DEVELOPING A MODEL OF PROBLEM-BASED LEARNING WITH COMMUNICATIVE GAMES (PBL-CG) FOR TEACHING ENGLISH AT ELEMENTARY SCHOOLS IN JAMBI

DISERTASI
Untuk Memenuhi Sebagian Persyaratan Mencapai Derajat Doktor
Program Studi Ilmu Pendidikan

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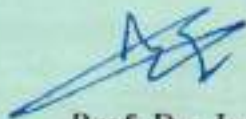
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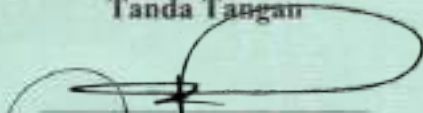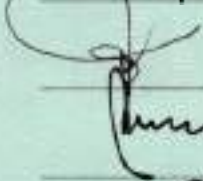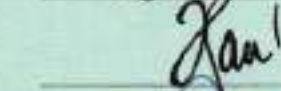NIP. 19620919 198703 2 002

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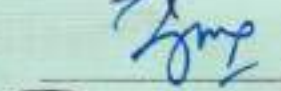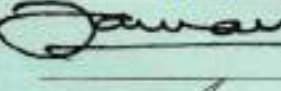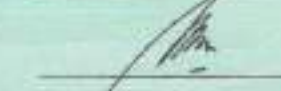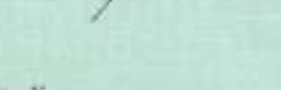| No.	Nama	Tanda Tangan
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Tidak pernah diajukan untuk memperoleh gelar Doktro di suatu perguruan tinggi lain dan tidak terdapat keseluruhan atau sebagian tulisan orang lain yang saya akui seolah-olah sebagai tulisan saya sendiri tanpa memberikan pengakuan pada penulis aslinya. Apabila di kemudian hari saya terbukti melakukan tindakan menyalin atau meniru tulisan orang lain seolah-olah pemikiran saya sendiri, gelar dan ijazah yang telah diberikan oleh Universitas batal saya terima.

Padang, Agustus 2022
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KATA PENGANTAR

Bismi-llāhi ar-raḥmāni ar-raḥīmi

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ABSTRAK

Erisa Kurniati. 2022. Pengembangan Model *Problem based Learning with Communicative Games* (PBL-CG) untuk Pengajaran Bahasa Inggris di Sekolah Dasar di Jambi. Disertasi. Sekolah Pascasarjana, Universitas Negeri Padang

Implementasi model Pembelajaran Berbasis Masalah (PBL) dalam proses pembelajaran Bahasa Inggris pada Sekolah Dasar di Kota Jambi dinilai tidak efektif. Hal ini terlihat dari hasil belajar siswa yang mayoritas tidak dapat mencapai nilai KKM, artinya siswa tidak dapat memahami konsep materi pelajaran melalui proses pemecahan masalah yang disajikan oleh guru. Dalam hal ini, model PBL yang ada tidak cocok untuk diterapkan pada pembelajaran Bahasa Inggris pada tingkat Sekolah Dasar. Solusi yang ditawarkan untuk menyelesaikan permasalahan tersebut adalah mengembangkan model *Problem Based Learning with Communicative Games* (PBL-CG). Penelitian ini bertujuan untuk menghasilkan model *Problem Based Learning with Communicative Games* (PBL-CG) yang valid, praktis dan efektif untuk pembelajaran Bahasa Inggris pada Sekolah Dasar di Kota Jambi.

