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Makassar Language Learning Model as a Second Language Based on Comprehensible Input for Students of SD Inpres Tamalanrea 6 Makassar

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Abstract

This study aims to develop a Makassar language learning model based on Comprehensible Input (CI) for sixth grade students at SD Inpres Tamalanrea 6 Makassar. The research uses a research and development (R&D) design. The developed model includes a sequence of input and learning activities such as Lontarak script cards, vocabulary learning, self-introduction, and storytelling in Makassar. Learning outcomes were evaluated using a one-group pre-test and post-test design without a comparison group, after a one-month intervention. The study involved 33 students, namely 15 students from class 6A and 18 students from class 6B, all of whom had pre-test and post-test data. The average score for class 6A increased from 63.9 to 84.3, or an increase of 20.4 points. The average score for class 6B increased from 75.9 to 85.1, or an increase of 9.2 points. Using 75 as the minimum mastery criterion (KKM), the number of students who reached the KKM increased from 7 to 12 in class 6A and from 10 to 15 in class 6B.

Keywords **:** *comprehensible input, Makassar language, second language, language acquisition, elementary school*

Introduction

Humans are the only beings created by God who possess intelligence. As creatures, humans undergo development over time. Human development can be observed through both psychomotor and cognitive development. From birth, humans have already entered their developmental phase. In relation to this, according to experts, language acquisition is divided into two types: first language acquisition and second language acquisition. First language acquisition begins when a child is 0 months old (Kaharuddin 2022). First language acquisition is also commonly referred to as the mother tongue. First language acquisition occurs naturally and unconsciously. This happens because children are, without realizing it, learning language (Miolo 2023).

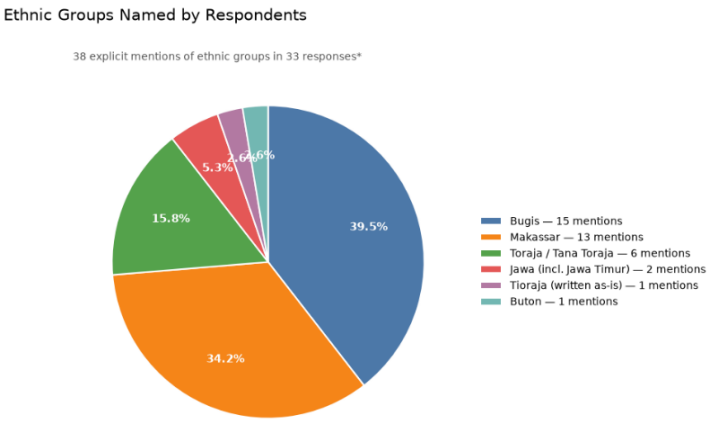
Unlike a first language, a second language also referred to as second language acquisition (some also call it second language learning) is acquired intentionally, so the learning of a second language is not limited by age or time: “language learning involves cognitive awareness and can occur at any time. Language learning is not limited by age; from children to even the elderly, anyone can learn a language according to their own

purposes" (Kaharuddin 2025). Based on this view, anyone can learn a second language according to their situation and needs. Therefore, second language acquisition is an individual's competence in acquiring a second language, that is, a language learned after the first language (Wahyuni, Dewi Sari; Bayu, Gede Wira; Muhammadiah, Mas'ud; Salamah, Siti Saidatus; Fitria 2025). In this regard, the second language is a process of developing language skills other than the first language mastered by the individual (Hidayat, Dimas; Cahya, Hermalia Putri; Nashiifah, Zahro' Ummi; Bakar 2026). Cook, Block, Gray, and Halborow state that "second language acquisition (SLA) research have informed approaches that emphasize communicative competence, learner autonomy, and task-based learning (Asriati, Sr; Haryono, Purwo; Kamaruddin; Judjanto, Loso; Fatubun, Reimundus Raymond; Purwaningsih 2025).

