

DEVELOPMENT OF TEXTURE ENHANCEMENT MANUFACTURING TEXT BASED ON LANGUAGE COORDINATION FOR STATE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to (1) analyze the need for developing enrichment books to produce negotiating text based on politeness according to students and teachers' perceptions, (2) describe the principles of enrichment book development, (3) produce prototype enrichment books, and (4) describe assessment and prototype repair. The research was conducted by the research and development method in five stages, namely a preliminary survey, initial prototype development, product design, product validation, and design improvement. The results of this study indicate that this enrichment book is appropriate to be used as a companion book in learning. This can be seen from the average value of the results of the test of verification by Indonesian language teachers in class of 82.50 which is included in the category of good and expert lecturers at 71.75 which is included in the quite good category.

Keyword: Study, Language, Developing.

1. INTRODUCTION

Indonesian language learning cannot be separated from how the Indonesian language is used in communicating properly and correctly and in accordance with the needs and situations that exist so that the objectives of the communication are achieved. A good communication process will produce a good decision as well. The decision will provide satisfaction and benefits for the two communicating parties. The communication process is usually called negotiation. Furthermore, Hartman (in Yuniawan 2012: 82) argues that negotiation is a process of communication between two parties, each of whom has their own goals and perspectives, who try to reach an agreement that satisfies both parties on the issue same. Next, Oetomo (in Mulyana 2005: 9) states that the term text is closer to its meaning in written language. Furthermore Mulyana (2005: 9) explains the object of text study in the form of formal forms of language, namely vocabulary and sentences, whereas in fact the text is the essence of a more conceptual form of language that can be verbally or in writing. In this way, the negotiating text is understood as a speech activity in a process in which parties want to solve a problem, make an agreement, to do an action, do an offer to get a certain profit or try to solve the problem for a profit. together (win-win solution). Negotiation is commonly known as a form of alternative dispute resolution (Nurjaman and Umam 2012: 262). In the 2013 Curriculum the terms of negotiating texts are closer in meaning to written language because the conversational or dialogue offerings negotiate in written form. Based on the 2013

Curriculum in Indonesian, the negotiating text is a material in the basic competencies that students must master. The material is presented with certain structures and rules. In addition, referring to the 2nd core competency, namely regarding social attitudes for the class there are basic competencies regarding polite attitude in the negotiating text material. In these basic competencies it is stated that students must be able to display polite behavior in using Indonesian to negotiate negotiations.

Shahrokhi and Bidabadi (2013: 19) explain manners is a theoretical idea or term in the theory of social behavior and language use. Furthermore, Pranowo (2009: 1) explained the politeness of language is the ability of a person to speak soft words and the contents of his speech have clear intentions, can be soothing, and make other people deign. There are three important things when the speaker interacts with the speech partner. First, the speech partner is expected to understand the intention conveyed by the speaker. Second, after the speech partner understands the intention of the speaker, the speech partner will look for other aspects of speech, namely the perception of the speaker. The speech partner's perception of the speaker will be obtained by conveying the intention to use language. Third, the speech of speakers is sometimes also listened to by other people (third person) who are actually not directly related to the communication between the speaker and the speech partner (Pranowo 2009: 14).

According to Sauri (2010: 198) polite language is the most appropriate tool used by students in communication. Speaking impolitely can create communication gaps resulting in a

bad situation in various environments, both family, school and the Sauri community (2010: 196). Not long ago there have been many cases that came to the law only because of poor speech. One of them, in December 2013, a student. Based on the description, the procurement of enrichment books on the subject of negotiation and courtesy is very much in accordance with the demands of the curriculum that apply to achieve the goals of national education. Considering the lack of books containing negotiation texts containing polite characters, enrichment books were developed to produce negotiating texts based on politeness in language. This research is focused on developing a book to enrich writing skills. Skill enrichment books are books that contain material that can enrich and enhance the basic abilities of readers in order to enhance practical and independent activities. The book contains material that can enhance, develop and enrich the ability to count, give names, connect, and communicate to others so as to encourage them to work and work practically (Bookkeeping Center 2008: 12). Producing written according to Love (Love) 2013: 180), which is a process of putting the results of thought into written form into a reading. The meaning of the word "produce" in this research emphasizes more on producing negotiating texts through written language media. Writing skills were chosen as focus because writing skills have such space to learn. In line with Zainurrahman's opinion (2011: 4) which states there is a difference between writing and speaking even though both are equally productive skills. Writing skills have a vast and deep space to be learned or mastered. The accuracy of a writer in using punctuation, language structure, word choice, and mastery of the type of writing format is an important point.

