

ANALYSIS OF TEACHING MATERIALS EDITORIAL TEXT TO IMPROVE STUDENT'S WRITING ABILITY

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ABSTRACT

This study analyzes the editorial text teaching materials used by teachers in schools. In addition, to determine the ability of students in compiling editorial texts. The research method used is descriptive qualitative. The research subjects were 5 teachers as experts and users of teaching materials in textbooks. There were 98 students as respondents to find out the ability to write editorial texts and the benefits of using textbooks as a learning guide. Based on the results of the study, it was explained that 80% of teachers use textbooks in each lesson because they greatly help students' understanding. In the use of reading texts in textbooks, 60% of teachers said they were less contextual or following the needs of students. The order of the percentage of input from the teacher towards editorial text teaching materials in the textbook is 80% in the presentation, 80% of the content of the material, 60% of the reading text, 40% of the design, and 20% of the mechanical elements. The results of the research from students stated that editorial text teaching materials helped student learning. The presentation of teaching materials from textbooks greatly affects students' understanding and ability to write editorial texts. From the results of the students' editorial text writing, 20% were able to compose it well, 30% of students could compile a text-only needed to be guided first by the teacher, and 50% of students had not been able to compile an editorial text because they were confused with the chosen idea and the development of the writing

Keywords: Teaching materials, Writing Editorial Text

ABSTRAK

Penelitian ini menganalisis bahan ajar teks editorial yang digunakan oleh guru di sekolah. Selain itu, untuk mengetahui kemampuan mahasiswa dalam menyusun teks editorial. Metode penelitian yang digunakan adalah deskriptif kualitatif. Subjek penelitian ini adalah 5 orang guru sebagai ahli dan pengguna bahan ajar dalam buku teks. Responden sebanyak 98 siswa untuk mengetahui kemampuan menulis teks editorial dan manfaat penggunaan buku ajar sebagai pedoman pembelajaran. Berdasarkan hasil penelitian dijelaskan bahwa 80% guru menggunakan buku ajar dalam setiap pembelajaran karena sangat membantu pemahaman siswa. Dalam penggunaan teks bacaan di buku teks, 60% guru menyatakan kurang kontekstual atau mengikuti kebutuhan siswa. Urutan persentase masukan dari guru terhadap bahan ajar teks editorial di buku ajar adalah 80% dalam penyajian, 80% isi materi, 60% teks bacaan, 40% desain, dan 20% dari elemen mekanik. Hasil penelitian siswa menyatakan bahwa bahan ajar teks editorial membantu pembelajaran siswa. Penyajian bahan ajar dari buku teks sangat mempengaruhi pemahaman dan kemampuan siswa dalam menulis teks editorial. Dari hasil penulisan teks editorial siswa, 20% mampu menyusun dengan baik, 30% siswa dapat menyusun teks hanya perlu dibimbing terlebih dahulu oleh guru, dan 50% siswa belum mampu menyusun teks editorial karena bingung dengan ide yang dipilih dan perkembangan tulisan

Kata Kunci: Bahan Ajar, Menulis Teks Editorial

INTRODUCTION

Editorial text is one of the most difficult materials for both teachers and students. The teacher's difficulty is conveying material that is easy for students to understand so that they are skilled at compiling editorial texts. For students, the difficulty is in understanding the material and arranging the editorial text correctly. The purpose of this study is to analyze editorial text in teaching materials

that can influence teachers and students in learning. Wahyuni (2015) said that teaching materials are a set of materials that are systematically arranged in a written or unwritten form to create a conducive learning environment. These teaching materials were chosen to be able to train students' critical thinking skills adapted to the social, cultural, geographical environment, and student characteristics according to the needs and development of students. According to research conducted by Wahyuni (2015) stated that the development of teaching materials can improve students' critical thinking skills. Meanwhile, Nurbaya & Rahayu (2019), teaching materials must be able to help students and teachers in carrying out classroom learning.

