

The Development of Indonesian Language Learning Module in High School based on Politeness in The Dialogue Film of *Habibie dan Ainun*

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ABSTRACT

This research aims to describe language politeness in the dialogue of the film *Habibie dan Ainun*, and develop research results on language politeness in the film *Habibie dan Ainun* as a module in Indonesian language learning in high school. The research method was carried out in two stages, the first stage used a qualitative descriptive method and the second stage the research and development (R&D) method. The research objects used in this research are all the character dialogues in the film *Habibie dan Ainun* by Ginatri S. Noer and Ifan Adriansyah. The data collection techniques used in this research were free listening and note-taking techniques. The data analysis technique in this research uses heuristic analysis techniques. In the development method there are techniques used, namely development procedures, research instruments, research subjects and development data analysis. The research instrument used in this study uses an assessment questionnaire which is filled out by placing a tick (✓) for material experts, media experts, colleagues/practitioners, teachers and students. The results of this research include compliance with politeness maxims, violations of politeness maxims, and politeness. direct speech acts, politeness in indirect speech acts from the film *Habibie dan Ainun*, as well as research development as a module in learning Indonesian in High School. In the dialogue between the film characters *Habibie dan Ainun*, the most frequently used expression of politeness is the expression of thanks. Politeness in the form of indirect speech, which includes expressions of

orders, invitations, requests, requests and prohibitions. The most widely used indirect speech politeness is request. The development stage of this negotiation text module begins with the preparation of the initial product. After going through various stages of development, the researchers produced the module "Negotiating Politely in Everyday Life" for class X high school students (phase E). The results of the feasibility test by experts in terms of content, language, presentation and graphics received a percentage score of more than 80% in the very good category. Product trial results were obtained using peer/practitioner testing, limited field testing, trial results, followed by extensive field trials which obtained a percentage of more than 80% in the very feasible category and several improvements were still made as a form of evaluation at each stage of the trial. product. Thus, the module "Negotiating Politely in Everyday Life" is very suitable for use as teaching material for class X (phase E) High School students.

Keywords: politeness, language, movies dialogue, learning module

INTRODUCTION

Language politeness is something that needs to be considered when communicating with interlocutors. Using polite language can create harmony in communication. Apart from that, the use of polite language can increase respect for the interlocutor. Language politeness has an important role in forming a person's attitudes and character.

Politeness in language can be used as a benchmark for politeness in overall attitude as well as a person's personality and character.

According to Rahardi (2005: 118), in order to maintain speech that it still sounds polite, you can use forms of politeness that involve linguistic characteristics and will give rise to politeness in the form of direct speech, as well as forms of politeness that involve non-linguistic characteristics and will give rise to politeness in the form of indirect speech. Linguistic politeness is politeness that uses direct speech. Politeness in the form of direct speech is marked by politeness markers, for example, please, sorry, and thank you. Pragmatic politeness is politeness that uses speech indirectly. Politeness in the form of indirect speech is speech that is expressed differently from what is expected. Politeness in the form of indirect speech is divided into two, namely politeness in the form of indirect speech, declarative speech and interrogative speech. Politeness using declarative speech can be done as an expression of politeness in the form of indirect speech, for example, orders, invitations, requests, requests, and prohibitions. Politeness using interrogative speech can be done as an expression of politeness in the form of indirect speech, for example, commands, invitations, requests, requests, and prohibitions.

The author was interested in choosing films as the object of study for language politeness research because many realizations of human life are depicted in them. As a building block for the creation of a film, dialogue cannot be separated. Film dialogue is the conversation carried out by the characters to bring the plot to life. With dialogue, the message and message conveyed by the filmmaker can be conveyed well to the audience. Polite dialogue supported by appropriate expressions will make it easier for the audience to interpret a film. The author is interested in researching film dialogue that obeys and violates the maxims of politeness and politeness in the form of direct and indirect speech in character dialogue. The object of the author's study is the film

Habibie and Ainun by Ginatri S. Noer and Ifan Adriansyah Ismail, which tells the true story of the love journey of the third President of Indonesia and the first lady, namely Bacharuddin Jusuf (BJ) Habibie and (the late) Hasri Ainun Habibie. This romantic drama genre film is one hundred and eighteen minutes long. The film Habibie and Ainun was released on December 20 2012. This film stars Reza Rahardian and Bunga Citra Lestari. Bacharuddin Jusuf Habibie or who is familiarly called Rudy Habibie is an aircraft expert who has big dreams of advancing Indonesia.

