E-Book Development with Kevin Mckeans Theory Writing Scientific Reports for Journalism Language Course

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Abstract: The basic research objectives are: 1) To produce an E-Book product with Kevin Mckeans Theory of Writing Scientific Reports on a valid Journalistic Language Course. 2) To test the effectiveness of the E-Book with Kevin Mckeans Theory of Writing Scientific Reports on Journalistic Language Courses for Indonesian Literature Students Universitas Negeri Medan. The researcher uses the research and development (R&D) method from the ADDIE R&D model (Analysis, Design, Development, Implementation, and Evaluation). The location of the research was carried out in the Indonesian Literature Department, Universitas Negeri Medan. The population of all Indonesian Literature students in 2019 is 30 people. The research sample is the entire population of 30 students of the fifth semester (V) Indonesian language and literature study program for the 2021/2022 academic year. Data collection instruments used questionnaires, observation sheets, and tests. The results showed that the feasibility test was (1) the learning material expert test was in the very good classification (94%), (2) the media expert test was in the very good classification (93%), and the field trial (94.69%) . Test the effectiveness of E-Book products with Kevin Mckean^s Theory of Writing Scientific Reports on Journalistic Language Courses at the pretest stage, the value of students with an average of 76.66% in the Medium effectiveness category, and at the posttest stage, the value of students increased after applying the E-Book. with Kevin Mckeans Theory of Writing Scientific Reports on Journalistic Language Courses with an average of 85.41% in the category of Very Good effectiveness. Student learning outcomes increased by 21.25%. The conclusion is that the Development of E-Books with Kevin Mckeans Theory of Writing Scientific Reports on Journalistic Language Courses improves the learning outcomes of Indonesian Literature students Universitas Negeri Medan

Keywords: Development, E-Book, Kevin Mckeans Theory, News Writing, Scientific, Journalistic Language

1. Introduction

The progress of a nation is determined by the quality of its human energy sources, on the other hand, human energy sources depend on the quality of its education. The position of learning is very meaningful to produce a smart, peaceful, open, and democratic society. Therefore, the renewal of learning is very meaningful in order to improve the quality of learning of a nation along with the very rapid growth of Science and Technology, various efforts are taken in order to improve the quality of learning.Education proposed by Miarso (1993), says that education is a learning effort that is carried out in a planned manner, with objectives that have been inaugurated before the process is implemented, and the implementation is controlled [1]. Lecturers are one of the supporting subjects who play a role

in implementing the curriculum objectives. The role of the lecturers includes compiling learning tools. Learning tools are a means for lecturers to prepare for the course of lecture activities. Lecturers are required to develop learning tools that are in accordance with the abilities or potentials of students. A good learning tool is a learning tool which when applied is able to make students active in learning activities and able to understand the material being taught [2].

Teaching materials or learning materials are all things that are curriculum content that must be understood by students with basic competencies to achieve University Graduate Learning Outcomes and Subject Learning Outcomes from each subject in a particular learning unit. For this reason, subject matter is a major part of the educational process, especially in module-centered education (subject-centered teaching), subject matter is the core of educational activity. Learning is carrying out, getting certain experiences in accordance with the desired and expected goals. Through learning experiences, students must be motivated to do something. Through learning and learning activities, this is an effort to improve each student individually. Therefore, Educational learning and education need to be designed and intended for each student, in order to acquire the new knowledge needed and can last a long time (retention). Through efforts to design education for individuals and groups of students, it is basically the achievement of attitude change for these students [3]. According to Prastowo, "Teaching materials are basically all materials (both data, equipment, or reading) that are systematically arranged, which shows the complete form of competence that students want to understand and use in the educational process with the aim of planning and studying implementation. education" [2]. To develop teaching materials, References can be obtained from various sources, either in the form of personal experience or extracting information from resource persons, both experts and colleagues. Likewise, we can get references from books, mass media, internet, and so on. However, even if the materials in accordance with the curriculum are quite abundant, it does not mean that we do not need to develop our own teaching materials. For students, often too many materials make them confused, for that lecturers need to make teaching materials to serve as guidelines for students.

