The Development of News Text-Based Problems Teaching Materials in 12th Grade Students of Vocational High School at TR Sinar Husni of 2019/2020

Bobby Pratama Putra¹, Khairil Ansari², Isda Pramuniati²
¹Master Student in Universitas Negeri Medan, Medan, Indonesia
²Lecturer in Universitas Negeri Medan, Medan, Indonesia
bobbypratamaputra@gmail.com

Abstract
This research aims to develop the material teaching of News text based Problem in 12th grade Students of Vocational High School at TR Sinar Husni. The methods used is quantitative method. It also use random sampling system. The product that was developed was in the form of a problem-based module on writing news text material entitled "News Text -Based Problem" for 12th grade students of Vocational High School at TR Sinar Husni qualified and suitable for use as individual teaching materials based on the assessment of material experts and learning design experts. The feasibility of teaching materials by material experts included in the criteria is excellent with aspects of the feasibility of the contents of 90.1%, the feasibility of the presentation of 90.3%, and the feasibility of aspects of the language of 93.2%. The feasibility of the design by the design experts in the criteria is excellent with an average score of 89.5%, the module size aspect with an average score of 89%, the module cover design (cover) with an average score of 91.6%, and the module design with an average score of 87.5%. The student news text test results after using the news text module increased by 9.47, with an average pretest learning outcomes or before using the module of 76.07 while the posttest learning outcomes or after using the module amounted to 85.54.

Keywords
Teaching materials; news text; problem based

I. Introduction
Teaching material is located as a tool or a means to achieve core competencies. The preparation of teaching materials should be guided by Core Competencies, Basic Competencies, and Graduates Competency Standards. Teaching materials that are prepared without reference to KI, KD, and SKL, certainly will not provide much benefit to students. Through teaching materials, the teacher will be easier to carry out learning and students will be more helped in learning. In addition according to Widiastuti (2019) teaching materials should be designed and written according to the rules of learning, i.e. adapted to learning materials, arranged based on learning needs, there are evaluation materials, and the instructional materials are interesting for students to learn. Teaching materials are arranged with the aim of providing teaching materials that are appropriate to the needs of the learner covering the characteristics and social environment of students.

The development of teaching materials that starts from conventional to innovative becomes very important because it really helps the learning process for the teacher itself, especially to help students in learning to be interested and fun. If students feel happy learning then learning will increase. The key to developing innovative teaching materials lies in the creativity of the teacher himself. This should not be an obstacle but a challenge for teachers to
be able to upgrade their ability to develop their potential, especially in developing innovative teaching materials.

Majid (2011: 173) explains that "teaching materials are all forms of teaching materials used to assist teachers / instructors in carrying out teaching and learning activities in class. The material in question can be either written material or unwritten material. The same thing was explained by Djamarah (2014: 327) that "teaching material is material or subject matter that is systematically compiled that is used by teachers and students in the learning process.

II. Literature Review

2.1 Teaching Materials

The success of the learning process is determined by many factors. Teaching material is one of the important factors besides the factors of educators, students, facilities and other components. The interaction between these components is very important in achieving the learning objectives designed by the teacher. Good teaching materials will be able to motivate students to study harder and be able to develop the potential of students. One of the tasks of educators is to provide a pleasant learning atmosphere. Educators must find ways to make learning fun and rule out threats during the learning process. One way to make learning fun is to use teaching materials that are fun too, namely teaching materials that can make students feel interested and happy to learn these teaching materials.

2.2 Modules

The learning module is one of the learning materials that can be used independently by students. A good module must be arranged systematically, interestingly, and clearly. Modules can be used anytime and anywhere according to student needs.

2.3 The Definition of News Text

According to Eriyanto (2001: 3), Text is almost the same as discourse, the difference is that text can only be delivered in written form, whereas discourse can be delivered in oral or written form. And according to Luxemburg Understanding Text is an expression that has a content, pragmatic syntax, and it all becomes a unity that makes the text has a meaning that is an explanation of a thing.

