

## Text Digital Teaching Materials Negotiation Oriented Adab Speak For Class XS MA Siswa Students

Ihrom Maulana<sup>1</sup>, Abdul Rozak<sup>2</sup>, Jaja<sup>3</sup>

<sup>1,2,3</sup>Universitas Swadaya Gunung Jati, Indonesia

[Ihrommaulananeu@gmail.com](mailto:Ihrommaulananeu@gmail.com), [abdurrozak58@gmail.com](mailto:abdurrozak58@gmail.com), [jajawilsa@yahoo.co.id](mailto:jajawilsa@yahoo.co.id)

### Abstract

*Language is a communication tool used by humans to express ideas or ideas. The use of language in communication must pay attention to politeness so that there is no dispute with the speech partner. Education as the key to the formation of knowledge and personality is a solution to build politeness in students' language competence. Solutions that can be built to improve students' language politeness through the learning process. This research was conducted to improve students' language politeness by linking negotiation text learning materials to X grade high school students. The resulting product is digital teaching materials with the orientation of student-speaking etiquette. Researchers create digital teaching materials with the Heyzine Flipbooks digital application Research stages 1) Data analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation of the results of teaching materials products. Data analysis was carried out by analyzing the data on the need for digital teaching materials and analyzing the negotiating text that would be included in the teaching materials. The design of digital teaching materials is oriented towards spoken etiquette which is validated by material and media experts. Experiment with educators and students in the process of learning activities. The results of the research implementation show that the digital negotiating text teaching materials are valid and feasible to use. Evaluation of the results of the product of digital teaching materials for negotiating texts is able to improve students' speaking manners because they have aspects of language politeness.*

### Keywords

teaching materials; digital teaching materials; negotiation text; language impairment



## I. Introduction

Teaching materials are a set of learning that contains learning materials. This teaching material is an important element in the learning process because it is a source of material that will be delivered to students. Hasanah (2012: 144) explains that teaching materials are all materials used by teachers to carry out teaching and learning activities in the classroom. This means that teaching materials can be called a set of materials that are systematically arranged both written and unwritten so as to create an environment that allows students to learn.

The current learning point of view has changed the manual system to a digital operational system (Rozak, et al ( 2020) explaining that the way that teachers can do in order to maintain student interest in learning activities is by compiling teaching materials that are adapted to the conditions and needs of students so that it is expected Therefore, digital teaching materials can be applied according to the needs and current educational situation.

The government through the Ministry of Education, Culture, Research, and Technology issued Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in an Emergency Period for the Spread of Covid-19. This makes the learning process carried out remotely (Online). So that teachers need alternative teaching materials that are more effective and efficient to replace printed teaching materials.

Digital teaching materials can be a solution for teachers during situations and conditions like the one above. Digital teaching materials are devices containing material that is presented using text, images, audio, and video. Digital learning is the process of utilizing information and communication technology, such as computer media with the internet, mobile phones with various applications, video, telephone or fax in the learning process (Munir: 2017:4).

author makes observations to teachers in schools regarding the use of teaching materials needed today. It can be said that currently teachers need alternative uses of digital teaching materials to support the distance learning process or online learning.

The author also observed how polite the students' language was. Currently, the use of students' language does not reflect the values of politeness. This can be seen from the use of language by inserting hate speech. According to Kurniasih (2001), the form of hate speech that is often violated by the public is namely insults, provocations, oppression, and speech crimes.

Low politeness in language can be found in interactions between teachers and students, as stated in research (Rahadini & Suwarna, 2014) which states that the level of respect for students towards teachers is decreasing, because the language style of students when talking to teachers uses language like peers.

Based on the description above, the author took the initiative to create digital teaching materials for student-speaking etiquette-oriented negotiation texts. Teaching materials using Heyzine Flipbooks. The author hopes that this student-oriented digital teaching material can be an alternative teaching material for teachers in schools. Then, digital teaching materials oriented to spoken manners can make it easier for teachers to achieve learning goals. Through the orientation of speaking etiquette expected can foster politeness in the language used by students. So that students can use polite language in everyday life.