Penelitian ini merupakan penelitian *Research and Development* (RnD). Proses pengembangan menggunakan model instruksional dengan pendekatan ADDIE yang terdiri dari lima tahapan, yaitu; *analysis, design, development, implementation* dan *evaluation.* Data dikumpulkan dengan menggunakan lembar observasi, lembar panduan wawancara, dokumen pembelajaran dan kurikulum 2013, angket, dan lembar tugas. Sampel penelitian ini adalah siswa kelas v dari lima Sekolah Dasar di Kota Jambi yang menerapkan pembelajaran Bahasa Inggris dan kurikulum 2013. Produk divalidasi oleh para pakar sesuai dengan keahlian masing-masing. Validitas produk ditinjau dari aspek isi, bahasa, dan desain pada buku model, buku siswa, dan buku guru. Praktikalitas model PBL-CG dilihat dari aspek keterlaksanaan pembelajaran dengan cara mengobservasi keterlaksanaan model PBL-CG dalam pembelajaran Bahasa Inggris di kelas V dan persepsi guru dan siswa terhadap model PBL-CG dengan menggunakan angket. Efektivitas model diukur dari nilai siswa yang meliputi aspek aktivitas siswa dalam kelompok, keterampilan pemecahan masalah dan aspek pengetahuan. ||Penilaian aktivitas siswa dalam kelompok dan keterampilan pemecahan masalah dilakukan dengan menggunakan lembar pengamatan, dan penilaian pengetahuan siswa dilakukan dengan menggunakan tes tertulis. Analisis deskriptif dilakukan terhadap data validitas dan praktikalitas model PBL-CG, sedangkan data efektivitas dianalisis dengan menggunakan *Manova test.*

Dari penelitian ini dihasilkan model *Problem Based Learning with Communicative Games* (PBL-CG) untuk pembelajaran Bahasa Inggris di Sekolah Dasar dengan sintaks mengorientasikan siswa terhadap masalah, mengorganisasikan siswa untuk bermain sebagai proses pemecahan masalah menggunakan permainan komunikatif, membimbing siswa dalam penyelidikan individu dan kelompok, mengembangkan dan menyajikan hasil karya, dan menganalisis serta mengevaluasi proses pemecahan masalah menggunakan permainan komunikatif serta sistem pendukung yang terdiri dari buku model,

buku teks Bahasa Inggris untuk siswa kelas V Sekolah Dasar, dan buku Guru. Model PBL-CG yang dikembangkan memenuhi kriteria valid, praktis dan efektif sehingga dapat digunakan untuk pembelajaran Bahasa Inggris yang berbasis pemecahan masalah pada Sekolah Dasar di Jambi.

ABSTRACT

Erisa Kurniati. 2022. Developing a Model of Problem-Based Learning with Communicative Games (PBL-CG) for Teaching English at Elementary Schools in Jambi. Dissertation. Postgraduate Program of Universitas Negeri Padang.

Implementing the Problem-Based Learning (PBL) model in the English learning process at elementary schools in Jambi is considered ineffective. It can be seen from student learning outcomes, the majority of which cannot reach the KKM score, meaning that students cannot understand the concept of the subject matter through the problem-solving process presented by the teacher. In this case, the existing PBL model is unsuitable for learning English at the elementary school level. The solution to these problems is to develop the Problem-Based Learning with Communicative Games (PBL-CG) model. This study aims to produce a valid, practical, and effective Problem-Based Learning with Communicative Games (PBL-CG) model for teaching English at elementary schools in Jambi.

This research is a Research and Development (RnD). The development process uses an instructional model with the ADDIE approach, which consists of five stages: analysis, design, development, implementation, and evaluation. Data were collected using observation sheets, interview guide sheets, learning documents, the 2013 curriculum, questionnaires, and assignment sheets. The sample of this research is fifth-grade students from five elementary schools in Jambi who apply English learning and the 2013 curriculum. Experts validate the product according to their respective expertise. Product validity in content, language, and design aspects of model books, student books, and teacher books. The practicality of the PBL-CG model is seen from the aspect of the implementation of learning by observing the implementation of the PBL-CG model in learning English in class V and the perceptions of teachers and students of the PBL-CG model using a questionnaire. Student scores, including aspects of student activity in groups, problem-solving skills, and knowledge, measure the model's effectiveness. Assessment of student activity in groups and problem-solving skills is done using observation sheets, and assessment of student knowledge is carried out using written tests. Descriptive analysis was carried out on the validity and practicality data of the PBL-CG model, while the effectiveness data were analyzed using the Manova test.