2.4 The Definition of Problem Based Learning (PBL)

Improving the quality of the process and learning outcomes occur changing center (focus) learning from teacher-centered learning to student-centered learning. In other words, when learning in class, the teacher must strive to create conditions for a learning environment that can teach students, can encourage students to learn, or provide opportunities for students to play an active role in constructing the concepts being learned. Learning activities in which students only receive material from the instructor, take notes, and memorize them must be changed to sharing knowledge, searching (inquiry), actively finding knowledge so that an increase in understanding (not memory). To achieve these goals, teachers can use innovative approaches, strategies, models, or learning methods. Problem-based learning (PBL), is one of the innovative learning models that can provide active learning conditions for students.
III. Research Methods

The place of this research was conducted in 12th grade students of Vocational High School at TR Sinar Husni. The reason for choosing this school is that in Vocational High School at TR Sinar Husni there has never been a research on the same problem, the location of Vocational High School at TR Sinar Husni is easily accessible. This research was conducted in July to September 2019.

The population in this research and development are 12th grade students of Vocational High School at TR Sinar Husni. The sample is set in this study amounted to 28 students.

IV. Discussion

Based on the results of the analysis of the need for teaching materials, the authors develop teaching materials to help increase understanding of the news text. Development is carried out on the display of teaching materials, the form of teaching materials, and also on material, examples, and practice questions about the news text.

Table 1. News Text Material in the Problem Based Module

| Learning Activities | Material |
|---------------------|----------|
| Activities I        | 1. The Definition of News Text  
|                     | 2. The Functions OF News  
|                     | 3. The News Text Structure  
|                     | 4. The News Elements  
|                     | 5. The Rule of the News Text  
|                     | 6. The Comparison Between News Text and Historical Text  
|                     | 7. Producing News Text |
| Activities II       | 8. Definition of Problem Based Learning  
|                     | 9. Characteristics of Problem Based Learning  
|                     | 10. The Steps in Problem Based Learning  
|                     | 11. Strengths and Weaknesses of Problem Based Learning  
|                     | 12. Competence test |

Table 2. Expert Assessment of Teaching Material News Text-Based News Issues for Content Feasibility

| Sub-Component | Indicator | Average (%) | Criteria |
|---------------|-----------|-------------|----------|
| A. Material compatibility with KI and KD | 1. Completeness of material | 88 | Excellent |
|                      | 2. The extent of the material | 88 | Excellent |
|                      | 3. Material depth | 100 | Excellent |
| B. Material Accuracy | 4. The accuracy of the concepts and definitions | 100 | Excellent |
|                      | 5. Accuracy of facts and data | 88 | Excellent |
|                      | 6. Accuracy of examples and cases | 100 | Excellent |
|                      | 7. Accuracy of drawings, diagrams, and illustrations | 88 | Excellent |
|                      | 8. Accuracy of terms | 100 | Excellent |
| No. | Sub-Component                                              | Average (%) | Criteria |
|-----|-----------------------------------------------------------|-------------|----------|
| 1   | Material compatibility with KI and KD                    | 91.6        | Excellent|
| 2   | Material accuracy                                         | 92.8        | Excellent|
| 3   | Material updates                                          | 87.5        | Excellent|
| 4   | Encourage curiosity                                       | 93.7        |          |
|     | **Average**                                               | **90.1**    | Excellent|

Table 3. Percentage of Expert Material Ratings on Content Feasibility

| Sub-Component | Indicator | Average (%) | Criteria |
|---------------|-----------|-------------|----------|
| A. Presentation Techniques | 1. Systematic consistency of presentation in learning activities | 88         | Excellent|
|               | 2. Concept dementia                                      | 88         | Excellent|
| B. Learning Presentation | 3. Involvement of students                                | 100        | Excellent|
|               | 4. Student-centered                                       | 88         | Excellent|

Table 4. Expert Assessment of Teaching Material News Text Problem Based for Presentation Feasibility

DOI: https://doi.org/10.33258/bile.v3i1.807
5. Stimulate students’ abilities in each learning activity | 88 | Excellent
6. Examples of questions in each learning activity | 88 | Excellent
7. Practice questions at the end of each lesson | 87 | Excellent
8. Key answers to the practice questions | 100 | Excellent
9. Introduction | 88 | Excellent
10. Table of contents | 88 | Excellent
11. Glossary | 88 | Excellent
12. Bibliography | 88 | Excellent
13. Summary | 100 | Excellent

**Average** | **90.3** | **Excellent**

Table 5. Percentage of Expert Material Evaluations on Presentation Eligibility

| No. | Sub- Component | Average (%) | Criteria |
|-----|----------------|-------------|----------|
| 1   | Presentation technique | 87.5 | Excellent |
| 2   | Presentation of learning | 91.6 | Excellent |
| 3   | Completeness of presentation | 90.6 | Excellent |
|     | **Average**     | **90.3**   | **Excellent** |