Similar research was conducted by Ariyanti (2015), Tika QH (2019), and Moulia Mahyu (2023) who discussed how important the role of language politeness is to always pay attention to in all aspects of speech. However, this research has implications for learning, curriculum design, and the level of education applied.

In connection with Indonesian language learning in high school, the author relates the research results to negotiation text learning activities in phase E of the Merdeka Curriculum. Learning Indonesian fosters and develops knowledge and literacy skills in all communication events that support success in education and the world of work. Indonesian language subjects form receptive language skills (listening, reading and viewing) and productive language skills (speaking and presenting, and writing). Regarding writing skills, one of the texts that class X phase E students must study is negotiation text. This can be seen from the General Learning Outcomes of Phase E published by the Ministry of Education and Culture that at the end of phase E, students have the language skills to communicate and reason in accordance with objectives, social, academic and work world contexts. Students are able to understand, process, interpret and evaluate information from various types of texts on various topics. Students are able to synthesize ideas and opinions from various sources. Students are able to participate actively in discussions and debates. Students are able to write various texts to convey

opinions and present and respond to non-fiction and fiction information critically and ethically.

Based on the explanation above, this research examines language politeness in the Habibie and Ainun films as well as module development in Indonesian language learning in high school. After the results of research on the study of language politeness in the films Habibie and Ainun, it will be developed into teaching materials that can be used by teachers when implementing negotiation text learning in Phase E of the Independent Curriculum. So the author hopes that in the future students will have the language skills to communicate and reason in accordance with goals, social, academic and work world contexts.

LITERATURE REVIEW

A. Politeness in Language

Fraser (through Rahardi, 2005: 38-40) states that there are at least four views that can be used to study the problem of politeness in speaking, namely 1) the view of politeness which is related to social norms (the social-norm view), 2) the view which sees politeness as a conversational maxim and as an effort to save face, 3) a view which sees politeness as an action to fulfill the requirements for fulfilling a conversational contract, 4) a view of politeness which is related to sociolinguistic research. In this view, politeness is seen as a social index. Such social indices are found in the forms of social references, honorifics and styles of speaking (Rahardi, 2005: 40).

According to Chaer (2010: 10), briefly and generally, there are three rules that must be adhered to so that speech sounds polite to the listener or interlocutor, namely (1) formality, (2) hesitancy, and (3) similarity or comradeship (equality or camaraderie).

When speaking, indicators are also needed to measure the politeness of a speech, especially diction. Pranowo in Chaer (2010: 62-63) provides suggestions so that speech can reflect a sense of politeness, namely as follows, namely 1) use the word "please" to ask for help from other people, 2) use the

word "sorry" for speech that is expected to offend other people's feelings, 3) use the word "thank you" as a tribute to someone else's kindness, 4) use the word "please" to ask for someone else's willingness to do something, 5) use the word "he" to refer to a respected third person, 6) use the word "father/mother" to address a third person. Robin Lakoff in Chaer (2010: 63-64) states that there are three conditions for fulfilling politeness in speaking. The three provisions are, 1) formality scale, 2) optionality scale, 3) solidarity scale.

B. Film

Barker (2011: 10) explains that film is the most effective medium for presenting and disseminating national cultural ideas to the people of independent Indonesia. Films function to educate and enlighten the audience, especially to promote nationalism. Zoebazary (2010: 104) defines film as a genre of audio-visual based storytelling art or stories told to the audience through a series of moving images.

Etymologically, the word dialogue comes from the Greek, namely *dia* which means road/stone and *logos* which means word, so it can be interpreted that dialogue is a way for people to express words (Zoebazary, 2010: 76). Dialogue is a reciprocal exchange between two or more people, so that in a film, the expression of a character's ideas, thoughts and feelings is expressed through dialogue. The importance of dialogue in films is so important that the writer is interested in researching politeness in the dialogue of the main characters of the film Habibie and Ainun.

