

The Effects of the Communicative Approach and the Use of Information Technology on Students' Motivation and Achievement in Indonesian Language Learning

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Abstract—This study aimed to explain the structural influence of the implementation of the communicative approach and the use of information technology in Indonesian language learning on students' motivation and learning achievement. This research was conducted in Blitar, Indonesia, and 186 students were chosen as the samples. An explanatory research design was used in this research. The data collection techniques used questionnaires and documentation, while data analysis techniques used descriptive statistics and structural equation modeling. The results of the analysis showed that there was a direct effect of the communication approach and the use of information technology on students' learning motivation. There was a significant direct effect of students' learning motivation on students' achievement in the Indonesian language class. The communicative approach had an indirect effect on students' achievement and showed a stronger coefficient of the effect on learning motivation compared to the use of information technology. These findings were discussed in depth based on the theory and results of previous studies.

Index Terms—communicative approach, information technology, learning motivation, learning achievement, Indonesian Language

I. INTRODUCTION

Education is essential to the intellectual life of a nation. With the rapid development of science and technology, the function of education in the life of the nation has increased. Education is not just a goal. Education is the main capital for the success of national development. Therefore, to fulfill its function, the quality of education needs to be improved continuously. Improving the quality of education is a top priority in national development in the field of education. The purpose of improving the quality of education is to improve students' achievement. In this case, the main goal of education is to produce good-quality student learning outcomes (Wiyono, 2017). The student learning outcomes are reflected in the knowledge, skills, and attitudes that students acquire while participating in the learning process. Students' achievement is influenced by many factors, both internal and external (Tella, 2007). One factor that is influential on students' achievement is the quality of learning delivered by teachers. In this case, a good learning process will increase a good learning climate. A good learning climate itself has an impact on students' achievement. Improving the quality of education is intended to improve students' achievement. In addition, the main objective of improving the quality of education is to increase the quality of student learning outcomes. They are reflected in the knowledge, skills, and attitudes obtained by the students while participating in the learning process. In these circumstances, learning outcomes are indicated by the achievements that are accomplished by all students related to the tasks given by their teachers. Students' achievement is influenced by many factors, both internal and external. One of the most influential factors in students' achievement is the quality of the learning process. The teaching quality of good teachers will bring improvement in a good teaching and learning climate. As a result, a good learning climate will boost

good learning achievement. Education is expected to be continued in any condition and any situation. Therefore, whatever happens in education, the learning process must not stop, so the Indonesian government should make a policy of changing the learning process from schools to homes, namely, through a distance learning system by utilizing digital or online communication information technology at all levels from elementary schools to junior high schools.

II. LITERATURE REVIEW

The Indonesian language learning process in schools aims to make students competent to (1) appreciate and be proud of Indonesian as the language of unity and the national language; (2) understand the Indonesian language in terms of form, meaning, and function and use it properly and creatively for various purposes and in various circumstances; (3) use the Indonesian language to improve their intellectual abilities and gain emotional and social maturity, and (4) communicate effectively and efficiently both orally and in writing. Besides, language learning is one of the most important subjects in schools. It has special characteristics and requires a special approach in its implementation. To realize a good level of achievement among students, language learning should be carried out with the right approach, that is, the techniques, methods, or strategies used to achieve the learning objectives.

The language learning process includes three components, namely, linguistic components, comprehension, and production. The linguistic components include pronunciation, spelling, punctuation, structure, vocabulary, paragraphs, and discourse markers. Pronunciation refers to accuracy, clear pronunciation, and reasonable intonation according to the context. Spelling and punctuation are taught to familiarize students with reading and writing with a high level of accuracy. Meanwhile, vocabulary, structure, paragraphs, and discourse markers are emphasized in comprehension related to the context and directed at developing ideas.

The component of comprehension and the use of language refer to the implementation of language learning. Some aspects of comprehension include listening, speaking, reading, and writing. This learning process includes activities to develop the ability to absorb ideas, give opinions, share experiences, deliver messages, and show feelings in both spoken and written communication. The use of language refers to a learning process that aims to make students practice their communication skills, both written and oral. This learning objective can be achieved through writing and speaking activities, which include developing the ability to express ideas and opinions and convey experiences, messages, and feelings.

