

Developing a Politeness-based Module of Positive Communication Training for Teachers

A Preliminary Study

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ABSTRACT

This study aims to describe the results of validation of the teacher's positive communication training module based on language politeness theory. This study focused on the validation process of the developed module after the need analysis of the module development had been carried out. Using a research and development design, the study involved three validators, including media, material, and user validators. Data were collected using validator assessment sheets and interview instruments, and analyzed using descriptive statistics. Findings showed that the overall assessment indicators fell into the feasible-to-use category. The mean scores of material, media, and user validations were 87.50, 79.16, and 87.50 respectively, indicating valid results of the elements.

Keywords: *Language politeness theory, positive communication, preliminary study of R&D, training module.*

1. INTRODUCTION

Research that focuses on examining teacher professional development has been carried out by several previous researchers (Kristiawan & Rahmat, 2018; Russamsi, Hadian, & Nurlaeli, 2020; Handayani, 2017; Jamin, 2018). The research shows that there are several skills that can be trained on teachers to improve the professionalism of these teachers, starting from the ability to develop teaching materials and learning models, the ability to manage classes, the ability to evaluate learning, communication skills, and several other abilities. However, in general, some of the previous studies focus on the skills needed in preparation for the implementation of learning and evaluation of learning compared to studies that focus on improving teachers' interpersonal skills.

Teachers who have good interpersonal skills tend to be able to effectively interact with other students and teachers at school, such as good listeners, express opinions clearly and work in a team (Istiqomah, Ekosiswoyo, & Pramono, 2019; Wardoyo & Herdiani, 2017). One of the interpersonal skills needed by teachers in the learning process is communication skills. The learning objectives to be achieved can be carried out well if the teacher can build effective communication with all

school members, especially students (Ulfah, 2018). The learning process in the classroom is a process of transferring messages from teachers to students. The success of the learning process will depend on the effectiveness of the communication process that occurs between the teacher and the students. Therefore, communication skills are one of the interpersonal skills that have an important role to support the success of teachers in the learning process (Taufik, 2018; Maryanti, 2012; Nurma, 2020).

There are several things that teachers must pay attention to when communicating with students in the learning process, whether it is the use of language that is easy to understand, the context of communication, and one of the most important is the use of polite language (Zaenuri, 2017; Mantasiah & Yusri, 2017). Studies of teacher language politeness in learning tend to be less studied by other researchers, despite the fact that teacher language politeness has proven to be effective in increasing students' learning motivation (Mantasiah & Yusri, 2017; Rasna, 2019). Positive communication based on politeness in language in this study is defined as a way of communicating with others by prioritizing politeness, friendliness, empathy based on the maxim of politeness in language.

Talking about politeness in language, basically there are many theoretical formulations about politeness in language. However, the approach to politeness in language that is arguably the most influential is the theory formulated by Brown and Levinson (1978). The concept of this approach defines politeness as an act that considers the feelings of others in which it pays attention to the feelings of the speech partner. There are 6 types of politeness maxims used to determine whether an utterance is polite or impolite, including act maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. The maxim of politeness is used as the basis for developing this positive communication training module.

In developing a module, there are several stages that must be carried out starting from the needs analysis stage for module development, module validation testing, and module effectiveness testing. The purpose of this study is to test the validation of the positive communication teacher training module based on politeness in language that has been developed. The results of this validation will then indicate whether the module is suitable for use or still needs to be revised, and will be the basis for revising the module. This module can be used when it meets the validation standards that have been set previously.

2. METHOD

This study used a Research and Development approach with the aim of developing a positive communication training module based on politeness theory. Needs analysis in developing this module has been done previously by conducting Focus Group Discussions and interviews with teachers and students. The focus of this needs analysis is to analyze the material topics needed to be discussed in the module. In addition, to find out the general description of the use of politeness in language by teachers in the learning process. After the needs analysis stage, the next stage is the development stage. This study focuses on explaining the process of developing the training module in this case is the process of validating the training module that has been developed for the validator.

There are 3 types of validators involved in the validation process of this training module, namely media validators, material validators, and user validators. Media validators and material validators come from among lecturers who are experts in the field, each of which is 5

people. While the user validation is elementary school teachers, totaling 20 people (Men 50%, Women 50%). There are 3 different types of validation instruments used by each validator, where the instrument uses a Likert scale with four response options (1-4) in each component. The results of the assessment are then interpreted qualitatively, so that the level of validity of the developed training modules can be identified. For more details, please refer to Table 1-5.

