Association (Organization of American Philology) in an article entitled Reflected Meaning A Point in Semantics. M. Breal through his article entitled Le Lois Intellectualles du Langage, he revealed the term semantics as a new field in science, in French the term is known as semantic. M. Breal mentions historical semantics (historical semantics). Historical semantics tends to study semantics related to elements outside of language, for example the background of changes in meaning, changes in meaning related to logic, psychology, and changes in meaning itself.

A classical expert named Reisig revealed a new concept of grammar whichincludes three main elements, namely etymology (study of the origin of words with respect to changes in form and meaning), syntax (sentence), and semasiology (the science of sign meaning). In 1825-1925 semasiology as a new science that has not been recognized as semantics. The term semasiology itself is a term proposed by Reisig. Based on Reisig's thinking, semantic development can be divided into three periods of growth, namely: First, covering a period of half a century including Reisig's activities, this period is called Ullmann as the underground period. Second, namely semantics as a purely historical science, there is a view of historical semantics with the emergence of M. Breal's classic works. Third, this period of development was marked by the study of meaning with the emergence of the work of the Swedish philologist, Gustaf Stern conducted an empirical study of meaning from one language (English) through his work entitled Meaning and Change of Meaning with Special Reference to the English Language.

Aristotle as the first thinker to use the term meaning through the definition of the word Aristotle argued that the smallest unit that contains meaning. With this, Aristotle has also revealed that the meaning of the word can be distinguished between the meaning that is present from the word itself autonomously, and the meaning of the word that is present due to grammatical relationships. Even Plato in Cratylus reveals that the sounds of the language implicitly contain certain meanings.

Semantics is also defined as an analytical study of the key terms of a language with a view that ultimately comes to a conceptual understanding or worldview of the people who use the language, not only as a means of speaking and thinking, but more importantly conceptualizing and interpreting the world that surrounds it. . Here he emphasizes key terms that are tied word for word. So semantics is more focused on the study of words, not language in general. The word itself is a part of language where letters are the smallest part. Letters that are strung together into phrases and combined to have a meaningful sequence, are symbols that exist in language. When a series of letters and phrases has a meaning, it is called a word. In the course of its historical development, words that initially only had one original (basic) meaning were expanded to have several meanings.

Semantic Types

Various names of types of meaning have been put forward by people in various linguistic or semantic books.

1. **Lexical, Grammatical and Contextual Semantics**

   Lexical semantics is a semantic study that focuses more on the discussion of system of meaning contained in the word. The meaning of each word described in the dictionary is an example of lexical semantics, such as the word house, in the dictionary it is defined as a building that is used as a residence by humans. All meanings (both basic and derived forms) contained in the dictionary are called lexical meanings. It can also be said that the lexical meaning is the actual meaning,according to the results of our sensory observations or the meaning as it is.

   Grammatical semantics is a semantic study that specifically examines the meaningcontained in a sentence. For example, equestrian, the root word for horse begins with ber- which means to ride a horse. Contextual semantics is the meaning of a lexeme or word in one context. The meaning of context can also relate to the situation, namely the place, time and environment of the use of the language.

2. **Referential and Non-referential Semantics**

   A word or lexeme is said to have referential meaning if there is a referent or reference. There are a number of words called deictic words, the reference of which is not fixed in one form. For example: pronominal words, such as, he, I and you. Referential meaning is also called cognitive meaning, because it has a reference. For example: the person slapped the person.

3. **Denotative semantics and connotative semantics**

   Denotative semantics is the original meaning, the original meaning or the actual meaning possessed by a lexeme. Denotative semantics is actually the same as lexical meaning. Connotative semantics is another meaning that is added to the denotative meaning that is related to the sense of value of the person who uses the word. The connotation of a word can be different from one person to another.

Conceptual Semantics and Associative Semantics

Leech (1976) divides meaning into conceptual meaning and associative meaning. Conceptual semantics is the meaning that a lexeme has regardless of any context or association. Conceptual meaning is actually the same as lexical, denotative and referential meaning. For example, the word horse has a conceptual meaning, a kind of four-legged animal that is usually ridden. Associative semantics is the meaning of a lexeme or language word. The meaning of association is the same as the symbols used by a language community to express other concepts, which have similar characteristics, conditions or characteristics that exist in the lexeme. The connotative meaning is included in the associative meaning, because these words are associated with the sense of value for the word. The meaning of stylistics relates to differences in the use of words in connection with social differences or fields of activity. Affective meaning relates to the speaker's feelings towards the interlocutor or the object being discussed. Co locative meaning relates to certain meaning characteristics that a word has with synonymous words. For example, the word jasmine is associated with holiness or holiness, the word red is associated with bold.

Taguchi (2011: 296) then offers a form of task that can integrate aspects of social context, functional language use and interaction. The first task is a task to increase the awareness of learners (consciousness-raising task). The form of the activity is in the form of listening and paying attention to the semantic and sociolinguistic variables of a particular speech event. The next task is a task to hone receptive skills, where the learner obtains semantic inputs and then evaluates and

selects the appropriate semantic form. The last task is a productive task, namely by involving students to do something *role-play*, making structured conversations or being given the opportunity to answer a discourse completiontest or a cloze test.

