

EXPLORATION OF NEWS PRESENTATION IN MASS MEDIA AS INDONESIAN LEARNING MEDIA IN MIDDLE AND HIGH SCHOOL STUDENTS

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Abstract

Research Objectives Based on the focus of the study there are objectives to be achieved in this study, namely: Knowing the typography and graphic text news in the mass media used in textbooks as Indonesian language learning material in middle and high school? Knowing the description of the advantages and disadvantages of the form of presentation and content of messages in the news text that is used as a medium of learning Indonesian in junior high and high school? Know the description of the feasibility of using news texts in textbooks in learning Indonesian in middle and high school?

Methods of data analysis using (a) Typographic and graphic analysis using translational equivalent methods, (b) Description of the strengths and weaknesses of the form and content of messages in news texts translational methods and referential equivalent, (c) Description of the feasibility of using alternative news texts with triangulation techniques expert.

None of 9 data contained complete news elements. For graphics there are 4 out of 9 data that have included pictures as a supporting in convey. The superiority of the text is in the data using short sentences and easy to understand. Shortage of text does not contain the whole news elements. Other deficiencies of the information presented do not have the novelty element. The feasibility of the material (theme) with basic competencies is appropriate. The factual aspects of the news text from 9 data are still using old news. The time span is from 3 years to 15 years. The aspects of teaching materials that can stimulate students to think critically have not been fulfilled. Available data are limited to informational objectives and increase student knowledge.

Keywords: News, Mass Media, Teaching Materials

1. INTRODUCTION

Text-based Indonesian learning is the application of learning based on the 2013 curriculum. In addition, Indonesian subjects are used as advocators in all subjects except foreign language subjects. The position of the Indonesian language has an important role in advancing its education for change for the better. At this time interest in reading the Indonesian people is still relatively low. Needed by the PISA test results in 2012 showed Indonesian students ranked 64th with a score of 396 (average score of OECD 496). The data shows the literacy ability of Indonesian students, especially in terms of understanding reading, is still relatively low. Therefore, it is deemed necessary to improve the culture of student literacy through the implementation of structured programs in schools that are realized in GLS.

Indonesian language learning cannot be separated from reading material as a learning resource. Indonesian textbooks also use news as reading material. There are news sources

taken from print media and online news sources. The source is used based on the consideration of the author of the textbook. Teachers in providing learning to students directly provide reading material without considering the criteria for good teaching materials.

News learning materials in textbooks are found news taken from the internet. This type of news cannot be accounted for validity. Especially from sources of internet addresses that do not yet have a reputation or official permission from Indonesian broadcasting institutions. The news that is used as learning material does not yet have the quality and feasibility value according to existing standards.

Problems that arise related to news teaching materials in textbooks include: First the phenomenon that occurs in the field there are textbooks that use reading sources in the form of news text from unofficial web pages. The use of teaching materials sourced from unofficial pages cannot be justified. There is a tendency for the source of reading material is misinformation. Things like this can cause students to distrust the source of information in textbooks. As a result of the development of informal information so that hoax news flourishes in this country.

The other two factors of teaching materials in textbooks are the element of eligibility in the use of instructional materials in the teaching material structure. Specifically on the selection of themes that fit the learning resources and needs of students. The selection of readings (news texts) between themes and student needs must be appropriate. For the needs of high school students, the standard needs and character building of high school age children are needed.

The three news structures presented are not in accordance with the complete news elements. This happens that there are several textbooks that use news text reading material which is an alteration of the original story for some reason. For example of changing the news are the text because the reason is too long from the original. Then from the author can to change the news element.

Themed with the problem above, the writer conducted a research entitled "Exploration of Presentation of News in Mass Media as an Indonesian Language Learning Media for Middle and High School Students" Quality and Eligibility for News Presentation in Mass Media as an Indonesian Language Learning Media in High School Students ". The author wants to present a discussion of Indonesian language teaching materials in the form of news texts in textbooks that are categorized as feasible or not. So that at the end of this study can provide recommendations about news texts that are feasible or not feasible in learning. The resulting theory can be used as a reference in the selection of Indonesian language teaching texts.

These problems are formulated into three problem formulations, (a) How to analyze typography and graphics using the translational equivalent method, (b) Description of the advantages and disadvantages of the form of presentation and content of messages in the news text translational method and referential equivalent, (c) Description of the feasibility of alternative uses news texts with expert triangulation techniques. As for this study, an in-depth analysis of the form of news presentation as a medium for learning Indonesian language will be explored in high school students. The analysis will reveal the elements of the building of news text series seen from various points of view so that it will produce new theories and recommendations about the use of news texts based on their presentation.