This research resulted in a Problem-Based Learning with Communicative Games (PBL-CG) model for teaching English at elementary schools with a syntax; that orients students to problems, organizes students to play as a problem-solving process using communicative games, guides students in individual and group investigations, develop and present the work, and analyze and evaluate the problem-solving process using communicative games and a support system consisting of model books, English textbooks for fifth-grade elementary school students, and teachers' books. The PBL-CG model developed meets the valid, practical, and effective criteria so that it can be used for teaching English based on problem-solving at elementary schools in Jambi.

CHAPTER I
INTRODUCTION

A. Background of the Research Problem

Learning English in Jambi started at Elementary School as local content. It is not a compulsory course at elementary schools in Indonesia (Hartin, 2017). It is an additional subject regulated by the Government Regulation on Education and Culture No.79, 2014, about local content in the curriculum 2013. This curriculum allocates two hours a week for local content. Schools choose their subject based on local government policy.

In Jambi, the Governor's Regulation No.07, 2017 regulates English as one of the elementary schools' local content subjects. The fourth to sixth-grade students study English as local content, whereas the first to third-grade students study Jambi's art and culture. Herein, the goals and achievements of learning English were adjusted to the 2013 curriculum. It is applied at elementary schools, including all learning and evaluation tools used by teachers. Meanwhile, the measurement was based on students 'skills in understanding and practicing the material in everyday life, so learning outcomes were not limited to students' cognitive abilities. Here, psychomotor and affective abilities also are attention so that students can use English to communicate orally and in writing.

Based on interviews with several school principals in Jambi, English becomes a target of local content because English is important to learn at elementary schools as a foundation for education. It is known that English is a compulsory subject in Junior High Schools. Therefore, this subject must be taught

in elementary school, even if only as an additional subject. However, it still refers to competency-based learning following the 2013 curriculum in its implementation, which is applied at Elementary Schools.

The curriculum of 2013 in Indonesia consists of three primary learning models: Discovery Learning/Inquiry, Problem-Based Learning (PBL), and Project-Based Learning (Sani, 2014). Teachers can use these learning models to teach in a class by adjusting them to teaching needs. During the observation, most of the elementary schools in Jambi used PBL.

In essence, PBL encompasses the learning methods of thinking ability from students as individuals and groups. It is applied in real life to resolve problems to be meaningful, relevant, and contextual. This model improves the students' thinking to use the new issues and integrate the High Order Thinking Skills (HOTs) concept in learning. This process triggers its learning process. Students will learn various things, including memory (cognitive) and critical thinking skills (Ali, 2019; Spronken-Smith & Harland, 2009). However, unfortunately, the PBL model is unsuitable for teaching English in elementary schools. Students at the elementary school level can still not think critically, let alone apply new problems and integrate the concept of High Order Thinking Skills (HOTs) in learning English. Students are still low, let alone think critically and use HOTs to master English. So it can be concluded that the PBL model is unsuitable for learning English as the Foreign Language (EFL) at elementary schools in Jambi.

In the English learning process at elementary schools, the teachers have an adequate capacity for teaching English to the students using a useful learning model since the old one was not the students' preference. Therefore, teachers must be creative in applying the appropriate model for teaching English to fit the class environment. Thus, students are more active and creative in a good class atmosphere to participate more in learning to achieve the learning goals.

The observation shows that the English teachers at elementary schools in Jambi apply the PBL model in the class. The weakness in its implementation for teaching English at elementary schools in Jambi lies in the students' condition required to think critically. They cannot do it yet. Some materials in PBL have the problem. They are not effective if some students are passive in class. Their low scores and non-active discussion are the evidence. Therefore, the learning process produces no results making both students and teachers experience low motivation. Consequently, the goals of learning cannot be achieved.