Table 6. Expert Assessment of Teaching Material News Text Problem Based for Language Aspects

| Sub Component | Indicator | Average (%) | Criteria |
|---------------|-----------|-------------|----------|
| A. Straightforward | 1. The accuracy of sentence structure | 88 | Excellent |
|                | 2. Effectiveness of sentences | 88 | Excellent |
|                | 3. Rigidity of terms | 88 | Excellent |
| B. Communicative | 4. Readability of the message | 88 | Excellent |
|                | 5. The correct use of language | 100 | Excellent |
| C. Dialogical and Interactive | 6. The ability to motivate messages or information | 100 | Excellent |
|                | 7. The ability to encourage critical thinking | 100 | Excellent |
| D. Conformity with the level of students | 8. Suitability of students’ intellectual development | 100 | Excellent |
|                | 9. Conformity with the level of emotional development of students | 100 | Excellent |
| E. Tuning and cohesiveness of the mind | 10. Collision and cohesiveness between learning activities | 88 | Excellent |
|                | 11. Collision and cohesiveness between paragraphs | 88 | Excellent |
Consistent use of the term 100 Excellent
Consistency of use of symbols or icons 100 Excellent

Table 7. Percentage of Expert Material Assessments of Language Feasibility

| No. | Sub-Component                                      | Average (%) | Criteria |
|-----|----------------------------------------------------|-------------|----------|
| 1   | Straightforward                                    | 87.5        | Excellent|
| 2   | Communicative                                     | 87.5        | Excellent|
| 3   | Dialogical and Interactive                        | 100         | Excellent|
| 4   | Conformity with the level of development of students | 100         | Excellent|
| 5   | Collision and integration of the flow of thought   | 87.5        | Excellent|
| 6   | Use of terms, symbols and icons                   | 100         | Excellent|
|     | **Average**                                        | **93.2**    | **Excellent** |

Based on the results of the percentage of material experts on language assessment above it was found that the sub-component of assessment of the appropriateness had an average percentage of 87.5%, communicative with an average of 87.5%, dialogic and interactive with an average of 100%, conformity with the level of development of students with an average of 100%, wrinkling and integrated thought flow with an average of 87.5%, and the use of terms, symbols, and icons with an average of 100%. The average percentage of all sub-component assessment of language aspects is 93.2% with the criteria of "very good".

Suggestions from material expert validators both verbally and in writing can be seen in table 8 below.

Table 8. Suggestions from Material Expert Validators

| No | Suggestions                                                                 |
|----|----------------------------------------------------------------------------|
| 1  | It is necessary to develop broader examples of news texts related to student life |
| 2  | Fix ineffective sentences                                                  |
| 3  | Add the missing words to clarify the meaning                               |

Table 9. Percentage of Design Expert Rating

| No. | Sub-Component Assessment | Average (%) | Criteria |
|-----|--------------------------|-------------|----------|
| 1   | Module size              | 89          | Excellent|
| 2   | Module cover design      | 91.6        | Excellent|
| 3   | Module content design    | 87.5        | Excellent|
|     | **Average**              | **89.5**    | **Excellent** |

Table 10. Suggestions from Validator Design Experts

| No | Suggestions                                                                 |
|----|----------------------------------------------------------------------------|
| 1  | Use the right illustration                                                |
| 2  | The cover must be adjusted to the substance of the material presented in the teaching material |
| 3  | The use of images is indicated by the source                              |
Table 11. Indonesian Language Teacher Response Data on Subject Text Materials Problem Based News

