

# THE INFLUENCE OF SPEAKING SKILLS TEACHING MATERIALS ON STUDENTS' LANGUAGE POLITENESS BASED ON THE MOTHER TONGUE

**Sakinah Fitri<sup>1</sup>, Muhammad Saleh<sup>2</sup>**

Study Program of Indonesian Language Education, Faculty of Languages and Literature, Universitas Negeri Makassar  
Jalan Daeng Tata Raya, Makassar, Sulawesi Selatan, Indonesia  
Corresponding author: [sakinah.fitri@unm.ac.id](mailto:sakinah.fitri@unm.ac.id)

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**Abstract:** Speaking skills and mother tongue are strongly suspected of having an influence on language politeness in communication. The study aims to investigate the implementation of teaching materials designed for speaking skills and students' understanding of language politeness based on their mother tongue. This research employs a pre-experimental method to examine the influence of speaking skills teaching materials on students' language politeness, taking into account their mother tongue at Universitas Negeri Makassar. The instruments used were pretest and posttest tests. It is intended to obtain an overview of individual factors, such as mother tongue, that affect the level of politeness of students in everyday communication. The results of the study show (1) that the implementation of speaking skills teaching materials has an influence on increasing language politeness. (2) The mother tongue has an influence on increasing student language politeness. Although the test results for the group of students with Indonesian mother tongue were higher (4.03) compared to the group of students with Makassar-Bugis mother tongue (3.91).

**Keywords:** speaking skillsteaching materials, language politeness, mother tongue

Language is one of the tools used to communicate, either in the form of speech, writing, or signs based on a system of symbols. Language is also a communication system that includes listening, speaking, reading, and writing (Qibtiyah & Ruhendra, 2013). Learning Indonesian is very important because language is a universal means of communication. With

language, we can convey ideas, feelings, and messages to others.

In general, humans do not realize that using language is a very complicated skill. Language acquisition is a very long process, from when a child does not know a language until he is fluent in it. Therefore, in the development of one's language, the mother tongue is the first step for someone to train their speaking skills and also

their character. The mother tongue is the first language a child acquires from their immediate environment because that language is the first language a child learns and uses in communicating with their environment.

The complexity of understanding the importance of learning the language correctly by Indonesian citizens is evidenced by a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019 that shows Indonesia's literacy level is at level 60 out of 70 countries. According to the Head of the National Library of Indonesia, M. Syarif, the impact of the lack of literacy in the Indonesian language not only results in a decrease in human resources but also in the level of happiness and, of course, low competitiveness and innovation (Kemdikbud, 2021). Sadly, low literacy also has an impact on the generational character and politeness of the language used. Based on research results and the latest report on the Digital Civility Index (DCI) for 2020–2021, which measures the level of digital politeness of Indonesian users when communicating, it shows that Indonesian citizens rank lowest in Southeast Asia (Katadata, 2021). Responding to this, the Ministry of Education and Culture and Education Lead at Microsoft Indonesia emphasized that they are urgently seeking solutions for politeness among Indonesian language students.

Suggestions for students and students to be polite in using digital media and politeness in their communication that all parties play a role in providing appropriate social, work, and study spaces Ministry of Education and Culture, (2021). One of the skills that can support this is teaching speaking skills, which are one of the more complex language skills.

Speaking skills are a way for students to express ideas, share feelings, and communicate intentions; this is what makes speaking ability an inevitable skill to be trained or taught (Wahyuni, 2015). So, speaking is one aspect of language skills that functions to convey information orally. Speaking skills are very important in developing the self-potential and thinking potential of students, especially Universitas Negeri Makassar students. Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and it

is during this period that the ability to speak and say is learned (Tarigan, 2013). Therefore, to support this, the main thing that needs to be done is to compile and design appropriate teaching materials so that the implementation of learning can be maximally carried out.

Abidin (2013:15) states that based on the objectives of learning Indonesian, communicating effectively and efficiently must follow ethics. So that if this goal is achieved, then there will be no commotion between students when communicating. Therefore, speaking politely according to ethics needs to be trained and accustomed to by all educators and all students. In addition, language politeness refers to all things related to language attitudes.

