E-Module for Narrative Texts Oriented Towards Politeness for SD/MI Student

Saifullah[1], Yusida Gloriani[1], Dede Endang Maschita[1]

Indonesian Language Education Masters Study Program, Universitas Swadaya Gunung Jati, Cirebon, Indonesia[1]
saifullah342567@gmail.com (Saifullah) glorianiyusida68@gmail.com (Yusida Gloriani) dedenmas68@gmail.com
(Dede Endang Maschita)
Correspondence Authors: saifullah342567@gmail.com (Saifullah)

ABSTRACT

This research aims to develop a politeness-oriented narrative text e-module for SD/MI students. Background to the problem of this research (1) How is the design of a politeness-oriented narrative text e-module for SD/MI students? (2) What are the results of the implementation of the politeness-oriented narrative text e-module for SD/MI students? This research uses research and development methods with the ADDIE (Analysis Design Development Implementation Evaluate) model. The steps of this research consist of needs analysis, designing teaching materials (e-module), developing teaching materials (e-module), product implementation (e-module teaching materials), and product evaluation (e-module teaching materials). Data collection in this research was by collecting data from the results of expert validation questionnaires and student assessment questionnaires. The data obtained was analyzed descriptively using a Likert scale. The results of the validation test by the material expert obtained a score of 3.1, the validation test by the media expert obtained a score of 3.4. The validation test by the Indonesian language teacher obtained a score of 3.75. The results of implementing e-module teaching materials in schools received a positive response from students with a score of 3.35. The conclusion of this research is that the language politeness-oriented narrative text e-module for SD/MI students meets the criteria for being very suitable for use as teaching material by students or teachers in Indonesian language subjects as narrative text material for grade VI SD/MI students.

Keywords: Language Politeness E-Module, Digital Indonesian Language Learning, SD/MI Narrative Texts

I. INTRODUCTION

Language is a human need for communication, not only as a social being but also as a need to be able to understand each other in the essence of life, both as individuals and as social beings in their living environment. Various cultural variations, human characteristics and the natural environment are important for fellow humans to learn about in order to live in harmony, in accordance with the goal of life, namely achieving prosperity in living together. A tool that can be used for all these purposes is language.

The character of a nation can be recognized from the aspect of how the nation speaks in its social environment. Therefore, language is a very important foundation for building the character of a national and state life, in line with religion and the moral and cultural values of a nation. The height of culture can bring a nation to the highest peak in international life or conversely destroy a nation to the lowest place in international life. The high level of politeness is recognized from various language politeness etiquette in daily communication, therefore it is important to have strategies and various principles in speaking and language between citizens and between nations. (Rohali, 2011, 1)

One of the advantages of the Indonesian nation which is well known internationally is that it is a nation that is polite in language. This excellence needs to be maintained and promoted in all aspects of national and state life. The best strategy for teaching politeness in language is through education, namely in teaching and learning activities in school institutions. Schools as formal institutions in education are the best place to teach language politeness because in schools communication events definitely occur between teachers and students. Teachers as educators have an

obligation to be role models in instilling positive values and culture in communication activities. (Nuryani, 2023,1)

Educational institutions, especially schools, have the authority to become a place to instill values and culture. Many elements in society should be involved in this effort, because this is not something that can be done casually but must be carried out seriously. Basically, students' ability to communicate is still very limited, this is influenced by the environment in which they live every day. With a variety of different life backgrounds, it becomes an interesting life as well as a challenge for educators to always be active and quickly respond to straighten out deviations in students' language activities. Currently, social media has become the next place for children to communicate with each other and can no longer be supervised by educators or parents. So it is very important to teach polite language culture in schools as a preparation for communicating wherever students are. .(Budi Santosa, 2021,10).

In general, deviations in polite language in SD school age children lie in the use of foul language when interacting with their peers, calling their friends names using animal language, done by shouting even though their parents always teach them to always use polite language when communicating with their peers. At school, students are still found speaking loudly when asking questions to teachers and saying dirty things during lessons or "misuh" in Javanese (Nur Hana, 2022).