| No. | Indicator                                                                 | Average Score (%) | Criteria  |
|-----|---------------------------------------------------------------------------|-------------------|-----------|
| 1   | The overall module appearance is interesting                              | 88                | Excellent |
| 2   | The module usage guidelines are conveyed clearly                          | 100               | Excellent |
| 3   | The language used in the module can be understood                         | 100               | Excellent |
| 4   | Presentation of material in modules is arranged systematically             | 88                | Excellent |
| 5   | The material in the module matches the learning objectives                | 100               | Excellent |
| 6   | The use of images in the module is clear                                  | 88                | Excellent |
| 7   | Learning activities stimulate critical thinking skills                    | 100               | Excellent |
| 8   | The types of activities in the module vary                                | 100               | Excellent |
| 9   | The latest information in the module is in accordance with the development of science and technology | 75                | Good      |
| 10  | The use of symbols in accordance with existing rules                      | 88                | Excellent |
| 11  | Modules help students understand news text material                       | 100               | Excellent |
| 12  | Modules differ from normal teaching materials                             | 100               | Excellent |
| 13  | Modules can be studied independently by students                          | 100               | Excellent |
| 14  | Modules train students to enrich student knowledge                        | 100               | Excellent |
| 15  | Modules make it easier for teachers to evaluate students                  | 100               | Excellent |
| 16  | Modules make it easy for students to express their opinions in oral or written form | 88                | Excellent |
| 17  | The module makes it easy for students to conclude news text material      | 88                | Excellent |
|     | **Average**                                                               | **94**            | **Excellent** |

Table 12. Student Response Data on Teaching Materials in Trials Small Scale (3 students)

| No. | Question                                                                 | Average (%) | Criteria  |
|-----|--------------------------------------------------------------------------|-------------|-----------|
| 1   | This module makes me happy to learn it                                   | 75          | Good      |
| 2   | The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract | 83          | Excellent |
| 3   | This module makes only questions that encourage me to think              | 83          | Excellent |
| 4   | The presentation of material in this module encouraged me to discuss with other friends. | 75          | Good      |
| 5   | This module material encourages my curiosity                             | 75          | Good      |
| 6   | This module creates formative tests that can test how far I understand the news text material | 83          | Excellent |
| 7   | The language used is simple and easy to understand                       | 83          | Good      |
| 8   | The letters used are simple and easy to read                            | 67          | Good      |
| 9   | Using this module makes my learning more directed and demanding          | 75          | Good      |
| 10  | The appearance of this module is interesting                            | 75          | Good      |
| 11  | Using this module can increase the desire to learn                       | 75          | Good      |
| 12  | Using this module can make learning about news texts not                 | 83          | Excellent |
Table 13. Percentage Acquisition of Small Scale Trial Scores for Problem Based Text Teaching Materials

| No | Assessment Indicator | Average (%) | Criteria |
|----|-----------------------|-------------|----------|
| 1  | Material              | 79.16       | Good     |
| 2  | Language              | 75          | Good     |
| 3  | Attraction            | 77.08       | Good     |
|    |                       | **77.08**   | **Good** |

Table 14. Student Response Data on Teaching Materials in Trials Small Groups (9 students)

| No | Question                                                                 | Average (%) | Criteria |
|----|--------------------------------------------------------------------------|-------------|----------|
| 1  | This module makes me happy to learn it                                    | 86          | Excellent|
| 2  | The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract | 89          | Excellent|
| 3  | This module makes only questions that encourage me to think                | 89          | Excellent|
| 4  | The presentation of material in this module encouraged me to discuss with other friends | 83          | Excellent|
| 5  | This module material encourages my curiosity                               | 83          | Excellent|
| 6  | This module creates formative tests that can test how far I understand the news text material | 83          | Excellent|
| 7  | The language used is simple and easy to understand                         | 89          | Excellent|
| 8  | The letters used are simple and easy to read                               | 86          | Excellent|
| 9  | Using this module makes my learning more directed and demanding            | 81          | Excellent|
| 10 | The appearance of this module is interesting                               | 83          | Excellent|
| 11 | Using this module can increase the desire to learn                         | 78          | Good     |
| 12 | Using this module can make learning about news texts not boring           | 78          | Good     |
|    |                                                                           | **82.5**    | **Excellent** |

Table 15. Percentage Acquisition of Small Group Trial Scores

| No | Assessment Indicator | Average (%) | Criteria |
|----|-----------------------|-------------|----------|
| 1  | Theory                | 85.64       | Excellent|
| 2  | Language              | 87.5        | Excellent|
| 3  | Attraction            | 79.86       | Good     |
|    |                       | **84.33**   | **Excellent** |

Table 16. Student Response Data on Teaching Materials in Trials Large Scale (28 students)

| No | Statement                                                                 | Average (%) | Criteria |
|----|---------------------------------------------------------------------------|-------------|----------|
| 1  | This module makes me happy to learn it                                    | 91.6        | Excellent|
| 2  | The presentation of material in this module starts from the easy to the difficult and the concrete to the abstract | 88.1        | Excellent|
| 3  | This module makes only questions that encourage me to think                | 88          | Excellent|
The presentation of material in this module encouraged me to discuss with other friends