Scope

The object of research in the form of teaching materials in the form of news text contained in Indonesian high school textbooks used in Learning 2019/2020 school year. There are 3 textbooks used as objects. Textbooks published curriculum and book centers, Balitbang, Kemdikbud class X, XI and XII.

Discuss on. (a) Typographic and graphic analysis using the translational equivalent method, (b) Strengths and weaknesses of the form of presentation and content of the message

in the news text translational method and referential equivalent, (c) The feasibility of using news texts in learning with expert triangulation techniques. The study by the author focused on the use of appropriate news texts in learning Indonesian in high school. The accuracy includes: news texts in accordance with KD, news texts that support students' character growth, news texts that have a clear structure, and new news texts in accordance with the development of information at the time of learning are conveyed.

This writing includes a discussion that the writer can formulate: What are the typography and graphic text news in the mass media used in textbooks as Indonesian language learning material in high school? What is the description of the advantages and disadvantages of the form of presentation and content of messages in the news text that is used as a medium for learning Indonesian in high school? What is the description of the feasibility of using news texts in textbooks in learning Indonesian in high school?

Research Objectives Based on the focus of the study there are objectives to be achieved in this study, namely: Knowing the typography and graphic news text on the mass media used in textbooks as learning material for Indonesian in high school? Knowing the description of the advantages and disadvantages of the form of presentation and content of messages in the news text that is used as a medium for learning Indonesian in high school? Knowing the description of the feasibility of using news texts in textbooks in learning Indonesian in high school?

Benefits of Research The theoretical benefits of the results of this discussion can provide new theories about the form of news presentation in the mass media as a medium of learning Indonesian language for high school students. Practical Benefits provide input to high school teachers in providing learning material when using news text as reading material. Another benefit is providing input for the textbook compiler in selecting news texts as teaching material.

Literature review and theory framework

Arsita (2014) has conducted research on teaching material based on news texts under the title "Affix in Lampung Pos Newspaper News". The difference with this research focuses on the forms of presenting news texts both online and in print to be compared in their use as teaching material. Research on teaching materials has also been conducted by (Irwanti: 2017) with the title "Development of Free Poetry Writing Teaching Materials Class VIII Xaverus Tugumulyo Middle School" research similarities are still on the object of teaching materials the difference is Irwati's research on Development while the author's research on the quality of teaching materials is feasible. Research on the use of teaching materials was conducted by Kofiana (2014) with the study of the development of teaching materials to read bigrafi in high school through a biographical analysis of Dahlan shoe novels.

Research on teaching materials has been conducted by (Rustono: 2015), Sudon with the title "Development of Interactive Teaching Materials Competence in Producing Complex Procedure Texts with Politeness for Students in Class X High School / MA." There is a similarity with the research that the writer does, which is located in Indonesian teaching materials. The difference occurs in the study of reading materials producing procedural texts while this study discusses the feasibility of news text teaching materials in textbooks. Research on the development of teaching materials has also been carried out by (Saddhono: 2014) with the title "Development of Biography Reading Teaching Materials in High Schools through Analysis of Dahlan Shoes Biography Novels".

The research aims at developing teaching materials. The difference with the study of the writer discusses the quality and feasibility of teaching materials in textbooks. Mahmood (2011: 171) states that teaching materials (textbooks) are the soul of learning activities that open scientific horizons to guide students to get extraordinary experiences. Mahmood (2011) in a study entitled "Conformity to Quality Characteristics of Textbooks: The Illusion of

Textbook Evaluation in Pakistan" also concluded that teaching materials not only affect what and how students learn, but also what and how teachers teach, "Textbooks do not only influence what and how students learn, but also what and how teachers teach "

Research on the structure of the news text was once conducted by (Suhartono: 2015) with the title "Structure Text News Education Jawa Pos June ed. September 2015: Analysis of Critical Discourse Analysis Teun A. Van Dijk" the value of the equation with the author's research on the subject of news text. As for the improvement in the research, the structure of the news text analyzes while the author's research discusses the quality and feasibility of news text teaching materials as teaching materials.