Generally is a skill in speaking. Therefore, there hasn't been a book that explains how to write negotiating texts. The presence of an instruction book producing negotiating texts is very much in accordance with curriculum demands which require students to skillfully write negotiating texts as well has a polite character. The urgent need for a style book in learning is a fundamental reason for developing this enrichment book product. With the existence of this enrichment book, it is expected to be able to increase the repertoire of knowledge on the material producing negotiating texts.

The formulation of the problem in this study, namely (1) how the need for developing enrichment books to produce negotiation texts based on politeness according to students and teachers' perceptions, (2) development principles, (3) prototype enrichment books

produce negotiation-based politeness texts language, and (4) assessment and improvement of prototypes. The purpose of this study was (1) to analyze the need for developing enrichment books to produce negotiation text based on politeness according to students and teachers' perceptions, (2) to describe development principles, (3) to produce prototype enrichment books to produce negotiation text based on politeness in language, and (4) describe the assessment and improvement of the prototype. The enrichment book produces negotiation texts based on politeness in language is an alternative teaching material for students to learn the skills of writing negotiating texts and instilling polite character in language. Through this enrichment book students can understand the material in writing negotiating texts and polite manner of speech. Through this book too, students can develop communication skills (negotiation) through the composition of material presented in the book. In addition, this book can also be a reference for teachers to deliver material and design evaluations related to negotiating texts and students' polite attitudes. This enrichment book was prepared on the basis of the lack of teaching materials producing negotiation texts available in the market. Teaching material producing negotiating texts available on the market is incomplete, both in terms of content and presentation. The teaching materials also have not specifically integrated aspects of politeness in language. This enrichment book includes rules for language used in negotiating texts as well as rules for language modesty, so that students know that certain languages are used in negotiations that have more politeness values. That way, when students practice writing negotiating texts, students have already find out the markers of politeness in language so as to achieve the cultivation of polite character in student work. The existence of this enrichment book, students are expected to be able to know the polite language that they can later apply in their daily lives. Students will also behave commendably through polite and polite speech.

2. RESEARCH METHODS

This research uses research and development methods (R&D) in accordance with the steps of research and development proposed by Borg and Gall (in Sugiyono 2010: 409) but in this study is limited to the improvement phase the design. More clearly, this research was carried out in five stages of research, namely a preliminary survey, data collection, product design, product validation, and design improvement. The subject of this research is the skill of writing student

negotiating texts. The principles of developing a style book include (1) the rules of content; (2) the rules of presentation of material; (3) language and readability rules; (4) graphical rules. Based on the materials needed by students, the rules of the material in the enrichment book are 1) enrichment books that support the material in the textbook; 2) related to basic competencies and indicators; 3) there is material exposure in the form of concepts, examples, and exercises in writing negotiating texts; 4) there is negotiation text material and politeness in language. The rules of presentation of material use a structured and systematic principle. The material presented is divided into five chapters, (1) negotiating text, (2) language in negotiations, (3) writing negotiating texts, (4) editing negotiating texts, and (5) examples of negotiating texts. The rules of language and readability use semi-formal and communicative language to suit students' cognitive development. The prototype of the enrichment book produces negotiation text based on politeness of language developed based on the results of the analysis of the need for enrichment books, the characteristics of enrichment books, and the principles for the development of enrichment books. The prototype enrichment book is categorized into four parts including (a) physical form, (b) book cover, (c) content content, and (d) presentation structure described as follows.