This module material encourages my curiosity

This module creates formative tests that can test how far I understand the news text material

The language used is simple and easy to understand

The letters used are simple and easy to read

Using this module makes my learning more directed and demanding

The appearance of this module is interesting

Using this module can increase the desire to learn

Using this module can make learning about news texts not boring

| No | Assessment Indicator | Average (%) | Criteria |
|----|----------------------|-------------|----------|
| 1  | Theory               | 89.35       | Excellent|
| 2  | Language             | 86.80       | Excellent|
| 3  | Attraction           | 88.71       | Excellent|
|    | **Average**          | **88.28**   | **Excellent** |

Table 17. Percentage Acquisition of Large Scale Trial Scores

| Interval | Frequency | Percentage |
|----------|-----------|------------|
| 55-58    | 0         | 0%         |
| 59-65    | 2         | 7.33%      |
| 66-70    | 7         | 17.89%     |
| 71-76    | 9         | 23.22%     |
| 76-80    | 0         | 0%         |
| 81-85    | 8         | 22.22%     |
| 85-90    | 2         | 7.33%      |
| **Total**| **28**    | **100%**   |

Table 18. Frequency Distribution of Pretest Value Test Results News Text Before Using Module

| Interval | Frequency | Percentage |
|----------|-----------|------------|
| 70-73    | 1         | 4.47%      |
| 74-77    | 2         | 5.55%      |
| 78-81    | 5         | 12.67%     |
| 82-85    | 9         | 23.22%     |
| 86-89    | 0         | 0%         |
| 90-93    | 7         | 19.46%     |
| 94-97    | 4         | 11.11%     |
| **Total**| **28**    | **100%**   |

Table 19. Frequency Distribution of Posttest Value Test Results of Text News after Using Module

Students who have 70-73 scores only 1 person or 4.47%, who get 74-77 scores of 2 people or 5.55%, who get 78-81 scores of 5 people or 12.67%, who get grades 82-85 as many as 9 people or 23.22%, who received a value of 86-89 none or 0%, who received a score of 90-
93 as many as 7 people or as much as 19.46%, who received a score of 94-97 as many as 2 people or 11.11%.

After learning by using the problem-based news text module, student learning outcomes increased by 9.47. The average value before using the module 76.07 and the average value after using the module 85.54 Comparison of the pretest and posttest values can be seen in table 4.20 below.

**Table 20. Comparison of Pretest and Postest Average Value**

| No. | Group         | Average | Range |
|-----|---------------|---------|-------|
| 1   | Before (Pretest) | 76,07   | 9,47  |
| 2   | After (Postest) | 85,54   |       |

The table above explains the comparison of the average value of the pretest to posttest which is 9.47 with an average pretest of 76.07 with the category of "good" and the average postest of 85.54 with the category of "very good". Based on this it can be concluded that the problem-based news text module can improve student learning outcomes.

**Table 21. Results of Analysis of Teaching Material Needs**

| No | Information                                                                 | Frequency | Result  | Educator | Percentage (%) | Students | Percentage (%) |
|----|-----------------------------------------------------------------------------|-----------|---------|----------|----------------|----------|----------------|
| 1  | Are you familiar with the problem-based news text module as explained in the above understanding? Do you use problem-based news text modules in the learning process? |           | yes     | 1        | 50 %           | 2        | 7,14           |
|    |                                                                             |           | No      | 1        | 50 %           | 26       | 92,85          |
| 2  | Do you need a problem-based news text module with the contents described above in the learning process? Are you familiar with the problem-based news text module as explained in the above understanding? |           | yes     | 0        | 0 %            | 0        | 0              |
|    |                                                                             |           | No      | 2        | 100 %          | 28       | 100            |
| 3  | Do you use problem-based news text modules in the learning process?         |           | yes     | 2        | 100 %          | 23       | 82,14          |
|    |                                                                             |           | No      | 0        | 0 %            | 5        | 17,85          |