Habibie and Ainun is an Indonesian drama film released on December 20 2012. This film stars Reza Rahardian, Bunga Citra Lestari and Tio Pakusadewo. This film is based on a memoir written by Habibie (3rd President of the Republic of Indonesia) about his late wife, Hasri Ainun Habibie, in the book Habibie and Ainun.

C. Sinopsis Film Habibi dan Ainun

After 7 years of never seeing each other, Habibie and Ainun finally met again. When Habibie took Ainun for a walk, Habibie dared to express his feelings for Ainun. In May 1962 Habibie and Ainun married. After his marriage, Habibie took Ainun to Germany. There they started their life together with Habibie's busy daily life. There Ainun worked as a doctor. Habibie works in a light construction company. With the knowledge he gained, he had the opportunity to carry out experiments on trains, namely experiments on train carriages holding a load of 200 tons.

Finally, Habibie's experiment was successful. Several months later, Ainun became pregnant. Habibie was happy to learn that Ainun was pregnant. They prepare names for their children. As a man, Habibie chose the name "Ilham Akbar" and as a woman, Ainun chose "Nadia Fitri". On May 16 1963, Ainun gave birth to a boy and was named "Ilham Akbar Habibie". When Habibie and Ainun were discussing, Habibie told Ainun that when Habibie was sick in Germany, Habibie made an oath to Indonesia with the intention of relying on the superiority of its human resources. With great happiness, Ainun was pregnant with her second child. Their second child was born in Hamburg and was named "Thareq Kemal".

After several years in Germany, the Habibie family finally returned to their homeland. In Indonesia, Ainun uses time to gather with her family and friends. After several months in Indonesia, Habibie's family returned to Germany. Arriving in Germany, Habibie met with Dr. Ibnu Sutowo to discuss the preparation of development cadres in Indonesia. Without Ainun and her children, Habibie returned to Indonesia to carry out his mandate, namely building a superior Indonesia. Habibie, who was already in Indonesia, met President Soeharto. During his meeting, President Soeharto handed over all preparations to build a superior Indonesia to Habibie.

Several months in Indonesia, Habibie returned to Germany. Habibie explained the results of his meeting with President Soeharto to Dr. Ludwig Bolkow and Dr. Ludwig Bolkow gave Habibie his blessing to return to Indonesia again. Finally Habibie decided to return to Indonesia. Habibie planned a work program in Indonesia and met with Indonesian national figures to explain Indonesia's development steps. Habibie was not the only one who was active in Indonesia's development, Ainun was also active in social organizations. Both Habibie and Ainun, they work hard to pay attention to Indonesian HR (Human Resources).

On December 7 1990 Habibie and Ainun came to the Brawijaya University campus to establish ICMI. One of the impacts of the founding of ICMI is that Indonesian people who were previously embarrassed to admit that they believed in Islam, now Indonesian people dare to admit that they believe in Islam. ICMI's role in the future will of course continue to increase. ICMI has been able to create pillar after pillar for the benefit of this people and nation. Likewise hopes for ICMI's future journey. Habibie had the desire to make airplanes in Indonesia.

Finally Habibie's wish came true. On August 10, 1995, the first launch of the N250 aircraft was successfully carried out. In 1996 the Indonesian Airshow took place, at this event the N250 aircraft was introduced in its parts. After the event on August 17 1996, Ainun had problems with breathing and heart rate. Habibie immediately took Ainun to Germany to the center of excellence for cardiac surgery in Bad Oeynhausen. Finally, Ainun was treated in Bad Oeynhausen. Habibie became vice president of the Republic of Indonesia. On March 11, 1998, President Soeharto resigned as president of the Republic of Indonesia and was replaced by Habibie.

During Habibie's reign, many problems occurred. Finally, Habibie decided not to run for president again. When Ainun was sick, Ainun carried out a healing process for 10 years. One of the healing processes is to live in the equatorial area to nourish Ainun's lungs and sail by ship to get good and

guaranteed clean air. One day, during a doctor's visit, Habibie found out that Ainun had stage 4 ovarian cancer. At that time, Habibie immediately took Ainun to Germany for surgery. Habibie faithfully accompanied Ainun when she was in hospital. Ainun's condition worsened. After 9 operations, the doctor could not guarantee Ainun's recovery. Habibie still wants Ainun to have surgery, but Ainun's family wants the operation to stop. On May 12 2010, Habibie released Ainun. Now they are of different natures, but their love remains pure, holy, true, perfect, and eternal.