3. RESULTS AND CONCIUSION

Analysis of the need for the development of enrichment books according to students and teachers' perceptions produces the characteristics of enrichment books needed by students. Characteristics of the book style are divided into four components, namely 1) the feasibility of the content / material, 2) the feasibility of presentation, 3) the feasibility of the language, 4) the feasibility of graphics. Characteristics of the material needed, namely an introductory book containing material writing negotiating texts and supplemented with content politeness aspects of language. Characteristic aspects of the presentation, namely enrichment books focus on wrinkles and. After testing the prototype validation enrichment book produced negotiation text based on politeness in a limited way to three expert lecturers and three Indonesian language teachers, obtained the results of the assessment and input suggestions as a basis for improvement of the enrichment book producing negotiation text based on politeness in language. However, not all recommendations are obtained as a basis for improvement with various considerations. The

results of improvements to the enrichment book prototype include 1) improvement of the enrichment book cover with additional illustration images to sync with the entire contents of the book. The color composition on the cover of the book is improved by brighter color composition. Writing the title of the book that initially used the font type *freesstyle script* with a size of 36pt replaced with the *Christian ITC* type and *arial black* with varying sizes. 2) improvement of the linguistic system by replacing the words that are less appropriate to the headings of sub-chapters, namely the word "draft" in and sub-chapters and describing the stages of writing. The word is replaced by the word "writing process". 3) Improvements in sentences, writing, spelling, and punctuation that are still not quite right. 4) Repair the picture illustration in one of the pictures in the introductory part of chapter 2 by giving a caption of the direct conversation on the picture. 5) Improve the presentation of examples of negotiating texts by emphasizing aspects of language politeness. The assertion is done by giving a yellow mark on the text that shows polite language.

4. CONCIUSION

After going through the design validation stage by the teacher and expert lecturer, the textbook produced text of politeness based negotiations for students equipped with illustrations and illustrative charts in the presentation. This illustration can help students to imagine several alternative solutions to problems and their possible consequences or results when negotiating. This book is also equipped with motivational words and inspirational figures column. By doing so, learning to produce negotiating texts becomes more meaningful. The enrichment book producing negotiation text based on politeness of language also includes superior teaching material because the content of language politeness that is carried has a connection with the basic competence of polite attitude in the 2013 Curriculum. In addition, courtesy is one of the pillars of the value of character education. Through this book, students are helped to integrate polite attitudes in writing negotiating texts. Not only in school, students can also apply politeness in every aspect of everyday life. To achieve the learning objectives. When instilling polite behavior in students, teacher motivation is needed in teaching producing negotiating texts in polite language. The use of enrichment books produces text on negotiation based on politeness and will run optimally if supported by the strong will of the teacher. Motivation that can be given to students in the

form of 1) giving reinforcement to the learning outcomes of student negotiation texts, 2) assisting students in writing negotiating text activities, 3) assisting students in interpreting difficult vocabulary, 4) directing students to identify languages polite in reading, and 5) provide a solution to the difficulties found by students. With the teacher's active role, students will be skilled at writing negotiating texts well while being embedded in students' polite attitudes. In this research, enrichment books produce negotiation text based on politeness of language that has been prepared to fulfill the criteria as a companion book needed by students. This enrichment book has several advantages, both advantages in terms of physical form and content of the book. Seeing the lack of accompanying books on the market, this enrichment book has the opportunity to be produced and marketed on a large scale because of its novelty and usefulness. This product has the potential to meet the needs of students and teachers for supporting books in learning to produce negotiating texts that are integrated with a polite attitude assessment.

The novelty and usefulness of the enrichment book product producing negotiating texts is an alternative choice of teaching materials that are good for students. The material in this enrichment book is also compiled with the language material in the form of a description or integrated in the sample negotiating text. In addition to honing students' skills in producing negotiating texts, students will also learn to use polite language in speaking. The use of enrichment books to produce negotiating text based on politeness in language can be more optimal if the Indonesian language teacher collaborates with varied and fun learning models. Indonesian subject teachers also need to work closely with other subject teachers, to support the creation of language-imposed character imprints on students. Thus, students' polite manner will be maintained even if the student is outside the Indonesian language class. Furthermore, further research needs to be conducted to test the effectiveness of the enrichment book producing negotiating texts based on politeness in language. Further testing will produce suggestions and improvements that can be utilized to improve product quality to be more perfect.

REFRANCE

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