Table 1. The score criteria of questionnaire with Likert scale

Score	Criteria
4	Good / interesting / decent / easy / appropriate / exact.
3	Quite good / interesting enough / decent enough / quite easy / quite appropriate / quite right.
2	Less good / less attractive / less feasible / less easy / less appropriate / less precise.
1	Not good / not interesting / not feasible / not easy / not appropriate / not precise

Table 2. Indicator of material validation

No	Aspect	Indicator
1	Self-Instructional	The general goal of each lesson
		Appropriateness of indicators and materials
		Relevance of the exercise activity to the material
2	Self-Contained	Contains all the material for one unit of competence
		Material collapse
3	Stand Alone	It Does not depend on other media
4	Adaptive	Flexibility of adaptation to technological developments
5	User Friendly	Ease of instruction and information exposure
		Well-written

Table 3. Indicator of media validation

Aspects Validated	Indicators
The Technique of Presentation	1. Systematics 2. Coherence
The Feasibility of Presentation	1. Administration Pages 2. Introduction 3. Content
The Feasibility of the Graphics	1. Book Size 2. Cover Design 3. Design of Book Content

Table 4. Indicator of user validation

No	Aspect	Indicator
1	Material presentation	Easy instructions and information
		Presentation of the material and the relevance of the material to learning activities at school
		Ease of understanding the material
		Clarity of terms
		Relevance of training activities to training materials
2	Media/Display	Cover Design
		Availability of examples, illustrations and pictures
		Completeness of module components
		Presentation of material content
3	Convenience	Ease of application in teaching and learning activities
4	Benefit	Ease of learning
		Interest in using the module
		Motivation to learn

Table 5. Assessment interval and validity level

Value Scale (%)	Validity Level
85,01 – 100,00	Very valid (applicable but needs a small revision)
70,01 – 85,00	Valid (can be applied but needs a small revision)
50,01 – 70,00	Less valid (applicable but needs major revisions)
01,00 – 50,00	Invalid (maybe not applicable)

3. FINDINGS AND DISCUSSION

3.1. The Result of material validation

The results of the validation of the teacher’s positive communication training module material based on politeness theory can be seen in table 6. Material validation focuses on how to ensure that the substance in the module is in accordance with the objectives and expected outcomes of each module and how easy it is to understand each of the instructions contained in the

Table 6. Material validation

No	Aspect	Indicators	Mean	Percentage (%)	Information
1	Self-Instructional	The general goal of each lesson	3.66	91.66	very valid
		Appropriateness of indicators and materials	3.83	95.83	very valid
		Relevance of the exercise activity to the material	3.16	79.16	valid
2	Self-Contained	Contains all the material for one unit of competence	3.66	91.66	very valid
		Material collapse	3.66	91.66	very valid
3	Stand Alone	It Does not depend on other media	3.16	79.16	valid
4	Adaptive	Flexibility of adaptation to technological developments	3.50	87.50	very valid
5	User Friendly	Ease of instruction and information exposure	3.66	91.66	very valid
		Well-written	3.83	95.83	very valid

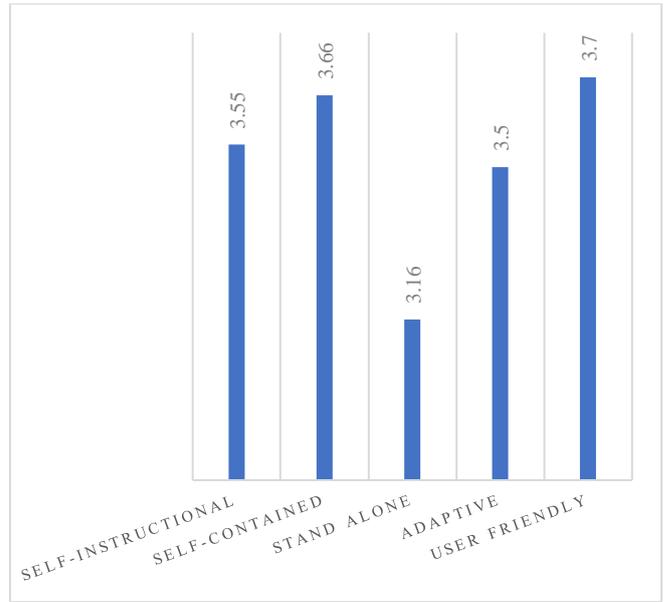


Figure 1 Material validation results per indicator.

module. The results showed that the average validation result of the material test aspect was 3.56 or with a percentage of 89%, which means that the material validation results were in the very valid category.

