ANALYSIS OF TESTING APPLICATIONS FOR LEARNING POLITENESS IN LANGUAGE FOR DIGITAL LEARNING THERAPY ON STUDENTS OF SMK N 7 MEDAN

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ABSTRACT

Generation Z children who are familiar with the convenience of technology but tend to be individualistic individuals require a balance between knowledge and skills as the basis of quality human resources in the times. Honing language politeness skills through self-habituation based on knowledge is a must. Language politeness among generation Z students tends to decrease in politeness compared to ancient times. This can be seen in the expressions or writings in voicing their opinions and feelings through social media. We often hear, read, and witness the habits of today's students who lightly utter harsh words, hate speech and sometimes also accompanied by a condiment between friends which is sad to hear. This phenomenon shows a decrease in language politeness which is not only related to the choice of words or sentences but also related to global social customs and information that has an influence on culture, especially with regard to politeness values. In the end, they have linguistic rules that are considered prestigious, regardless of the actual language rules. The object of this research is the students of SMKN 7 Medan. The data collection method in this research is the interview and documentation method. The results of this study are the formation of multimedia-based learning containing language politeness learning content about how to respect and appreciate, tell the truth, give praise, give greetings and greetings, make comments, give sympathy, apologize, use non-verbal language, all of this is presented. in the form of animation so that SMKN 7 students will be more interested in the process of learning language politeness.

INTRODUCTION

Generation Z children who are familiar with the convenience of technology but tend to be individualistic individuals require a balance between knowledge and skills as the basis of quality human resources in the times. Honing language politeness skills through self-habituation based on knowledge is a must. Language politeness among generation Z students tends to decrease in politeness compared to ancient times. This can be seen in the expressions or writings in voicing their opinions and feelings through social media. We often hear, read, and witness the habits of today's students who lightly utter harsh words, hate speech and sometimes also accompanied by a condiment between friends which is sad to hear.

This phenomenon shows a decrease in politeness in language which is not only related to the choice of words or sentences but also related to global social customs and information that influences culture, especially related to politeness values. In the end they have language rules that are considered prestigious, without heeding the real language rules. Language ethics education has an important role. With politeness, good social harmony will be created. The more intense language politeness is instilled from an early age, the

better one's emotional maturity will be. Language activity with emotion is closely related. Anger, joy, sadness, and so on are reflected in that politeness and impoliteness. Speaking politely should have become a tradition that must be possessed by someone from an early age. So that children become accustomed to using language politely in all aspects of life.

Regarding politeness in language, Indonesian itself has noble values in it such as maintaining one's dignity, respecting and respecting others. Through polite language, a person is able to maintain his dignity and respect for others. Maintaining dignity is the substance of politeness, while respecting others is perlocussive (Pranowo, 2012). In addition to the use of learning strategies, efforts that can be taken to train polite language skills in vocational school children are by using certain media. In general, there are no studies and research related to media that specifically aim to train children's language politeness. The media presented or developed by previous researchers were only limited to the purpose of training language competence (Muslich & Suyono, 2009), shaping children's character (Kiromi & Fauziah, 2016), identifying verbal linguistic intelligence (Mufidati et al, 2018), growing gross motor skills (Wahono et al, 2017), and so on. Thus, the need for language politeness learning media is one of the urgencies of children's language learning.

The media that can be adopted to meet the needs of politeness learning in vocational school children is in the form of multimedia. Multimedia is a combination of text, art, sound, images, animation, and video that is delivered by a computer or digitally manipulated and can be delivered and/or controlled interactively (Vaugan, 2004). This multimedia itself consists of 3 types, namely, (1) interactive multimedia (users can control what and when multimedia elements will be sent or displayed, 2) hyperactive multimedia (multimedia which has a structure of elements related to the user who wants it). can direct it and it can be said that this type of multimedia has many links that connect existing multimedia elements), (3) linear multimedia (users only become spectators and enjoy multimedia products that are presented from beginning to end, (Pramono, 2008: 2). This type of multimedia itself can be varied through various applications such as Macromedia flash, video scribe, flipbook maker, adobe movie maker, adobe premiere and other multimedia applications.