The Journalism Language course is one of the mandatory courses for students of the Indonesian Literature Study Program, Faculty of Language and Arts. This course requires students, namely, first, to think holistically. When someone writes news, he is required to provide complete information about the elements of the news. There is only one element of news that is lacking, it means that the information provided has not been comprehensive. Second, Second, think creatively. Often in one event there are many media or journalists covering. So that the published news does not seem the same as other media, a journalist needs to think creatively. Looking for a certain unique point of view. Third, critical-synthetic thinking. A good journalist does not easily believe what the sources say. It needs to validate the information, either by cross-checking other sources, observing, or by conducting literature studies. Fourth, train curiosity and empathy. Without curiosity, one will find it difficult to find potential news. And without empathy, the news he writes will tend to be less "live". A good journalist has a high curiosity in everything, by finding out he finds new information that is good for reporting. An empathetic journalist will find aspects of humanity that are also strong to create evocative news. Fifth, practice self-confidence. A journalist is not a spy or an "ears" who steals information from afar. He must approach the source of the news, observe and ask questions. For this reason, self-confidence will be honed in social relations. Sixth, form a good relationship. It is impossible for a journalist to report many events if he does not have many relationships. He met new people, made new acquaintances as a source of news while maintaining good relations with other news sources he had known before. Seventh, be

objective. Although journalists have good relations with news sources, they must still be objective. In the sense that the reporting is factual, it does not distort the facts. Problems that occur in students from the 7 objectives of studying Journalism Language Courses, Although journalists have good relations with news sources, they must still be objective. In the sense that the reporting is factual, it does not distort the facts. Problems that occur in students from the 7 objectives of studying Journalism Language Courses, Although journalists have good relations with news sources, they must still be objective. In the sense that the reporting is factual, it does not distort the facts. Problems that occur in students from the 7 objectives of studying Journalism Language Courses,

Journalism Language courses must be able to form students who study and master the world of journalism, including the management and utilization of mass media, both print media, electronic media (broadcasting), as well as cyber media or online media. In the internet era, the number of media is increasing with the emergence of news sites. Data from the 2018 Press Council shows that the number of mass media in Indonesia is around 47,000 – the most in the world – consisting of print, radio, television, and online-based media. Of that number 2,000 are print media, 674 radio, 523 television, and the rest (45,803) online media. Unfortunately, according to data from the Press Council, not all journalists in these media have the competence because they do not have journalistic knowledge, have never attended journalistic training, and until 2018 only around 14,000 journalists were registered who were verified to have competence. The results of the press council data above become the basic concern of researchers wanting to help students who take Journalism Language courses so they don't become part of incompetent journalists. Thus, the researcher wants to develop an E-Book with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses for Indonesian Literature Students, Faculty of Language and Arts. McKean's theory is taken from his writing entitled Science, Technology and Medicine from the book Speaking of Journalism with the editor William Zinsser [4]. McKean likens that knowledge is like a triangle, the apex of the triangle is considered discovery knowledge,According to McKean, journalists are tasked with providing knowledge about a news story that must be known by various circles of the reading community. It should not be too scientific as expressed in journals that are often printed for scientists or students to read in the scientific field. Based on the background of the problem above, the formulation of the problem in this study is 1) How is the feasibility of an E-Book with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses? 2) How is the effectiveness of using E-Book products with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses?

2. Methods

The researcher uses the research and development (R&D) method from the ADDIE R&D model (Analysis, Design, Development, Implementation, and Evaluation). According to Romiszowski ADDIE, the systematic learning design model as a procedural aspect of the systems approach has been manifested in many methodological practices for the design and development of text, materials, audiovisual and computer-based learning materials. With this research model, the product produced is in the form of an e-book with the aim of facilitating learning activities between lecturers and students who implement the achievement of educational goals. The stages of research and development include: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation [5].

Fig. 1. ADDIE Model Research and Development (R&D) Method

Procedure on Pictures1. If implemented properly, this development research will produce a product that is feasible in terms of material content, practicality and attractiveness to use in learning after being tested in the field. The steps of the research procedure according to the research and development method chart will be described as follows:

Analysis

This analysis aims to find out what is needed in the development of this learning media. The things that need to be analyzed are curriculum analysis, student character analysis and needs analysis. These analyzes will be described as follows:

a. Curriculum Analysis

Curriculum analysis is carried out by considering the material to be developed in the media, adjusting to theLearning Outcomes of University Graduates and Learning Outcomes of Subjects, and indicators of student achievement that must be achieved in accordance with the subject matter. With the aim of the material being developed in accordance with the standards of Curriculum Analysis.

b. Character Analysis

Students To find out the characteristics of students, namely by conducting interviews with students who have taken the Journalism Language course in the upper class. And direct classroom observations are also carried out, with this analysis it will be known how the character of students who are now bringing eyesJournalism language courses in learning so that the development of e-books will adjust students' cognitive abilities and thinking levels.

c. Needs Analysis

The purpose of needs analysis is to find out what students need in lecture interactions. This analysis produces what matches the student's character and achieves the purpose of the lecture, makes it easier for lecturers to make and use it, as well as adjustments to the material to be used in the development of teaching materials by collaborating with developments.Science and Technology can deepen student understanding to increase student motivation and involvement and achieve lecture goals.