Still on research on news conducted by (Samosir: 2018) with the title "Differences in the Ability to Write News for Class VII Students of Pariaman Middle School 3 with Image Media and Direct Objects." The equation with this research is the same as news objects. The difference is in the ability to write news while the author's research on aspects of the quality and feasibility of news texts as teaching material in textbooks.

Research on the ability to write news has also been conducted by (Heru: 2016) with the title "Improving News Text Writing Skills Using the Mind Mapp Method in Class VIIC Students at Al Islam Cipari Middle School in Cilacap Regency." The research was focused on improving news writing skills. The difference with what the writer does is not on news writing skills but on the quality of the news text which is used as a source of learning. Research (Nur: 2014) entitled "The Ability to Write News Texts for Students of Class VIII MTs DDI Basseang." Equations with the author's research are found in news text material. The difference in the aspects of the analysis of the quality of news tech is Nur's research on the ability to write news. Research on "Improvement of News Text Writing Skills Through Textual Approach of Class VIII H Students of SMP Negeri 1 Tambang in Kampar Regency" has been carried out (Faizah: 2014). This study discusses improving news writing skills. The research does not discuss the quality and feasibility of news texts as teaching material in textbooks. The study aims to determine the effect of the use of problem-based learning models on the ability to write news texts once done by Sinaga ((2015).

Based on the research above, it can be concluded that the research about "Exploration of Quality and Eligibility of News Presentation in Mass Media as Indonesian Language Learning Media in Middle and High School Students" has never been done. This research was conducted by the author to find out the provision of news text teaching materials taken from the mass media and then used in teaching materials in textbooks that have good quality. Aspects of the appropriateness of material needed by students are also a priority in choosing news reading texts for the character formation of students.

News that has a main idea is the central focus. After getting the focus of the problem to be conveyed, the reporter then chooses information that will support the basic idea or focus. This information usually contains information that answers readers' questions after reading the focus of the news (Ishwara 2011: 97). Journalists' standards in writing news can be broken down into three things, namely: (1) News lead. In the form of sentences are containing ideas to take the reader to continue reading until completing all the news. Lead contains important things called the 5w + 1H formula, it's what (what event was reported), who (who was involved with the event), When (the time of the event, whenever it happened), Where (where the event took place, wherever it happen), Why (why the event occurred, the factors that caused the event to occur), and How (how the event occurred). However, in the present time one more element needs to be added to the news lead which is so what is intended to investigate the depth implications of an event and situation. This is based on the idea that an event does not stand alone, they are related to developments and issues of concern to the community; (2) news bodies that contain facts or quotes that support news leads, including mentioning sources of information; and (3) cover. News containing excerpts from major news

sources that summarize the overall issue, explanation of further action or other additional facts (Ishwara 2011: 98).

Furthermore, Eriyanto (2002: 99-101) argues that during the process of making news a framing occurs. News is said to be a complex end result by sorting and determining certain events and themes in one particular category. The process of making news does not just depend on the reporter's scheme. Journalists live in a media routine and media institutions that can indirectly (or directly) influence the meaning of events. Journalists live in a set of rules and work patterns in the media where they work. This is in line with the view of Sudibyo (2006: 224), the frame that appears in the mass media discourse is strongly influenced by the mass media crews themselves. It is common for mass media crews to describe their ideas, use their own language style, and frame and limit the statements of news sources. In addition, they set out their own interpretive frame by using special rhetoric which implies a particular alignment or tendency. The magnitude of the role of journalists in the framing process cannot be separated from the basic assumptions of the framing itself, which always includes life experiences, social journeys and psychological tendencies of journalists when interpreting messages that come to them. This can happen because journalists are active and autonomous subjects.

This implies that the interpretation scheme of the journalist determines how he views an event or reality. That perspective then leads journalists to frame events in a certain frame and become a guide when choosing facts that fit the frame. The key factors that influence journalists in constructing reality are journalists' backgrounds such as education, sex, age, and so on. In addition, journalists' attitudes, values, beliefs, and orientation towards politics, religion, ideology and sects also contribute to how journalists shape events into a scheme in the news.

The existence of teaching materials is absolutely necessary in learning. Teaching materials or instructional materials are knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards (Ministry of National Education 2006: 4). In detail, the types of learning materials consist of knowledge (facts, concepts, principles, and procedures), skills, and attitudes or values.