D. Function of Film in Learning

In general, films as teaching materials have uses in the cognitive, psychomotor and affective fields. According to Anderson (1987: 116) films can be used as: (a) in the cognitive field, namely re-teaching or differentiating relevant movement stimuli, teaching rules and principles, films can show a series of verbal expressions, and show examples of performance models, especially in situations that shows human interaction; (b) Psychomotor field, can teach about the appearance of the character's movements. For example, motion displays can be adjusted when using film media, for example if the playback is to be accelerated or slowed down, it depends on the teacher using this media; (c) Affective, films are most appropriate when used to influence attitudes and emotions. Film is a suitable medium for demonstrating information. Films can influence students' feelings when shown in learning. Therefore, the films given must have educational content.

E. Learning Module

According to Purwanto (2009: 9) modules are teaching materials that are systematically designed based on a certain curriculum and packaged in the form of the smallest learning units and allow them to be studied independently within a certain time unit. Majid (2008: 176) stated the same thing that a module is a book written with the aim of enabling students to learn independently or

with teacher guidance, so that the module contains at least all the basic components of teaching materials. Daryanto's opinion (2013: 9) is that a module is a form of teaching material that is packaged completely and systematically, containing a set of planned learning experiences and designed to help students master specific learning objectives. A recommendation states that supplementary teaching materials in the form of modules are very important in increasing student competency and learning time efficiency.

According to Sudjana and Rivai (2007: 133), the steps for preparing a module are as follows.

- 1) Determine or formulate general instructional objectives into specific instructional objectives.
- 2) Develop evaluation items to measure the achievement of specific objectives.
- 3) Identify the main points of lesson material that are in accordance with specific objectives.
- 4) Arrange the main points of material in a logical order.
- 5) Arrange steps for student learning activities.
- 6) Examine the steps of learning activities to achieve all goals.
- 7) Identify the tools needed for learning activities with that module.
- 8) Write the program in detail. The detailed program in the module consists of parts, including making teacher instructions, student activity sheets, student worksheets, answer sheets, test sheets, and test answer sheets.

There are four steps in compiling a module that must be followed, namely: a) Thematic Curriculum Analysis, b) Determining the Module Title, c) Assigning a Module Code, d) Writing the Module

There are five important things that should be used as a reference in the module writing process, namely; (1) Formulating learning objectives, (2) Determining the assessment format as an evaluation, (3) Preparation of materials, (4) Teaching Sequence, (5) Structure of Module Teaching Materials; The

structure of module teaching materials has at least seven main components, namely title, study instructions, competencies to be achieved, supporting information, exercises and evaluation.

Based on the understanding of the concept, modules are teaching materials which aim to enable students to learn independently or with teacher guidance, so that modules contain at least all the basic components of teaching materials, modules are also supplementary teaching materials which are very important in increasing student competence and learning time efficiency. . Therefore, the use of modules is a very appropriate alternative in learning.

MATERIALS & METHODS

There are two (2) types of research used in this research, namely descriptive qualitative and research and development (R&D) methods. The research sources used in this research are all the dialogues of the characters in the film Habibie and Ainun by Ginatri S. Noer and Ifan Adriansyah. The data collection techniques used in this

research were free listening and note-taking techniques. The data analysis technique in this research uses heuristic analysis techniques. According to Leech (1993: 61), heuristic analysis techniques attempt to identify the pragmatic power of a speech by formulating hypotheses and then testing them with available data. The analysis starts from the problem, is equipped with a proposition, background context information, and the basic assumption that the speaker adheres to pragmatic principles, then the interlocutor formulates a hypothesis about the purpose of the speech.

In the development method there are techniques used, namely development procedures, research instruments, research subjects and development data analysis. The development procedure using the R&D model has ten steps which are divided into two major stages, namely preliminary studies (research) and development (Borg & Gall, 1983: 775-776) which are adapted to needs. The following is a schematic of the development procedures used.