Design

The second stage is the stage of making the design of the materials, designs, and instruments that will be used in the development stage. At the design stage, the material is adjusted to the results of the above analysis by determining the learning flow in presenting the material.

Development

The process of developing learning media is carried out by carrying out the plans that have been designed at the design stage, namely: importing the design of design materials and others into predetermined applications.

Implementation

After the E-Book with Kevin Mckean's Theory of Writing Scientific Reporting on Journalistic Language Courses for Indonesian Literature Students, Faculty of Language and Arts, State University of Medan which has been developed through a development process and obtained decent results based on the assessment of material experts and media experts, the next stage is the implementation of product trials to students with the aim of knowing the level of attractiveness of the media.

Evaluation

The evaluation stage is the final stage of each of the above development steps. From the results of a material and design expert questionnaire,the product is evaluated to be repaired if there are still deficiencies in the E-Book with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses for StudentsIndonesian Literature Faculty of Language and Arts Medan State University

This activity will be carried out at the time and place in accordance with the Journalism Language course lectures in the Indonesian Literature Department, namely: Room 70.2.07 DepartmentIndonesian Literature Faculty of Language and Arts, State University of Medan. The population of all Indonesian Literature students in 2019 is 30 people. The research sample is the entire population of 30 students of the fifth semester (V) Indonesian language and literature study program for the 2021/2022 academic year.

Qualitative Data and Qualitative data in this study were obtained from criticisms and suggestions that have been put forward by material, language and E-Book design experts with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses for Indonesian Literature Students, Faculty of Language and Arts. This data is then analyzed to improve and determine the feasibility of the resulting development product. Quantitative data is data from research using a scoring scale. This quantitative data is obtained from the validation results that have been put forward by material, language and design experts. Quantitative data obtained through an assessment questionnaire with a Likert scale (1-5). The Likert score is calculated by the average score on the statement items. The research instrument used is a questionnaire

3. Results

The results of the research are limited to the activities of the development phase and the effectiveness test. The results are based on the focus of the problem formulation and research objectives presented in the introduction.

Material Expert Feasibility Validation Results

The development of monopoly media that has been made will be tested for feasibility by a material expert, namely a lecturer of Indonesian Literature, Faculty of Language and Arts from the State University of Medan. The validation instrument used in the feasibility test uses

a Likert scale with a range of 1-5. The instrument consists of three aspects of the assessment, namely aspects of content, aspects of presentation, and presentation techniques, the assessment is carried out by answering questionnaires and providing criticism and suggestions related to the media that has been developed. In the following, a feasibility test table by material experts will be presented:
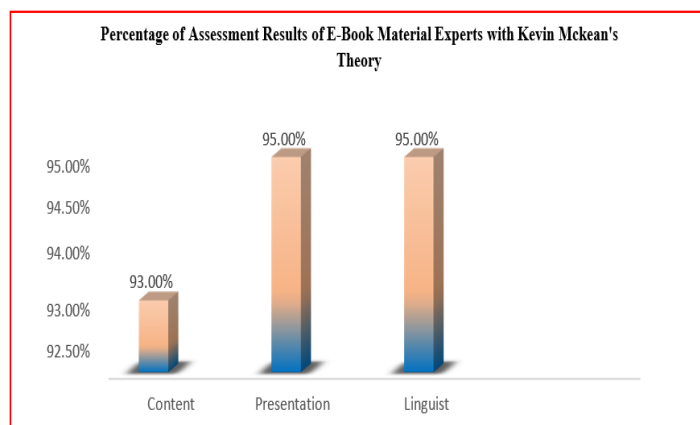

Fig. 2. Material Expert Eligibility Score Chart

Table 1. Average Percentage of E-Book Feasibility Results with Kevin Mckean's Theory of Material   Expert

No	Aspects of Expert Assessment	Percentage	Criteria
1.	Content Aspect	93%	Very good
2.	Presentation aspect	95%	Very good
3.	Presentation Technique	95%	Very good
	Average	94%	Very good

Based on the data in table 1, the average content aspect gets a feasibility score of 93% with the "Very Good" criteria, for the average on the monopoly presentation aspect it is 95% with the "Very Good" criteria. for the average on the technical aspect of presenting E-Books with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses by 95% with the criteria of "Very Good". For the overall average score of 94% with the criteria of "Very Good". So from these data it can be said that the development of E-Books with Kevin Mckean's Theory of Scientific Reporting on Journalistic Language Courses in terms of material is very feasible to be implemented. In addition, there are several notes given by material experts. The notes are in the form of criticisms and suggestions given by experts.