In line with this definition, Efendi (2009: 3) explains that textbooks are books which are used by students as a learning medium (instructional). The role of textbooks, both in the classroom and outside the classroom, is very dominant and has a very important function in an education system. The contents of textbooks are developed based on the applicable curriculum. Mahmood (2011: 171) states that teaching materials (textbooks) are the soul of learning activities that open scientific horizons to guide students to get extraordinary experiences. Mahmood (2011) in a study entitled "Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan" also concluded that teaching materials not only affect what and how learners learn, but also what and how teachers teach, "Textbooks do not only influence what and how students learn, but also what and how teachers teach".

Based on the understanding of teaching materials that are formulated, the understanding of teaching materials in this study is a subject matter that can be used by students as a means of gaining knowledge and experience aimed at improving skills and achieving indicators of predetermined competency standards. Teaching material is developed in accordance with the applicable curriculum and adapted also to cognitive, affective, psychological learners.

The ideal teaching materials cannot be separated from the role of related parties to select and choose teaching materials. There are four things that need to be considered in the selection criteria for teaching materials, namely (1) content, (2) presentation of material, (3) language and readability, and (4) book or graphic format. These four aspects are related to one another.

1. Guidelines for Preparation of News

. Journalists in writing news consider the guidelines in preparing news. Newspapers become interesting because the news that is informed has an allure for the reader. The public will read the news by looking at the headline or news display. The people who have busy, of course, do not read the whole news. The part that is read is focused on the first paragraph (terrace news). Ten guidelines for writing news terrace according to Moentadhim (2006: 21-22) are as follows:

1. The news terrace that occupies paragraph or the first paragraph reflects the most important point of the news. The paragraph consists of more than one sentence, but it should not exceed three sentences.
 2. News terrace, keeping in mind the nature of the Indonesian language, do not contain more than between 30 and 45 words. If a short news terrace, for example consists of 25 words or less, it is better.
 3. The news terrace must be written in such a way that:
 - a. Easily captured and quickly understood, easy to say on radio, television, and easy to remember;
 - b. The sentence is short, simple arrangement, using standard language and economic economics, so: keep the word redundant;
 - c. Obviously carrying out the provisions of "one idea one sentence";
 - d. Do not conclude or load all 3A and 3M elements (What, who, why, when, where, how);
 - e. Allowed to contain more than 3A and 3M elements.
 4. Things that may not be so basic, but function as supplementary / supplementary information should be included in the news.
 5. News terrace, in accordance with human instincts that want to know immediately what happened, you should know what elements. So like the news terrace that begins with what elements. What elements are given in the shortest possible expression that summarizes / intimates about it.
 6. The news terrace can also start with whose element, because this always attracts the attention of people, especially if who it is a prominent attack in the field of activities and the field. However, if the Who element is not so prominent, then it should not be used in the beginning of the news
 7. News terraces rarely use the element through at the beginning, because the element of time is rarely a prominent part in events. The time element is only used in the beginning of the news terrace if the element is meaningful in the news;
 8. The order in the terrace of the news should be the Place element first, then the time element;
 9. The elements of how and why elements are outlined in the news agency, so not in the news terrace;
 10. The news text can be preceded by a quotation lead, as long as the quote is not one long sentence. In the paragraph should be written the name of the person and the place and opportunity he made a statement.
2. Criteria for Teaching Materials

The textbook writing guidelines cover four standards, a. Content standards, b. Process standards, c. Graduates' competency standards, and d. Infrastructure standards are related to the writing of textbooks according to Sitepu (2012: 37). Teachers when teaching make four references as a standard in the selection of teaching materials. Providing teaching materials that do not take into account existing references can mislead students in learning. This must be avoided by educators so that the goals of education can be achieved.

Teaching materials are used as a means of achieving national education goals. UU no. 20 of 2003 concerning the national education system Chapter II article 3 states that national education aims to develop the potential of students to become human beings who have faith

and are devoted to God Almighty, of good morality, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic. One of the roles of teachers in realizing national education goals is in the selection of teaching materials based on the law. Students get appropriate material so that science develops according to their age and school level.

The learning theory used in presenting learning material as a description of the subject matter is based on; a learning objectives that contain the competencies to be achieved,. Characteristic of subject matter, Characteristic of students, Learns of resource in addition to textbooks. (Sitepu 2012: 81)

3. Characteristics of Textbooks

Textbooks are books that are used as a teacher's guide in providing learning in class. There are more than one books on the market, therefore teachers in choosing textbooks need to pay attention to the characteristics of good books. According to Hartono (2016: 23) textbooks have two characteristics, first the general characteristics and second the special characteristics. General characteristics are namely characteristics that apply in general. The general characteristics of textbooks are the same as the characteristics of scientific papers because they are scientific papers. This similarity can be seen from three aspects, namely aspects of content, presentation, and format. Special characteristics are the characteristics that are different from writing sciences.