A person's language attitude can be known from behaviors such as loudness of voice when speaking, attitudes and gestures when speaking, determining when to be silent and ending a conversation, determining when it is his turn to speak, and interrupting. Pronouncing a language is self-involvement in the form of behavior that obeys the rules (John Searle in Sulastriana, 2015). In other words, one's language behavior will also be seen in one's awareness of language norms, careful, orderly use of language, and following applicable rules.

Politeness in one's language certainly cannot be formed by just one factor. Polite language is a character trait that has also been formed from an early age due to the habit of using or hearing the mother tongue in the family environment. In line with research from Yenni, Yusriati, and Sari (2018), which concluded that all parents think that teaching language politeness in the family environment is an urgent and important thing to pay attention to, teaching language politeness to children can be applied in several ways, namely habituation, direction, supervision, and exemplary.

Other studies have concluded that a child's mother tongue is an internal factor in the development of speaking skills both at home and at school. Like research by Ismiani, Mustika, and Sahmini (2020) that shows that the use of the mother tongue affects the development of children's language learning. The use of the mother tongue in speaking skills is a factor in children having difficulty absorbing new vocabulary. So that causes the language priority to be disrupted. Therefore, children usually mix several languages when communicating.

Based on the results of these previous studies, the researcher was inspired to examine the influence of mother tongue on politeness-based speaking skills in everyday communication, guided by politeness-based speaking teaching materials for Makassar State University students. The formulation of the problem in this study is: (1) Does the implementation of speaking skills teaching materials influence language politeness? (2) Does the mother tongue influence the improvement of students' language politeness?

## METHOD

This study used a pre-experimental method with a two-group pretest and posttest. The variables in this study consist of independent variables and dependent variables. The independent variable in this study was speaking skills teaching materials as the dependent variable, while the mother tongue variable in this study was an intermediate variable that could affect the independent variables. Researchers used pretest and posttest designs.

Data collection was carried out by administering tests that had been distributed. The survey is intended to obtain an overview of individual factors, such as mother tongue, that affect the politeness level of students in daily communication. The design of this study is explanatory research, namely explaining the causal relationship between the independent variables and the dependent variable.

The population in this study were students at Makassar State University. The population in this study was all students at Makassar State University, consisting of 8 faculties in the odd semester of 2022–2023. While the sample is FBS students, in this case students from the Department of Indonesian Language and Literature Education, There are 36 students

whose mother tongue is Makassar-Bugis. Meanwhile, there were 36 students whose mother tongue was Indonesian.

The sampling technique used simple random sampling. Data collection techniques using pretests and posttests politeness-based speaking skills are speaking skills with a level of politeness after being given lessons using speaking teaching materials to gain knowledge, information, and better changes in language behavior. Where the results of these speaking skills are taken through a research instrument in the form of a multiple-choice test of 40 validated questions. These items had previously been tried out in other classes that were not sampled in this study to determine their validity.

To obtain data on politeness-based speaking skills, guidelines are given in scoring, namely that the most polite answer is given a score of 5, and the one who is not polite is given a value of 1. The characteristics of the instrument are that all items are declared valid with a correlation score of 0.45 to 0.90, and the item discriminating power index is in the range of 0.100 to 0.92, which is included in the categories of impolite, less polite, moderately polite, polite, and most polite.

## FINDINGS AND DISCUSSIONS

### Findings

The sample of this research was students of Makassar State University in odd semesters. The samples taken were 36 FBS students as the class that would be given treatment. These respondents were in the age range of 20-22 years with heterogeneous speaking skills, that is, there was no superior class in the implementation of learning. This study focuses on treatment in the form of applying language politeness-based speaking skills teaching materials.