There are 5 indicators of material validation, the first is self-instructional. In this indicator, the training module is expected to be learned by teachers without relying on other learning tools. The second is self-contained, on this indicator the training module is expected to be learned by the teacher independently. The third is stand alone, in this indicator the module developed does not depend on other media or does not have to be used together with other learning media. Fourth is adaptive, in this indicator this training module is required to follow developments and conditions in the current era, and the last is user friendly where this module is expected to be easy to use and learn by teachers. The results showed (see figure 1) that only stand-alone indicators were in the valid category, while the other indicators were in the very valid category.

3.2. The Result of Validation Media

The results of the media validation of the positive communication teacher training module based on politeness theory can be seen in table 7.

There are 3 indicators that are considered in media validation, first, namely the presentation of material which includes systematics and coherence between materials. The second is the feasibility of the presentation covering the administration page, introduction, and module content. The third is the feasibility of presenting graphics which include module size, cover design, and image design contained in the module. The validation results show that all indicators are in the very valid category.

However, there is 1 item in the third indicator that is in the valid category, namely the image design indicator contained in the module. This is also a suggestion by several users when conducting FGDs that it is better if the pictures in the module can be made more interesting and more varied. Some explanations of the material should also be accompanied by pictures, to make it easier to understand.

The data shows (see figure 2) that, of the three media validation indicators, only the feasibility of graphics indicator is below 3.5 on average. However, in general, these three indicators are in the very valid category. The thing to note in this case is that the feasibility of graphics indicator is an indicator that will be prioritized during the module revision process, because compared to other indicators, this indicator is still not optimal, and needs improvement in several parts.

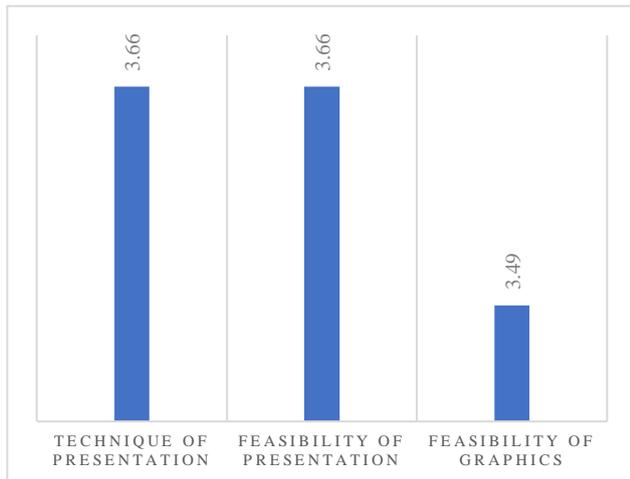


Figure 2 Average of media validation results.

Table 7. Media validation result

No	Aspects Validated	Indicators	Mean	Percentage (%)	Information
1	The Technique of Presentation	Systematics	3.66	91.66	very valid
		Coherence	3.66	91.66	very valid
2	The Feasibility of Presentation	Administration Pages	3.83	95.83	very valid
		Introduction	3.50	87.50	very valid
		Content	3.66	91.66	very valid
3	The Feasibility of the Graphics	Book Size	3.83	95.83	very valid
		Cover Design	3.50	87.50	very valid
		Design of Book Content	3.16	79.16	valid

3.3. The Result of User Validation

The user validator in this case is the teacher who has an important role in providing suggestions and input, because they will use this module later. The results of user validation of the positive communication teacher training module based on politeness theory can be seen in table 8.

There are 4 indicators that are considered by the teacher as a user validator, namely aspects of presenting the material, the appearance of the module and the way of presenting the material, the ease of implementing the material, and the potential benefits that can be obtained after studying this module. The validation results show that from several assessment indicators, there are only 2 assessment aspects that are in the valid category, namely the aspect of Availability of examples, illustrations and pictures as well as the clarity of some terms in the module. The results of this validation are in accordance with the results of media validation which have been described previously that one aspect that needs to be improved in this module is the availability of illustrations and images that can help readers to more easily understand the content of the material.