Politeness in language can be categorized as how we know who we are communicating with and in what terms we are communicating. Politeness assessment is known if we pay attention to ethics in speaking and communicating using good language according to socialization standards in various elements of society which are certainly different. The success of communication is in accordance with a person's success in sorting words and arranging them into good language that does not offend other people or according to the context and discourse. Language as a communication tool has a set of rules in language that can differentiate language contexts so that the communication process can run smoothly (Wijana 1996: 11).

Various characters that must be developed through school institutions include being polite in language. The language learning process that can be carried out is through the process of studying literary works, especially literature for children. Works of literary art are very popular with children and even adults. Apart from being a form of entertainment, literary art also has life values, morality and can also teach ethics, politeness and the spirit of struggle. Indirectly, readers of literary works will experience a learning process from the literary art they read. Various life values, good and bad can be expressed in literary works of art which can build children's character patterns (Rina Clarita, 2021, 1).

Folk tales are literary works that are very popular with children and are very effective in the teaching and learning process at the SD school level. Literary art in the form of written stories is a form of narrative text that has attractive value when used in the process of forming values for children at primary and senior school levels. It contains character learning which is very important to teach to SD school age children (Rince, 2023, 1).

The problem formulation based on the background above can be described as follows
1) How to design a narrative text E-module oriented towards language politeness for SD/MI students?
2) What are the results of the implementation of the politeness-oriented narrative text E-module for SD/MI students?

II.   THEORETICAL REVIEW

Teaching materials

Teaching materials cover everything that teachers or students need to facilitate teaching and learning activities, the materials can be in the form of student worksheets, textbooks or learning videos. (E. Kosasih, 2021, 1). Teaching materials are all materials (be they information, tools, or texts) that are arranged in a structured manner and provide a complete picture of the competencies

that students will have. This material is used in the learning process with the aim of planning and assessing the implementation of learning. (Nasrudin, 2022, 1).

Digital Teaching Materials

According to Mascita (2021), The content of digital learning materials is no different from the content of printed teaching materials. Digital learning materials only require a computer application to be accessed. There are various programs, both paid and free, that are used to create educational materials. Examples of digital learning materials include sources such as YouTube, social media, presentation slides, films, television shows, multimedia, and interactive videos.

Module

Modules have their own characteristics compared to teaching materials in general. The uniqueness of the module is that it can stand alone and can be studied independently by students. The series of activities in the module are structured systematically and are able to guide students to achieve their learning goals. The module contains a complete and complete series of activities starting from the initial activity and at the end of the activity, namely the evaluation section. The module design is equipped with clear material boundaries so that students are able to follow the learning in the module independently. These characteristics are what make the module special compared to other teaching materials. (E. Kosasih, 2021, 20).

Correct module characteristics based on their appearance and characteristics

a. module makes students interested into study the material contained in it and the language used in accordance with the student's academic abilities.
b. Students receive material in the module with a high level of clarity so as to avoid ambiguous understanding.
c. Modules must understand various kindscharacteristics of students as users.

The purpose of creating the module:

a. It makes it easier for students to capture the messages in the module because the presentation is concise and clear.
b. Can help students with various obstacles such as time, comprehension, lack of five senses by both students and teachers.
c. Has a more complete and adequate use value
d. Students are more motivated and interested in learning.
e. Increasing students' success in being able to understand the learning environment and various other learning resources.
f. Enables students or training participants to learn independently according to their abilities and interests.
g. Students' abilities can be evaluated by themselveshimself as a user of the module.