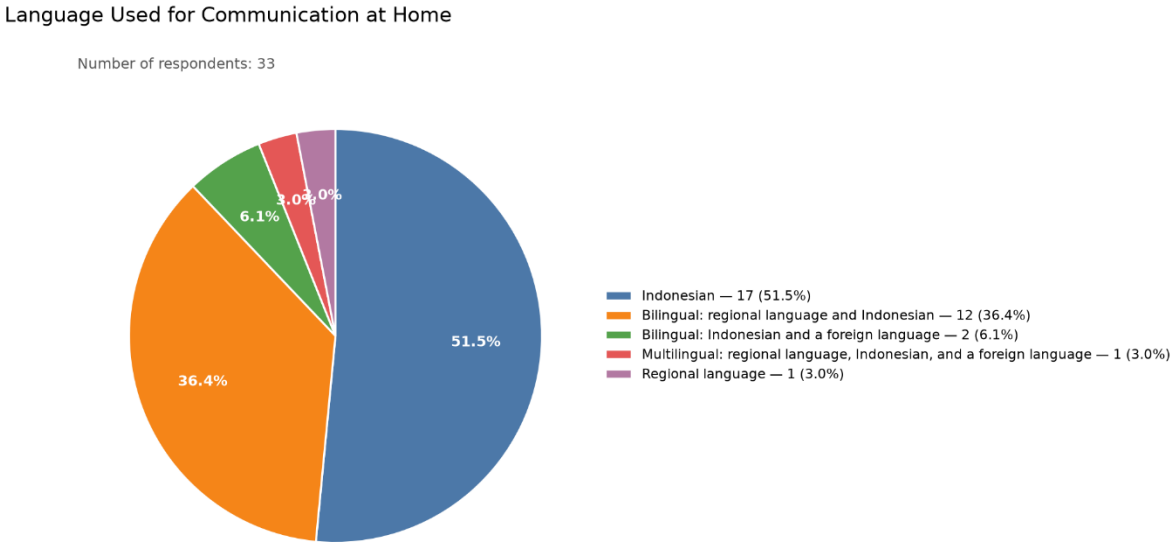
Mother tongue is the first language acquired by humans. "In the Indonesian context, mother tongue always refers to a particular regional language (Local Language)" (Samiaji 2022) because regional languages are the first languages actualized since childhood (Ramlah; Saputri 2025). However, nowadays the local language is no longer the only first language. In this regard, one of the regional languages that still exists today is the Makassar language. The Makassar language has been spoken by the Makassar ethnic group for a long time. The Makassar language is one of the local languages in South Sulawesi.

As in the current situation, the Makassar language, which should be the first language or mother tongue for the Makassar community, is no longer the sole first language but has become one among several first languages because some parents have rarely used the local language in their families. This is due to interethnic marriages that encourage the use of Indonesian in daily communication. In addition, parents whose first language is not a regional language tend to introduce Indonesian to their children. Living in urban areas where Indonesian functions as the lingua franca also contributes to this condition. Furthermore, bilingual parents often intentionally expose their children to more than one language (Kaharuddin 2026). Besides marriage, technological developments also contribute vocabulary to the process of children's language acquisition (Kaharuddin 2022) so that currently, children tend to hear Indonesian and even foreign languages the languages used on digital platforms. Furthermore, early childhood education is also increasingly developing, so that young children are more likely to use Indonesian to communicate with their teachers and peers (Kaharuddin 2022).

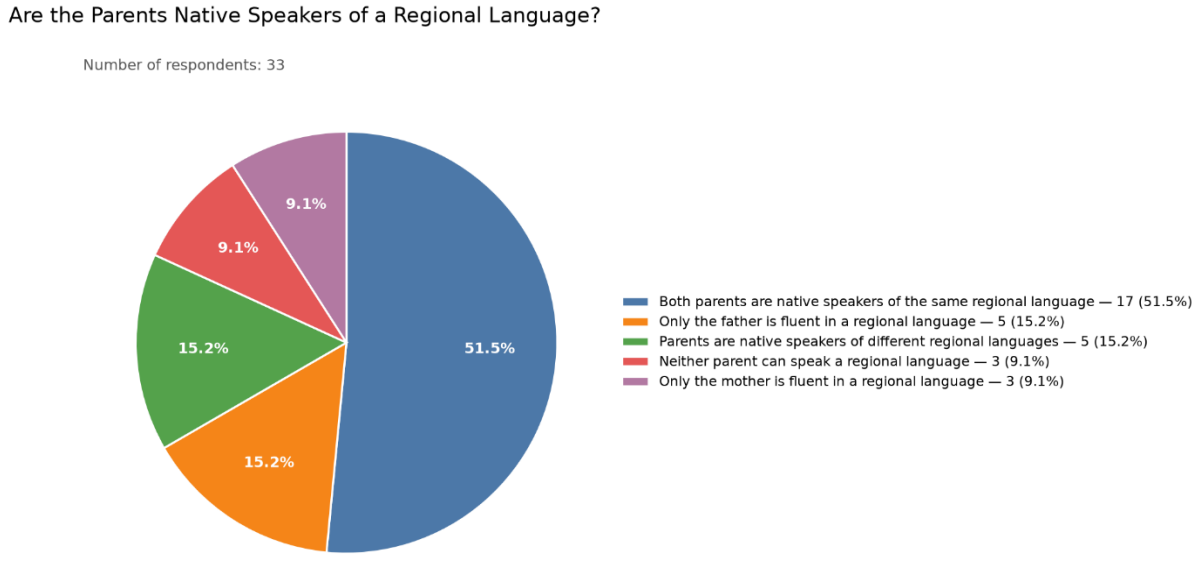
In this regard, in large cities such as Makassar, the community consists of people from various ethnic groups. This is reflected in the parents of sixth-grade students at SD Inpres Tamalanrea based on the following survey:



The factors above have affected the use of regional languages, particularly the Makassar language. In major cities such as Makassar, there has been a decline in the use of regional languages as a first language within families. This can be seen in a survey conducted by parents of students at SD Inpres Tamalanrea 6 Makassar, which showed that 51.5% use Indonesian in the family environment and 36.4% use both the regional language and Indonesian in the family environment:



In fact, as many as 51.5% of both parents are native speakers of the same regional language, and only 9.1% of parents are completely unable to use a regional language. Akan tetapi, meskipun kebanyakan orang tua berasal dari daerah yang sama, mereka lebih banyak mengajarkan bahasa Indonesia sebagai bahasa pertama di rumah.



Based on the survey results above, it was found that sixth-grade students at SD Inpres Tamalanrea 6 Makassar have diverse first languages and most use Indonesian as their first language. Thus, the majority of them are not native speakers of Makassar. They only 'come into contact' with the Makassar language when they begin their

primary school education. Thus, Makassar becomes the second language for the majority of students at SD Inpres Tamalanrea 6 Makassar.

In this regard, one of the efforts made to preserve the Makassar language is by strengthening Makassar language instruction in schools. However, the position of the Makassar language tends to be as a second language rather than a first language. Second language learning presents greater challenges compared to first language acquisition. One factor is that the first language is acquired naturally, whereas the second language is acquired "deliberately" or through study. In addition, interference from the first language often disrupts second language learning. Another reason is that second language instruction only takes place at school, so students use the second language only during learning hours, while outside of class they revert to their everyday language.

Language learning is usually associated with foreign languages such as English, Arabic, Mandarin, and other foreign languages. Meanwhile, a first language is the language acquired early in a child's development. In the past, the first language or mother tongue was typically associated with local languages. However, over time, it has become apparent that local languages are no longer the only first languages, but rather have become one of several options that can be chosen as a child's first language.

Theories on second language learning have actually been extensively discussed by experts. Several linguists have their own perspectives on teaching second language learning. One linguistic figure who explains language learning is Stephen Krashen. Stephen Krashen et al. authored a book entitled The Natural Approach: Language Acquisition in the Classroom. One of the fundamental theories presented by Krashen is comprehensible input. Comprehensible input is ideally one of the approaches to second language learning, particularly foreign languages such as English, Mandarin, French, etc. In his theory, Krashen (Krashen, Terrell, and Elt 1996)explains that:

> *…the central hypothesis of the theory is that language acquisition occurs in only one way: by understanding messages. We acquire language when we obtain comprehensible input, when we understand what we hear or read in another language. This means that acquisition is based primarily on what we hear and understand, no what we say.*

With the above explanation, Krashen tries to convey that in second language acquisition (SLA), learners first require comprehensible input/materials without having to focus on the structure of the language being learned. In this regard, Krashen proposes the input hypothesis in the form of the formula i+1. The symbol i refers to the learner's current level of competence, while +1 represents input that should be provided at a level slightly above the second language learner's current understanding (Krashen et al. 1996)**.**

In this regard, this study employs the comprehensible input approach in the Makassar language learning model at SD Inpres Tamalanrea 6 Makassar. This approach is used because it 'imitates' first language acquisition in humans, that is, receiving language input naturally without needing to pay attention to language structure.

The phenomenon that the Makassar language is no longer the mother tongue for most of the younger generation in Makassar City has long been recognized. Therefore, various efforts have been made to revitalize the Makassar language. One such effort is the teaching of Makassar language from elementary to senior high school level. Research on the teaching of Makassar language has been conducted by Kembong Daeng and Sakinah Fitri entitled *"Persepsi Guru Terhadap Bahan Ajar Bahasa Makassar Berbasis*

Multimedia di SMA/SMK/MA/SLALB di Sulawesi Selatan". This study aims to determine teachers' perceptions of Makassar language and literature teaching materials based on multimedia so that the results can serve as guidelines for producing educational and interactive teaching materials for high school students and their equivalents in South Sulawesi (Daeng, Kembong; Fitiri 2023).

Based on research conducted by Dedi Gunawan Saputra entitled "*Model Pembelajaran Bahasa dan Sastra Berbasis Kearifan Lokal Makassar".* This study aims to develop a language and literature learning model based on Makassar local wisdom at SMA Negeri 11 Makassar, with a focus on strengthening students' character and identity (Saputra 2024).