The practical learning model for teaching English at elementary school should be playful and fun to motivate them to learn English. Thus, they will have high motivation, and then they can learn much knowledge and acquire English. It will improve learning outcomes (Nazira, 2015; Susanto, 2013). PBL is a learning model that focuses on problem-based learning done in groups. However, this model is too severe and not playful, even though the application of this learning model can have a good effect on training students to use critical thinking skills, training students' affective and psychomotor abilities in working together and

solving problems in learning. It is an advantage and a weakness in applying the PBL model for learning English at Elementary Schools in Jambi.

In Jambi, English is the subject of local content at elementary schools enforced by the department of education and culture to meet the curriculum of 2013. This curriculum puts English on a non-compulsory course. Thus, all the elementary schools in Jambi categorize English as a subject in local content. Most Public Elementary Schools still teach English following the educational and culture department's rule regarding its significance for higher education.

Previously, the researcher conducted observations in several elementary schools in Jambi regarding learning English in the classroom. Observations were made to determine the learning model applied in the English learning process at elementary schools in Jambi and the impact caused by the application of the learning model. The observation shows that the English teachers at elementary schools in Jambi apply the PBL model in the class. The weakness in its implementation for teaching English at elementary schools in Jambi lies in the students' condition required to think critically. They cannot do it yet. Some materials in PBL have the problem. They were not effective if some students were passive in the class. Their low scores and non-active discussion were the evidence. Therefore, the learning process produces no results making both students and teachers experience low motivation. Consequently, the goals of learning cannot be achieved.

Therefore, several studies have been conducted on developing the PBL model. Such as the development of a blended learning-based PBL model in the

learning of PGSD UNU students in Blitar by Alfi & Perdana (2020) where this research has the aim of developing problem-based learning (PBL) based on blended learning so that students can better master learning by utilizing technology and problem-solving. Through this research, it was known that the blended learning-based PBL model effectively improved the learning outcomes of PGSD students. The research on developing the Problem-Based Learning model based on procedural scaffolding to improve elementary students' science learning outcomes was carried out by Laili & Yusmita (2018). The researcher found that the PBL was just implemented at elementary schools, but there is no development into this model for teaching English at elementary schools.

Several findings in previous research have also developed several models of learning English at Elementary Schools. It was like developing a song-based inductive English learning model (Ratminingsih, 2014). The development of a storytelling-based learning model for early childhood English learning (Setyarini, 2016). It developed an English learning model based on junior high school students (Salija, 2017). The development of a theme-based English learning model to improve reading skills, learning, and student learning independence (Oktradiksa & Mujahidun, 2014), the last was the development of an ICT-based English learning model to improve high school students' English learning achievement (Sariakin, 2015). However, the researcher was not found a study that developed a PBL model for teaching English at elementary schools that can treat Elementary School students' high-level thinking skills, which were one of the 21st-century skills in implementing the 2013 curriculum in schools.

Moreover, the researcher developed the PBL-CG model that acquired the elementary students' learning and cognitive development characteristics. The learning characteristic of students at elementary is playing (Susanto, 2013). They like to study in groups and play together with their friends. In the activity, they use the language to interact, share, and exchange information. Children will be more social, and their egos will be reduced. Here, communication was needed.

The conceptualization of young EFL learners' English language proficiency attempts to encompass the variability in learning experiences. The outcomes highlighted the interrelatedness of the learning environment, age, and language proficiency (Arthur & Cremin, 2010; Cremin, 2009, 2018). Failing to confirm the hypothesized distinction between academic and social language with young EFL learners underscored the learning environment's role in defining the language ability construct during various developmental stages. Being able to fit the hierarchical model with skill-based components to the test performance of young EFL learners further stressed the importance of the learning experience in shaping language proficiency across different age groups (Gu, 2014). Furthermore, Gu (2014) states that the interpretation of young EFL learners' language proficiency needs to consider how language components are developmentally related to each other as a function of the learning experience in a foreign language environment.