Narrative Text

Narrative text or narrative paragraph is a type of text that describes an incident or incident in chronological order (within a certain time period), emphasizing the active actions of the characters involved, accompanied by illustrations. Narrative essays are not only used to write works of fiction, but also for non-fiction works such as history, novels, news, biographies, and others. In it there are various events or occurrences arranged in a certain time sequence, where these characters are involved in various conflicts that occur. (Hasan Busri, 2021, 104)

Narrative Text Structure

According to Kosasih (2014, p. 300) the structure of narrative text is as follows;

1) (orientation) In this section, the author introduces the situation of the story by introducing the characters, arranging the setting or background, and describing the relationships between the characters.
2) Disclosure of events This section presents the initial events which gave rise to various conflicting problems or difficulties for the characters.
3) Towards conflict (rising action). There is an increase in attention, excitement, excitement, or involvement in various situations which cause an increase in the character's difficulties.
4) Peak conflict (turning point, complication) This part is also called the climax. This is the biggest and most thrilling part of the story.
5) Completion (evaluation, resolution) As the end of the story, this section contains an explanation or assessment about the attitude or fate experienced by the shop after experiencing the peak event.
6) Coda This section is a comment on the entire content of the story, whose function is to conclude.

Language Politeness

Politeness, politeness, or etiquette are procedures, customs, or customs that apply in society. Politeness is a rule of behavior that is determined and mutually agreed upon by a particular society so that politeness is also a prerequisite agreed upon by social behavior. Therefore, this politeness is usually called "manners". Politeness is used as a way to minimize friction and conflict so that interactions can run smoothly and harmoniously (Agung Pramujiono, 2020, 4).

Language Politeness Theory

Several theories of language politeness dOne of them is Leech (1983). Leech explains the maxims related to politeness as follows (Geoffrey Leech, 1993, 205).
1). MaximWisdom
    (a). Make other people's losses as small as possible
    (b). Make other people's profits as large as possible
The maxim of wisdom demands that participants in the speech can make other people's losses as small as possible and make other people's profits as big as possible. In this maxim, the center is the other person or speech partner. Speech participants should always maximize the benefits of other parties in speaking activities and reduce the benefits for themselves.
Examples of maxims of wisdom in speech:
Mother: "Come on, eat the noodles! There's still a lot inside."
Fellow mother: "Wow, so fresh. Who cooked this earlier, ma'am?"

2). MaximGenerosity
The maxim of generosity demands that participants make their own gains as small as possible and make their own losses as large as possible. If in the maxim of wisdom the center is other people, then in the maxim of generosity the center is oneself. In this maxim, speakers are expected to be able to respect others by making sacrifices for themselves and not harming others
    (a). Make your own profit as small as possible
    (b). Make your own losses as big as possible.
Examples of maxims of generosity in speech:
Boarding house boy A: "Let me wash your dirty clothes! I don't have many clothes, really, they're dirty."
Boarding house boy B: "No need, sis. This afternoon I'll wash it too."

3). Maxim of Praise
In the maxim of appreciation, speakers are expected to criticize others as little as possible and praise others as much as possible. This maxim explains that people will be considered polite if they always try to give respect to other parties when speaking. With this maxim, it is hoped that the participants in the conversation will not ridicule each other, insult each other, or demean each other.

(a). Criticize others as little as possible

(b). Compliment others as much as possible

Examples of maxims of appreciation in speech:

Lecturer A: "Sir, I just started my first lecture for the Business English class."

Lecturer B: "Oh yes, I heard your English very clearly from here."

4). Maxim of Humility

The appreciation maxim expects speakers to praise themselves as little as possible and criticize themselves as much as possible. The maxim of simplicity is also called the maxim of humility. The maxim of humility requires each participant in a conversation to maximize self-disrespect and minimize self-respect. This maxim is expressed in expressive and assertive speech. Expressive speech, for example, congratulating, thanking, praising, expressing condolences, and so on. Assertive speech, for example, stating, complaining, suggesting, reporting, and so on.

(a). Praise yourself as little as possible

(b). Condemn yourself as much as possible

Examples of the maxim of simplicity in speech:

Secretary A: "Sis, the meeting will be opened with a prayer first, OK? You lead!"

Secretary B: "Yes, Ma'am. But, I'm ugly, you know."

5). Maxim of Agreement

The maxim of agreement seeks to ensure as little disagreement between oneself and others as possible and to ensure that there is as much agreement between oneself and others as possible. In this maxim, it is emphasized that the participants in the speech can build harmony or agreement with each other in their speaking activities.