Furthermore, language learning techniques emphasize the function of language as a communication tool. Teaching methods can be chosen according to the objectives and students' circumstances. To avoid boredom, various methods can be implemented. Then, the learning process can be carried out inside or outside the classroom using various tasks for individuals, pairs, or groups or involving the whole class (Atia & Salem, 2015). The language learning evaluation system emphasizes the evaluation of the learning process and outcomes. The targets of evaluation include knowledge, skills, and language attitudes. The evaluation is carried out through an assessment of activities and learning progress, giving suggestions, and additions, during and after the learning process.

Language learning needs to be conducted with a good approach. One of the applied approaches is the communicative approach. A communicative approach is an approach that emphasizes the use of language as a communication tool. In this approach, language is seen as something related to what is done or what meaning can be expressed through the language itself (Agbatogun, 2014).

In general, during its implementation, four competencies are contained in the use of a communicative approach, namely, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Abate (2014) mentioned the terms associated with communicative competence, which are grammatical competence, discourse competence, pragmatic competence, and strategic competence (Bekele, 2014). Grammatical competence is linguistic competence which includes mastery of language signs, and the ability to recognize and use vocabulary, morphology, syntax, and phonological features to form words and sentences. Sociolinguistic competence is an interdisciplinary competence. People can use language properly, naturally, and in the social context of the language used. Discourse competence is related to the interpretation of discourse or language structures that are larger than sentences, whether in the form of topics, paragraphs, chapters, books, or critiques of literary works. Strategic competence is the ability to use language using several strategies to avoid insufficient linguistic knowledge of one's language.

The communicative approach emphasizes the communication process in the learning journey, not the mastery of language forms. The teacher's role is to facilitate the communication process among the students. Students do a large number of communicative activities rather than use language structures, therefore, accuracy and fluency are used simultaneously. They develop their communication skills while practicing their language competency. This learning process using a communicative approach emphasizes the effort to develop students' communication skills, which includes the ability to interpret language forms, which are explicitly or implicitly stated. The ultimate goal is to improve students' achievement in the Indonesian language field.

The research on the effect of an information-technology-based method on the communicative approach to students' motivation and achievement in learning Indonesian cannot be separated from the pandemic of coronavirus disease 2019 (COVID-19) experienced in all levels of education including elementary and junior high schools. The learning process, which is usually carried out face-to-face between teachers and students, was then replaced by online classes using the internet (Pohan, 2020). This process was carried out by utilizing online platforms to apply information technology for

learning purposes. In this case, the Minister of Education and Culture of the Republic of Indonesia issued Letter Number 4 of 2020 about the Implementation of Government Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19), especially in the second point, namely, learning from home with some prearrangement.

First, online learning from home is carried out to provide a meaningful learning experience for students without burdening them with the demands of completing all curriculum aspects for moving up to a higher grade and graduating. Second, learning from home focuses on life skills related to the COVID-19 pandemic. Third, learning activities and tasks may vary between students according to their interests, motivations, and conditions considering the gap in access/facilities at home. Fourth, the evidence or end products of distance learning activities provide qualitative and useful feedback for teachers without being required to provide quantitative marks or scores. Thus, distance learning or online technology-based learning is indispensable. Moreover, online learning during such a pandemic takes advantage of advances in science and technology. As a result, the development of technology affects the learning system greatly.

Generally, the application of learning using a communicative approach can be seen from five elements—objectives, materials, methods, media, and evaluation. The purpose of language teaching using a communicative approach is based on students' language needs, namely, the fulfillment of the urge to express ideas, thoughts, feelings, and information conveyed by others both in writing and speaking. The goal of language teaching is not to emphasize the knowledge of grammar but it should emphasize the development and improvement of language skills. The communicative syllabus is the appropriate material to support the implementation of teaching in which all syllabuses aim to create a learning situation that is based on the real environment of the language used. Media or learning resources can provide direct experience for students to learn receptive and productive skills, especially in writing and speaking, to develop their four language skills, namely, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The teaching method emphasizes strengthening functional communication and social interaction. The evaluation of language teaching includes the assessment of the programs, processes, and outcomes of learning progress. How the communicative approach is implemented in Indonesian language learning has not been widely studied so far. Also, the extent of the influence of the communicative approach and the use of information technology on learning motivation and learning achievement has still not been discussed. Therefore, it needs to be studied in depth. Several previous studies have shown different results, so no strong conclusion can be drawn. Abate's (2014) research result showed that language teaching approaches and methods had consistently oscillated from one end to the other following successive changes in linguistic ideology and learning theory. However, methods used, such as grammatical translation, direct method, audio-lingual, suggestopedia, and the Silent Way cannot accommodate the diversity of learners' communication skills, learning needs, and interests. The results of Jin's (2008) study showed that the conventional learning process focused on conveying knowledge of the language. Language learning in the classroom aims at fostering communicative competence and making the class a place to practice communicative skills. Furthermore, the results of research by Wiyono et al. (2017) showed that the application of a communicative approach in language teaching had no significant effects on student learning outcomes related to the national examination.