The teaching materials used in schools predominantly use textbooks. Moreover, the government still provides book assistance to students in schools in the K-13 curriculum. In this Indonesian textbook based on K-13, the material is in the form of text. The texts presented are less contextual. As a result, students' interest in learning is very low. The development of the latest, interesting teaching materials is needed as one of the solutions. Hendrawanto, Y., & Mulyani, M (2017) explained the feasibility analysis of student textbooks with the 2013 curriculum from linguistic and content aspects. As a result, the appropriateness of the language is 50.97% and the content is 52.27%. The results of this study explain that it is still not feasible so that it needs to be improved.

Systematics of learning components in textbooks are too long-winded, impractical, and make students more confused. Important information that students need to know is combined with an overly broad explanation of the material. This resulted in students' initial motivation to learn to use textbooks was low. This condition, of course, will affect the students' ability to write. According to Khulsum, U., Hudiyono, Y., and Sulistyowati, E. D. (2018), writing is a method for communicating with other people in the form of ideas, concepts, and opinions in written form. Meanwhile, an editorial text (E. Fauziati, 2019) is a text or essay written in the form of an opinion that contains estimates, views, or opinions about genuine societal problems.

The ability to write editorial texts is one of the basic competencies in K-13 that must be taught to class XII students. Haris (2020) defines editorial text as the point of view of a newspaper editor that contains actual information in order to affect public opinion. The writing style must be accompanied with accurate facts that are in line with the viewpoints expressed in a special column. Khansa (2018) states that editorial texts present an issue or problem that is presented factually based on someone's opinion such as criticism, suggestions, responses, expectations, or invitations. In its preparation, it includes three structures, namely statements, arguments, and restatements of opinion. The use of the author's language affects the content of the editorial text. The use of linguistic rules of journalistic style editorial text is one of the problems of students. In addition, Khansa (2019) states that teaching materials and literature that support the learning of editorial texts are very scarce.

That editorial texts can train students to care about the problems that occur in their environment (Kusmayadi, 2020). So, this learning is an effective means for students to express ideas, solutions, and criticisms of actual problems in society.

METHOD

This research belongs to the descriptive qualitative research. The subject of this research is an Indonesian teacher who teaches XII grade students in the KBB area that was chosen as the place for thesis research. To determine the ability to write editorial texts, the research subjects were students of XII grade at SMA Negeri 2 Padalarang. The scope of the material is the material for writing editorial texts. Data collection techniques using questionnaires and interviews.

From this study, the indicators of students' writing ability can be seen from the following table:

Table 1 Indicators of Students' Writing Ability

No	Indicator Writing editorial text
1	Identify the editorial text structure
2	Determining the linguistic elements of the editorial text
3	Analyzing editorial text design
4	Prepare editorial texts that are appropriate to the topic, structure, and language

Table 2 Editorial text rating criteria

No	Assessment Aspect	Score				
		1	2	3	4	5
1	The title describes the content					
2	Complete editorial text structure: there are theses, arguments, and affirmations					
3	The actual issue is right following the news content					
4	The arguments are sufficient					
5	Arguments are accompanied by supporting facts and/or logical reasons					
6	The suggestions/recommendations given are real solutions and practical					

For scoring guidelines for students' editorial text writing ability and learning outcomes, it was developed by Jihad, Asep, and Abdul Haris (2012), as follows:

$$\text{Final score} = \frac{\text{Total score achieved}}{\text{Maximum score}} \times 100$$

Kriteria penilaiannya, antara lain:

90 -100 : Very good
70-89 : Good
50 -69 : Enough
30 – 49 : Less
10 – 29 : Very less

To measure the ability to write editorial texts students use the categories presented by Aqib, Zainal, Siti Jaiyaro, Eko Diniati, and Khusnul Khotimah. 2011, as follows:

Table 3 Category Measurement of Students' Editorial Text Writing Ability

No	Ability achievement	Category
1	Very high	>80%
2	High	60% - 79%
3	Medium	40 – 59%
4	Low	20% - 39%
5	Very low	< 20%

RESULT AND DISCUSSION

Result

A. The results of the teacher's research on materials for editorial texts in textbooks

The results of the study explain that teachers use various sources for editorial text learning. As many as 40% always and sometimes use textbooks from the government. And 20% stated that they were hesitant to always use the textbook. The sources used by teachers to help with editorial text materials are other textbooks, the internet, and newspapers. The number of percentages is high, namely 80%. 60% for those who make their own teaching materials, and 20% use modules.