**Table 1. Recapitulation of Calculation Results Description of Student Data with Makassar-Bugis (Local Language) Mother Tongue**

	Pretest	Posttest	Improvement
Average	69.52	73.43	3.91
Highest	85	97	12
Lowest	54	57	3
Median	68.50	71.25	2.75
mode	68	71	3
Standard Deviation	6.025	10.674	4.649

The treatment was given in five face-to-face meetings. Then, at the sixth meeting, a post-test was given to measure the students' speaking ability. After a series of treatment activities, the research data were obtained. The results of the descriptive statistical calculations after calculating the results are shown in Table 1. Table 1 describes the pretest and posttest scores

of groups of students with native language backgrounds, namely local languages, after being enriched through speaking skills teaching materials. It turned out that the average score of language politeness skills from students with a mother tongue (Makassar-Bugis language) increased by 12%, as obtained from the comparison of pretest and posttest values.

**Table 2. Output Of The T-Test For Groups Of Students With Makassar-Bugis Mother Tongue (Local Language)**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Pretest - Posttest	-5.1944	7.2588	1.2098	-7.6505	-2.7384	-4.294	35	.000

Based on the t-test on a group of students with a Makassar-Bugis mother tongue (table 2), the results were sig. (2-tailed) = 0.00, where this value is 0.05, then  $H_0$ , that is, no effect is rejected and  $H_a$  is accepted. So it can be concluded that there is a significant difference between the results of the pretest and posttest,

which means there is an effect of using the speaking skill teaching material module in improving student language politeness. Meanwhile, an explanation of the average value of groups of students with a mother tongue (Indonesian) can be found in Table 3.

**Table 3. Recapitulation of Calculation Results Description of Student Data with a Mother Tongue (Indonesian)**

	Pretest	Posttest	Improvement
Average	70.32	74.40	4.03
Highest	85	98	13
Lowest	54	55	1
Median	71.00	73.00	2
mode	65	77	12
Standard Deviation	7.470	11.106	3.636

From table 3, we can observe that there is a difference between the pretest and posttest scores in the scores of students with their mother tongue (Indonesian), where the posttest scores are higher than the pretest scores after being

given the speaking skills teaching materials. The increase in pretest to posttest scores is 12%. In other words, the speaking skills module improves the language politeness of UNM students.

**Table 4. Output of the T-Test Test for Student Groups with an Indonesian Mother Tongue Paired Samples Test**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Pretest - Posttest	-6.9028	7.2129	1.2022	-9.3433	-4.4623	-5.742	35	.000

Based on the t-test in the group of students with a mother tongue (Indonesian) shown in Table 4, the results are sig. (2-tailed) is 0.00, which means 0.05, then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness.

Through the results of the research above, in general, it can be concluded that the speaking skill teaching material module has a significant influence on the language politeness of UNM students. Next, we will explain whether there is a significant difference between the posttest scores of the student group with the Makassar-Bugis mother tongue (local language)

and the student group with the Indonesian mother tongue. Based on table 5, it is known that the value of Sig. (2-tailed) is 1.58, which is  $> 0.05$ . As a basis for decision-making in the independent sample t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, which means there is no significant difference between the posttest scores of the student group with their mother tongue (regional language) and Makassar-Bugis with their mother tongue (Indonesian). Even though when compared, the increase in test results between the group of students with a mother tongue (Indonesian), which was 4.03, was higher than the group of students with their mother tongue (Makassar-Bugis), namely 3.91, the effect was not significant.

**Tabel 5. Table Output Independent Samples Test**

		Levene's Test for Equality of Variances		t	df	Sig. (2.tailed)	t-test for Equality of Means		95 % Confidence Interval of the Difference	
		F	Sig.				Mean Differences	Std. Error Differences	Lower	Upper
Pretest	Equal variances assumed	3.346	.072	.327	70	.744	.528	1.613	-2.689	3.745
	Equal varianves not assumed			.327	64.241	.745	.528	1.613	-2.694	3.750

**Tabel 5. Table Output Independent Samples Test**

		Levene's Test for Equality of Variances		t	df	Sig. (2.tailed)	t-test for Equality of Means		95 % Confidence Interval of the Difference	
		F	Sig.				Mean Differences	Std. Error Differences	Lower	Upper
Posttest	Equal variances assumed	.458	.501	-.482	70	.631	-1.1806	2.4475	-6.0620	3.7009
	Equal varianves not assumed			-.482	64.481	.631	-1.1806	2.4475	-6.0627	3.7016

Based on the table 5 it is known that the value of Sig. levene's test for equality of

variances  $0,72 > 0.05$ , so it can be interpreted that the variance of the data between the pretest

of student groups with Makassar-Bugis mother tongue backgrounds and student group of mother tongue backgrounds (Indonesian) is homogeneous or the same. So that the interpretation of the independent samples test output table is guided by the values in the "equal variances assumed" table, which are known to be sig. (2\_tailed) of  $0.744 > 0.05$ . This value proves that there is an insignificant difference.