The results of Agbatogun's (2014) research showed that the application of a communicative approach in language learning had no significant effects on student learning outcomes related to the national examination. The results of further studies showed that there was a significant difference between the communicative competence of students' pre-test and post-test scores in each group. Furthermore, there was a significant difference in the post-test scores of students' communicative competence based on teaching strategies in all groups. The results of multiple regression analysis revealed that 84.9% of students' communicative competence variance was calculated by a combination of predictor variables. The result of the study by Zhang and Cheng (2022) showed that there was a significant relationship between abstract conceptualization, active participation, reflective observation, and students' performance. This indicates that the extent of the implementation of language learning has not been clear, especially in Indonesian language teaching with a communicative approach. The results of the study by Nurchasanah (1995) showed that learning Indonesian was still grammatical. Many teachers claim to teach with a communicative approach, but actually, the materials and techniques used have not shown this method.

During the COVID-19 pandemic, the development of information and communication technology has been enhanced rapidly. Part of the learning process was carried out online (Fauziyah, 2019). For this reason, communicative approach research is needed in line with the development of information and communication technology (Wang, 2015). The use of information technology in the learning process using a communicative approach has never been studied in depth. On the one hand, the results of the research by Wiyono et al. (2019, 2020, 2021) showed that the use of information and communication technology in the learning process did not have a significant effect on students' learning process and outcomes. On the other hand, the results of the research by Ghanizadeh and Razavi (2015) showed a positive influence of the use of multimedia on students' learning outcomes. Learning features that apply to students are needed (Hollister et al., 2022). Students' attitudes and behavior toward social media affected their academic performance (Alismael et al., 2022). Social media is a powerful tool for learning if teachers know how to explore it (Ramazanov et al., 2022). There was also a difference in the evaluation side; students with face-to-face learning methods preferred practical exams, while students with online learning chose written exams (Elalouf et al., 2022). From these results, it can be underlined that previous studies have shown different results. Teachers' habits in applying information technology in learning also

affected the intensity of using information and communication technology during the learning process (Meletiou-Mavrotheris et al., 2021). These conditions will certainly affect the results. Communication is a major problem faced by teachers and students (Kasımoğlu et al., 2022), therefore, it needs to be investigated more deeply.

As seen from other sides, many factors influence student learning outcomes. One of the internal factors that are suspected to have a significant effect on student learning outcomes is learning motivation. Some research results show that learning motivation has a significant effect on learning outcomes. Whether the communicative approach and use of information technology affect students' learning motivation remains a question. Several research results showed that online learning affected students' motivation and learning achievement (Yahiaoui et al., 2022). However, other studies have shown different results (Wiyono, 2019). The structural influence of the communicative approach and the use of information and communication technology on learning motivation and student learning outcomes needs to be investigated. Based on this background, this research was carried out.

The purpose of this study was to examine the structural model of the influence of communicative approach variables and the use of information technology on learning motivation and students' achievement directly or indirectly. The hypothesis of this research was formulated that the communicative approach and the use of information technology have a positive effect on learning motivation and students' achievement directly or indirectly. Students' motivation to learn has a positive effect on their achievement.

III. METHODS

This study used an explanatory design (Johnson & Christensen, 2005). This explanatory research aimed to find a model and determine the coefficient of the effect of exogenous variables on endogenous variables, as well as to explain each coefficient obtained in depth. In general, this study aimed to find a model of the structural influence of the communicative approach and the use of information technology on students' motivation and achievement in learning Indonesian.

This research was conducted in Blitar, East Java Indonesia. By using random sampling, the number of research samples was 186 students. Questionnaires and documentation were used to collect data. The instruments used in this research were (1) an instrument for implementing Indonesian language learning with a communicative approach, (2) an instrument for measuring the use of technology in learning, (3) an instrument for measuring students' motivation, and (4) an instrument for measuring students' achievement.