English learning for students at elementary schools requires the teacher to understand its characteristics (Arthur & Cremin, 2010). Teachers can use other learning models that have been adjusted but are still learning models in the

government's curriculum. It is the curriculum in 2013. Three learning models are offered in the curriculum 2013, namely; 1) Problem-Based Learning, 2) Project Based Learning, and 3) Discovery Learning. The three learning models use a scientific approach that trains higher-order thinking skills at elementary school students. Specifically for learning English, teachers' closest model to be used is PBL. However, this PBL model is unsuitable for elementary students because not all students at this level can solve a problem independently with a scientific approach, especially in learning English.

For that, preliminary research was done in some elementary schools in Jambi to know the English learning model and the students' need for English learning based on the language's learning characteristics. It was found to have some characteristics. They were: (1) students like to learn while playing, (2) students retell what they do and listen, (3) students have attended and low concentration, (4) students learn English by listening and repeating, (5) students have not been realized the English learning although like it, (6) students learn well when they were motivated to directly involved in activities related to them, and (7) students like learning in groups. Elementary students need those characteristics to study at schools, especially English. They can enjoy and understand what the teacher teaches them.

Based on the characteristics found, playing in groups is not included in the PBL model for teaching English at elementary schools in Jambi. It causes short of students' concentration in English learning as the impact students will feel bored. PBL is a good learning model to train the students' higher-order thinking, but it

must be suitable too for teaching English at Elementary Schools. Based on that, the researcher develops a Problem-Based Learning model with Communicative Games for teaching English at Elementary Schools (PBL-CG). Herein, students need games in English learning to have fun and play.

The game used is communicative games. It is adapted from communicative game books for English at elementary schools (Hadfield, 1999, 2007; Koster, 2005). This game consists of 9 (nine) types of communicative games done in groups and pairs. Each game is entered into playing groups so students can solve the problems together. The PBL-CG model filled the weakness in its application and improved the existing PBL model for English at elementary schools in Jambi. It was proved by the research result conducted in the preliminary research that communicative game is beneficial to improve students' motivation and learning achievements at elementary schools (Erisa Kurniati et al., 2019).

Herein, communicative games are a kind of game in communication rules. Elementary students still lack grammar and vocabulary. In communicative games, the goals between the parties involved in that communication. It emphasizes the fluency or achievement of the communicative, which means the communicative games do not emphasize linguistic accuracy. For example, when someone asks others to describe an address, even though the language used is grammatically wrong if he can describe it and be understood by the requester, it means the communication is a success.

Otherwise, it has been tested for teaching English in some elementary schools to know the effectiveness of the communicative games in Jambi, and the result was positive. The student learning motivation is increasing, although the class is noisy but still controlled by the teacher. Most of the learning process, material, and command are still in Indonesian is caused of students are not mastering English, and their vocabulary is still limited. The learning process is happy and fun, but because the elementary students' character is playing, it needs more control from the teacher to reduce class noise. Other than that, students can do their tasks well. They are active in groups doing their tasks through communicative games and presenting them in front of the class. Be noted that punishment and reward are essential to motivate the students. Every playing group does its best, automatically improving the cooperation between the students in groups.

Susanto (2013) states that learning must manifest in a fun atmosphere that involves students' activeness to experience meaningful learning and truly understand what they are learning. Besides, in the PBL-CG model, the teacher still holds control of learning. Teachers act as facilitators and referees so that learning is not noisy and controlled. The learning process also does not require significant funds. The teacher can use everything in and outside the classroom as a medium, one of the practical values in this learning model.