Another strategy that can be used for the development of sematic and intercultural competencies is to use the 6R model proposed by Martinez-Flor and Uso'-Juan (via Shively, 2010:110). The model, which is basically based on an explicit approach, consists of six stages, namely researching, reflecting, receiving, reasoning, rehearsing and revising. In the first stage, learners are given an explanation of the concept of semantics. In the second stage, learners analyze the data under the guidance of the teacher. This stage will increase the learner's awareness of social and situational factors that influence pragmatic behavior. In the third stage, the learner gets explicit instructions on how the Semantic features can be realized in the second language (target language). For example, the learner is shown a series of strategies that might be used to express a request speech act inthe target language and compare it with a first language speech act. In the fourth stage, the learner analyzes the semantic data of the second language and identifies social and situational factors, as well as the speaker's intention. This activity is an effort to raise awareness. The fifth stage, learners practice their semantic knowledge by participating in communicative activities, starting from somewhat controlled to more free. The last stage, learners receive feedback and further instructions to develop their semantic performance in communicating activities.

Semantics as part of linguistics which studies the use of acts of communication in the current sociocultural context has become an inseparable part of language learning, including language learning for children. The emergence of the semantic aspect in language learning coincides with the emergence of a communicative approach. This approach is a reaction to several previous methods and approaches that emphasize mastery of grammar and ignore sociocultural aspects, such as the translation grammar method, the direct method, the audiolingual method and an approach based on Chomsky's generative grammar. On the other hand, a communicative approach that emphasizes aspects of the function and meaning of language begins to involve socio-cultural aspects. This is in accordance with Hymes' opinion, that learning a language is not only a matter of grammaticalizm but which is no less important is the aspect of the suitability of an utterance with its sociocultural context. On that basis, semantics need to be integrated in language learning. There are two reasons that support semantic learning, namely (1) facilitating the learner to be able to recognize the social and interpersonal aspects involved in a speech event, so that he can frame an appropriate (suitable) speech, and (2) to avoid any Semantic errors (semantics failure) when performing acts of communication.

Popular approaches used are explicit and implicit approaches. Through an explicit approach, learners will be given an explanation of pragmatic features and norms accompanied by practice. On the other hand, in the implicit approach, learners are only given training and semantic input without explanation. The two approaches are not discrete, but continuous. This means that they can be used interchangeably. An explicit approach is more appropriate for early second language learners. As the learners' language skills increase, an implicit approach can be given. Another strategy that can be used is the 6R learning strategy which consists of researching, reflecting, receiving, reasoning, rehearsing and revising. This strategy includes the process of awareness of semantic concepts, providing input in the first language and target language, exercises to apply semantic knowledge in communicative acts, and feedback from the teacher.

RESEARCH METHOD

a. Type of Research

This research is basically a Research and Development, development research (Gay 1987). The main objective is not to test theory but to develop a product for use in the English Department. The product is in the form of Development of Semantic Teaching Materials based on Communicative approach for students of the English Department of FBS UNM. This research will be carried out in a lecture hall at the FBS Campus UNM Parang tambung Makassar. The object to be studied is the learning device used by students who attend lectures and lecturers who organize lectures.

The development of this communicative approach-based pragmatic learning model is learning carried out in the classroom that involves interaction between one group and another in the learning process. The learning in question is semantic learning that uses cooperative learning models at every face to face inthe teaching and learning process.

Semantic course materials will be developed to be used as teaching materials. The development of the material is adjusted to the interaction model and pedagogical principles that underlie the development of semantic learning. The procedures and results of the development of the lecture material will be documented according to the

development diary.

The implementation of communicative approach-based semantic lectures will be carried out by involving students who program semantic courses for six months. Technical instructions for lecturers and students attending lectures will be prepared to be used by lecturers in developing materials and carrying out lectures, as well as for students to be able to attend lectures well. Students spend the same time as lecturers during normal face-to-face hours.

To find out students' opinions about teaching materials, two question lists will be used. The first list of questions regarding the background of the learning model used. The second question list asks about the teaching materials that will be used useful for students, positive and negative aspects as well as general opinions about the communicative approach-based semantic learning model.

The results of quantitative and qualitative data and diaries and questionnaires will be documented and analyzed to fulfill the research objectives.

b. Research Subject

The research test subjects consisted of: 1) learning experts and teaching materials, 2) lecturers and 3) students. Field trials are carried out in class according to the systematic section of the research flow. The selection of this class is based on the consideration that the class has an effective learning vision.

c. Research Systematics

The research is planned to last for 8 months. The research was conductedto develop teaching materials and their supporting devices with expert tests. The resulting product is in the form of a prototype of semantic teaching materials and supporting learning devices. Teaching materials are developed based on theories of language learning, discourse, and critical discourse analysis. The teaching materials produced are validated by English or Linguistics experts as well as teaching material development experts. In the next stage, a limited field test of teaching materials was carried out. The trial aims to test the effectiveness and practicality of the teaching materials produced. The field trial involved lecturers and students who were the test subjects. The field test consists of: small group test and broad test. The classes that became the location of the trial were limited, namely (1) One class of English literature study program, and one class of students of English education study program. In the next stage, this research activity is the packaging and dissemination of the resulting product model. Dissemination is done through scientific forums, focus discussion groups, and distribution of soft copies. After dissemination, various inputs were used as material for refinement to produce the final model. This final model becomes a teaching material that is ready to be widely produced.