Thus, both of these studies focus on Makassar language learning based on multimedia as well as Makassar local wisdom. In this study, however, greater emphasis is placed on the Comprehensible Input-based Makassar language learning model. Comprehensible Input is a second language learning concept popularized by Dr. Stephen Krashen. This concept emphasizes acquiring a second language naturally by listening to or reading messages whose meaning can be understood, even though, in essence, some words or sentence structures have not yet been mastered.

The concept of Comprehensible Input places greater emphasis on second language learning, as seen in the research conducted by Muhammad Rizqi Aulia entitled "Multimedia for Learning Arabic Vocabulary Based on Android: A Development Study Using Stephen D Krashen's Comprehensible Input Theory." This study aims to determine the design of multimedia for learning Arabic vocabulary, to assess the results of expert validation, and to implement as well as evaluate student and teacher responses to the multimedia product. (Aulia 2024).

In relation to the aforementioned studies, this research focuses on a Makassar language learning model using the comprehensible input approach. The development of a learning model with the comprehensible input approach has never been carried out in regional language instruction, particularly the Makassar language. Therefore, this research is directed at explaining h*ow a Makassar language learning model based on Comprehensible Input is developed and applied to grade 6 students at SD Inpres Tamalanrea 6 Makassar*, as well as *how the pre-test and post-test scores of grade 6 students change after the comprehensible input approach is implemented in their learning process.*

Method

The Study Design

This study employed a research-and-development (R&D) design to develop a Comprehensible Input-based Makassar language learning model for Grade 6 students at SD Inpres Tamalanrea 6 Makassar. The development process was guided by the ADDIE framework, comprising Analysis, Design, Development, Implementation, and Evaluation. ADDIE served as the framework for organizing the development process and was not treated as a data-collection technique.

The classroom outcomes of the developed model were evaluated using a one-group pre-test–post-test design. The participants were 33 Grade 6 students from classes 6A and 6B. A pre-test was administered before the instructional period, and a post-test was administered after approximately one month of instruction. One student did not take the post-test; therefore, the pre-test–post-test comparison was based on the 32

students with data at both measurement points. The assessment covered students' understanding of Lontarak script, Makassar vocabulary, and sentence construction.

Subject of The Research

The subjects of this study are the evaluation of learning outcomes of all 33 sixth-grade students. The sixth-grade students at SD Inpres Tamalanrea 6 are divided into two classes, namely class 6A with 15 students and class 6B with 18 students. This study was conducted at SD Inpres Tamalanrea 6 Makassar. This school was purposively selected because it serves as a model school in the Tamalanrea area.

Data Collection Techiques and Instrument Develompment

The research was conducted at SD Inpres Tamalanrea 6 Makassar. The school was purposively selected because it is one of the model schools in Makassar, particularly in the Tamalanrea area. The participants in the learning outcomes evaluation were all 6th-grade students who met the research criteria at the time of data collection, consisting of 15 students from class 6A and 18 students from class 6B. Therefore, this study used total enumeration of the eligible cohort, rather than selecting only a portion of the students.

Based on this, to assess students' abilities, a pre-test and post-test were administered. The pre-test and post-test instruments were developed in accordance with the level of Makassarese language instruction in grade 6. At this level, students are expected to have acquired basic skills, such as recognizing Lontarak script and understanding common vocabulary. Therefore, the questions are designed not only to measure recognition of individual letters, but also the ability to use this foundational knowledge to understand and process the language at a more advanced level. The aspects measured include understanding of the Lontarak script, vocabulary comprehension, and sentence construction. The questions were developed with reference to the material and learning objectives for Makassarese language instruction in grade 6.

Data Analysis Techniques

The data analysis technique in this research was carried out by:

a. Checking data completeness
   Pre-test and post-test data were examined to ensure scores were available for every student. Both classes had complete score data (for both pre-test and post-test).
b. Pairing each student's score
   After verifying the completeness of the data, each student's score was paired between the pre-test and post-test. Next, the difference between the pre-test and post-test scores was calculated.
c. Calculating descriptive statistics
   For each test, the number of students, the average, the lowest score, and the highest score were calculated. In class 6A, the average pre-test score was 63.9, the highest score was 94.1, and the lowest score was 0. Next, the average post-test score for class 6A was 84.3, with the highest score 100, and the lowest score 56. Furthermore, the average pre-test score for class 6B was 75.9, the highest score was 94.1, and the lowest score was 47.1. As for the post-test average score, it was 85.1, the highest score 100, and the lowest score was 26.

d. Calculating score changes
After calculating the descriptive statistics, the change in scores between each student's pre-test and post-test was computed.
e. Analyzing the achievement of KKM
The KKM at SD Inpres Tamalanrea 6 Makassar is 75. In this regard, each student will be analyzed to determine whether their pre-test and post-test scores meet the KKM or not.
f. Result

The results are presented as changes in scores observed in sixth-grade students at SD Inpres Tamalanrea 6 Makassar.