Language procedures are very important to be considered by the communication participants for smooth communication. Therefore, the problem of language procedures must get attention, especially in interpersonal communication. By knowing the language procedures, it is hoped that people can better understand the messages conveyed in communication. Sauri (2010: 197) argues: Efforts to create an environment that speaks politely are very important things. Because today's society is moving in a more advanced and modern direction. Every change in society gives birth to certain consequences related to values and morals. For example, advances in the field of communication have resulted in a shift in children's learning culture and a clash between a free Western tradition and an Eastern tradition that is full of norms. Likewise, the impact on cultural values including language procedures and politeness among the younger generation, including students. In this condition, education (especially schools) is required to have the ability to educate and develop polite language ethics so that students can communicate better. After all, good language is a reflection of a good personality.

As stated by Sauri (2010:196-197): Polite behavior can be seen from the attitude of students when meeting with teachers, employees, and with students themselves, such as positions and kissing hands. Sayings that describe politeness such as: excuse me, thank you, God willing, Alhamdullilah, Astaghfirullah, apologize with a respectful smile and so on. Disrespect arises when there are reprimands, orders, or prohibitions that are not in accordance with the conscience of the student, such as the words of a dog, pig, stupid, peck, devil, your brain, etc. As for impolite speech according to language rules, namely non-standard speech in Indonesian, such as: the word "already" should be "already", "no" should be "no", "let" should be "let", "gini" should be "like this" , "you" should be "you", "give an announcement" should be "announce", "thank you" should be "thank you", "intar" should be "later". Disrespectful language can create communication gaps, causing bad situations in various environments, including families, schools, and communities.

One of the factors causing the emergence of less polite language in schools is the lack of attention to polite language specifically from the school, family and community. If people who view polite language as an important part of the educational process will involve this polite language in the world of education for their children, because the main education comes from within the family and the environment in which they live. The role of the family in teaching polite language can be started by getting children to speak politely and not rudely, giving understanding to children when children hear words that are not polite in their environment so that children can choose the right language to communicate, especially by using polite language. As for education in schools, it is equally important, the process of imitating children does not just stop. However, in terms of the school environment, it is the teacher who becomes the object of imitation of the child so that the teacher must also use polite language in communicating with fellow teachers, employees, and students. Like

the case when researchers made initial observations at SMK Negeri 7 Medan, researchers observed the language spoken by the SMK children, but many used harsh language and were not polite in their behavior. In addition, some teachers also scolded their students in a harsh tone, when they saw and felt bad behavior from their school environment, they imitated and vented the incident back to their other peers.

LITERATURE REVIEW

Pragmatics

Pragmatics is divided into two things, namely pragmatics as something that is taught and pragmatics as something that colors the act of teaching. Pragmatics from the first distinction can be further divided into two things: (a) pragmatics as a field of linguistic study, and (b) pragmatics as a facet of language: "pragmatics" in this sense (b) is also commonly called "communicative function". Pragmatics which is intended as language teaching material, or what is also called "communicative function", is usually presented in foreign language teaching. Every language has a number of communicative functions, and within that communicative function there are expressions such as "state agree", "state disagree", "express rejection of an invitation", "express thanks".

The definition of pragmatics has been conveyed by many linguists who are engaged in pragmatics. Several relevant meanings are presented in this section in order to get a clear picture of what pragmatics actually means. Levinson defines pragmatics as the study of language which studies the relation of language to its context which cannot be separated from the structure of the language. Levinson's limitation in full, can be seen in the following quote. "Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language (Levinson, 2013: 9).