Based on the table 6 it is known that the posttest value shows the Sig value. (2-tailed) of  $0.631 > 0.05$ , then as a basis for decision making in the independent sample t-test it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, which means that there is no significant difference between the posttest scores of the student group with their mother tongue background ( regional language) Makassar-Bugis with a mother tongue background (Indonesian). Although when compared the increase in test results between the group of students with a mother tongue background (Indonesian), which was 4.03, was higher than the group of students with a mother tongue background (Makassar-Bugis), namely 3.91, the difference was not significant. This is because the use of mother tongue, especially regional languages, is not widely used in education.

## Discussions

Based on the results of the study, it was found that, first, the speaking skills teaching material model can improve language politeness. Judging from the results of the t-test, which show that the sig. (2-tailed) is 0.00, where this value is 0.05, there is a significant difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness. These findings are in line with the design and application of speaking skill teaching material models, which is a difficult task for educators because speaking is a complex language. From the findings, it is known that teaching material models with a clear material structure or content and learning flow makes it easier for students to follow learning up to the applicative or practical stage in the field, so that communication becomes more communicative. This finding is in line with Agustina's concept (2017:9) that, in relation to language politeness, it is appropriate

to pay attention to the clarity and regularity of linguistic rules. The use of language rules linguistically, among others, includes the use of sound rules, word forms, sentence structures, and the correct order of meaning so that communication runs smoothly. To find out the model of teaching materials for speaking skills oriented towards improving language politeness, it is necessary to know the appropriate patterns of language politeness beforehand. Politeness patterns include indirect speech, utterances that are said to be different from what is intended (reversed), speech said implicitly, style of language, use of proverbs, expressions, code mixing or switching, and pleasantries. Politeness in language is heavily influenced by social and cultural values. We do not know that something that is polite in our opinion is not polite in other areas. Pranowo (in Agustina, 2017) refers to references in polite language, namely, first, politeness and impoliteness, if: (1) not everyone understands the rules of politeness; (2) there are those who understand the rules but are not proficient in using politeness rules; (3) there are those who are proficient in using politeness rules in language but do not know that they are using politeness rules; (4) Does not understand the rules of politeness and is not proficient in speaking politely.

Second, in the future, polite language users must outnumber those who are not polite through the following principles and realizations: (1) a clear description of the rules of politeness; (2) continuous coaching through various channels (schools, institutional agencies, mass organizations); (3) friendly supervision or control in addition, the design of a polite language education strategy for learning speaking skills is explained by Hidayat & Agustini (2019) so that the speaking skill course is not only a theory but can be an example of student language politeness. The polite language education strategy in the speaking skills course is implemented through three phases: (1) making and agreeing on a commitment to always speak politely in the learning process and daily activities; (2) application, namely, the learning process is supported by conditioning a polite learning climate and the selection of teaching materials that have polite values; (3) discipline in commitment and implementation. Models of teaching materials for speaking skills that are

oriented towards improving language politeness are part of the reconstruction of language learning. In addition to containing character values, grammatical structures that are good and correct both linguistically, pragmatically, and semantically Proper reconstruction of language education needs to pay attention to politeness values and the construction of language learning according to conditions, character, and needs. Factors for superior language learning as an important aspect in achieving the reconstruction of language education include paying attention to the significance of language in life, including language and the quality of learning; language and the quality of work; language and the quality of life; and language education from the perspective of excellence. Then it needs to be synergized or collaborated with appropriate methods such as product-oriented language learning models, learning models that emphasize process significance, and multiple model approaches combining process and product orientation (Suherdi, 2012).