Results

This study was conducted at SD Inpres Tamalanrea 6 Makassar. The research began by administering a pre-test to students to measure their understanding of the Makassar language. In this regard, the pre-test results are as follows:

Class 6A

No	Name	Pre Test Score	KKM (L/TL)
1	AA	67.6	TL
2	AAGN	70.6	TL
3	AZR	83.8	L
4	A	86.8	L
5	AKR	82.4	L
6	AR	85.3	L
7	AS	83.8	L
8	FAI	73.5	TL
9	IK	75.0	L
10	I	64.7	TL
11	MFP	41.2	TL
12	NAY	35.3	TL
13	Rz	0.0	TL
14	Rd	14.7	TL
15	TQ	94.1	L
Averange		**63.9**	
Highest Score		**94.1**	
Lowest Score		**0**	

Based on the pre-test above, it is known that the average score of class 6A students is 63.9. This still shows that the class average is below the KKM (minimum KKM is 75). The highest score is 94.1 and the lowest score is 0. Based on this, an approach and interview were conducted with the students who obtained a score of 0 to determine whether they truly had no knowledge of the Makassar language. The interview revealed that these students indeed had no knowledge of Lontara script and the Makassar language because they were from outside Makassar (Palopo).

The students understanding of the Makassar language is uneven, with some students not knowing the Makassar language at all. In addition, the average student score also indicates that students' understanding of the Makassar language is still lacking.

Class 6B

No	Name	Pre Test Score	KKM (L/TL)
1	AAI	54.4	**TL**
2	An	66.2	**TL**
3	As	76.5	**L**
4	AJ	72.1	**TL**
5	At	83.8	**L**
6	DWB	94.1	**L**
7	El	50.0	**TL**
8	FP	47.1	**TL**
9	KJR	85.3	**L**
10	MPH	83.8	**L**
11	MA	92.6	**L**
12	MGH	94.1	**L**
13	MRF	88.2	**L**
14	RA	89.7	**L**
15	Sy	55.9	**TL**
16	Sl	92.6	**L**
17	T	69.1	**TL**
18	AQP	70.6	**TL**
Averange		**75.9**	
Highest Score		**94.1**	
Lowest Score		**47.1**	

Based on the data above, it is known that the average score of class 6B students is 77.9. This indicates that the class average has surpassed the KKM score, which is 75.. The highest score in this class is 94.1, while the lowest score is 47.1. In relation to this, after providing input or material to the students for approximately one month, another test was conducted, referred to as the post test. In this test, the scores of students in both class A and class B increased.

Class 6A

No	Name	Post Test Score	KKM (L/TL)
1	AA	94	L
2	AAGN	91	L
3	AZR	85	L
4	A	88	L
5	AKR	79	L
6	AR	100	L
7	AS	85	L

8	FAI	94	L
9	IK	91	L
10	I	88	L
11	MFP	91	L
12	NAY	73	TL
13	Rz	61	TL
14	Rd	56	TL
15	TQ	88	L
Averange		**84.3**	
Highest Score		100	
Lowest Score		56	

Based on the post-test above, it is evident that the average score of 6A students increased, reaching 84.3. The highest score was 100 and the lowest score was 56.

Class 6B

No	**Name**	**Post Test Score**	**KKM (L/TL)**
1	AAI	82	**L**
2	An	76	**L**
3	As	85	**L**
4	AJ	91	**L**
5	At	97	**L**
6	DWB	97	**L**
7	El	79.4	**L**
8	FP	26	**TL**
9	KJR	100	**L**
10	MPH	97	**L**
11	MA	97	**L**
12	MGH	100	**L**
13	MRF	100	**L**
14	RA	94	**L**
15	Sy	67	**TL**
16	Sl	97	**L**
17	T	64	**TL**
18	AQP	82	**L**
Averange		**85.1**	
Highest Score		**100**	
Lowest Score		**26**	

Based on the post test above, it is known that the average score of class 6B students increased, namely 85.1. The highest score was 100 and the lowest score was 26.

Discussion

This study aims to test a model for teaching Makassarese as a second language based on comprehensible input as introduced by Krashen. This approach emphasizes providing Makassarese language input to students. The purpose of this input is to ensure students have ample information about Makassarese so that, with abundant input, students will naturally be able to write and speak Makassarese (output).

Therefore, in this study, grade VI students at SD Inpres Tamalanrea 6 Makassar were given different input each week. The material was delivered gradually each week. In the first week, students were given lontarak cards as an initial introduction to Makassarese script and language; in the second and third weeks, they received daily vocabulary lists; in the fourth week, students were given material on self-introduction; and in the fifth week, they were given a short story in the form of a fable titled "Passalakna na Niak Tau Tanganre Jukuk Balanak." To assess students' progress in learning Makassarese through this instructional model, a pre-test was administered beforehand.