The teacher creates a conducive and enjoyable classroom atmosphere during the learning process. The teacher can use various media available inside and outside the classroom, so the teacher will not run out of material in the

learning process. The PBL-CG model is expected to fill the gaps and improve the shortcomings of learning English at Elementary Schools, meeting the curriculum needs of head leaders, teachers, and stakeholders. It is because the PBL-CG fulfills the students' needs

This research turned the teacher-centered approach into an active learner-centered classroom using communicative games as the core approach. The communicative games approach emphasizes the communication activities involving the actual use of language in daily life situations. It offers valuable input into the skill focus and enhances their confidence and language usage. Hence, this research explored learners' responses to game strategy regarding their motivation and participation in communicative game interaction.

The PBL-CG model developed becomes an English learning model based on problem-solving using communicative games for learning English at elementary schools. However, this model does not rule out the possibility that it can be used for other learning that uses a scientific approach at elementary and junior high school levels with some adjustments to the material presented by the teacher. However, the PBL-CG model certainly has limitations, and it is not suitable to be implemented at higher levels, namely high schools and universities.

B. Formulation of the Research's Problem:

To guide the implementation of the study and the achievement of its objectives, the problem of the research was formulated as follows:

What is a model of PBL with Communicative Games appropriately used for teaching English at elementary schools in Jambi? The main problem can be elaborated into the following research questions:

1. How is the process of learning and teaching English at Elementary Schools in Jambi?

2. What is needed for the PBL model for teaching English at Elementary Schools in Jambi?

3. What was the first draft of a Problem-Based Learning with Communicative Games (PBL-CG) Model developed for teaching English at Elementary Schools in Jambi?

4. How is the validity, practicality, and effectiveness of the Problem-Based Learning with Communicative Games (PBL-CG) Model developed for teaching English at Elementary Schools in Jambi?

C. Purposes of developing the model:

Generally, the PBL-CG Model development aims to design the appropriate model for teaching English at elementary schools in Jambi. It was based on the PBL model with Communicative Games to improve student's learning activity. In more detail, the specific objectives of this study were:

1. To find and explain the process of learning and teaching English at Elementary Schools in Jambi.

2. To find and explain the need for the PBL model for teaching English at Elementary Schools in Jambi.

3. To create the first draft of a Problem-Based Learning with Communicative Games (PBL-CG) Model developed for teaching English at Elementary Schools in Jambi.

4. To explore the validity, practicality, and effectiveness of the Problem-Based Learning with Communicative Games (PBL-CG) Model developed for teaching English at Elementary Schools in Jambi.

D. Specifications of the Product Developed

The PBL-CG model is different from the PBL model available. It has its characteristics. In the PBL-CG Model, the activity in class is addressed to communication in problem-solving. Communication in the form of games is created to address the students' problem-solving in playing and having fun. In the PBL-CG Model, students problem-solve, play games, and communicate with each other. In addition, students are not required to use English to play communicative games fully. Students can use their mother tongue or Indonesian but are still guided by the teacher so they can be translated into English.

The games in this Communicative Game are the problem that the students must solve. When they succeed in the games, they solve the teacher's problems. This Communicative game was close to every learning syntax developed. It likely does communicative games to make the groups, problem-solving, and present the works. It can be applied effectively in evaluation activity, so the learning process

begins until the last is full of communicative games. It creates fun and enjoyable learning for students learning English.

This research's first expected product is the model book of Problem-Based Learning with Communicative Games (PBL-CG) for teaching English at Elementary Schools in Jambi suitable for students' characteristics and needs. This model has its characteristic which using Communicative Games in English Learning. It is placed in the second step of PBL in organizing the students for learning with the communicative game. PBL is used only by activity; students must work independently with critical thinking, no play, and no fun inside. In PBL-CG, students work in a group. They solve the problem with communicative games that emphasize the fluency or communication goals achievement between the parties involved. In the process, communicative games do not emphasize linguistic accuracy. If a student's language is grammatically wrong, but he can describe it and be understood by the requester, communication is a success. Communication success means the learning is also thriving and reaching goals.