Diagram 1 The use of textbooks in learning

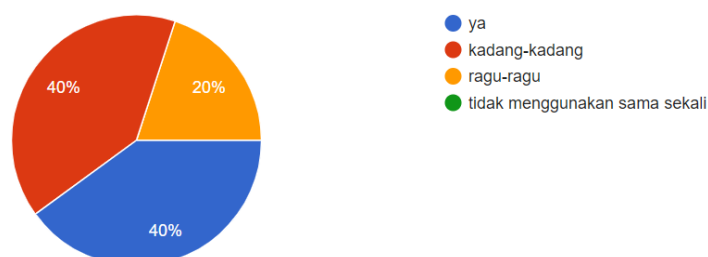
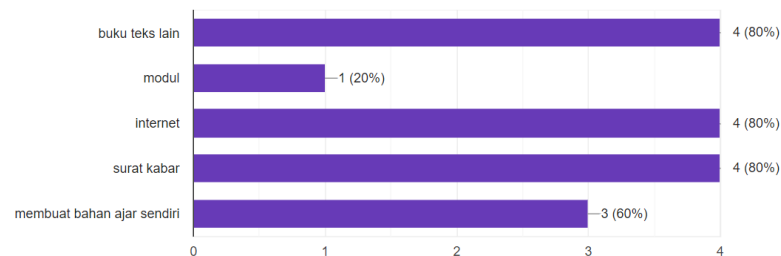
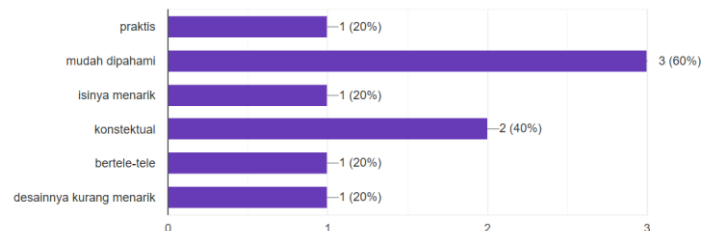


Diagram 2 Use of other supporting books in learning



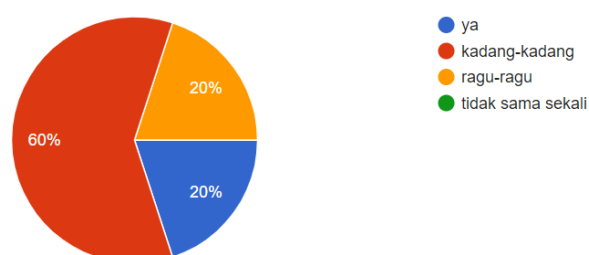
From the results of the questionnaire, the teaching materials described in the textbook are easy to understand, there are only a few things that complement the answers, which have the same percentage. Those who stated that 20% of practical textbooks were used, 20% explained that the editorial text teaching materials were interesting in their content, 20% stated that the explanations were long-winded, and 20% stated that the design was less attractive. A different percentage was obtained from contextual answers, namely 40%.

Diagram 3 View of teaching materials in textbooks



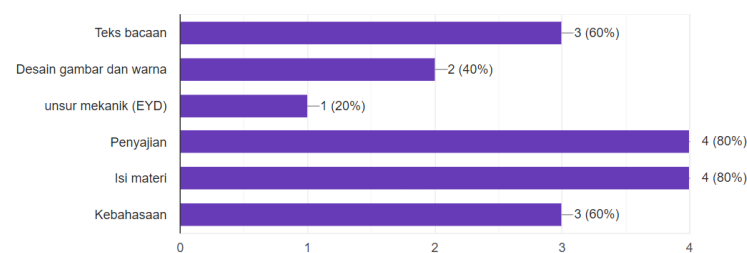
However, from the questions asked about contextual reading texts with the needs of students, the results stated that sometimes as much as 60%. As many as 20% said they were unsure, and another 20% said yes as an answer to agree that the reading text was contextual.