(a). Try to keep disagreements between yourself and others as little as possible.

(b). Try to ensure that agreement between yourself and others occurs as much as possible

Examples of maxims of agreement in speech:

Teacher A: "The room is dark, ma'am!"

Teacher B: "He..eh! where's the switch?"

6). Maximsympathy

The maxim of sympathy hopes that the speaker can reduce feelings of antipathy between self and other to as little as possible and increase feelings of sympathy as much as possible between self and other. The meaning is that this maxim requires each participant in the speech to always maximize feelings of sympathy and minimize feelings of antipathy towards their speech partner

a). Reduce feelings of uncertainty between yourself and others to a minimum
Possible.

(b). Increase as much sympathy as possible between yourself and other people
Other.

Examples of maxims of sympathy in speech:

Ani: "Tut, my grandmother died."

Tuti: "innalillahiwainnailaihi rojiun, my condolences."

III. RESEARCH METHODS

This research is development research (Research and Development). Development research is research that wants to develop certain products that are considered new or improvements to existing products to improve existing systems, meaning that development research produces a product. Development research prioritizes product testing (validation) that is developed to see whether the

product being developed is more effective, efficient and attractive in adopting it than existing old products (Ahmad Noor, 2021, 8).

This research uses the methodresearch and development (Research and Development) with the Analysis Design Development Implementation Evaluate (ADDIE) model. ADDIE is a procedural model, this model is descriptive, going through the stages that must be carried out to produce a product. The end of this research and development will produce a product in the form of e-module teaching materials. The ADDIE development model procedure consists of five stages, namely: analysis, design, development, implementation and evaluation (Branch, 2009: 2). The description of the steps in the ADDIE development model will be explained as follows.

The data analysis technique in this research uses qualitative descriptive analysis techniques which explain the results of product development in the form of language politeness-oriented narrative text e-modules. Qualitative data in research and development will be used to measure the results of questionnaires regarding student responses to narrative text e-modules language politeness oriented. The questionnaire used was a Likert scale questionnaire. According to Sugiyono (2019: 165) in research and development, the Likert scale can be used to develop instruments used to measure the attitudes, perceptions and opinions of a person or group of people regarding the potential and problems of an object. Data obtained through trial instruments were analyzed using qualitative and quantitative descriptive statistics. This analysis is intended to describe the characteristics of the data for each variable.

IV. RESEARCH RESULTS AND DISCUSSION

Product Trial

After the e-module is validated by material experts and media experts and declared suitable for use as learning material, then the e-module is tested on students to get responses as users. The questionnaire provided for data collection consists of 21 assessment items with an item score range of 1-4. The e-module trial assessment aspect consists of appearance, presentation of material and benefits. Research in the first phase of the trial was carried out in small groups in class VI of the Ma'had Al-Zaytun Private Madrasah Ibtidaiyah (MIS) with a total of 19 students. Meanwhile, the second and third trial stages were carried out at SDN Tanjung Jaya with 21 students and SDN 1 Tanjung Kerta with 30 students.

Stage 1 Student Response Trial

Phase 1 of the trial phase aims to test the feasibility of product users. Students in this stage 1 test saw the e-module provided, and at the end of the product trial involving 19 students, the students were then given a questionnaire to assess the effectiveness and response of the e-module. The stage 1 test was carried out at the Ma'had Al-Zaytun Private Islamic Madrasah (MIS). The assessment scores that have been obtained through the questionnaire are then averaged with assessment scores ranging from 1-4. The results of the average scores that have been collected are then categorized into appropriateness levels according to those contained in Table 1.

Table 1. The results of the average scores

Assessment Aspects	Average Score	Category
Appearance	3.3	Very Worth It
Presentation of Material	3,2	Worthy
Benefit	3.3	Very Worth It
Average Total Score	3.26	Very Worth It

Stage 2 Student Response Trial

After the first stage of testing, the product is then carried out in the second stage of testing. This second stage of testing was carried out to confirm the data and determine the response of respondents as product users at large. The respondents in the second stage of the test were in class VI at SDN Tanjung Jaya, Gantar District, Indramayu Regency, totaling 21 students.