The instrument for implementing Indonesian language learning based on a communicative approach for students was used to obtain data about the implementation of learning materials for the subject of the Indonesian language. This instrument consisted of 30 items with five dimensions, namely, the objectives, materials, methods, media, and learning evaluation. The instrument for measuring the use of information technology consisted of 12 instruments which were divided into two dimensions—variations in online communication techniques and variations in the use of online communication techniques in the learning process. The research instrument for students' learning motivation consisted of 20 instruments which were divided into three dimensions—motivation to participate in the learning process, motivation to do assignments, and motivation to develop themselves outside the classroom. The instrument for measuring learning achievement consisted of two items—the average of Indonesian language scores and the average of total scores.

The questionnaire used for the communicative approach and the use of information technology in learning Indonesian used a behavior observation scale, while the instrument to measure students' learning motivation used a summated rating or Likert scale. The four alternative answers provided for the behavior observation scale were assessed with scores of 4, 3, 2, and 1, while for the Likert scale, they ranged from strongly agree to strongly disagree with the scores of 4, 3, 2, and 1 for the favorable statements and the reverse for unfavorable statements.

To obtain a valid instrument, the development of the instrument referred to the variable construct that was measured and validated by experts in terms of content and language. To get empirical validity, a tryout was carried out before it was applied to a sample of 100 students. The instrument validity test used an item validity test by correlating item scores and total scores. The result was that all items showed a coefficient of >0.3 . Thus, it can be concluded that the instrument has good item validity. The Cronbach's Alpha formula was used to estimate the reliability. The results are presented broadly in Table 1.

TABLE 1
RELIABILITY COEFFICIENT OF RESEARCH INSTRUMENTS

No	Instrument	Reliability Coefficient	Conclusion
1	Communicative approach	$r_{ii} = 0.924$	Reliable
2	The use of information technology	$r_{ii} = 0.889$	Reliable
3	Students' learning motivation	$r_{ii} = 0.918$	Reliable

Based on Table 1, it can be underlined that the reliability coefficients of Cronbach's Alpha are all above 0.7. Thus, it can be concluded that all the instruments have good reliability.

Structural equation modeling analysis and descriptive statistics techniques were used in this study to analyze the data. Therefore, a two-stage analysis was carried out, namely, testing the measurement model using Confirmatory Factor

Analysis, and testing the structural model by testing the effect of exogenous variables on endogenous and endogenous variables on endogenous variables directly or indirectly. The construct validity test was conducted by looking at the value of the loading factor and the p-value for each indicator. The structural model analysis was applied to determine the magnitude of the influence among variables. Then, the calculations were carried out using Statistical Package for the Social Sciences and Lisrel (Linear Structural Relations).

IV. RESULTS

A. *The Use of a Communicative Approach in Indonesian Language Learning*

Based on the results of the descriptive analysis, it can be seen that the average use of the communicative approach with students learning Indonesian is 3.31. The highest score being 4, this score is considered very good. All the components are presented broadly in Figure 1.

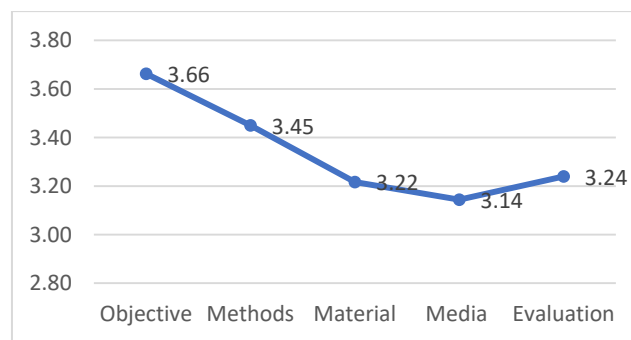
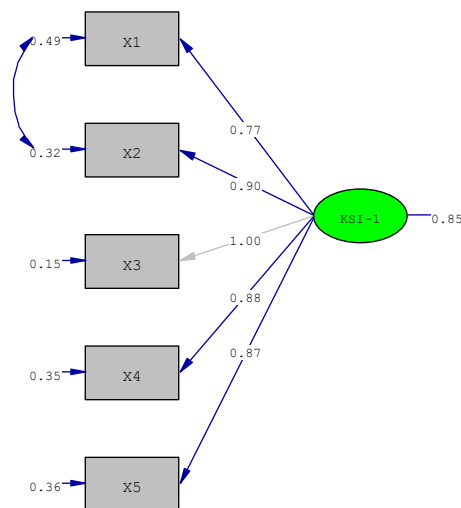


Figure 1. Score Components of the Communicative Approach in Learning

Figure 1 underlines that the highest characteristic of the communicative approach is the formulation of learning objectives, followed by the organization of the materials, the application of learning evaluation, the application of learning methods, and finally the use of media.

