PAPER NAME

The Influence Of Speaking Skills Teaching Material Toward.pdf

AUTHOR

Muhammad Saleh

WORD COUNT

3840 Words

CHARACTER COUNT

20550 Characters

PAGE COUNT

9 Pages

FILE SIZE

682.1KB

SUBMISSION DATE

Jun 22, 2023 9:22 PM GMT+8

REPORT DATE

Jun 22, 2023 9:22 PM GMT+8

● 4% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 4% Internet database
- Crossref database

- 0% Publications database
- Crossref Posted Content database

● Excluded from Similarity Report

- Submitted Works database
- Quoted material
- Small Matches (Less then 10 words)

- Bibliographic material
- Cited material
- Manually excluded sources

The Influence Of Speaking Skills Teaching Material Toward Students' Language Politeness Based On Social Media Perspective

Muhammad Saleh[1], Andi Sahtiani Jahrir[2], Sakinah Fitri[3]
Universitas Negeri Makassar
Email: Muhammadsaleh.unm@gmail.com

Abstract. Social media is thought to influence someone in using polite language in communication. Speaking skills and social media in this study are intended to determine the effect of teaching materials in increasing the language politeness of UNM students in conducting class discussions. This study used a pre-experimental method. The sample of this study, namely Indonesian language students, was obtained by simple random sampling involving a sample of 90 (53 male and 37 female) representing UNM students as a whole. This research instrument was a test, namely pretest and posttest. The results showed that the language skills teaching materials had a significant effect on the improvement of the language politeness of UNM students, it is proved that the t-test value was greater than the t-table value (the t-test was 5.40 while the t-table value was 1.67 (t-test > t- Table). While gender also improves language politeness skills. The average value of language politeness acquisition for female students is 165.78 an increase 21% after given posttest while male students are 159.19. an increase 17,85% after posttest and gender has an influence and can improve the language politeness of UNM students in communicating. Thus, it can be concluded that teaching materials from language skills and gender have an influence and can increase the language politeness of UNM students in communication activity. The results of this study indicate that speaking skills teaching materials have a significant effect on the improvement of language politeness of UNM students, the t-test value is greater than the t-table value, namely the t-test 5.40 while the t-table value is 1.67 with a significant level of (0.000) > 0.05. So, H-0 is rejected and H-a is accepted, it means that social media has a significant influence on the language politeness of UNM students. However, if it is seen from the results of the correlation coefficient value of 0.311, which means that it has a moderate effect, meaning that social media is in the middle position (sometimes polite, sometimes impolite) on language politeness in speaking skills of UNM students. This reveals that the use of social media affects a person's motives for communicating.

Keywords: speaking skills, teaching material, language politeness, social media

INTRODUCTION

Language has a function as a means of carrying out human interaction in society. In line with that, Devianty (2017) also explains that language is a communication system that is part of the cultural system. Therefore, language is not just for expressing opinions, ideas, or ideas to others, but language must also pay attention to the purpose of the conversation. In line with the explanation above, language is one of the characteristics inherent in a very distinctive human being that has a symbol system that is arbitrary and is used by the community in collaborating, communicating with one another, and making self-identification. From this opinion, Kridalaksana in Aminuddin (2011) calls it a language system in communicating. In Abutalebi & Green (2016), speaking requires a system to control language in using language with the correct intent and being able to adjust to possible disturbances. This means that the language must be in accordance with the existing norms in society.

In community life, no communication is carried out without giving the meaning of cultural values in that language. The value in question is the value that is embraced by things that are well believed by the people who speak the language, for example the existence of moral values adopted from culture, characterology and accents that articulate registered values in front of people during speeches or in front of people. the general public (Agha, 2003). The assessment of whether or not the language is good can be seen in how society upholds the values of civility in culture, both in terms of behavior and communication, so it is necessary to have politeness in language.

Language politeness is a national identity that adheres to cultural norms because it takes into account the content of the use of language and good and correct statements in accordance with the culture adopted. However, along with the times, politeness is no longer upheld in language, especially with advances in technology. Social media is one of the technological advances that give rise to new situations in the communication process, so that social media takes a role and raises new cultural phenomena in the communication process.