The special characteristics of textbooks according to Muslich in Hartono (2016: 23): a. Arranged based on applicable education curriculum b. Focusing on specific objectives that are achieved c. Present on certain subjects d. Focusing on student learning activities e. Provide instructions for teacher teaching activities f. In accordance with the target students' intellectual are development g. The style of the presentation of the textbook provides stimulus so as to bring out student creativity.

Relation of text books are elements of learning. Textbooks used in schools have a relationship with learning elements, including: 1) the relationship of textbooks with the curriculum, 2) the relationship of textbooks with learning objectives, 3) the relationship of textbooks with students, 4) the relationship of textbooks with teachers, 5) the relationship of textbooks with learning media, 6) the relationship of textbooks with learning strategies (Muslich in Hartono 2016: 28). Six components related to textbooks can create learning in class in accordance with the stated goals. Teacher and student convenience can be realized while students get the right education.

4. Feasibility of the contents of the textbook

The feasibility of the textbook is influenced by the material contained in the book. The material in the textbook includes curriculum guidance as the main element. a. The suitability of the material with SK or KI and KD. It is the compatibility of the description / exposure of the material contained in the textbook with the SK / KI and KD contained in the curriculum. b. Completeness of the material, that is, exposure to the material contained in the textbook is no lack. That is, if a BC should be exposed to three parts of the material, then the exposure of the material must also have three parts, if not then considered incomplete. According to BSNP (2008) the completeness of the material is shown by the existence of: discourse, understanding of discourse, linguistic / literary facts, and application. c. Material depth. The depth of the material in question is the description of the material in a detailed textbook, or detail, not just the surface of the skin. According to BSNP (2008) the depth of material can be explained by the suitability, quantity and quality of discourse. d. The accuracy of the material, i.e. the accuracy or accuracy of the material described in the textbook. e. Learning support material, which is meant is the material presented can be seen and experienced by students in daily life and is up to date.

2. RESEARCH METHODS

Research by the author includes the type of qualitative research with library research, a series of research activities relating to the process of collecting, reading, recording, and processing materials and research data based on library sources. Research objects News texts in textbooks used in learning.

News texts used in learning Indonesian. Data sources used in this study consisted of primary data sources and secondary data sources. The primary data source in this study is news excerpts, both online and offline from the mass media used in Indonesian high school textbooks. The secondary data sources from this research are books, documents, journals, and others that discuss learning media and journalism.

In collecting this research data using documentary techniques, namely how to collect data through written documents related to research (Margono, 2005: 181).

The validity of the data is using triangulation. Data validation process is using various correction techniques. Includes sources of data is acquisition and data authenticity.

After the data is collected, the data is processed and analyzed by content analysis, which is a technique for processing data by "describing the contents of the book content manifested objectively, systematically, by linking to the contextual meaning", in the form of standard material in the curriculum. Research conducted by the documentation method is a research instrument from non-human sources, both personal and official documents (Sugiyono, 2006: 111). In collecting, identifying, analyzing, synthesizing, and interpreting concepts and data is done in a non-interactive way because the data source is in the form of documents (Sukmadinata, 2009: 65). In this study the authors used quantitative content analysis, this is as Wimmer and Dominick argued that content analysis is a method for studying and analyzing communication systematically, objectively, and quantitatively (Wimmer et al., 2000: 135). The stages in conducting content analysis are (a) formulating the problem, (b) building a theoretical framework and determining the unit of analysis and categories, (c) determining the sample, (d) conducting a reliability test, (e) reading the data, and conducting analysis and interpretation and research (Sugiono, 2008: 105-118). The discussion in this study there are four aspects, namely: (a) aspects of the content of textbook material, (b) aspects of presentation, (c) aspects of graphic. Methods of data analysis using (a) Typographic and graphic analysis using translational equivalent methods, (b) Description of the strengths and weaknesses of the form and content of messages in news texts translational methods and referential equivalent, (c) Description of the feasibility of using alternative news texts with triangulation techniques expert.