Language Politeness

Politeness is a noun form of the adjective polite. Courtesy in the Big Indonesian Language Dictionary (KBBI) means (1) smooth and good (his manners, behavior); patient and calm; polite; (2) merciful; helpful. Politeness, politeness or etiquette are procedures, customs, or habits that apply in society. Politeness is a rule of behavior that is determined and mutually agreed upon by a certain community so that politeness is also a prerequisite for social behavior. Therefore, this politeness is commonly called "tatakrama". Politeness in general can be divided into three, namely politeness in dress, politeness in action, and politeness in language. Modesty of dress (dressing, dressing up) is a person's ability to dress according to the place and way in which he is. There are two things to note. First, dress modestly in public and second, dress neatly and in accordance with the circumstances.

Politeness is a procedure for acting or gestures when dealing with something or in certain situations, for example when receiving guests, visiting someone's house, sitting in a classroom, facing people we respect, walking in public places, waiting for their turn (queuing), eating. together in public places, and so on. Language politeness is reflected in the procedures for communicating through verbal signs or language procedures. When we communicate, we are subject to cultural norms, not just conveying the ideas we have in mind. Language procedures must be in accordance with the cultural elements that exist in the society in which they live and the use of a language in communication. If a person's language procedures are not in accordance with cultural norms, he will get negative values, for example being accused of being arrogant, arrogant, indifferent, selfish, uncivilized, and even uncultured.

The Role of Multimedia in Learning

The results of research conducted by De Porter revealed that humans can absorb a material as much as 70% of what is done, 50% of what is heard and seen (audio visual), and only 10% of what is read. From the research above, it can be concluded how the learning material is achieved if the teacher only relies on lectures and exercises in teaching and learning activities. Other research results show that teaching and learning activities will be more effective and easier if assisted by visual means, where 11% of what is learned occurs through the sense of hearing, while 83% through the sense of sight. In addition, it was argued that we can only remember 20% of what we hear, but can remember 50% of what we see and hear. Moreover, in teaching and learning activities, students are often confronted with material that is abstract and outside the daily experience of students, as a result students feel bored and the material becomes difficult for students to understand.

The use of learning media that can present visualization of the subject matter will greatly help not only the teacher in conveying the material but also students as learning subjects so that learning objectives can be achieved. The use of multimedia in learning is in order to answer these needs. With multimedia, material can be presented in the form of two-dimensional or three-dimensional images, interactive text displays, animated effects (moving images), attractive color combinations and audio aids that help students

understand the material more easily. In addition to the above, the use of multimedia also plays an important role in terms of being able to make students feel happy during the teaching and learning process. This will increase student motivation during the teaching and learning process so that the learning objectives can be achieved optimally. The existence of visual aids that are contextual with the subject matter will further strengthen students' understanding of the material being studied. Props can be taken from the environment or can also be designed and made in such a way from simple items in the environment. It does take extra thought and work to make it work, but if it can be held it will really help teachers in teaching and students in learning.

The use of multimedia and teaching aids in learning is an effort to create a creative and innovative learning atmosphere without reducing the real learning objectives, namely changes in student behavior that can be measured and observed. Creating an interesting learning atmosphere for students is certainly something that teachers want to achieve anywhere and anytime. By attracting students' attention to the teaching and learning process that the teacher creates, of course, student learning motivation will increase as well as understanding of the concept of subject matter which of course has an impact on increasing student learning outcomes as well.

METHOD

In this study, the parameters observed were the representation of politeness in the language of the students of SMK N 7 Medan, then the violation of the principle of politeness in the language of the students of SMK N 7 Medan then applied multimedia-based language politeness learning to the students of SMKN 7 Medan. This research was conducted for 5 months starting from October 2022. In this study the researchers used a descriptive qualitative approach, explaining data or objects in a natural, objective, and factual way. The term descriptive is a research conducted solely based on the existing facts.