## **II. Review of Literature**

This teaching material is one of the important elements in the learning process because teaching materials are a source of material that will be delivered to students. Hasanah (2012: 144) explains that teaching materials are all materials used by teachers to carry out teaching and learning activities in the classroom. Materials that can be called a set of materials that are systematically arranged both written and unwritten so as to create an environment / atmosphere that allows students to learn. Teaching materials must be arranged systematically to facilitate educators and students in carrying out learning activities because systematic teaching materials are one of the keys to success in achieving learning objectives.

Opara & Oguzor (2011: 66) Teaching materials are learning resources in the form of visuals and audio-visuals that can be used as alternative channels for communication in the learning process. Wismanto (2014) is of the view that all teaching materials contain the knowledge, skills, and attitudes provided by the teacher for students to learn in accordance with predetermined competency standards. it can be concluded that teaching materials are

a set of learning materials used by teachers in which they contain material facts, concepts, principles, and procedures that are systematically arranged.

The current learning point of view has changed the manual system to a digital operational system. According to Aji (2016), digital is a complex and flexible method of making complicated things concise, and manual ones becoming automatic. (Walan 2020) explains that technological knowledge can be used as an analytical tool for teaching. Meanwhile (Kubler 2011: 83) explains that technology can facilitate the achievement of these goals, but it must always be a pedagogical goal that drives technology and not the other way around.

The process of utilizing information and communication technology, such as computer media with the internet, mobile phones with various applications, video, telephone or fax can be used for the learning process (Munir: 2017:4). Gede Sedana Suci, et al (2020: 4) explained that digital teaching materials are teaching materials associated with sophisticated tools that can facilitate the learning process. Therefore, digital is a process of utilizing information and communication technology tools that are used to facilitate the learning process.

The author uses the heyzine flipbooks application (<https://heyzine.com/>) to create teaching materials in the form of digital e-books. The heyzine flipbooks application (<https://heyzine.com/>) can convert teaching materials in the form of pdf, doc, and ppt, into e-books. So that teaching materials become easier for students to learn. In practice, the teacher will send a link to the e-book of teaching materials to students. and students will easily open it via a laptop or gadget.

The text is a script from the author used for teachings or reviews as well as written material to provide lessons, while Mahsun (2014), defines text as a language expression of a social activity both orally and in writing with a complete thinking structure. The negotiation process aims to reach an agreement between the two parties that is mutually beneficial. According to Lumumba (2013: 10), negotiation is a process carried out by two parties who negotiate both individually and collectively. Meanwhile, according to the journal Nursolihah (2020) Briefly explains that negotiation is a negotiation process between two parties to find agreement on the problems at hand. De Vito (Effendy, (2000:59)). The definition of negotiation is a bargaining process by negotiating to give and take in order to reach a mutually beneficial agreement. According to the journal Talan (2018), it states that students can be given knowledge of negotiating texts so that they can practice their knowledge and skills of negotiation in community life. Thus, the negotiating text is an expression orally or in writing about the process of social interaction carried out by a party to obtain mutually beneficial agreements. Such as bargaining, negotiations, and so on.

Each text has different structural characteristics. According to the Big Indonesian Dictionary (KBBI), structure is the way something is arranged or constructed; arrangement; building. In a negotiating text, the structure aims to arrange the text in a coherent manner and have similarities between one text and another.

Kosasih (2014:89) explains that the structure of the negotiating text has five stages, namely, 1) Negotiator 1 conveys the intent in negotiating; 2) Negotiator 2 submits rejection or refutation accompanied by reasons; 3) Negotiator 1 puts forward an argument in the form of facts so that it can be agreed; 4) Negotiator 2 again expressed his refusal with a number of arguments and facts; and 5) There is agreement or disagreement between negotiator one and negotiator 2.

Meanwhile, another opinion was conveyed by Mahsun, (2014: 22.). The structure of the negotiating text, namely 1) Orientation; 2) submission; 3) Offers; 4) Approval; 5)

Cover. Meanwhile, according to the journal (Alwalyah, 2016) the structure of the negotiating text has three parts, namely 1) opening or orientation; 2) Content, contains opinions which include submission, fulfillment, offer, approval, purchase; 3) Closing the end of the conversation. It can be concluded that the structure of the negotiation text consists of 1) Orientation, which is the beginning of the conversation, 2) Content, which contains submissions, offers, and agreements to reach a mutual agreement, 3) Closing, which contains the end of the conversation which contains the completion of the conversation.