The measurement model for the construction of the communicative approach in this process is presented in Figure 2.



Chi-Square=4.35, df=4, P-value=0.36083, RMSEA=0.022

Figure 2. Communicative Approach Variable Measurement Model in Indonesian Language Learning

KSI-1 = Communicative Approach in Instruction

X1 = Objective

X2 = Materials

X3 = Methods

X4 = Media

X5 = Evaluation

Figure 2 shows that the model fits in the empirical data, which is indicated by the p-value of >0.05 , and the root mean square error of approximation (RMSEA) value is below 0.08. The loading factor value is also high, reaching >0.70 . These results are supported by the goodness of fit index value of 0.990, and the normed fit index value of 0.993. All coefficients are above 0.9. Thus, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. The conceptual model or hypothetical fits in the empirical model, i.e., the characteristics of the five dimensions of the objectives, materials, methods, media, and learning evaluations mentioned are the main components of the communicative approach variables in Indonesian language learning.

B. Use of Information Technology in Indonesian Language Learning

Based on the results of the descriptive analysis, it can be seen that the average value of the use of information technology in learning Indonesian is 3.38. This shows that teachers use information-technology-based communication techniques to teach Indonesian with an average value of three types of communication techniques. Some of the communication techniques used in learning Indonesian are presented in Figure 3.

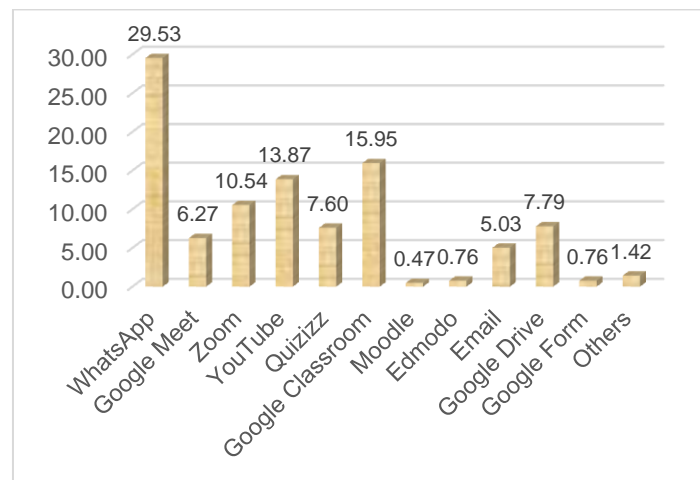


Figure 3. Use of Information-Technology-Based Communication Techniques in Indonesian Language Learning

Figure 3 shows that the applications used by students as communication techniques in learning Indonesian are WhatsApp, followed by Google Classroom, YouTube, Zoom, Google Drive, Quizizz, Google Meet, Email, Edmodo, Google Forms, and Moodle. Meanwhile, about 1.42% use other communication techniques. Based on the results of further analysis, they are used for preparing learning implementation plans, delivery of materials, exercises, task execution, questions and answers, and evaluation of learning.

C. Students' Learning Motivation

Based on the chart below, the result of the analysis of the average student's learning motivation is 3.3. With a maximum score of 4, this value is considered high. The dimensions are presented broadly in Figure 4.

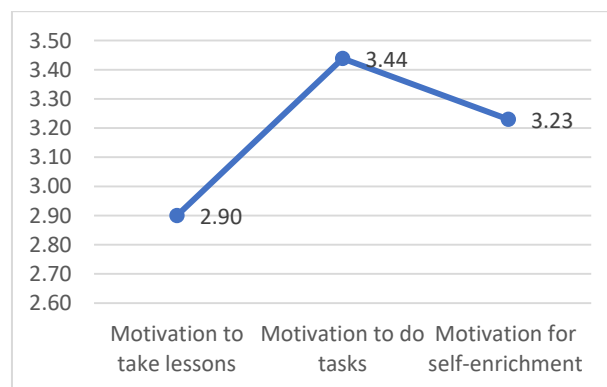
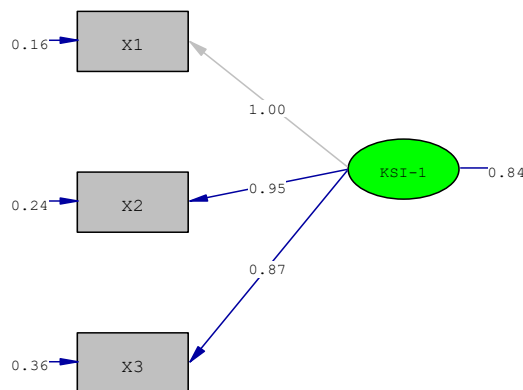