The results of the second stage of testing were obtained through a questionnaire which was then averaged with an assessment score ranging from 1-4.

Table 2. The results of the second stage of testing

Assessment Aspects	Average Score	Category
Appearance	3.3	Very Worth It
Presentation of Material	3.3	Very Worth It
Benefit	3.1	Worthy
Average Total Score	3.23	Worthy

Group 3 Student Response Trial

This stage 3 trial was carried out to confirm the data and determine the response of respondents as product users at large. The respondents in this stage 3 test were in class VI at SDN I Tanjung Kerta, Kroya District, Indramayu Regency, totaling 30 students. The results of the phase 3 trial were obtained through a questionnaire which was then averaged with an assessment score ranging from 1-4.

Table 3. The results of the phase 3 trial

Assessment Aspects	Average Score	Category
Appearance	3.3	Very Worth It
Presentation of Material	3.3	Very Worth It
Benefit	3.1	Worthy
Average Total Score	3.23	Worthy

Implementation results

The results of the implementation of the narrative text e-module are oriented towards language politeness as a whole and are suitable for use as teaching materials. This feasibility is proven from the results of evaluations by material experts, media experts, practitioners, and field trials. Based on analysis of research data, assessment results were obtained which can be explained in the following discussion.

1) Materials Expert

The suitability of the politeness-oriented narrative text e-module consists of three assessment aspects, namely the suitability of the content, the suitability of the presentation, and the language assessment. Based on the results of the material expert's assessment, the feasibility of the narrative text e-module oriented towards politeness in language reached an average total score of 3.1 from the highest score of 4. This can be interpreted as meaning that the material expert stated that the narrative text e-module was oriented towards politeness in language the "Appropriate" category is used as teaching material.

2). Media Expert

The suitability of e-module media for politeness-oriented narrative text includes three aspects of graphic feasibility, namely e-module size, e-module cover design and e-module content design. Based on the results of the media expert's assessment, the feasibility of the narrative text e-module oriented towards politeness in language obtained an average total score of 3.4 out of a

maximum score of 4. This can be interpreted as that the media expert stated that the narrative text e-module is oriented towards politeness in language The "Very Appropriate" category is used as teaching material.

3). Practitioner

The assessment aspect by Indonesian language teachers consists of two aspects, namely the material aspect and the language appropriateness aspect. The practitioner assessment was carried out by three Indonesian language teachers from SDN Tanjung Jaya, Gantar, Indramayu, Madrasyah Ibtidaiyah Swasta (MIS) Ma'had Al-Zaytun and an Indonesian language teacher from SDN 1 Tanjung Kerta. The assessment scores that have been obtained through the questionnaire are then averaged into an assessment score with a range of 1-4. Based on the results of the assessment by the two practitioners, the overall average score was 3.75 with the highest score being 4. It can be said that the two practitioners generally stated that the politeness-oriented narrative text e-module in the "Very Appropriate" category was used as a teaching materials.

4). Development Trial

The assessment instrument for students as e-module users consists of three aspects, namely aspects of appearance, presentation of material, and benefits. Based on the results of assessments carried out by students in three field trials, they obtained an average score of 3.29 out of a maximum score of 4. This can be interpreted that the narrative text e-module is in the "Very Appropriate" category for use by students as material. teach Indonesian narrative text material. Based on the data analysis above, the overall average of the evaluation results by material experts, media experts, practitioners, and field trials obtained an average score of 3.38 from a maximum score of 4, so that the politeness-oriented narrative text e-module falls into the "Very" category. Worthy". This proves that the politeness-oriented narrative text e-module is suitable for use as teaching material for the language politeness-oriented narrative text e-module for grade VI SD/MI students.