The second is the book for teachers containing the rules and running the PBL model with communicative games (PBL-CG) for teaching English at elementary schools. This book provides the teacher with the instructional product, giving the information about learning objectives, topics, teaching method, assessment, and references and making the lesson plan to provide more information on the actual teaching and classroom techniques to run the communicative games PBL-CG model. As mentioned in the teacher's book, the

teacher will follow classroom activities inside and outside the classroom. All the instructional products in this book are based on PBL-CG model instruction.

The last is the English textbook for students in class V at elementary school containing English material based on the PBL model with Communicative Games. The book provides the students with different topics and activities in each meeting. Impressive materials like dialogues, texts, games, colors, and pictures are available. Some statements are the students' motivation at every beginning of the chapter using familiar pictures for children. This book's material addresses communicative activities through Communicative Games.

E. The Importance of Developing

There is a problem with the PBL model for teaching English at Elementary Schools in Jambi, and it is the lack of the PBL model. Therefore, the PBL-CG Model is used to address the problem. It needs to answer the problem of English learning disparities during the learning process in the PBL model. The teacher lacks in varying the delivery of material, thus impacting students' insufficient attention, interest, motivation, and student learning outcomes in English at elementary schools in Jambi.

Developing the PBL model with Communicative Games (PBL-CG) for teaching English at elementary schools is crucial because communicative games are entered into the learning process of PBL as the tools for solving problems. Communicative games effectively overcome the students' boredom, leading to a shortened focus on students' subject matter. So students can interact socially in groups.

PBL with Communicative Games (PBL-CG) is to increase students' communication skills. Teachers use communicative games such as information gaps, reciprocal, guessing, searching, matching, exchanging, collecting, combining, and arranging games. It is noted that games could be used following the achievement of learning material.

This PBL-CG is appropriately used for English at elementary schools in Jambi. The learning process in this model is effortless and directed in its implementation. Included in all forms of thinking patterns and students' abilities are students with high learning abilities or the lowest ones. The material and activity are fun and joyful in the learning process. This model creates active and enjoyable learning in teaching English at elementary school; its activities are not too difficult for the teacher because they are practiced in steps and time. Students learn English at elementary school, where they need active learning, fun, and joy.

The PBL with Communicative Games can improve the effectiveness and quality of English learning outcomes at elementary schools in Jambi. It can increase teachers' creativity in delivering learning material and improve attention, interest, and motivation to learn English so the students' learning outcomes can exceed the standards' completeness of learning outcomes.

This research is necessary because it aims to develop the Problem-Based Learning Model for Teaching English at elementary schools in Jambi. The developing model is intended to create more effective teaching English suitable for institutional and students needs. In more detail, this research has some aims' classification, as mentioned below:

1. Defining problems provides the information to develop the teaching model by analyzing the teacher's problems, students, and instructional material problems.

2. Designing the complete instructional Model from PBL to the PBL model with Communicative Games (PBL-CG) to overcome the teacher, students, and instructional material problems for teaching English at elementary schools.

3. Developing the product of the instructional model, which includes:

   a. The PBL-CG model book is applicable to help teachers acquire the learning model for teaching English happily and enjoyably by the information about the PBL-CG model that fulfills the current problems about the model of teaching instruction.

   b. A PBL-CG implementation guide's book for teachers is appropriately used based on the curriculum 2013 at elementary school curriculum and the student's characteristics.

   c. A coursebook of English learning for elementary school class V was appropriately used based on the curriculum 2013 at elementary school and its characteristics. The materials are close to students' daily life in a communicative way by considering the need assessment.

4. Measure the quality of the PBL-CG model products by conducting validity, practicality, and effectiveness.

F. The Benefits of the Research

This research result has valuable benefits for English learning at Elementary Schools in Jambi, English teacher, and researcher. It is explained below.

a. English Learning Process at Elementary School in Jambi

This study results in the PBL model with Communicative Games (PBL-CG) for teaching English at elementary schools in Jambi. It undoubtedly helps answer the problem of using PBL in English learning at Elementary schools in Jambi.