In this new cultural life, people are increasingly dependent on social media. This has had a positive impact and a negative impact on human civilization, especially in the social and cultural fields. One of the positive effects of social media is to make communication run smoothly, but sometimes mistakes occur in communication interactions conducted online, namely social media can change behavior and politeness in language that has been well developed in society.

Departing from the problem above, language politeness is only a problem for a few people in cyberspace. This politeness is sometimes inappropriate to discuss for some people because social media has an influence and society's perspective on everyone. Even though by using polite language, we also show the national identity. It is necessary to pay attention to guidance and development so that language practice is not separated from culture (Ristiani, 2013). By cultivating polite language,

it will give birth to a generation with character and a polite culture. In accordance with previous research on language politeness on the Facebook social network conducted by Maulidi (2015) concluded that, "Facebook media found user status that contained politeness. The form of politeness in the Facebook media is manifested in speech data containing questions, thanks, gratitude, hopes, requests, awards, invitations, offers, and information." This proves that the Facebook social media is one of the good social media to use in an effort to foster and develop the character of politeness in the language of the nation's generation.

However, from the results of research conducted by Wulan et al. (2020) is not in line because it states that there is language impoliteness on the Twitter of the President of the Republic of Indonesia Mr. Djoko Widodo which was carried out by followers or followers because of feelings of disappointment so as to use offensive language. This happens because the speakers are from a distance, educational background, negative thoughts that have been embedded in the speakers towards Jokowi Dodo, and the habits that have been attached to the speakers. The same thing was revealed by Uswatun et al. (2020) that social media has a social impact in this case is Instagram because it raises the phenomenon of bullying which causes a person to get emotional pressure so that someone wants to commit suicide. This occurs because of a crisis in terms of politeness in using language that is not in accordance with the national culture in interacting on social media. Therefore, this study attempts to review the politeness of language in social media among UNM students in conducting class discussions using Speaking Skills teaching materials. Do these students still use polite language in conducting discussions in online classes? because currently students interact more using social media when they are not in a learning situation, given that there are no rules or norms or ethics that govern language politeness in social media as has been expressed in the theories above.

RESEARCH METHODS

This study used a pre-experimental method with a pretest and posttest two groups design. The variables in this study consisted of independent variables and dependent variables. The independent variable in this study is the teaching material for speaking skills and language politeness as the dependent variable, while the social media variable in this study is an intermediate variable that can affect the independent variable. Researchers used pretest and posttest designs. Data collection is done by giving tests that have been distributed. The survey is intended to obtain an overview of individual factors such as the influence of social media which affects the politeness level of students in speaking in class. The design of this research is explanatory research, which is to explain the causal relationship between the independent variable and the dependent variable. The population in this study were students of the State University of Makassar who conducted lectures using the discussion method.

The design of the effectiveness test was carried out on one group of students, namely the experimental group that would be given treatment. The experimental test design is described as follows.

O1	X	02
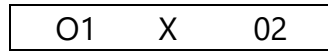
Chart 1 Effectiveness Test Design

Information:

01: Pretest score   02: Posttest score

X: Learning speaking based on language skills teaching materials (treatment)

The population in this study were all students at Makassar State University which consisted of 8 faculties in the odd semester 2020/2021. While the sample is FBS, in this case students of the Indonesian Language and Literature Department. The female sex was 37 people or 41.1%, then the male gender was 53 people or 58.8. The sampling technique used simple random sampling technique. Data collection techniques using pretest and posttest. Language politeness-based speaking skills are speaking skills with a politeness level after being given learning using speaking teaching materials to gain better knowledge, information, and behavior change in language. The results of these speaking skills were taken through a research instrument in the form of a multiple choice test of 40 validated questions. The items were tested in other classes which were not sampled in this study to determine their validity test.