RESULT AND DISCUSSION

Based on the field analysis conducted by the research team through focus communicative approach with lecturers related to the Semantics course, it resulted in (1) Teaching and learning Programs and (2) Lecture Contracts.

1. Teaching and Learning Program

Course: Introduction to Semantics

Teaching and Learning Program of Semantics, consists of course description, the technical objectives, and the instructional materials.

a. Course Description

This course is intended to provide students comprehension of Semantics material they are what are semantics, the meaning of meaning, sense and meaning, pragmatics vs semantics word and meaning, implicative and the construction of meaning. This course includes levels of Semantics. This course helps the students to comprehend and understand various types of meaning, word meaning and the relationship between pragmatics, semantics and syntax.

b. Teaching Strategies

1. Giving explanation about the class activities
2. Work in groups
3. Weekly presentation from each group
4. Class discussion

c. Assignments

1. Weekly Communicative approaches
2. Weekly Pragmatics task

d. Evaluation

Grade types : Letters, Number, and Percentage Range

• A	4	90 - 100
• B	3	75 – 89
• C	2	60 – 74
• D	1	50 – 59
• E	0	< 50

e. Student Grade

Grade is determined by course Requirements :

1. Attendance (10%)
2. Semantics /class participation (10%) Weekly communicative approach

From the required Semanticsmaterial (20%)
3. Midterm test (30%)
4. Final test (30%)

2. Results of Development of Teaching Materials

Semantics course teaching materials are prepared based on an interactive learning model consisting of semantics printed materials consisting of required and selected semantics materials with discussion in the learning community to obtain semantics comprehension achievement of students (see p. 11 of this research report). In addition, material development is based on the course description, course objectives formulated in the syllabus and the SEMANTICS course contract.

Based on the focus communicative approaches, the procedure for presenting teaching materials for each face-to-face meeting is as follows:

1. Presentation of material by providing preview questions related to
2. course materials of semantics.
3. Read the text in groups.
4. Discuss and answer reading questions in groups.
5. Sharing information on reading results from weekly semantics task.
6. Presenting classically the results of each group's discussion.

The following is an example of Semantics lecture material for the firstmeeting (meeting I)

MEETING 1
WHAT IS SEMANTICS

Read the following text in group. Answer the question after the text, discuss, and reflect orally to the other groups. Rephrase the text in written form, and then submit it to your lecturer

1. Defining Semantics

The students are going to look for some definitions about semantics in communicative approach. Then each group is given some interesting topics to be task as a presented in a weekly communicative approach (see attached material)

A. Student Interest in Lecture Materials

Interest is divided into three categories, namely interest in (1) courses, (2 lecture materials, and (3) lecture strategies. Almost all students (85%) are interested in taking Semantics courses, almost all students (85%) are interested in material lectures, and almost all students (97%) were interested in the learning strategies carried out in the classroom. This data means that the Semantics course is favored by students including the lecture materials given and the learning strategies applied in the classroom. Therefore, the application of the learning model and the teaching materials provided can improve the learning ability of the Semantics course. Detailed interest in the application of these models and teaching materials can be seen in the appendix.

B. Assessment of Learning Outcomes

To assess the lecture materials and the applicability of the lecture model, a limited trial was given for three meetings with the application of action research. Each meeting ends with a discussion with students discussing procedures or learning steps, improving grouping, how to work in groups or have good discussions, acceptability of teaching materials, and learning techniques. The results of this discussion gave birth to the following learning procedures:

1. Read and understand the material given individually.
2. Discuss the material in groups.
3. Reflecting orally reading in groups.
4. Rephrase in writing the text to be submitted to the lecturer
5. Presenting material and communicative approach in class.
6. Deliver weekly assignments based on the time allotted.

At the end of the meeting, a test in the form of an essay is given to answer understanding questions. The result of the text shows that the students mastered (M = 86) the text they read. They can answer comprehension questions well.

CONCLUSION

Based on the finding described in the previous chapter, the conclusionsformulated are as follows:

1. Interactive Model of Teaching Semantics is a learning model consisting of components, printed semantics materials consisting of required reading materials and self-selected materials by students which arepresented and discussed in groups through a learning community strategy designed to improve the ability to understand semantics learning concepts.
2. The teaching materials for Semantics lectures, which are designed based on an interactive learning community (communicative approach),have been proven to be effective in improving students' understanding skills.

3. Students are not only interested in the Semantics course, but also in the lecture material, as well as the learning strategies used in the lecture process.

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