It is also used to improve students' motivation to learn English to achieve the maximum learning outcomes. The learning process is to be more active and fun for teachers and students.

Moreover, the results were in the form of a student textbook that contains class V English materials that can be delivered by the teacher quickly because the book contains elements of learning that are suitable for elementary school students thinking patterns. In this case, our children.

Thus, the result is also in the form of the PBL-CG model of the teacher's book guide. It guides the teacher in delivering the PBL-CG Model into English learning at elementary school classes.

b. Teaching English at Elementary Schools

The study results in a new English learning model called PBL-CG that can be implemented at elementary schools in Jambi for English

elementary teachers. It answers the problem of PBL Implementation for teaching English at elementary schools in Jambi.

c. Educational Research

The benefit of this research result for the researcher is a learning experience in improving the learning ability in development research. Thus, it is applied to agencies, teachers, or other places in Jambi by conducting further research and sources of information and references to develop the PBL model with Communicative Games (PBL-CG) for teaching English at elementary school Jambi.

G. Assumptions and Limitations of the Developing

According to Piaget, a child is an active thinker and learner. So children will be more active in learning English than adults, and they are also easier to understand than adults. Therefore, English as a foreign language must be taught to children aged between 5 to 12 years to learn the language well. In addition, Lenneberg (1967 in Sujana 2011) states that children aged 2-13 were in a critical period.

This period is crucial for language learning because people who have passed this period will have difficulty learning the language. However, even though children have good abilities in learning languages, they still need to be guided carefully because children have unique characteristics. It is different from adult learners. In this case, children need good teachers, namely people who are creative and innovative and able to understand the characteristics of children. In addition, one way to help children learn foreign languages more efficiently is to

use media or tools that are appropriate to the topic and learning objectives. In addition, the appropriate learning model used by the teacher is also very influential in foreign language learning for children. The role of a teacher, among others, is as a teacher, educator, motivator, facilitator, and evaluator.

Herein, the researcher has the assumption that this research has its characteristics, namely the development of an English teaching model that focuses on the learning process that is active and fun at Elementary Schools in Jambi. This model's characteristics refer to the PBL model with Communicative Games. In contrast, students can play and study with other students in a group. Communicative games are used for every step of learning. They also collect the information, find the problem-solving, and share it with others. The learning process of the PBL-CG makes the students more active in learning by playing and having fun. This model is appropriate for English at elementary schools in Jambi.

The PBL-CG model is developed based on the existing PBL model, which has some weaknesses in its implementation. They are: (1) students are required to think critically and learn on their while, (2) students at elementary schools are not able to do it yet in English learning, (3) not all the material in English subjects contains the problems, and (4) it is not effective if there are passive students. It can be seen from the low of students' English outcomes and the vacuum in the discussion.

However, the study has limitations in its development, including the class studied, the number of schools studied, and the school that was studied. This study only examined the fifth-grade elementary school for one semester in five schools.

In addition, the PBL-CG model is developed based on Piaget's theory of cognitive development at the concrete operational level (Ages 7-11 years), where students are mature enough to use logical thinking or thinking but can only apply logic to physical objects. It means that the PBL-CG model is only suitable for student learning at the elementary school level, while further research is still needed for other ages.

H. Definition of Key Terms

a. Developing

Developing is the development process of a Problem-Based Learning with Communicative Games (PBL-CG) model for teaching English at Elementary Schools in Jambi.

b. Problem-Based Learning with Communicative Games (PBL-CG) Model

PBL-CG is a learning model developed for teaching English at elementary schools. It was developed based on the previous model, Problem-Based Learning (PBL).

c. Teaching English

Teaching English is teachers' and students' activity in the teaching and learning process in class on English at elementary schools in Jambi.

d. Elementary School

Elementary school is a basic formal education level carried out compulsory education for six years in Jambi, applying curriculum 2013 and English as the local content.