To obtain data on speaking skills based on politeness, a scoring guideline is given, namely the most polite answers are given a score of 5 and those who are not polite are given a score of 1. The characteristics of the instrument are: all items declared valid with a correlation score of 0.45 to 0.90; The index of distinguishing power of questions is in the range of 0.100 to 0.92 which is included in the category of disrespectful, less polite, moderately polite, polite, and most polite.

RESEARCH RESULT

The results of this study are based on the language politeness data of the Makassar State University students in odd semesters with a sample taken of 90 FBS students as a class given treatment. These respondents are in the age range of 20-22 years with heterogeneous speaking skills, that is, there are no superior classes in the implementation of learning. This research focuses on treatment in the form of application of speaking skills teaching materials based on politeness. The treatment was given in five face-to-face meetings. Then at the sixth meeting a posttest was given to measure students' language politeness. After carrying out a series of treatment activities, the research data were obtained. The results of the descriptive statistical calculations after being calculated and are shown in the following table.

	Pretes	Postes	Improvement
Average	141,25	166,50	25,25
Highest	167	197	73
Lows	102	110	-14
Median	143	168,5	26,5
Mode	162	191	48
	3	2	2
Standart deviation	16,34	25,15	25,36

Table 1 Recapitulation of Calculation Results Description of Medsos Usage Data for Frequent Categories

Table 1 above describes the pretest and posttest scores of students after being given enrichment through the teaching material book, speaking skills in using polite language when discussing in class, increased by 25.5% from the category of frequently using social media. It turns out that the average language politeness score increased from 141.25 to 166.50

	Pretes	Postest	Improvement
Average	144,69	159,70	15,02
Highest	172	199	56
Lows	111	125	-27
Median	146	158	10
Mode	146	196	55
	4	4	3
Standart deviation	14,39	24,04	21,96

Table 2 Recapitulation of Calculation Results Description of Social Media Usage Data Category Rare

Table 2 above describes the pretest and posttest scores of students after being given enrichment through the teaching material book, speaking skills in using polite language when discussing in class, increased by 15.02% from the category rarely using social media. It turns out that the average value of language politeness from 144.69 increases to 159.70

	Pretes	Postest	Improvement	
Average	130,50	175,00	44,50	
Highest	139	195	56	
Lows	122	155	33	
Median	130,5	175	44,5	
Mode	146	196		55
	4	4	3	
Standart deviation	12,02	28,28	16,26	

Table 3 Recapitulation of Calculation Results Description of Social Media Usage Data Categories sometimes

Table 3 above describes the pretest and posttest scores of students after being given enrichment through the teaching material book, speaking skills in using polite language when discussing in class, increased by 44.50% from the category sometimes using social media. It turns out that the average language politeness score increased from 130.6 to 175.00.

Table 4 Recapitulation of Calculation Results Description of Medsos Usage Data Category Never

	Pretes	Postest	Improvement
Average	125,50	134,50	9,00
Highest	139	143	14
Lows	112	126	4
Median	125,5	134,5	9
Mode	146	196	55
	4	4	3
Standart deviation	19,09	12,02	7,07

Table 4 above explains the value of student pretest and posttest after being given enrichment through the teaching material book, speaking skills in using polite language when discussing in class, increased by 9.00% from the category never using social media. It turns out that the average language politeness score increased from 125.50 to 134.50.

In general, from the four data above, it can be concluded that the speaking skills module has a significant effect on the language politeness of UNM students. As additional information from the statistical results above, there is no increase because it is influenced by the frequency of using social media which can be seen from the data generated, for example between the category average score is often 25.25; rarely 15.02; sometimes 44.50; and never 9.00.

In the category sometimes using social media is the category that has the most increased language politeness of students in conducting discussions, on the grounds that students sometimes make status or even see status on social media because they think long enough to receive responses or provide comments to others, feel they are not too important to say, feel shy, and afraid of what others will think.

The second highest percentage is the category of frequently using social media, namely 25.25% which causes students to speak politely in discussions, on the grounds that by often playing social media, they will often get feedback, criticism, even ridicule from netizens which results in self-introspection and will reduce usage. impolite words, even in this frequent category there are also responding to negative comments from netizens with impolite words too.