**Table 22. Student Pretest and Posttest Learning Outcomes in the News Text Material**

| No | Respondents | Pretest | Posttest |
|----|-------------|---------|----------|
| 1  | Afriandi    | 65      | 70       |
| 2  | Christian Novran Zebua | 70      | 80       |
| 3  | Erwin Pratama | 75      | 85       |
|   | Name                  | Score | Frequency |
|---|-----------------------|-------|-----------|
| 4 | Fajar Maulana         | 75    | 85        |
| 5 | Fikri                 | 85    | 95        |
| 6 | Gilang Pranata        | 75    | 80        |
| 7 | Heru Kurniawan        | 80    | 90        |
| 8 | M.Riandi              | 80    | 90        |
| 9 | M.Rizky Sianipar      | 70    | 85        |
| 10| M.Rizky Hidayat       | 75    | 85        |
| 11| M.Aldi                | 75    | 80        |
| 12| M.Difa                | 80    | 90        |
| 13| Muhammad Fuja Hari    | 65    | 75        |
| 1 | Muhammad Ares Daeng   | 75    | 90        |
| 2 | Muhammad Arfan        | 90    | 95        |
| 3 | Muhammad Fauzi        | 70    | 85        |
| 4 | Muhammad Irviansyah   | 70    | 85        |
| 5 | Muhammad Rendi Prayoga| 85    | 95        |
| 6 | Muhammad Rendi Aditia | 80    | 90        |
| 7 | Muhammad Rizki Fadillah| 75   | 85        |
| 8 | Muhammad Sandy Rustaman| 70  | 85        |
| 9 | Muhammad Yahya        | 90    | 95        |
| 10| Muzaifah              | 75    | 80        |
| 11| Nazaruddin            | 80    | 90        |
| 12| Rahmad Ari Syahputra  | 75    | 85        |
| 13| Ridwan               | 85    | 90        |
| 14| Rijal Mahmuda        | 70    | 75        |
| 15| Rian Hidayah         | 70    | 80        |

**Average (Σ)**: 76.17 85.54

**Tabel 23.** Pretest Value Frequency Distribution before Using Module Problem-based on News Text Material

|   | X  | F  | fX  | X -\(\bar{X}\) | (X - \(\bar{X}\))^2 | F(X - \(\bar{X}\))^2 |
|---|----|----|-----|----------------|----------------------|----------------------|
| 65| 2  | 130| -11.07| 122.54       | 245.08               |
| 70| 7  | 490| -6.07 | 36.84        | 257.88               |
| 75| 9  | 675| -1.07 | 1.14         | 10.26                |
| 80| 5  | 400| 3.93  | 15.44        | 77.20                |
| 85| 3  | 255| 8.93  | 79.74        | 239.22               |
| 90| 2  | 180| 13.93 | 194.04       | 388.08               |
|\(\bar{X}\) = 76.07\| \(n = 28\)\| \(\Sigma fX = 2130\)| \(\Sigma = 1217.72\)|

DOI: [https://doi.org/10.33258/bile.v3i1.807](https://doi.org/10.33258/bile.v3i1.807)
Table 24. Pretest Value Frequency Distribution before Using Problem Based Modules in News Text Material

| Y  | F | fX  | X - X̄ | (X - X̄)^2 | F(X - X̄)^2 |
|----|---|-----|--------|------------|------------|
| 70 | 1 | 70  | -15.54 | 241.49     | 241.49     |
| 75 | 2 | 150 | -10.54 | 111.09     | 222.18     |
| 80 | 5 | 400 | -5.54  | 30.69      | 153.45     |
| 85 | 9 | 765 | -0.54  | 0.29       | 2.61       |
| 90 | 7 | 630 | 4.46   | 19.89      | 139.23     |
| 95 | 4 | 380 | 9.46   | 89.49      | 357.96     |

X̄ = 85.54  n = 28  \( \sum fX = 2395 \)  \( \sum = 1116.92 \)

Details of the posttest learning outcomes data based on the table after using the problem-based module increased to reach a total value of 2395 percentage of the average value of 85.54% with very good criteria. The details of the data show that 1 student has a score of 70, 2 students have a score of 75, a total of 5 students have a value of 80, a total of 9 students have a value of 85, a total of 7 students have a value of 90, a total of 4 students have a value of 95.

V. Conclusion

The preparation of news-based news text teaching materials begins with conducting the first stage of the preparation of teaching materials starting with conducting needs analysis, needs analysis is carried out to gather information. The results of the needs analysis showed that 100% of students were not familiar with problem-based teaching materials, 100% of students and educators did not use problem-based teaching materials and 100% of students stated that they needed problem-based teaching materials as an alternative in learning news texts. The second stage of developing instructional materials is done by developing materials, for example, stages of learning implementation that are adjusted to the problem base and practice questions in the news text.