Figure 4. Dimensions of Students' Learning Motivation

In Figure 4, it can be seen that the highest score on the dimensions of students' learning motivation is motivation to do assignments, followed by motivation for self-enrichment and motivation to participate in the learning process. The results of the measurement model analysis are presented in Figure 5.



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 5. Students' Learning Motivation Measurement Model

KSI-1 = Learning Motivation

X1 = Motivation to take lessons

X2 = Motivation to do tasks

X3 = Motivation for self-enrichment

Based on Figure 5, it can be stated that the theoretical model of students' learning motivation fits the empirical model. It is indicated by the value of Chi-Square obtained at $p > 0.05$, and RMSEA < 0.08 . The loading factor value is also high, reaching > 0.80 . As a result, the model is declared to be perfect. Thus, the alternative hypothesis is accepted. This means that motivation to participate in learning, motivation to do assignments, and motivation to develop oneself are the main dimensions of students' motivation.

D. The Structural Model of the Influence of the Communicative Approach and the Use of Information Technology on Students' Motivation and Learning Achievement

According to the research objectives, the main aim of this research is to examine the structural model of the influence of the communicative approach and the use of information technology on students' motivation and learning achievement. The results of the linear structural analysis are presented broadly in Figure 6.

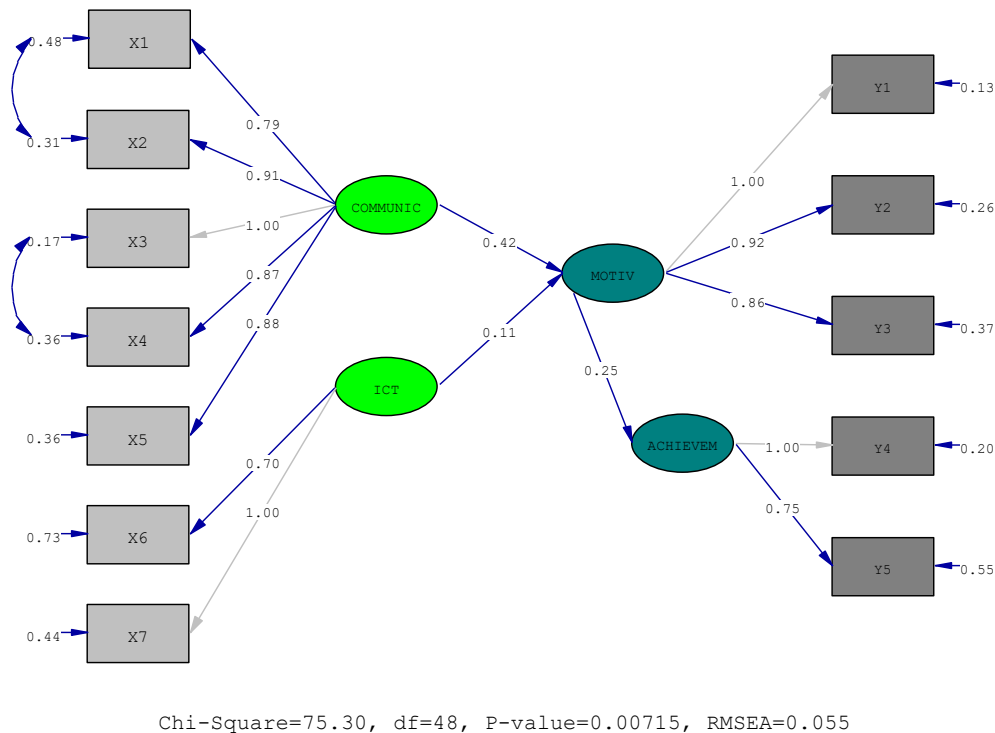


Figure 6. Structural Model of the Influence of the Communicative Approach and the Use of Information Technology on Students' Motivation and Learning Achievement