Media Expert Eligibility Validation Results

Development of E-Books with Kevin Mckean's Theory of Writing Scientific Reports on Journalistic Language Courses that have been made will be tested for feasibility by media experts, namely Indonesian Literature lecturers from Medan State University. The validation instrument used in the feasibility test uses a Likert scale with a range of 1-5. The instrument consists of three aspects of assessment, namely physical aspects, usage aspects, image quality aspects, color quality aspects, and writing quality aspects. The following table will present the feasibility test by media experts:

Table 2. Average Percentage of E-Book Feasibility Assessment Results
with Kevin Mckean Theory by Media Experts

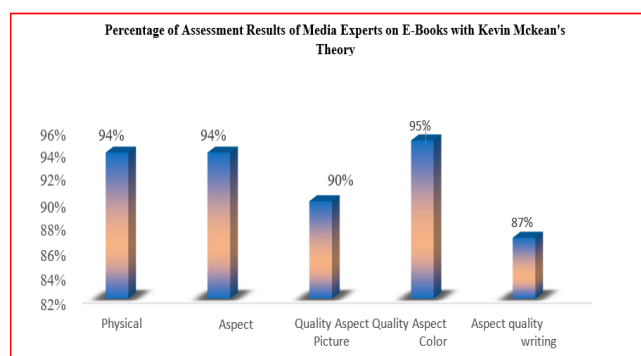| No	Aspects of Expert Assessment	Percentage	Criteria
1.	Physical Aspect	94%	Very good
2.	Usage Aspect	94%	Very good
3.	Image Quality Aspects	90%	Very good
4.	Color Quality Aspect	95%	Very good
5.	Writing quality aspect	87%	Very good
Average		93%	Very good

Fig. 3. Media Expert Eligibility Score Chart

Based on the data in table 2, the average physical aspect gets a feasibility score of 94% with the "Very Good" criteria, for the average usage aspect is 94% with the "Very Good" criteria. for average on quality aspect*E-Books*with Kevin Mckean's Theory 90% with "Very Good" criteria. Average in terms of color quality*E-Books*with Kevin Mckean's Theoryby 95% with the criteria of "Very Good". for average on the aspect of writing quality*E-Books*with Kevin

Mckean's Theoryby 87% with the criteria of "Very Good". For the overall average score of 93% with the criteria of "Very Good". These data can be said that the development ofE-Bookswith Kevin Mckean's Theoryfrom a media standpoint, it is very feasible to implement. In addition, there are several notes given by media expert. The notes are in the form of criticisms and suggestions given by experts. These criticisms and suggestions are used by researchers to improve the media, so that it can be feasible to be tested on students.

Spread Stage (Destimination)

The dissemination stage carried out in research is to focus on the dissemination ofE-Bookswith Kevin Mckean's Theory at the location where the research was carried out, namely the 2019 Stambuk Indonesian Literature students, totaling 30 people, located at the Faculty of Language and Arts, State University of Medan. Then a small group trial was conducted before testing on a large scale student. The results of the analysis and small group trials on each aspect of the overall assessment are determined by the average score of each category. This small group trial was conducted on 15 students of Indonesian Literature Semester V. The results of the assessment were then analyzed to determine the shortcomings of the product developed. The average percentage of small group trial results can be seen in Table 3.