IV.   CONCLUSION

Not many have developed politeness-oriented narrative text e-modules for SD/MI students as teaching materials that can be used by students independently both in class and outside of class. Formulation of the problem of this research (1) How is the politeness-oriented narrative text e-module designed for SD/MI students? (2) What are the results of the implementation of the politeness-oriented narrative text e-module for SD/MI students? Based on this problem formulation, the researcher developed an e-module of language politeness-oriented narrative texts for SD/MI students. This research uses the methodresearch and development (Research and Development) with the ADDIE (Analysis Design Development Implementation Evaluate) model so that it can produce products that are good and suitable to be used as Indonesian language teaching materials in narrative text material at the sixth grade SD/MI education level.

Based on the description of the research results and development of politeness-oriented narrative text e-module teaching materials for SD/MI students, the author can conclude as follows:

1) Text e-module designThis language politeness-oriented narrative for SD/MI students consists of cover, pre-material, material and post-material. The e-module was created using the CANVA application which is integrated with Heyzine. The language used in teaching materials uses standard communicative language. As for readability, the writing uses size 14 with Comic Sons MS font. The E-Module is also accompanied by musical instruments which can help improve concentration. This e-module is accessed using a laptop or smartphone connected to the internet. When using the e-module, users can access it via the link and quick response code (check code) that has been provided. The following is the link and tick code for the politeness-oriented narrative text e-module teaching materials for SD/MI students which can be accessed in Figure 5.1.

2) The results of implementing the politeness-oriented narrative text e-module for SD/MI students can be seen from the average response in the first to third stages of testing. The results of the first stage of trials got a score of 3.3 from the highest score of 4. The results of the second stage of trials got a score of 3.23 from the highest score of 4 and the third stage of trials got a score of 3.33 from the highest score of 4. The results of the trials in general Overall, both from the first stage to the third stage, they got a score of 3.28, so they are in the "very decent" category. Based on the implementation results, the language politeness-oriented narrative text e-module for SD/MI students is suitable for use as teaching material, especially narrative text material in Indonesian language subjects.

REFERENCES

Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). Springer Science & Business Media.

Busri, Hasan. (2021). *Linguistik terapan: Konsep pembelajaran dan penelitian*. Literasi Nusantara.

Clarita, R. (2021). Analisis kemampuan membaca pemahaman teks narasi siswa kelas V di sekolah dasar. *Jurnal Repository.upi.edu*.

Leech, Geoffrey. (1993). *Prinsip-prinsip pragmatik* (M. Dede Oka, Trans.). Universitas Indonesia.

Hana, Nur. (2022). Analisis kesantunan berbahasa siswa kelas 5 SD dalam berinteraksi dengan guru pada saat pembelajaran. *Jurnal repository. stkip*.

Kosasih, E. (2021). *Pengembangan bahan ajar*. PT. Bumi Aksara.

Mascita, D. E. (2021). *Mendesain bahan ajar cetak dan digital*. Media Sains Indonesia.

Nasrudin. (2022). *Pengembangan bahan ajar*. PT Global Eksekutif.

Noor, Ahmad. (2021). *Metode penelitian pengembangan bidang pembelajaran*. Pascalbooks.

Nuryani. (2023). Penerapan kesantunan berbahasa dalam kegiatan pembelajaran. *https://journal.universitaspahlawan.ac.id/*

Pramujiono, Agung. (2020). *Kesantunan berbahasa, pendidikan karakter dan pembelajaran yang humanis*. Indocamp.

Rince. (2023). Keefektifan pembelajaran teks narasi yang menggunakan cerita rakyat Timor. *Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah, 13*.

Rohali. (2011). Kesantunan berbahasa sebagai pilar pendidikan karakter: Perspektif sosiopragmatik. *Jurnal Pendidikan Karakter, 1*(1).

Santosa, Budi. (2021). Membangun karakter siswa melalui kesantunan bahasa. *Jurnal Perspektif Keguruan dan Pendidikan*.

Sugiyono. (2019). *Metodologi penelitian kuantitatif dan kualitatif dan R&D*. ALFABETA.

Wijana, I. D. P. (1996). *Dasar-dasar pragmatik*. Andi Yogyakarta.