Qualitative descriptive research was chosen because this study identifies and describes problems related to the representation of politeness in the language of students at SMK N 7 Medan. violation of the principle of language politeness for students of SMK N 7 Medan, and then implementing multimedia-based language politeness learning applications for students of SMKN 7 Medan. The data analysis was adjusted to the question formulation of the problem to be sought by using a qualitative descriptive method that changed the recorded data from interviews, as well as the way of communication from the students of SMK N 7 Medan in the form of written notes and then analyzed with the theory used. Then record the linguistic phenomena that have been recorded, then from the transcription results have been obtained written data which can then be identified. The identification process of each data is carried out to represent the language politeness of the students of SMK N 7 Medan, analyze the violation of the principles of politeness in the language of the students of SMK N 7 Medan and implement multimedia-based language politeness learning applications for the students of SMKN 7 Medan. The scope of this research is focused on students at SMK N 7 Medan.

Data collection methods used in this study are as follows:
1. Interview, which is a method to obtain data by conducting direct questions and answers with related parties to obtain data and information that support the analysis in research.
2. Documentation, is done by collecting data through documents in the form of writing, pictures and copying, viewing, and evaluating the results of data in the field related to the object of research.
3. Software Development Method

The software development method is carried out with the following steps: Analysis, namely the process to define the software requirements to be developed; Software Design, namely the process of describing the form of the system; Implementation, namely the process of writing a program that realizes the design of an application that is built using a programming language, by following the applicable programming rules; Testing, namely the process of testing the system created.

The data analysis in this study used a qualitative descriptive method that changed the recorded data from interviews, as well as the way of communication from the students of SMK N 7 Medan in the form of written notes and then analyzed with the theory used. Then record the linguistic phenomena that have been recorded, then from the transcription results have been obtained written data which can then be identified. The identification process of each data is carried out to separate which sentences are often used by students in general and which are very rarely used by students in general.

RESULTS AND DISCUSSION
Results

Forms of language politeness of students in interacting with the teacher using the choice of words (diction) "he", "sorry", "fund", "introduce" has a more polite level when compared to the words "he", "the money", and "tell" . Even though these words are often used, in certain speech contexts these words are still not considered polite. The use of the word "he" gives the impression that the speaker respects the person he is talking about. Speech can be said to be polite if it is in accordance with the context of the speech. In the speech of students with the teacher's counterpart, students use the appropriate intonation (tone, pause, stress, pronunciation). Overall, when interacting with teachers, students tend to use low tones, clear pronunciation, stress and pauses that are appropriate to speech. This is because when students interact with teachers, basically students already know the intonation that must be used when communicating with respected people. Overall, the sentence structure used in the students' speech with the teacher shows the use of ordinary sentences that do not focus too much on the word at the beginning of the sentence. The second form of language politeness is pragmatic politeness. The form of pragmatic politeness is the way or style of language used in utterances.

Factors causing language impoliteness occur when speakers are unable to control what they are talking about so that the language used becomes impolite. This is in line with what was conveyed by Pranowo (in Chaer, 2010: 57) which explains several factors in the use of impolite language, including: 1) conveying direct criticism by speaking harshly; 2) emotions in the speaker; 3) protective of the speaker's opinion; 4) the speaker deliberately corners the speech partner; 5) accusing on the basis of suspicion of the speech partner. Factors that influence politeness in speech are divided into two (Pranowo, 2009: 70), namely: 1) linguistic factors such as intonation, tone, choice of words 2) non-linguistic factors such as socio-cultural institutions of society, attitudes of speakers, topics discussed. Based on some of the descriptions of the factors that have been presented above, it can be concluded that the factors that cause impoliteness in language are, first, internal factors, including one's language skills and personality. What is the choice of words, intonation, tone, pronunciation method used and so on. In addition, the attitude of speakers towards speech partners and their gestures when speaking also affect the politeness of the language used. Second, external factors, including the family environment, peers, community environment. Family is the first education for children to imitate whatever the teacher says, polite or not the language used.