Diagram 4 Textbooks help students' needs



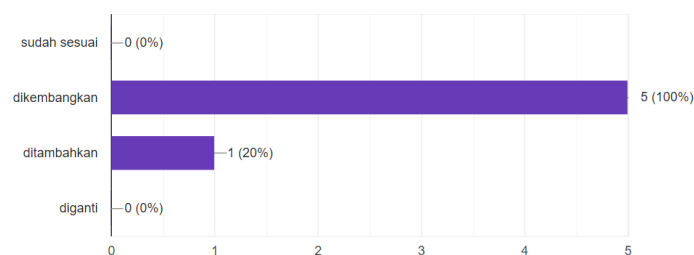
The input given by the teacher to the editorial text teaching materials is in terms of presentation. The presentation needs to be improved. The percentage of this opinion is 80%. The same percentage is obtained from answers regarding the content of the material that needs to be improved. For reading texts and language the percentage is 60%. Elements of design and color by 40%. Input that explains the improvement of the mechanical elements by and 20%.

Diagram 5 Components of editorial text teaching materials from textbooks that must be improved



From the elements related to the described textbooks, the teacher gave input that this textbook needed to be developed by 100%. The teacher's input so that the textbook is added or completed by 20%. All teachers do not state that the textbook is suitable for use or replacement. This can be proven from the percentage results obtained 0%.

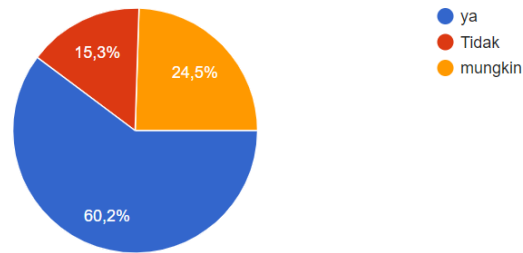
Diagram 6 The results of the teacher's view of teaching materials for editorial texts in textbooks



B. Research results from students regarding teaching materials for Editorial Texts in Textbooks

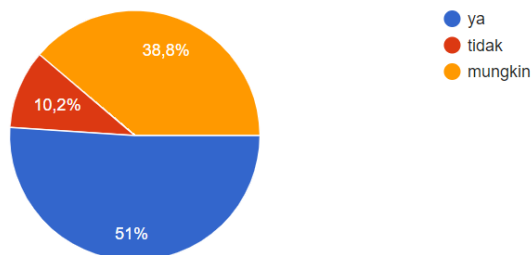
The results of the observations that the authors obtained in the field in learning to compose editorial texts, students did not immediately respond to work. Students ask a lot of questions while working. Some students can directly work on the assignment of writing editorial texts. Some of them do the assignments, but ask a lot of questions, and half of the students don't do them. There are more students who don't work, so they need to be motivated so they don't disturb other students. Beginning knowledge of students about editorial texts as much as 60.2% already know it. 24, 5% expressed doubt. And 15.3% said they did not know at all.

Diagram 7 Students' knowledge of editorial texts



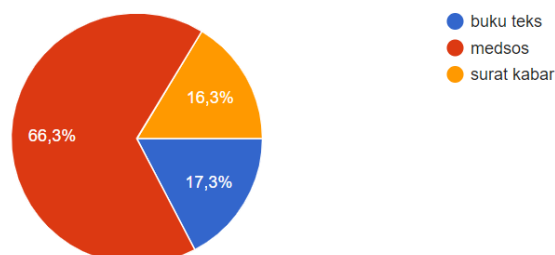
The results of interviews and questionnaires, students' difficulties in compiling the greatest editorial text obtained determines the first idea, content development, and mechanical elements. The difficulty of determining the first idea is 51%, 38.8% of the content development, and 10.2% of the mechanical elements. From these results, it can be seen that students should be given a stimulus in the form of asking and answering questions about issues that are important and hotly discussed.

Diagram 8 Students' difficulties in compiling editorial texts



Students in overcoming their difficulties in finding information through textbooks amounted to 17.3%, 66.3% through social media, and 16.3% directly saw examples in newspapers.