This research uses descriptive qualitative research with case studies that use naturalistic settings. The procedures in this study are as follows: (1) building a conceptual framework by considering the problems that arise in learning with news text teaching materials, (2) formulating problems in research, (3) compiling theoretical studies and thinking frameworks that form the basis to the problems studied, (4) the selection of research subjects and research restrictions, (5) data collection in the form of news text contained in Indonesian high school textbooks. (6) data analysis using triangulation of methods and sources by combining data obtained in the field in the form of observations, document analysis, (7) after analyzing the data, the researcher determines the research results and concludes the research results obtained systematically.

3. FINDINGS AND DISCUSSION

Feasibility of typography and graphics

Data 1 text reading page 9-10 of class X textbook title text "Puppet" in this reading the text in the form of an observation report. The text does not use supporting images in the form of puppets. The text is typographically and graphically not fulfilled in the graphic element because it is only in the form of text without the support of images.

Data 2 text reading pg. 23-24 class textbook x text title "Know the Bedouin Tribe". In this reading the text is in the form of an observation report. Using supporting images are in the form of children and abode of Bedouin tribes. The text is typographically and graphically fulfilled. Evidently there is reading about the Bedouin tribe and supported by the picture, but the gambar which is used as a supporter of the discourse has not fully met the criteria because the Bedouin tribe is not only inhabited by children but there are also adults.

Data 3 text reading pages 56-57 of class X textbook title of the text "Development and Environmental Disasters". In this reading the text is in the form of an observation report. Using a supporting image in the form of a flood, in the picture there is a car that almost sank and some people want to save themselves. The text is typographically and graphically appropriate. Between the title and the image does not support the whole. In the title development and environmental disasters while the picture only in the form of environmental disasters.

Data 4 text reading pages 13-15 of class XI textbook title of the text "Tips for Job Interview". In this reading the text takes the form of information on job search tips. Use supporting images as aspects to clarify the text submitted. The picture gives an illustration of the activity of an interview between a job applicant and a company that needs employees.

Data 5 text reading pages 48-50 of class XI textbook title text "Mass Demonstrations". In this reading the initial part is presented with a picture of the demonstration at the Jakarta Parliament building. After the new picture begins explain of the events that took place in 1998. The text takes the form of information but the events conveyed are old events so they do not have the element of novelty

Data 6 text reading pages 59-60 of class XI textbook title text "Aceh Earthquake". In this reading the first part presents a picture of the earthquake in Aceh. The picture is begun the 2004 earthquake event. The text is in the form of information but the event delivered is an old event so that it is classified as not actual news text.

Data 7 text reading p. 83-94 textbook class XII, the title of the text "Rio Wants to Be the Mainlayer" typographically, the text meets the news elements. Paragraphs are presented short with systematic sentences. As the graphic absence of pictures reduce the feasibility of the news. The picture serves to clarify and mean the community to read the news delivered

Data 8 text reading p. 103-105 grade XII test book title of the text "Many Indonesian Workers Are Not Competent" there are two elements of news contained in the text namely what elements and who. They are when, why, and how elements did not exist. In addition to incomplete news elements, the text also does not include images as supporting the news delivered.

Data 9 text reading p. 137-38 grade XII textbook titled "Pak Raden and Cultural Story". Not all of the news items have been conveyed, namely why and how elements. Other news elements already exist. Graphic images have been raised in the reading. The existence of images can become interesting and attractive to the reader.

Data from 1-9 has not yet found the feasibility of typography and graphics attached to the news used as teaching material. The part that has not been fulfilled in the completeness of the news elements on the core of the news. None of 9 data contained complete news elements. For graphics there are 4 out of 9 data that have included pictures as supporting data delivered.

Strengths and weaknesses

The Advantages of text data 1 text has a title that matches the body of the text. Another advantage of the data 1 text starts from the definition or definition so that readers are invited to understand the material to be understood. The delivery method is packaged in language that is easy to understand. The reading text is conveyed from a general matter to a specific section, so that the reader can understand the contents of the information conveyed by reading at the beginning of the text. The final parts of the text are special explanations.

The shortage of news texts in the form of observation reports at the beginning is not equipped with the identity of the object containing 5W + 1H. . The contents of the text have a tendency of historical stories about "wayang". The sentences used are long in conveying the message so that it is not effective.

Data 2 text reading pg. 23-24 class textbook x text title "Know the Bedouin Tribe".