This pre-test aimed to determine students' initial understanding of Makassarese and served as the basis for the material provided over the month. After approximately one month of instruction, a post-test was administered. By comparing students' pre-test and post-test scores, the results showed improvement in both classes, with varying levels of progress.

Makassar Second Language Learning Model Based on Comprehensible Input Pre-Test and Post-Test

The teaching of the Makassar language is one of the subjects offered at the elementary level, specifically for sixth-grade students. In Makassar language learning based on comprehensible input, students are provided with several inputs. Input refers to the instructional material given to students. The provision of this input is based on the pre-test administered to students. The pre-test itself is one of the efforts made to measure students' proficiency in the Makassar language. The pre-test given to students is divided into three categories: (1) vocabulary comprehension; (2) lontarak script comprehension; (3) comprehension in forming sentences in Makassar. In relation to this, the pre-test and post-test questions contain the same components; however, several modifications are made to the post-test questions.

Class 6A

No	Name	Pre Test Score	KKM (L/TL)	Post Test Score	KKM (L/TL)
1	AA	67.6	**TL**	94	**L**
2	AAGN	70.6	**TL**	91	**L**
3	AZR	83.8	**L**	85	**L**
4	A	86.8	**L**	88	**L**
5	AKR	82.4	**L**	79	**L**
6	AR	85.3	**L**	100	**L**
7	AS	83.8	**L**	85	**L**
8	FAI	73.5	**TL**	94	**L**
9	IK	75.0	**L**	91	**L**
10	I	64.7	**TL**	88	**L**
11	MFP	41.2	**TL**	91	**L**

12	NAY	35.3	**TL**	73	**TL**
13	Rz	0.0	**TL**	61	**TL**
14	Rd	14.7	**TL**	56	**TL**
15	TQ	94.1	**L**	88	**L**
Averange		**63.9**		**84.3**	
Highest Score		**94.1**		**100**	
Lowest Score		**0**		**56**	

In Class 6A, 15 students had both pre-test and post-test scores available for comparison. The mean score increased from 63.92 on the pre-test to 84.27 on the post-test, a rise of 20.35 points. The standard deviation was 28.21 for the pre-test and 12.28 for the post-test. The pre-test scores ranged from 0 to 94.1, while the post-test scores ranged from 56 to 100. The number of students meeting the KKM threshold of 75 increased from 7 to 12.

Class 6B

No	Name	Pre Test Score	KKM (L/TL)	Post Test Score	KKM (L/TL)
1	AAI	54.4	**TL**	82	**L**
2	An	66.2	**TL**	76	**L**
3	As	76.5	**L**	85	**L**
4	AJ	72.1	**TL**	91	**L**
5	At	83.8	**L**	97	**L**
6	DWB	94.1	**L**	97	**L**
7	El	50.0	**TL**	79.4	**L**
8	FP	47.1	**TL**	26	**TL**
9	KJR	85.3	**L**	100	**L**
10	MPH	83.8	**L**	97	**L**
11	MA	92.6	**L**	97	**L**
12	MGH	94.1	**L**	100	**L**
13	MRF	88.2	**L**	100	**L**
14	RA	89.7	**L**	94	**L**
15	Sy	55.9	**TL**	67	**TL**
16	Sl	92.6	**L**	97	**L**
17	T	69.1	**TL**	64	**TL**
18	AQP	70.6	**TL**	82	**L**
Averange		**75.9**		**85.1**	
Highest Score		**94.1**		**100**	
Lowest Score		**47.1**		**26**	

In Class 6B, 18 students had both pre-test and post-test scores available for comparison. The mean score increased from 75.89 on the pre-test to 85.08 on the post-test, a rise of 9.18 points. The standard deviation was 15.94 for the pre-test and 18.61 for the post-test. Pre-test scores ranged from 47.1 to 94.1, while post-test scores ranged from 26 to 100. The number of students meeting the KKM threshold of 75 increased from 10 to 15.

Input Provision

Input in learning the Makassar language is a crucial factor. The provision of input, or in this case instructional material, takes many aspects into consideration. The first consideration is the students' proficiency in the language. In this study, a pre-test was conducted to determine the students' level of understanding. Reviewing the results of the pre-test revealed that most students still did not know the Makassar language. Thus, the pre-test serves as an important reference point in providing input/instructional materials to grade 6 students at SD Inpres Tamalanrea 6 Makassar.