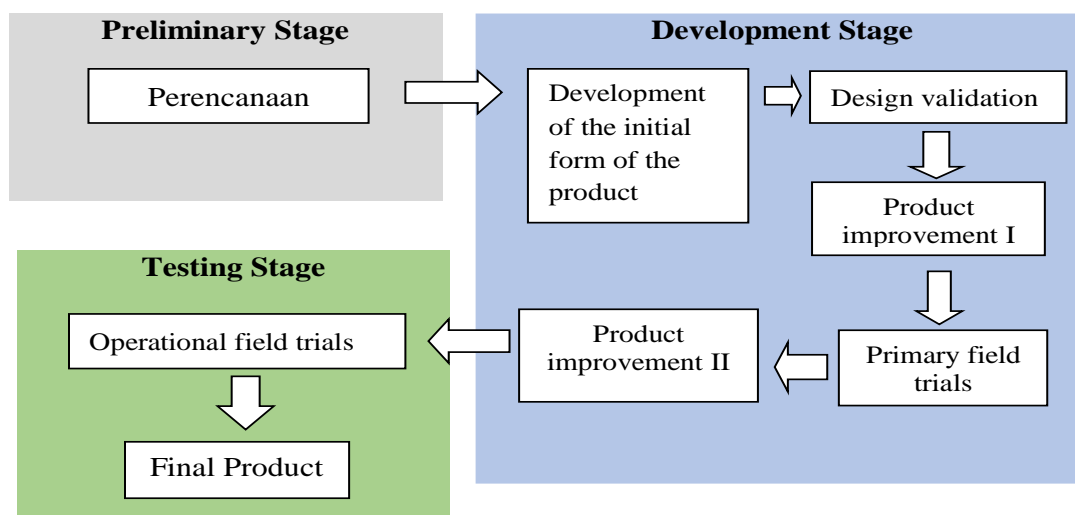


Figure 1 Steps for developing a politeness learning module in negotiations

The manufacture of this initial product is based on the structural design produced in the preliminary study. After creating the initial product for teaching materials, the

next step is to carry out a series of tests as a product development process. The product development process is carried out in four stages, namely practitioner or peer testing,

expert or expert testing relevant to the field of study, small-scale field trials of 5-20 students, and wide-scale trials.

Researchers used research instruments in the form of questionnaires. The research instrument used in this study used an assessment questionnaire which was filled out by placing a tick (√) for material experts, media experts, colleagues/practitioners, teachers and students.

The subjects in this research carried out two activities, namely product assessment and product testing. Research subjects for product assessment activities are material experts, media experts, colleagues who are practitioners, as well as Indonesian language teacher respondents. The research subjects for product testing activities were limited trials of students at SMA IT Ar Raihan class X-A and extensive trials on 24 students in class X-B and 23 students in class X-C at SMA IT Ar Raihan.

The development data analysis stage uses rules according to Sugiyono (2015: 135). Data analysis activities from the questionnaire results were carried out by looking for the average Likert scale score based on each aspect. These aspects are, appropriateness of content, language, presentation and graphics. The average results of the questionnaire assessment are then calculated based on the formula:

$$percentage = \frac{total\ score}{maximum\ score} \times 100\%$$

The calculated score will indicate the level of feasibility of the module based on the assessment of parkers/experts, practitioners, teachers and students. The percentage score results were then converted into qualitative data using score interpretation according to Riduwan & Sunarto (2009: 23) based on the following table.

Table 1 Conversion of Quantitative to Qualitative Data

No.	Percentage	Qualitative Data
1.	0% — 20%	Very Inadequate
2.	21% — 40%	Not Worth It
3.	41% — 60%	Decent enough
4.	61% — 80%	Worthy
5.	81% — 100%	Very Worthy

RESULT

The results of research on politeness in the films Habibie and Ainun show that there are various utterances that comply with and violate the maxims of politeness, including (1) maxims of wisdom, (2) maxims of generosity, (3) maxims of praise, (4) maxims of humility, (5) maxims of agreement, (6) maxim of sympathy.

Apart from that, researchers found two forms of politeness used in the film's dialogue, namely politeness in direct speech acts and politeness in indirect speech acts. Direct politeness is characterized by marker expressions, while politeness in the form of indirect speech is carried out in two forms, namely declarative and interrogative speech.