Language rules are characteristics or rules that exist in a text. The linguistic rules serve as a differentiator from other linguistic texts. The linguistic rules of each text are different. Therefore, linguistic rules are characteristic of a text. The linguistic rules of negotiating texts according to Eriyaningsih (2019) The linguistic rules of negotiating texts are (1) There are almost balanced interrogative sentences, news, and orders; (2) Using sentences that express desire or hope; (3) Using conditional sentences (if, if, if, if, if); (4) Many use causal conjunctions (causality). (Kosasih, 2014).

Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

According to Alwalyah, (2016) negotiation texts can be analyzed by linguistic rules, namely 1) The involvement of both parties, 2) The occurrence of social interaction between the two parties, 3) Contains conflicts of contention, mutual submissions between two parties, 4) There is an offer if in a sale and purchase negotiation, 5) There is a desire for an agreement between the two parties, and 6) There is an agreement between the two parties.

Based on the theory above, it can be concluded that the linguistic rules of the negotiating text include 1) having a question sentence conveyed by both parties, 2) the existence of a command sentence, 3) using a sentence of desire or hope that is proposed between two parties, an offer when buying and selling, 4) using conditional sentences, 5) the existence of causal sentences.

Language politeness has a relationship with how to use language forms. Language politeness is based on the awareness of the speaker to the speech partner in spoken and written language. Zulaeha, et al., (2015:26). According to Sobri (2017) Language politeness means one's awareness of using language and how to communicate in a polite way in a speech community. Forms and manners of polite language in speech communities contain the politeness of the cultural norms of one nation with different ones.

The principle of politeness is part of the discussion of language politeness. According to Leech (Kunjana, (2005:59)). The politeness principle consists of 1) the maxim of wisdom, 2) the maxim of generosity, 3) the maxim of appreciation, 4) the maxim of simplicity, 5) the maxim of consensus, and 6) the maxim of sympathy.

We can learn politeness in language through the communication process of the Prophet Muhammad SAW. The credibility of the Prophet SAW are as follows: 1) Trustworthiness The Prophet SAW earned the nickname Al-Amin (trustworthy). Rasulullah SAW can be trusted because he has the following characteristics: Right (shiddiq), honest (amanah), grateful for Allah's favor (Qana'ah), preaching (tabligh) and

Intelligent (fatanah). 2) . Competent Communicator Competent means the ability to communicate so as to attract the attention of others. Rasulullah is a competent communicator because he is considered to always master the message material, communicate using Islamic principles (qaulan sadida, baligha, karimah, maysura, layyinah, and ma'ruf), understand and pay attention to the communicant, competent in explaining Islamic communication strategies: verbal and nonverbal (Principles The ethics of communication are: qaulan baligha (straightforward, effective), qaulan marufa (kind and polite words), qaulan sadida (true, not lying), qaulan karima (respect/respect), qaulan layyina (gentle), and qaulan maysura (easy to understand)). (Krisyanto (2019:342)).

### III. Research Method

In this study the method that will be used is the research and development method (Research & Development). Research methods (R & D). Methods (R&D) are used to produce product development and product testing. Borg and Gall, (Sugiyono, (2016: 25)) research and development is a process/method used to validate and develop products. Research requires a procedure as a step that must be done. According to Robert Maribe (Instructional design: nd) in the book "Instructional design: The ADDIE Approach" ADDIE research phase has procedures, namely: analysis (Analysis), design (design), Development (Development), Implementation (Implementation), and Evaluation (evaluation).

In the first stage of Analysis (Analyze) The steps taken are preliminary studies through analyzing needs, analyzing student characteristics and analyzing curriculum. That way the author will get an overview of the digital negotiating text teaching materials that will be developed by adjusting the characteristics above.