Diagram 9 Students' solutions to overcome students' difficulties in compiling editorial texts



Discussion

The use of teaching materials used by teachers in everyday learning is to use textbooks published by the Ministry of Education and Culture. Editorial text material is one of the materials that is considered difficult. For teachers, the difficulty is in terms of delivering material. For students it is difficult to understand. The reason is asking students to write low and never write editorial texts. However, for editorial text materials, the dominant teacher uses teaching materials from textbooks. Textbooks are very helpful in learning editorial text material taught to class XII students. According to the teacher, the textbooks are owned by students, both in print and in soft files. The teacher explains that sometimes he uses other sources as his teaching materials, such as newspapers, the internet, and other textbooks. Some teachers make their own teaching materials to facilitate learning, and there are also teachers who use existing modules. The module is obtained from the subject MGMP.

In textbooks, the editorial text material is in Chapter III pages 86 to 105. At the beginning of the teaching material, a concept map is presented on how to study editorial text material. The components presented are identifying the content of editorial texts, distinguishing facts and opinions in editorial texts, selecting a variety of information as editorial text materials, analyzing the linguistic rules of editorial texts, compiling arguments or opinions on actual issues, compiling suggestions based on actual issues, and compiling editorial texts. The order of the submaterials in the textbook has been systematically arranged and will facilitate understanding in learning.

Teaching materials are quite contextual if used according to the time. However, if it is used now it is not appropriate. This is in accordance with the characteristics of editorial texts that discuss news that is currently busy in society at that time. The explanation is too long-winded so it is considered less interesting and practical in learning. This editorial text teaching material uses very minimal use of color, and design that can help attract readers. Some teachers said they had drawn the design because high school textbooks didn't have to be colorful. However, a better design will be able to further increase students' interest in learning. Editorial text material is one of the materials taught to class XII students. This material is considered by students as quite difficult material.

Kusmiati, I., Nurdin, N., and Masrin, M. (2021) discovered that learning media and students' reading interests had a substantial impact on students' editorial text writing skills. Finding concepts and properly arranging words is one of the issues contributing to students' problems in studying editorial texts. Meanwhile, Hidayah et al., (2019), stated that it was less than optimal in writing editorial texts due to the lack of innovative learning methods used by teachers.

Firmansyah D & Rahayu, (2018) that innovative learning models are needed to improve student learning outcomes. These models can bring students to interact with the surrounding environment. A good learning method can help students' difficulties in learning editorial texts. Good learning

models and methods can help students' difficulties in learning editorial texts. Students will learn more contextually if they directly interact with the surrounding environment.

Kusmiati et al., (2021) explained that students are still unfamiliar with writing editorial texts due to lack of reading so that students find it difficult to understand the form and content of editorial texts. Students' reading experience is very influential in writing editorial texts. The author's opinion is indispensable in the editorial text. As for other factors that cause students' difficulties in writing editorial texts, namely lack of student interest, difficulty expressing opinions, lack of student knowledge due to infrequent reading, difficulty finding ideas, not liking the specified theme, difficulty expressing ideas in a series of words. Students rarely use teaching materials from textbooks because they think they are too long-winded, unattractive in presentation, and too long to read. This textbook can help to understand the material.

Kusmiati et al., (2021) stated that, students' difficulties in compiling editorial texts if the reason is that they rarely read, need to be explored and stimulated interest in reading. If the reason is that they don't like the theme, the teacher can help them choose the theme they like. If students have difficulty expressing ideas due to a lack of information, it can be obtained by first collecting reading materials that can help develop their ideas.

From the description described above, it can be concluded that students have difficulty in compiling editorial texts, the factors are that students' writing skills are still low and determine the first idea when writing an editorial text. The editorial text teaching materials in the textbooks provided did not help students' understanding. The explanation of the content is too long, the design and colors are not attractive, the more difficult it is to achieve the learning objectives. Although basically this textbook can help the implementation of learning editorial text material. Furthermore, the teaching materials in this textbook help students and teachers learn, but some improvements are needed both in terms of presentation, content, language, and design used.

CONCLUSION

Teaching materials from the Revised Edition of Class XII Indonesian textbooks based on K-13 published by the Ministry of Education and Culture in 2018 need to be improved and developed. This is based on the results of this research from the teacher and students. Improvement and development of these teaching materials, among others, in terms of presentation, content, language, and design. According to students, the editorial text is one of the most difficult materials. The factors are the ability of students' writing skills which are still low, teaching materials for editorial texts in textbooks do not help attract students to read them, and determine the first idea when writing an editorial text.

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