Furthermore, the category rarely uses social media ranks third in expressing polite language when discussing, with a percentage of 15.02, on the grounds that they don't think they will be criticized and have never experienced the experience of being criticized by netizens.

After knowing the average value of students' language politeness using the speaking skill teaching material model, then it is our turn to explain the significant difference between the pretest and posttest scores of UNM students. From the results of the t-test, it can be explained that from 90 samples, the t-test result was 5.40, while the t-table value was 1.67 (t-test> t-table) while the significance level was (0.000)> 0.05. So H-0 is rejected and H-a is accepted, it means that social media has a significant influence on the politeness of the language of UNM students. Thus it can be concluded that there is a significant difference in scores after students get enrichment and the speaking skills module is effective in increasing the politeness of UNM students. If the result of the correlation coefficient value is 0.311. 0.311 means that it has a moderate effect, meaning that social media is in the middle position (sometimes polite, sometimes impolite) on language politeness in speaking skills of UNM students.

DISCUSSION

The results of this study reveal that there is a moderate effect, meaning that sometimes social media affects a person's language politeness, sometimes it does not affect a person's language politeness between the frequency of use of social media and the increase in language politeness by using the speaking skills module of UNM students. In line with the results of research from Rahadi (2017), it is revealed that communication in cyberspace will take place and end well and some will go on and end well, all depending on the motive behind it. There are also those who use language by producing fake news or more commonly referred to as hoaxes, social media is used as a place to commit acts of public fraud / deception. Hoax news is deliberately made so that the public is influenced, for people who are wise in using social media, they will look for the truth behind the news, some are immediately replying with insults and insults to the news by using disrespectful language (Rahadi, 2017)

Saleh & Pitriani (2018) who revealed that social media Instagram and WhatsApp had a significant influence on the formation of the Alone Together culture at Riau University. Utami & Baiti, (2018) also revealed the same thing in the results of their research which showed that there was a huge influence of social media on cyberbullying behavior, 76%. From the use of social media are teenagers aged 15-19 years who try to carry out trends and actions in the form of bullying in the online form or called cyberbulling by using disrespectful language that aims to destroy the good name and the goal of personal satisfaction (Utami & Baiti, 2018).

A different matter revealed by Abadi et al. (2016) which states that the process of communication through social media builds new relationships that can develop in the real world even to someone who has never met before. Social media helps to increase good relations with verbal language starting with friendship, friendship, even to love relationships, all of which are done by virtual interactions that seem to happen in person. In fact, many are found only meeting and communicating, and

making love using the language of love until it ends in marriage, some have long-distance relationships and remain matched (Abadi et al., 2016).

In communicating, social relationships are needed by implementing several strategies so that their goals are achieved, for example expressing politeness, small talk and even expressions of praise. In communicating, it is better to speak by engaging in interactions that can strengthen relationships, namely based on norms of politeness, be it real or social media so that offense does not occur and does not damage good relations (Suciartini & Sumartini, 2018). Likewise, what was revealed by Maros and Rosli showed that in their research on language politeness on Twitter, it was revealed that participants used more positive politeness strategies than negative politeness strategies (Maros & Rosli, 2017), while Halpern & Gibbs (2013) used politeness research. language on Facebook and YouTube explains that when conducting political discussions on Facebook it will provide more elagitary comments so that people on Facebook are more polite than when they comment on Youtube. After further study, it turns out that email is the most polite electronic media even more than voice messages (Duthler, 2006). In essence, language politeness is used to reveal context markers (social media) and politeness is to study the power of social media in seeing the power of exchange according to the user community (Danescu-Niculescu-Mizil et al., 2013).

CONCLUSION

Social media influences someone in using polite language, both in the real world and cyberspace, but this influence is in the medium category which means that sometimes it can affect, sometimes it does not affect, depending on one's goals in communicating. This is evident from the findings of the research results on the influence of social media on politeness using the language skills module of UNM students.

REFERENCES

Abadi, T. W., Sukmawan, F., & Utari, D. A. (2016). Media sosial dan pengembangan hubungan interpersonal remaja di Sidoarjo. *KANAL: Jurnal Ilmu Komunikasi*, *2*(1), 95–106.