Communic = Communicative Approach in Giving Instructions

X1 = Objective

X2 = Materials

X3 = Methods

X4 = Media

X5 = Evaluation

ICT = Use of information and communication technology

X6 = Variation in online communication techniques

X7 = Use of online communication techniques in learning

Motivation = Learning motivation

Y1 = Motivation to take lessons

Y2 = Motivation to do tasks

Y3 = Motivation for self-enrichment

Achievement = Students' achievement

Y4 = Average of Indonesian language value

Y5 = Average of total subjects' value

From Figure 6, we can conclude that the theoretical model of the influence of the communicative approach and the use of information technology on students' motivation and learning achievement fits the empirical model. This is indicated by the goodness of fit index with a value of 0.936 and the normed fit index with a value of 0.938. The value is above 0.9 and the RMSEA value is 0.055 below 0.08. The loading factor value was also high, reaching >0.70. Thus, the alternative hypothesis is accepted. This means that the hypothetical model fits in the empirical model, and there is an influence of the communicative approach and the use of information technology in learning Indonesian on students' motivation and learning achievement. The value of the effect of each variable, either the gamma value (the influence of exogenous to endogenous variables) or the beta value (the influence of endogenous to exogenous variables) is presented in Table 2.

TABLE 2
THE COEFFICIENT OF THE INFLUENCE OF COMMUNICATIVE APPROACH VARIABLES, THE USE OF INFORMATION TECHNOLOGY, MOTIVATION, AND ACHIEVEMENT

Exogenous Variables	Endogenous Variables	Direct Effects	Indirect Effects
Communicative approach	Motivation	0.423*	
	Achievement	-	0.107*
Use of technology and Information	Motivation	0.110*	
	Achievement	-	0.028
Endogenous Variables	Endogenous Variables		
Motivation	Achievement	0.252*	

From Table 2, it can be seen that the coefficient of the direct influence of the communicative approach on students' learning motivation in learning Indonesian is 0.423, and the direct effect of using online communication techniques on learning motivation is 0.110. There is an indirect effect of the communicative approach on students' achievement of 0.107, and there is a direct influence of learning motivation on student achievement of 0.252. Thus, it can be concluded that first, there is a significant direct effect of the communicative approach on students' learning motivation, and second, there is a direct influence of the use of information technology on students' learning motivation. There is an indirect effect of the communicative approach on students' achievement, and there is a significant direct effect of learning motivation on students' achievement.

Based on the measurement model for the communicative approach variable, the lambda (λ) value of the objective dimension is 0.722, the materials are 0.833, the method is 0.913, the media is 0.797, and the learning evaluation is 0.802. Using the information technology, the value of lambda (λ) is obtained with the dimension of variations in online communication techniques is 0.523, and the use of online communication techniques in learning is obtained at 0.748. The value of lambda (λ) obtained in motivation to learn for the dimension of motivation to follow learning is 0.930, motivation to do assignments is 0.859, and motivation for individual development outside the classroom is 0.796. As for students' achievement, the dimension of the lambda (λ) of the Indonesian language mean value is 0.893, and the total mean value is 0.672. All lambda values are included in the high category, so it can be concluded that these components are the main dimensions of the measured variable construct.

V. DISCUSSION

This study aimed to describe and examine the structural model of the influence of the communicative approach and the use of information technology in Indonesian language learning on students' motivation and learning achievement. The results of the analysis showed that teachers applied a communicative approach in the Indonesian language learning process very well. When it was seen from the components, the aspects classified as very good are the objectives and methods, while the aspects of materials, media, and learning evaluation are categorized as quite good. The findings of this study are in line with the results of research by Wiyono et al. (2017) which showed that the implementation of a communicative approach in learning Indonesian is in the "good" category.

The results of the second study indicate that there is a significant effect of using a communicative approach on students' motivation to learn. Based on its components, the highest learning motivation is motivation to do assignments, followed by motivation to develop themselves outside the classroom, followed by motivation to follow the learning process. The findings of this study are in line with the results of Sharma's (2018) research. She mentioned that teachers' communicative style, teaching strategies supporting motivation, curriculum, course materials, and class activities affected students' learning motivation.