Excellence 2 text data has a title that matches the body of the text. Another advantage of data 2 has similarities with data 1 starting from understanding or definition so that readers are invited to understand the material to be read. How to deliver is packaged with language that is easy to understand. In the reading text is conveyed from a general understanding towards a specific section, so that the reader can understand the contents of the information conveyed by reading at the beginning of the text.

News data 2 text deficiency in the form of observation reports at the beginning is not equipped with information that contains 5H + 1H. That elements are exists at the beginning of the report in the form of definitions of the objects described, elements of the place and elements of how. Other completeness are of the time element and why not yet included. For the information text at the beginning, the news terrace. Writing news terrace aims at providing complete information at the beginning.

Data 3 text reading pages 56-57 of class X textbook title of the text "Development and Environmental Disasters". Excellence data 3 text has a title that matches the body of the text. Another advantage of data 3 is supported by the corresponding image reading text. The delivery method is packaged in a language that is easy to understand. The reading text is conveyed from a general matter to a specific section, so that the reader can understand the contents of the information conveyed by reading at the beginning of the text. The final parts of the text are special explanations.

The shortage of news texts in the form of observation reports at the beginning is not equipped with news terrace (elements 5W + 1H). The initial part contains a general explanation. News items are not included in full. Pictures supporting the story do not explain the text as a whole.

Data 4 text reading pages 13-15 of class XI textbook title of the text "Tips for Job Interview".

Excellence text data 4 text has a title in accordance with the explanation in the text. Other advantages of data 4 are supported by a breakdown in the delivery of information to the public. How to deliver is packaged with effective language that is easy to understand.

The shortage of news texts in the form of observation reports at the beginning is not equipped with news terrace. The initial part contains a general explanation. News items are not included in full.

Data 5 text reading pages 48-50 of class XI textbook title text "Mass Demonstrations".

Excellence text data 5 text has a title in accordance with the explanation in the text. Another advantage of the data 5 is supported by a breakdown in providing information to the public. How to deliver is packaged with effective language that is easy to understand.

The shortage of news texts in the form of observation reports at the beginning is not equipped with news terrace. The initial part contains a general explanation. News items are not included in full.

Data 6 text reading pages 59-60 of class XI textbook title text "Aceh Earthquake".

Data 6 text has the advantage of the title in accordance with the explanation in the text. Other advantages of data 6 are supported by a description of the earthquake events that occurred. How to deliver is packaged with effective language that is easy to understand. The shortage of event news texts occurred in 2004 while the book was published in 2018 and used learning in 2019. The author of the book paid less attention to elements of renew in the selection of reading material. So students are not shown at current events but rather remembering past events.

Data 7 text reading p. 83-94 textbook class XII title of the text "Rio Wants to Be the Mainlayer" text excellence is presented with short sentences and easy to understand. Shortage of text does not contain news novelty elements. The event occurred in 2016. Tech has not provided stimulation to students in character formation.

Data 8 text reading p. 103-105 grade XII test book title of the text "Many Indonesian Workers Are Not Competent" the text is easy to understand. Contains information can provide motivation to students. There is a stimulus so that students or readers do not depend on job openings but can create jobs. Lack of text does not reflect news text because it is not supported by complete news elements.

Data 9 text reading p. 137-38 grade XII textbook titled "Pak Raden and Cultural Story". The text is presented in simple sentences so it is easy to understand. Each paragraph only contains one main idea make inspire readers. Lack of information submitted is not in accordance with the development of high school age children.

The advantages of 9 data are already using short sentences and easy to understand. The vocabulary used is used daily vocabulary. Foreign words are not found, so the advantage of the text is the ease of the reader in understanding the reading. Shortage of text does not contain the whole news elements. Other deficiencies of the information presented do not have the novelty element.

Feasibility of teaching materials

Data 1 Conformity of material with SK or KI and KD: not according to the information submitted there is a tendency of the historical text not the text of the observation report. Completeness of material: the material in the reading text presents the types of puppets. Judging from the title and basic competence, identifying the text of the report reflects the discrepancy. The tendency text contains the history of "Wayang", the form of the text does not reflect the text of the report but rather in the form of historical text. Material depth: The material is not maximal because it contains only types of puppets. According to the material, they should see or observe the puppet show or exhibition. Learning support material: for villagers sometimes watching puppet shows. There is also in the city never seen.