Second, the of the mother tongue can affect the improvement of student language politeness. Judging from the results of the t-test, language politeness increases for students who have a mother-tongue (Makassar-Bugis). It was obtained that the average value of language politeness skills from students with a mother tongue (Makassar-Bugis language) increased by 12% from the comparison of pretest and posttest values. Meanwhile, the politeness of students who have an Indonesian mother-tongue also increased by 12%. Through these data, it is found that the mother tongue is a factor that influences language politeness in learning. These findings are in line with the findings of Ismiani, Mustikan, and Sahmini (2013) that the factors that influence mother tongue in learning are school environment factors, environmental factors where students live, and students' vocabulary being lacking. Therefore, 99% of students use their first language or mother tongue instead of their second language.

The use of the mother tongue is dominated by men, who are used to using the mother tongue in everyday life. Not only that, the language used is less polite and much more influenced by modern language or language from social media. Not all students have mastered the vocabulary that causes code mixing when learning Indonesian. However, after being

given repeated treatment, politeness in language increases. The use of abbreviated sentences is reduced, the sentence structure is regular, and words are not just utterances but can understand and interpret sentences. This is because students during the treatment period are given, directed, and always accompanied so that they always comply with the rules or order in the grammar given for the five meetings. These findings are increasingly supported by Searle's (in Sulastriana) claim that a language is self-involvement in the form of behavior that obeys rules. In other words, one's language behavior will also be seen in one's awareness of language norms, careful, orderly use of language, and following the rules that apply.

Language attitude is essentially a person's reaction to or view of a language, which is shown in their behavior when using it. Language attitudes are related to aspects of loyalty, pride in language, and awareness of language norms. If someone speaks the language by considering these three aspects, it means that they have a positive attitude towards their language, and vice versa. A positive attitude refers to an attitude or behavior that is not contrary to the rules or norms that apply. A positive attitude towards language makes a person always use the right language in the right situation. The correct use of language means the use of language in accordance with Indonesian language rules and in accordance with the language situation. A positive attitude is also shown by being loyal to using their own language without mixing it with other languages (Sulastriana, 2015). Therefore, language attitudes by speakers are also important in improving language politeness. Taking and placing appropriate language attitudes is an aspect so that speaking skills can be controlled.

In addition, Sumaryanti (2017) emphasized that the family environment is a factor that has a considerable influence on children's language development. Because of the environment, children can live their daily lives well without any difficulties in interacting. Stimuli that children get from their environment will affect the development of their language. Stimulation received slowly will affect the child's language development. Stimulus from the closest people, namely parents, will be processed by the child so that the child matures in mindset, action pattern, and speech pattern. Thus, the language of parents or those closest to them, such as friends,

or nowadays, the media that is often watched, becomes the first language learned by children. Therefore, in the same way that speech habits or language politeness can increase, namely by getting closer, repeating the method, and then getting used to it, polite language becomes a habit and not something new or strange to do.

## CONCLUSION

Based on the research results that have been described, it can be concluded that: the implementation of speaking skills teaching materials improves language politeness. This can be seen based on the t-test in the student group with the local mother tongue (Makassar-Bugis), where the results are sig. (2-tailed) = 0.00 0.05, then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material in improving student language politeness. Then, based on the t-test on groups of students with Indonesian mother tongue the results were sig. (2-tailed) = 0.00 0.05, then  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that there is an

average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness. In general, it can be concluded that the speaking skill teaching material module has a significant influence on the language politeness of UNM students.

Based on sig. (2-tailed) pretest of  $0.744 > 0,05$  and posttest of  $0.631 > 0,05$ , as the basis for decision making in the independent sample t-test, so as a basis for decision-making in the independent sample t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, which means there is no significant difference between the posttest scores of groups of students with language of Indonesian mother tongue and a group of students from regional mother tongue (Makassar-Bugis). Although the test results for the group of students with a mother tongue (Indonesian) were higher, namely 4.03, compared to the group of students with a mother tongue (Makassar-Bugis), namely 3.91. This is because the use of mother tongue, especially regional languages, is not widely used in education.

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