In this study, reading and listening activities were used to provide students with comprehensible Makassar-language input. The pre-test and post-test results show observed changes in the areas directly assessed: understanding of Lontarak script and vocabulary, and performance on sentence-construction tasks. These findings describe students' performance on the assessed tasks following the instructional period. The reading and listening activities also provided a foundation for further language learning, including productive skills such as writing and speaking. Future studies could assess these skills directly to provide a more comprehensive account of students' language development.

The input or teaching materials provided each week vary. In the first week, students are given Lontarak script cards. These cards feature the Lontarak script of the Makassar language. The cards are made attractive so that they also serve as keychains and similar items. Next, the material provided consists of vocabulary in the Makassar language. This vocabulary is given in two sessions. In the first session, the vocabulary presented includes numbers, colors, and parts of the body. In the second session, the vocabulary consists of the names of fruits, animals, and kinship terms.

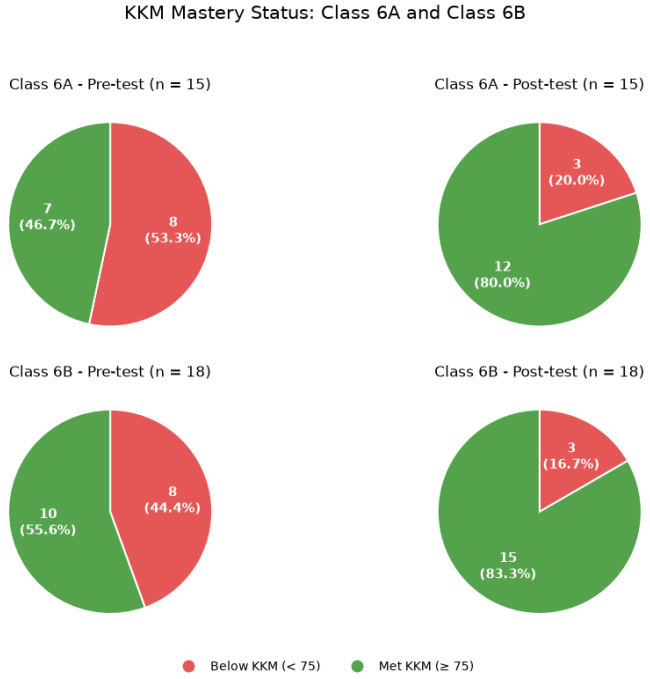
The learning materials are organized progressively, starting from simpler language elements toward longer input, namely Lontarak script cards, vocabulary about numbers, colors, body parts, fruits, animals, kinship terms, etc., followed by self-introduction templates in Makassar language and Makassar-language stories. This sequencing refers to the pre-test results and is intended to provide input that students can comprehend step by step. However, sequencing alone does not guarantee that the input is at the i +1 level for every student. To help students understand the meaning of the input, Makassar words and phrases are presented with the support of a vocabulary list. Each vocabulary entry consists of Indonesian, Makassar, and its Lontarak script. In addition, learning videos for example, related to color vocabulary, etc. as well as explanations given by the teacher are also provided. Students' understanding is checked through various means, such as the teacher randomly asking vocabulary items from the vocabulary list to each student.

The self-introduction activity involves language production. Therefore, this activity is placed as a guided exercise after students have received input in Makassar, not as a form of input itself. The self-introduction template also includes its Indonesian translation so that students still know the meaning of each word in the template. In addition, the teacher plays a role in guiding students to fill out the template.

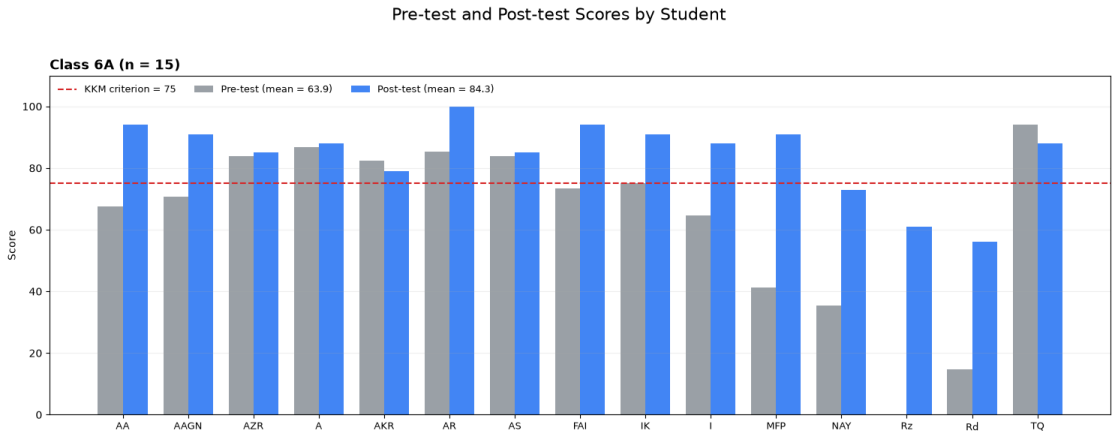
Increase in Scores and KKM Mastery

The Makassar language learning model based on comprehensible input is implemented by providing students with ample input or material. This emulates the way 'first language acquisition in humans' occurs naturally without initially considering the structure of the language. Accordingly, the more input provided, the more it will affect the vocabulary subsequently spoken. The increase in scores and KKM mastery among