Data 2 Suitability of material with SK or KI and KD: the material is in accordance with the specified basic criteria. Completeness of material: presenter material in the form of a brief description of the Bedouin tribe community. The information conveyed was only partly so that the reader could not fully understand the Bedouin tribe. Material depth: It is still superficially proven to only convey information about the life culture of Bedouin people. Material accuracy: there are no definite sources about the novelty of the report. The text does not include time in observation. Learning support material: for reports Bedouin tribes cannot be known by the whole community. The community cannot monitor in daily life.

Data 3 Material compatibility with SK or KI and KD: it is appropriate. Completeness of material: complete text material about development that results in environmental disasters. Depth of material: the text is adjusted so it is not the original text which is used as teaching material. Material accuracy: news text conveys the disaster that occurred in 2005-2006. Reading material like this is expired reading. Textbooks were published in 2018. This means that they have a distance of 13 years ago from book review. Learning support material: reading text explaining events in Jakarta. There are also students who use the book outside Jakarta. Materially, the incident cannot be felt by students every day.

Data 4 Suitability of material with SK or KI and KD: text material is in accordance with applicable basic competencies. Completeness of material: the text material has provided tips in interview in detail. But the text in the reading material is the result of alteration. Depth of material: text in the form of an adjustment (alteration) so it is not the original text used as teaching material. Material accuracy: news text "job interview tips" for class XI material is not quite right this material will be better provided when class XI is juxtaposed with the job application letter material.

Data 5 Suitability of material with SK or KI and KD: text material is in accordance with applicable basic competencies. Completeness of material: the text material has provided tips in interview in detail. But the text in the reading material is the result of alteration. Depth of material: text in the form of an adjustment (alteration) so it is not the original text used as teaching material. Material accuracy: news text "job interview tips" for class XI material is not quite right this material will be better provided when class XI is juxtaposed with the job application letter material. Learning support material: reading text explaining events in Jakarta. There are also students who use the book outside Jakarta. Materially, the incident cannot be felt by students every day.

Data 6 Text material is in accordance with the prevailing basic competencies regarding explanatory text examples. Presented starts from the identification of phenomena, the process of events to reviews. News sources are not from print media that have a reputation in publishing, but rather sources are taken from internet blogs. The accuracy of the news is obsolete because the event occurred 15 years ago. Learning support material in the reading text does not support the views of the novelty of events and their scope.

Data 7 The text material is in accordance with the prevailing basic competencies regarding sentence facts and opinions in the reading text. The news source has fulfilled the criteria for the appropriateness of the news text coming from the *Republika* newspaper, February 19, 2016. The accuracy of the news is obsolete because it happened 3 years ago. For learning support material in the incident text, it can be seen in the bicycle racing event.

Data 8 text reading p. 103-105 grade XII test book title of the text "Many Indonesian Workers Are Not Competent" The text material is in accordance with the prevailing basic competencies about sentence facts and opinions in the reading text. The news source has fulfilled the criteria for the feasibility of the news text coming from coverage of 6.com. Students for the future are not oriented to looking for work but oriented towards creating jobs.

Data 9 text reading p. 137-38 grade XII textbook titled "Pak Raden and Cultural Story". The text material is in accordance with the prevailing basic competence regarding opinion sentences in the reading text. The news source has fulfilled the criteria for the appropriateness of the news text coming from the internet. *Sindonews.com*. For learn support material that can provide stimulus related to students' way of thinking, the text is only entertaining and has not provided critical thinking stimulation.

From this analysis, data 1-9 aspects of the feasibility of the material (theme) with basic competencies are appropriate. The factual aspects of the news text from 9 data are still using old news. The time span is from 3 years to 15 years. The aspects of teaching materials that can stimulate students to think critically have not been fulfilled. Available data are limited to informational objectives and increase student knowledge.

4. CONCLUSIONS

The feasibility of typography and graphics attached to the news used as teaching material. The part that has not been fulfilled in the completeness of the news elements on the core of the news. None of 9 data contained complete news elements. For graphics there are 4 out of 9 data that have included pictures as supporting data delivered.

The superiority of the text is in the data using short sentences and easy to understand. The vocabulary used is used daily vocabulary. Foreign words are not found, so the advantage of the text is the ease of the reader in understanding the reading. Shortage of text does not contain the whole news elements. Other deficiencies of the information presented do not have the novelty element.

The feasibility of the material (theme) with basic competencies is appropriate. The factual aspects of the news text from 9 data are still using old news. The time span is from 3 years to 15 years. The aspects of teaching materials that can stimulate students to think

critically have not been fulfilled. Available data are limited to informational objectives and increase student knowledge

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