Table 2. Compliance with Politeness Maxims

No.	Maxim of Politeness	amount of data
1.	Maxim of Wisdom	14
2.	Maxim of generosity	22
3.	Maxim of praise	27
4.	Maxim of Humility	7
5.	Maxim of agreement	101
6.	Maxim of sympathy	30
Jumlah Data		201

Table 3. Violation of the Maxim of Politeness

No.	Maxim of Politeness	amount of data
1.	Violation of the Maxim of Wisdom	6
2.	Violation of the Maxim of Charity	1
3.	Violation of the Maxim of Praise	16
4.	Violation of the Maxim of Humility	3
5.	Violation of the Maxim of Agreement	40
6.	Violation of Maxim of Sympathy	0
amount of data		66

Table 4. Politeness in Direct Speech

No.	Politeness of Direct Speech	amount of data
1.	Bookmarks please (tolong)	8
2.	Marker please	1
3.	Bookmarks please (silakan)	8
4.	Come on mark (mari)	2
5.	Let's mark it	6
6.	Come on marker (ayo)	3
7.	Try marker	4
8.	Thank you marker	17
9.	Sorry marker	13
10.	Excuse me marker	5
amount of data		67

Table 5. Politeness in Indirect Speech

No.	Indirect Speech Politeness	amount of data
1.	Declarative Speech as an Expression of Politeness in Orders	26
2.	Declarative Speech as an Expression of Politeness of Invitation	8
3.	Declarative Speech as an Expression of Polite Requests	16
4.	Declarative Speech as an Expression of Politeness of Orders	6
5.	Declarative Speech as an Expression of Prohibited Politeness	9
6.	Interrogative Speech as an Expression of Command Politeness	5
7.	Interrogative Speech as an Expression of Politeness of Invitation	2
8.	Interrogative Speech as an Expression of Politeness in Requests	6
9.	Interrogative Speech as an Expression of Politeness	2
amount of data		80

The development of teaching materials carried out by researchers aims to produce products in the form of modules according to the research design sequence and test their feasibility in learning Indonesian in Senior High Schools (SMA). Results of module feasibility tests carried out by experts and several improvements made.

Table 6. Expert Feasibility Test Results

Feasibility aspect	Average score	Percentage	Category
Fill	4.4	88%	Very Good
Language	4.75	95%	Very Good
Presentation	4.6	92%	Very Good
Graphics	4.4	88%	Very Good

The results of the feasibility test by experts obtained a very good category from the aspects of appropriateness of content, language, presentation and graphics. After the product received the very good category, a product trial was carried out on colleagues, a limited field test, a revision of the product trial results, followed by a large field trial with the actual class so that the following results were obtained.

Table 7. Product Trial Results

Test Category	Percentage	Category
Peer test	92,5%	Very Worth It
Limited Field Testing	83,75%	Very Worth It
Wide Field Test	80,72%	Very Worth It

The overall product trial results were in the very feasible category, with several improvements still being made as a form of evaluation of the product trial results.

DISCUSSION

The discussion of the results in this research includes compliance with politeness maxims, violations of politeness maxims, politeness in direct speech acts, politeness in indirect speech acts, as well as the development of research as a module in Indonesian language learning in Senior High School entitled "Negotiating Politely in Everyday Life" .

Compliance with the six maxims of language politeness as a whole is found in the dialogue of the film characters Habibie and Ainun, namely the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, and the maxim of sympathy. However, the observance of the maxim of politeness is all found in the film Habibie and Ainun in detail. , the maxim of agreement dominates the speech structure in the dialogue of the characters Habibie and Ainun. The following is an example of structuring the maxim of agreement.

Ibu Habibie : “Ne, ne, ne, ini bukan masalah uang Rud. Ini prinsip. Kalian sebagai keluarga harus hati-hati.”

Habibie : “Ya.” (Mengunyah makanan yang ada di mulutnya.)

The incident occurred at night, while they were having dinner together, in the family dining room of Habibie and Ainun's house. This utterance contains the politeness maxim of agreement. Compliance with maxims is found in Habibie's speeches. Habibie has adhered to the principle of the maxim of agreement "every speaker and his interlocutor maximize agreement", Habibie has maximized his agreement with his speech partner, namely his mother. Habibie agreed and agreed with his mother's words conveyed

in the "Yes" speech. The speech was delivered casually.