Learning is a process, action, way of teaching or teaching, or everything about teaching (KBBI, 1990:13). Learning is not only centered on the teacher because essentially students are more active. Thus, the teaching and learning process needs to be oriented to the needs and abilities of students. Learning must be able to provide a fun and useful learning experience for students. Teachers need to provide a variety of adequate learning situations for the material presented and teachers need to adapt to the abilities and characteristics of students, so as to create a polite communication situation. Language politeness learning application software for children is a multimedia-based software that aims to help learning language politeness.

Therefore, software is needed to teach students in terms of language politeness. This software contains various information about the application of politeness learning that can be realized in daily early childhood communication activities. In the implementation section of this software, an image of each form will be displayed in the Application for Learning Language Politeness in Early Childhood and in each form image will be discussed its usefulness in the application. Displays or forms that exist in this multimedia-based politeness learning application include: The start/opening page, this is the main menu page as the application opener. On the home page there are 5 menus, with 4 learning menus, learning 1 (giving greetings), learning 2 (respecting and appreciating), learning 3 (telling the truth), learning 4 (asking for permission) and 1 menu for assistance in using learning applications.

Discussion

The form of language politeness is divided into two forms, namely linguistic politeness and pragmatic politeness. Forms of linguistic politeness among students at SMK Negeri 7 Medan City in the official variety and social variety include the right choice of words (diction), intonation, and sentence structures that show language politeness. The form of pragmatic politeness in the official variety is marked by the use of similes, while in the social variety it is marked by the use of metonymy. Politeness in language at SMK Negeri 7 Medan City based on Leech politeness principles found several maxims, namely: (1) tact maxim, (2) generosity maxim, (3) modesty maxim, (4) agreement maxim, and (5) sympathy maxim. Meanwhile, violation of maxims according to the politeness principle according to Leech is the maxim of wisdom, the maxim of generosity, and the maxim of modesty. Language politeness at SMK Negeri 7 Medan City is supported by several factors, namely the Gorontalo regional language factor, the school environment, and also the family environment or place of residence. The implementation of language politeness at SMK Negeri 7 Medan City can be carried out in the learning process as well as in informal situations outside of class hours.

Application testing is divided into 2 parts, namely application functionality testing and general product testing by respondents. Application functionality testing is carried out by the application maker, in this case the multimedia-based language politeness learning application development team, for all the functions contained in this application. This functionality test is carried out by comparing the suitability of the appearance of the process being tested with the specifications of the process that has been defined. The product test was carried out, carried out using a questionnaire filled in by 5 application users, namely Kindergarten teachers. The questionnaire consisted of 8 questions with assessment criteria, namely very good, good, less, not good and very bad, the results of the questionnaire were carried out by 5 users then it can be concluded that for images the majority said it was very good (4 people), for animation the majority said it was good (4 people), for text the majority said it was very good (4 people), for sound effects (backsound and buttons) the majority said it was good (3 people), for the use of color the majority said it was very good (4 people), for the ease of use of politeness applications the majority said it was good (3 people), for videos to help understand material the majority said it was very good (4 people), for conveying information in the process learning the majority say good (4 people). it is said that this application has several advantages and disadvantages. The advantages of this application are: (1) The use of several very interesting multimedia elements, namely text, sound, images, videos and animations in the Language Politeness Application in Early Childhood makes conveying information in the learning process easier so that students can quickly understand the material presented. given. (2) Using animated video elements as learning illustrations. The disadvantages of this application are: There are no practice questions that can measure students' knowledge in understanding the material provided in the Early Childhood Language Politeness Application. Conclusion Based on the discussion, the following conclusions can be drawn: 1) Multimedia-based early childhood language politeness applications have been successfully developed; 2) Application of multimedia-based politeness in early childhood language provides an understanding of how to speak politely to children, especially early childhood in their daily communication activities; 3) Multimedia-based early childhood language politeness applications have been tested on users

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