Abutalebi, J., & Green, D. W. (2016). Neuroimaging of language control in bilinguals: neural adaptation and reserve. *Bilingualism: Language and Cognition*, *19*(4), 689–698.

Agha, A. (2003). The social life of cultural value. *Language & Communication*, *23*(3–4), 231–273.

Aminuddin, A. (2011). Semantik (pengantar studi makna). *Bandung: Sinar Baru Algesindo*.

Danescu-Niculescu-Mizil, C., Sudhof, M., Jurafsky, D., Leskovec, J., & Potts, C. (2013). A computational approach to politeness with application to social factors. *ArXiv Preprint ArXiv:1306.6078*.

Devianty, R. (2017). Bahasa sebagai cermin kebudayaan. *Jurnal Tarbiyah*, *24*(2).

Duthler, K. W. (2006). The politeness of requests made via email and voicemail: Support for the hyperpersonal model. *Journal of Computer-Mediated Communication*, *11*(2), 500–521.

Halpern, D., & Gibbs, J. (2013). Social media as a catalyst for online deliberation? Exploring the affordances of Facebook and YouTube for political expression. *Computers in Human Behavior*, *29*(3), 1159–1168.

Maros, M., & Rosli, L. (2017). Politeness strategies in Twitter updates of female English language studies Malaysian undergraduates. *3L: Language, Linguistics, Literature®*, *23*(1).

Maulidi, A. (2015). Kesantunan Berbahasa Pada Media Jejaring Sosial Facebook. *BAHASANTODEA*, *3*(4).

Rahadi, D. R. (2017). Perilaku pengguna dan informasi hoax di media sosial. *Jurnal Manajemen Dan Kewirausahaan*, *5*(1), 58–70.

Ristiani, I. (2013). *Pembudayaan Kesantunan Berbahasa dalam Media Facebook sebagai Upaya Pembinaan Karakter Bangsa*. Kongres Bahasa Indonesia X. Jakarta.

Saleh, G., & Pitriani, R. (2018). Pengaruh media sosial Instagram dan Whatsapp terhadap pembentukan budaya "alone together." *Jurnal Komunikasi*, *10*(2), 103–114.

Suciartini, N. N. A., & Sumartini, N. L. P. U. (2018). Verbal Bullying Dalam Media Sosial Ditinjau Dari Perspektif Penyimpangan Prinsip Kesantunan Berbahasa. *Ganaya: Jurnal Ilmu Sosial Dan Humaniora*, *1*(1), 104–134.

Uswatun, A. T., Wijayanti, C. P., & Puspitasari, M. (2020). Krisis Kesantunan Berbahasa di Media Sosial Instagram Sebabkan Fenomena Cyberbullying. *Seminar Nasional SAGA# 2 (Sastra, Pedagogik, Dan Bahasa)*, *2*(2), 67–73.

Utami, A. S. F., & Baiti, N. (2018). Pengaruh media sosial terhadap perilaku cyberbullying pada kalangan remaja. *Cakrawala-Jurnal Humaniora*, *18*(2), 257–262.

Wulan, A., Marsis, M., & Gusnetti, G. (2020). *Prinsip Kesantunan Berbahasa pada Status dan Komentar di Twitter*. UNIVERSITAS BUNG HATTA.

● **4% Overall Similarity**

Top sources found in the following databases:

- 4% Internet database
- Crossref database
- 0% Publications database
- Crossref Posted Content database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	**koreascience.kr** Internet	**1%**
2	**journal.untar.ac.id** Internet	**<1%**
3	**repository.stp-bandung.ac.id** Internet	**<1%**
4	**garuda.kemdikbud.go.id** Internet	**<1%**
5	**karyailmiah.polnes.ac.id** Internet	**<1%**
6	**repository.upi.edu** Internet	**<1%**
7	**researchgate.net** Internet	**<1%**
8	**journalkeberlanjutan.com** Internet	**<1%**
9	**ijstm.inarah.co.id** Internet	**<1%**