Second, the design (design) phase. In this phase, the researcher designs digital teaching materials for speech-oriented negotiation texts that will be developed according to the results of the analysis carried out in the first phase. The concept of designing teaching materials is as follows: Determining the type of teaching materials to be designed, The stage of designing digital teaching materials for negotiating texts can be done by designing the content and form of teaching materials, Researchers will develop a response questionnaire instrument that will be used to assess the teaching materials developed.

Third, the development stage (Develop) In this phase, researchers develop digital teaching materials based on the designs made. After that, the digital teaching materials will be validated by media expert lecturers and material expert lecturers. The validation process uses instruments that have been prepared in the previous stage. The results of the validation will show the feasibility of digital negotiating text teaching materials to be implemented in learning activities.

Fourth, the implementation phase (implementation). In this phase, teaching materials will be implemented to 25 students of class X SMA Negeri 9 Cirebon City. The Indonesian language teacher at SMAN 9 Cirebon City will carry out learning activities using digital teaching materials oriented to spoken etiquette that have been developed. The test was conducted on 25 X grade students at SMAN 9 Cirebon City by using the questions provided in the negotiating text digital teaching materials. Researchers also distributed response questionnaires to teachers and students at SMAN 9 Cirebon City. Next, the researcher will analyze the data and conduct an assessment of the effectiveness of digital teaching materials. Effectiveness data is obtained from the test scores of student learning outcomes, namely by calculating the percentage of classical completeness based on the school's KKM

Fifth, the evaluation stage (evaluate). The evaluation phase was carried out for the final revision of the negotiation text digital teaching materials that had been developed based on the input obtained from the response questionnaire or field notes on the observation sheet. It is intended that the teaching materials developed are really feasible and can be in accordance with the objectives of the developed teaching materials, namely improving students' language politeness. Teaching materials that have been evaluated teaching materials can be applied in the learning process in schools.

## **IV. Results and Discussion**

### **4.1 Results**

The results of the analysis of the need for digital negotiation text teaching materials oriented to politeness in language show that teachers need digital negotiation text teaching materials as an alternative choice of teaching materials. Teachers need teaching materials in digital form that are practical, effective, and easy to apply in the distance learning process. So that the learning objectives can be achieved. Students also need teaching materials in digital form because they think that digital teaching materials are more effective and easy to access for use in distance learning conditions.

### **4.2 Discussion**

The author analyzes the structure and linguistic rules of the negotiating text taken from various sources. according to Mahsun, (2014: 22.). The structure of the negotiating text, namely 1) Orientation; 2) submission; 3) Offers; 4) Approval; 5) Cover. Based on the results of the analysis of the five negotiating texts, it shows that the negotiation texts have a complete negotiating text structure. Based on the linguistic rules of the negotiating text according to (Kosasih, 2014), namely (1) There are almost balanced interrogative sentences, news, and orders; (2) Using sentences that express desire or hope; (3) Using conditional sentences (if, if, if, if, if); (4) Many use causal conjunctions (causality). Based on the analysis results, the five negotiating texts have complete linguistic rules.

Next, the author conducts an analysis of language politeness from five negotiating texts obtained from various sources. According to Leech (Kunjana, (2005:59)). The politeness principle consists of 1) the maxim of wisdom, 2) the maxim of generosity, 3) the maxim of appreciation, 4) the maxim of simplicity, 5) the maxim of consensus, and 6) the maxim of sympathy. The results of the language politeness analysis of the five negotiating texts found that the five negotiating texts had politeness in language because there were maxims of wisdom, maxim of generosity, maxim of appreciation, maxim of simplicity, maxim of consensus, and maxim of sympathy.

Based on the results of the need for teaching materials and data analysis of the negotiating text, it will be used as material in the manufacture of negotiating digital teaching materials. Making digital teaching materials for negotiating texts is also made with adjustments to core competencies, basic competencies, achievement indicators, learning objectives according to the curriculum. The basic competencies that will be studied are KD 3.10 and 4.10 and KD 3.11 and 4.11 for Indonesian Class X SMA Curriculum 2013 Revised. The author then validates the negotiating text digital teaching materials to teaching materials experts and media experts. The results of the validation recapitulation are as follows.