The results of the third study indicate that the use of information technology affects students' learning motivation. The findings of this study are in line with the results of research by Idaryani (2021) which showed that by using information and communication technology in the learning process, learning became more interactive and collaborative and increased students' learning motivation. The findings of this study are also in line with the results of research by Wang et al. (2022) which showed that teachers' engagement affected students' English achievement through the chain mediation of autonomous motivation and positive academic emotions. The findings of this study are also consistent with the results of research by Hwang et al. (2014) which showed that peer-assessment-based game development was an effective learning strategy that helped them improve their deep learning, including "in-depth thinking, creativity, and motivation".

From the viewpoint of the communication techniques used by teachers in the learning process, some communication techniques are mostly used by teachers, namely, WhatsApp, Google Meet, Zoom, YouTube, Quizizz, Google Classroom, Email, and Google Drive. WhatsApp is the most widely used online learning. It is used for working on assignments, delivering materials, asking questions, practicing, and assessing (Nabilla & Kartika, 2020). Google Meet is used in online learning for delivering materials, asking questions, and doing assignments, exercises, practice, and assessments (Fatkhurrozi et al., 2021). Zoom is used for materials delivery, questions and answers, task execution, assessment, and practice (Bekele, 2014). YouTube is used by teachers to deliver materials and work on assignments and exercises (Thelwall, 2018). Quizizz is used for practice, assessment, task execution, and questions and answers (Arnesti & Hamid, 2015). Edmodo is used for delivering materials, and working on assignments, assessments, exercises, and

questions and answers. Google Classroom is used for delivering materials, doing assignments, exercises, questions and answers, and practicing. Email is used for delivering materials, submitting assignments, assessments, questions and answers, exercises, and preparing lesson plans. Moodle is used for delivering materials, exercises, task execution, assessments, and questions and answers. Last but not least, Google Drive is used for delivering materials. The results of this study indicate that the use of information and communication technology applications varies according to the needs of the online learning process in each school. The research findings are also in line with the results of Wiyono's (2020, 2021) research which showed that WhatsApp, Google Search, Email, Zoom, Google Meet, and Google Classroom were widely used by teachers during the online learning process.

The results of the fifth study indicate that learning motivation affects students' achievement. The findings of this study are related to several previous research results that students' motivation to learn has a significant effect on their achievement (Guliker, 2004; Steinmayr et al., 2019). The motivation to learn is a dominant variable that affects student achievement. The higher the students' learning motivation is, the higher their achievement. High learning achievements can also increase students' learning motivation (Vu et al., 2022). Thus, there is a reciprocal relationship between learning motivation and learning achievement.

The results of the sixth study indicate that the communication approach has an indirect effect on students' achievement through learning motivation. This shows that a communicative approach accompanied by the use of information technology has a positive influence on students' motivation and achievement in learning Indonesian (Andriani & Rasto, 2019). Learning the Indonesian language with a communicative approach has a significant effect on students' achievement (Wang, 2015).

VI. CONCLUSION

Based on the results of the study, it is known that the communicative approach affects students' learning motivation. From the level of implementation, the use of a communicative approach falls into the good category. Therefore, it shows a significant effect on students' motivation to learn. Of the five dimensions of the application of the communicative approach, the average result is in a good category. The existence of learning objectives and materials that emphasize the use of language in daily life interactions is proven to increase students' motivation to learn. The increase in students' motivation to learn will have an impact on increasing students' achievement. This finding is supported by the results of model analysis, that there is an indirect effect of using a communicative approach on students' achievement. Therefore, this finding is still related to the results of several previous studies.

The use of information technology in learning, especially the use of online communication techniques, also affects students' motivation to learn some of the communication techniques that are mostly used are WhatsApp, followed by Google Classroom, YouTube, Zoom, Google Drive, Quizizz, Google Meet, Email, Edmodo, and Google Forms. The use of information technology had no significant effect on students' achievement. This finding is in line with some previous research results, but it is still a question. The higher the use of information and communication technology, the higher the learning outcomes that should be achieved by students. However, the facts do not support this. This could happen because the materials provided in online learning are not appropriate for the characteristics and students' needs. The ability of teachers to use information technology is also not optimal. The use of information technology in learning needs to be adapted to learning strategies, materials, methods, and even resources and media. Therefore, this research needs to be followed up to investigate the matter further.

Based on the findings of this study, several suggestions can be made. For school principals, teachers, and other education policymakers, this research can be used as a reference related to Indonesian language teaching by applying an information-technology-based communicative approach that can provide motivation and support students' achievement. In addition, the results of this study can be used for stakeholders to take the necessary policies and steps to improve the quality of Indonesian language learning in schools that are applied by teachers in the era of information technology development.

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