Table 8. Result of user validation

No	Aspect	Indicator	Mean	Percentage (%)	Information
1	Material presentation	Easy instructions and information	3.50	87.50	very valid
		Presentation of the material and the relevance of the material to learning activities at school	3.66	91.66	very valid
		Ease of understanding the material	3.50	87.50	very valid
		Clarity of terms	3.16	79.16	valid
		Relevance of training activities to training materials	3.50	87.50	very valid
2	Media/Display	Cover Design	3.66	91.66	very valid
		Availability of examples, illustrations and pictures	3.16	79.16	valid
		Completeness of module components	3.66	91.66	very valid
		Presentation of material content	3.66	91.66	very valid
3	Convenience	Ease of application in teaching and learning activities	3.83	95.83	very valid
4	Benefit	Ease of learning	3.66	91.66	very valid
		Interest in using the module	3.66	91.66	very valid
		Motivation to learn	3.66	91.66	very valid

The data shows (see figure 3) that of the 4 indicators used in the user validation test, the third indicator, namely the ease of implementing the content of the material has the highest average value (3.89). This shows that this module is very applicable, because it is considered easy for teachers to implement later in the learning process at school.

One of the advantages of this module is that it is designed so that teachers can learn independently. A good training module is a module where the learner can study the module independently and not depend on the module development team. This can be seen from data chart 3 which shows that of the 4 assessment indicators on the user validator validation sheet, the ease of understanding module indicator has the highest average value compared to other indicators. Mardia & Sundara (2020), Abdillah (2018) explained that in developing a module, be it a learning module or a training module, the aspect of independence in learning should be an important thing to pay attention to. Indicators of learning independence can be seen from the aspect of how learners can understand the training module by simply reading the instructions written on the training module.

In addition, the results of interviews with several respondents indicate that there are several things that must be considered in developing this positive communication training module. Each region certainly has a unique style of communication, so that the perception of politeness in the language of teachers and students has the potential to be different from region to region. This is in accordance with the findings of previous studies which showed that the way a person perceives the meaning of a word tends to be influenced by several factors, such as culture, social environment, and regional origin (Kamehkhosh & Larina, 2020; Alakrash & Bustan, 2020). Therefore, this module was

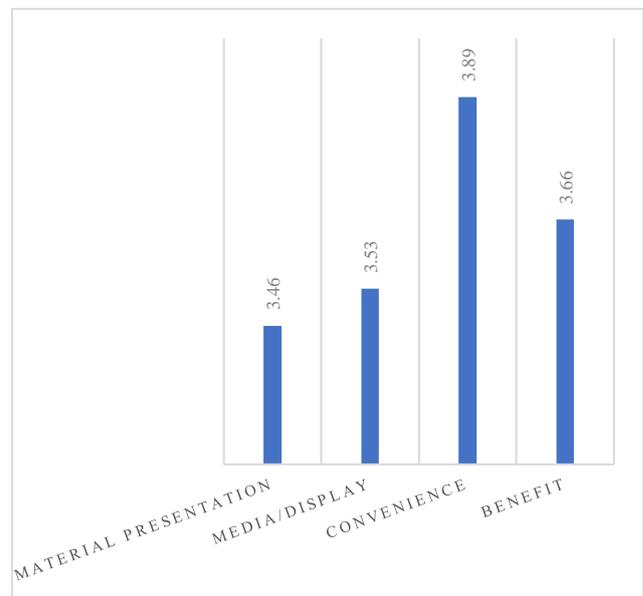


Figure 3 Average user validation results.

developed using the theory of politeness in language which is general and can be accepted by every society. In addition, this module is dynamic, so that later teachers can provide examples of positive communication based on politeness in language according to their respective regional communication styles.

4. CONCLUSION

Before a module is used and implemented, the module is expected to go through several procedures which will later ensure that the module is suitable for use. In developing a training module, there are several things that must be considered, both from the perspective of experts, users, and of course the beneficiaries or people who will be trained using this module. This positive

communication training module has been validated by 3 different types of validators, namely material validators, media validators, and user validators.

The results showed that each validation instrument had met the minimum standards that had been determined. The average value of the validation test by material validators and user validators is in the very valid category, while for media validation it is in the valid category. Although this module is feasible to use based on the results of the validation test, of course there are still some aspects that need to be revised and maximized according to the suggestions from the validator.

Some aspects revised focus on material presentation especially on clarity of terms and availability of examples, illustrations and pictures. There are some uncommon terms written in the module which makes the module difficult to understand by readers. In addition, to help readers understanding the module, availability of examples, illustrations and pictures will be helpful.

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