Violations of politeness maxims found in this research were violations of the maxims of wisdom, generosity, praise, humility and agreement. Meanwhile, no violations of the maxim of sympathy were found in this study. Politeness in direct speech acts is marked by utterances that use politeness markers, for example, *please, beg, please, come, let, come, try, thank you, sorry, and excuse me*. Based on the research results, the following is a discussion of politeness in the form of direct speech which utilizes politeness marker expressions.

Indirect politeness in declarative and interrogative speech found in the dialogue of the film characters Habibie and Ainun. The results of the research show that indirect politeness in declarative speech is entirely found in the dialogue of the film characters Habibie and Ainun, including declarative speech as an expression of commands, invitations, requests, requests and prohibitions. The research results also show that the entirety of indirect politeness in interrogative speech is found in the dialogue of the film characters Habibie and Ainun, namely the pragmatic politeness of interrogative speech as an expression of commands, invitations, requests and invitations.

The development process carried out by researchers begins with determining the teaching materials to be developed in the form of data collection, module preparation, initial product design, expert and practitioner validation tests, trials (limited field and wide field), and determining the feasibility of the module.

Modules are evaluated with the aim of assessing the suitability of the module. The feasibility of the modules in this research was carried out through testing by relevant experts, assessment by practitioners/colleagues and teachers in the field of Indonesian language studies, as well as testing the use of teaching materials through student responses. Experts, practitioners or colleagues, teachers and

students provide assessments in the form of criticism and suggestions. Next, the module is revised until a final module is obtained which is ready to be used in debate learning for phase E students in class X Senior High School.

This "Bernegosiasi dengan Santun dalam Kehidupan Sehari-Hari" module contains lessons on analyzing various languages of negotiation texts and developing problems or issues from various points of view equipped with arguments in negotiating, containing activities for preparing proposals and offers. This learning emphasizes that students are able to produce words obtained based on the results of their analysis based on politeness to express their offers. This module can be used by teachers as teaching material when teaching at school and can be used as teaching material for students independently. This module is also suitable for enriching students so that this module can change the perception of students who consider teachers as the only source of learning. In this way, students can have additional knowledge, insight and skills with more meaning to the problems presented. This provides more benefits as teaching material in the learning process.

CONCLUSION

Based on the results of research and discussion of language politeness in the film Habibie and Ainun as well as the development of modules for learning Indonesian in high school, it can be concluded that compliance with language politeness maxims in the film Habibie and Ainun found around two hundred speech data. The maxim that is most often adhered to is the maxim of agreement and the maxim that is least adhered to is the maxim of humility. The most frequently violated language maxim of politeness in the dialogue of the film characters Habibie and Ainun is the maxim of agreement and the maxim that is not violated at all is the maxim of sympathy. Politeness in direct speech is marked by the use of politeness marker expressions in the dialogue of the film

characters Habibie and Ainun, namely please, please, please, come, let me, come on, try, and thank you. The most widely used expression of politeness is the expression of thanks. Politeness in the form of indirect speech in the dialogue of the film characters Habibie and Ainun, which includes expressions of commands, invitations, requests, requests and prohibitions. The most widely used indirect speech politeness is request.

The development stage of this negotiation text module begins with the preparation of the initial product. After going through various stages of development, the researchers produced the module "Negotiating Politely in Everyday Life" for class X high school students (phase E). The results of validation tests carried out by material experts, media experts, colleagues/practitioners, Indonesian language teachers, limited field product trials, and extensive product trials were carried out as a form of evaluation of the module product design. Assessments from learning material experts, media experts, colleagues/practitioners, Indonesian language teachers gave an average score of 92.50%. The assessment of seven students in class X-A (phase E) of SMA IT Ar Raihan Bandar Lampung during the limited field test obtained an average score of 83.75%. The assessment results of 47 students from combined classes X-B and X-C Senior High School (phase E) during the extensive field test obtained an average score of 80.78%. Thus, the module "Negotiating Politely in Everyday Life" is very suitable for use as teaching material for class X (phase E) Senior High School students.

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