**Table 1.** Results of Material Expert Validation Recapitulation

Aspect	Average Score
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Content Eligibility	100%
Aspects of Language and pictures	86.7%
Presentation Aspect	93.7%
Garfika	80%

Based on the data in table 1, it shows the recapitulation of the results of expert validation of negotiation text digital teaching materials that in the aspect of content feasibility the criteria are very good, in the linguistic and picture aspects the criteria are very good, in the presentation aspect the criteria are very good, and in the graphic aspect the criteria are very good. criteria good. The four aspects that have been validated by expert lecturers of teaching materials got an average score of 89.75% . Based on the results obtained. Then the text of the design of teaching materials can be tested.

**Table 2.** Results of recapitulation of media expert validation

Aspect	Average Score
Appearance	84%.
Contents	72%
Graphics	76%
System Usage	86.7

Table 2 shows the recapitulation of the results of the validation of the media experts for negotiating digital teaching materials that in the display aspect the criteria are very good, in the content presentation aspect the criteria are quite good, in the graphic aspect the criteria are quite good, and in the aspect of using the system the criteria are very good. Validated by media expert lecturers got an average score of 79.67%. Based on this, the design of digital negotiating text teaching materials is ready to be tested.

Next, the author conducted a trial of the design of digital teaching materials for negotiating texts to student's teachers and students at SMAN 9 Coribon City. The results of these trials can be seen in the following table.

**Table 3.** Student Responses to Digital Teaching Materials  
Text Oriented to Student Speaks Adab

Aspect	Average Score
Content Eligibility	88.8%
Aspects of Language and pictures	87.9 %
Presentation Aspect	87.9 %
Graphics	86.8 %

Based on table 3, it can be seen that the response of students to digital text teaching materials in the aspect of content feasibility scored 88.8% in the very good category. In the linguistic and picture aspects, it gets a score of 87.9 % in the very good category. In the aspect of presentation, it gets a score of 87.9 % with a very good category. In the graphic aspect, it scored 86.8 % in the very good category. Score Recap the average obtained is 87.9% in the implementation of digital teaching materials for students' speaking oriented etiquette. It can be concluded that this value indicates the "Very Good" category.

**Table 4.** Feasibility Test of Digital Teaching Materials Negotiation Text Oriented by Student Spoken Adab.

Aspect	Average Score
Content Feasibility Aspect	88.8%
Aspects of Language and Image	87.9%
Presentation Aspect	88.6%
Graphic Aspect	86.8%

Based on table 4, it can be seen that the average score of 25 respondents in the content feasibility aspect got a score of 88.8%, the linguistic and picture aspects got a score of 87.9% , the presentation aspect was 88.6%, and the graphic aspect got a score of 86.8 % . From these results, it can be said that the digital teaching materials of student-speaking etiquette-oriented negotiation texts are very feasible to use.

From the overall results of the validation and testing of the feasibility of digital teaching materials, the negotiation text is oriented towards etiquette, the author gets an evaluation in the form of suggestions for improvement digital teaching materials that aim to optimize negotiation text digital teaching materials . Improvements are made to every aspect of the assessment.

Based on the whole discussion, the writer can conclude that 1) The negotiating text that the writer analyzes has a complete linguistic structure and rules . 2) The negotiation text that the writer analyzes has politeness in language. so that it can be used as material in making digital teaching materials for student-speaking etiquette-oriented negotiation texts. 3) The design of digital negotiating text teaching materials is very valid to be tested on a limited basis, 4) the feasibility test of the negotiation text digital teaching material design gets a positive value from the responses of students in the very appropriate category for use.

## V. Conclusion

The digital negotiating text teaching materials presented can make it easier for educators and students. Digital teaching materials for negotiation texts are oriented towards spoken manners so that they can foster students' language politeness. Negotiation text digital teaching materials are very appropriate to the current situation and conditions. The author has developed a digital negotiation teaching material. The author hopes that these digital teaching materials can help educators and students in the learning process. If you are going to research digital negotiating text teaching materials in the future, you can develop negotiation text digital teaching materials by linking learning methods or linking digital teaching materials based on increasing students' language politeness values .

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