grade 6 students is evident from the results of the post test administered. In class 6A (total of 15 students), the average score increased from 63.9 to 84.3, a difference of 20.4. In class 6B (18 students) the average score rose from 75.9 to 85.1, with a point difference of 9.2. Next, the highest score in both class 6A and class 6B after the post test became 100, previously 94.1. Furthermore, the lowest score in class 6A, which was previously 0, increased to 56, while in class 6B the lowest score decreased from 47.1 to 26. In relation to this, the increase in scores and KKM mastery for grade 6 students at SD Inpres Tamalanrea 6 Makassar can be seen in the following diagram:

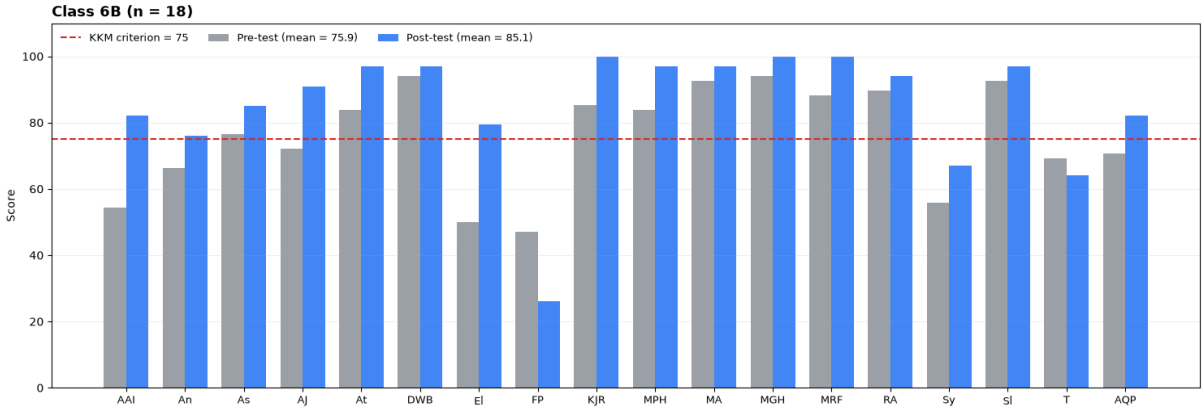


The data above show that there was an increase in the number of students after the implementation of the Makassar language learning model based on comprehensible input. Furthermore, in both class 6A and 6B, the majority of students experienced improvement even though some did not meet the KKM and only one person experienced a decrease in scores.



The chart for class 6A shows that most students' scores increased, including Rz, whose score rose from 0 on the pre-test to 61, Rd from 14.7 to 56, and NAY from 35.3 to

73. Although these three students have not yet met the KKM, their post-test scores still indicate positive progress. In addition, some students who initially did not reach the KKM, such as AA, AAGN, FAI, I, and MFP, achieved or even exceeded the KKM on the post-test. Next, for class 6B, this can be seen in the following chart:



The chart for class 6B shows that most students' scores increased. In this class, the number of students meeting the Minimum Competency Criteria (KKM) is higher compared to class 6A. In the post-test, students' scores also improved; in fact, three students KJR, MGH, and MRF scored 100. Additionally, there were students who did not meet the KKM in the pre-test but achieved it in the post-test, such as AAI, An, A, and AQP.

Conclusion

The observed post-test scores were higher than the pre-test scores among sixth-grade students at SD Inpres Tamalanrea 6 Makassar. The assessed tasks included vocabulary comprehension, Lontarak script, and sentence construction in the Makassar language. Descriptively, the average score in class 6A rose from 63.9 to 84.3, while the average in class 6B increased from 77.9 to 85.4. The number of students meeting the Minimum Mastery Criteria (KKM 75) also increased, in class 6A from 7 to 12 students, and in class 6B from 10 to 14 students. In this regard, the research findings are limited to students at this school and the tasks assessed. This study still has several limitations, such as the scope of the comparison group being only between two classes rather than two or more schools, a short follow-up period, and one student who did not participate in the post-test at that time. Thus, this learning model is not yet sufficiently effective to be claimed as an effort towards language revitalization. Further research needs to validate these results with a larger sample and broader context, as well as evaluate learning outcomes over the long term.

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