The product that was developed was in the form of a problem-based module on writing news text material entitled "Problem-Based News Text" for 9th of students of SMK TR Sinar Husni qualified and suitable for use as individual teaching materials based on the assessment of material experts and learning design experts. The feasibility of teaching materials by material experts included in the criteria is very good with aspects of the feasibility of the contents of 90.1%, the feasibility of the presentation of 90.3%, and the feasibility of aspects of the language of 93.2%. The feasibility of the design by the design experts in the criteria is very good with an average score of 89.5%, the module size aspect with an average score of 89%, the module cover design (cover) with an average score of 91.6%, and the module design with an average score of 87.5%.

Student news text test results after using the news text module increased by 9.47, with an average pretest learning outcomes or before using the module of 76.07 while the posttest learning outcomes or after using the module amounted to 85.54.
References

Alwi, Hasan. Dardjowodjojo, Soenjono. Lapoliwa, Hans. Moeliono, Anton M. 2010. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka.

Andrawina, Vina. 2008. —Peningkatan Keterampilan Menulis Teks Berita melalui Pendekatan Keterampilan Proses secara Terbimbing dan Berjenjang pada Siswa Kelas VIIIIB SMP Negeri 1 Kragan Kabupaten Rembang Tahun Ajaran 2008/2009l. Skripsi. Jurusan Pendidikan Bahasa dan Sastra Indonesia.

Ardiah, Ulin Isna. 2009. —Peningkatan Keterampilan Menulis Teks Berita melalui Pemanfaatan Audiovisual dan Peta Pikiran pada Siswa Kelas VIII SMP Negeri 2 Pemalongl. Skripsi. Jurusan Pendidikan Bahasa dan Sastra Indonesia.

Arikunto, Suwarno. 2012. Dasar-dasar Evaluasi Pendidikan Edisi 2. Jakarta: Bumi Aksara.

Anis Akmalia 2008. Upaya Peningkatan Keterampilan Menulis Teks Cerpen Siswa Kelas XE SMA Negeri 2 Magelang Dengan Strategi Pembelajaran Berbasis Masalah. Accessed on February 10, 2018.

Bahri, Djmahah. 2006. Strategi Belajar Mengajar. Jakarta: PT Rineka Cipta.

Belawati et al. Pengembangan Bahan Ajar (Jakarta: Universitas Terbuka, 2003), page. 14-19.

Chae, Abdul. 2009. Sintaksis Bahasa Indonesia: Pendekatan Proses. Jakarta: Rineka Cipta.

Chow, James. 2001. A News Journal Approach To Teaching Advanced Writing. http://iteslj.org/Techniques/Chow-Newspaper.html. Accessed on April 2018.

Depdiknas, 2006. Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006. Tentang Standar Isi. Jakarta: Depdiknas.

Emilia, E. 2011. Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru. Bandung: Rizqi Press.

Puspitasari 2012. Peningkatan Keterampilan Menulis Naskah Drama Dengan Strategi pembelajaran Berbasis Masalah Siswa Kelas XI MAN Yogyakarta II. Accessed on February 10, 2018.

Purwanto. 2011. Evaluasi Hasil Belajar. Yogyakarta: Pustaka Pelajar.

Sri Haryanti. 2015. Pengaruh Media Audiovisual Terhadap Kemampuan Menulis Teks Negosiasi Oleh Siswa Kelas X SMA Negeri 1 Dolok Masihul Tahun Pembelajaran 2014/2015.

Sanjaya, W. 2010. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group.

Haryono, Purwo. 2003. Teori dan Praktik Analisis Wacana. Surakarta: Pustaka Cakra Surakarta.

Tarigan, Henry Guntr. 2013. Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.

Tim penyusunan Direktoriat Pembinaan Sekolah Menengah Atas Dirjen Manajemen Pendidikan Dasar dan Menengah Depdiknas, Panduan Pengembangan Bahan Ajar (Jakarta: Depdiknas,2008.

Trianto. 2009. Mendesain Model Pembelajaran Inovatif dan Progresif. Surabaya: Karisma Putra Utama.

Widiastuti, U., et al. (2019). Development of Traditional Harmony-Based Teaching Materials Based on HOTS to Improve Student Musicality of Music Education Program at Language and Art Faculty at State University of Medan (UNIMED). Budapest International Research in Linguistics and Education Sciences (BirLE), 2 (4), 227-238.