Table 3. Average Percentage of Small Group Trial Results

No	Assessment Aspect	Percent age	Criteria
1.	Content Eligibility	90%	Very good
2.	Graphics	91%	Very good
	Average	90.50%	Very good

Based on Table 3. above, it can be seen that the feasibility assessmentE-Bookswith Kevin Mckean's Theoryfrom the small group trial on the content feasibility aspect an average of 90 %, and the graphic aspect with an average of 91%. Thus, it can be concluded that the results of the assessment *E-Books*with Kevin Mckean's Theoryin the small group trial is included in the "Very Good" category

The results of this study also prove that *E-Books* with Kevin Mckean's Theorycan meet the needs of the implementation of the Journalism Language Course for Indonesian Literature Students. Based on the acquisition of the average score in the small group trial against thatE-Bookswith Kevin Mckean's Theorythat has been developed, the diagram of the average percentage of small group trial assessments can be presented in Figure 3 below.
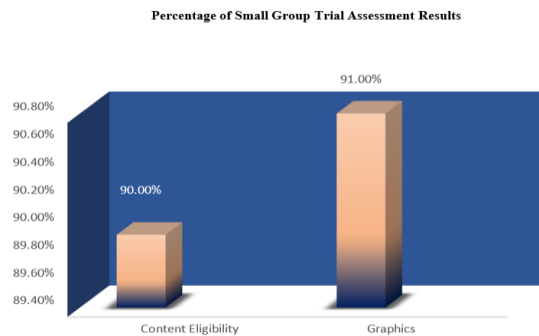
Fig. 4. Bar Chart Assessment Small Group Trial

Analysis of Field Trial Results

The results of analysis and large group or field trials on each aspect of the overall assessment are determined by the average score of each category. This field trial was conducted on 30 students of Indonesian Literature, Faculty of Language and Arts, State University of Medan. The results of the assessment are then analyzed to determine the shortcomings of the products developed. The average percentage of field trial results can be seen in Table 4.

Table 4. Average Percentage of Large Group Trial Results

No	Assessment Aspect	Percentage	Criteria
1.	Content Eligibility	94.80%	Very good
2.	Graphics	94.56%	Very good
	Average	94.68%	Very good

Based on Table 4 above, it can be seen that the feasibility assessment*E-Books*with Kevin Mckean's Theoryin the large group trial, the content feasibility aspect was an average of 94.80%, and the graphic aspect was an average of 94.68%. Thus, it can be concluded that the results of the assessment*E-Books*with Kevin Mckean's Theoryin the large group trial is included in the "Very Good" category. The results of this study also prove that*E-Books*with Kevin Mckean's Theorycan meet the needs of the implementation of the Journalism Language Course for Indonesian Literature Students. Based on the acquisition of the average score in the large group trial of*E-Books*with Kevin Mckean's TheoryThe Journalistic Language Course of Indonesian language learning materials for literary works that have been developed, can be presented as a diagram of the average percentage of field trial assessments in Figure 4.
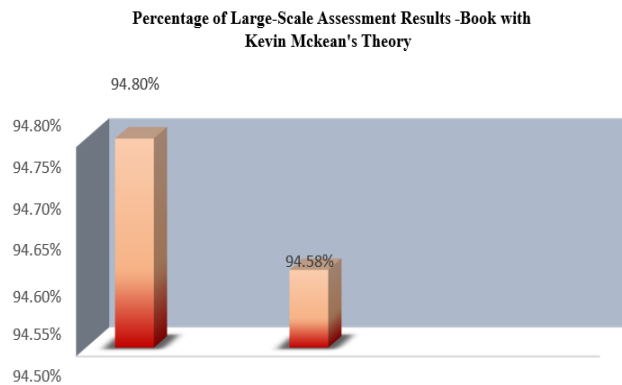
Percentage of Large-Scale Assessment Results -Book with Kevin Mckean's Theory

Fig. 5. Large Group Trial Assessment Bar Chart

Test the Effectiveness of E-Books with Kevin Mckean's Theory of Scientific News Writing

At this stage, an effectiveness test is conducted to determine the impact of the E-Book with Kevin Mckean's Theory of Scientific Writing. If student learning outcomes increase and reach the minimum completeness criteria, it means that learning media is effectively used. To determine the effectiveness of the E-Book with Kevin Mckean's Theory of Scientific Reporting Writing, a pretest and posttest were carried out after using the E-Book with Kevin Mckean's Theory of Scientific Writing. Based on the data obtained from the results of the study with a sample of 30, it can be seen the comparison of learning outcomes between students who after being taught using E-Books with Kevin Mckean's Theory of Scientific Reporting Writing with students who have not used E-Books with Kevin Mckean's Theory of Scientific News Writing,

Table 5. Results of E-Book Effectiveness Test Data with Kevin Mckean's Theory of Scientific News Writing

NO	Student	PRE TEST	POST TEST
1	S1	75	80
2	S2	70	90
3	S3	70	85
4	S4	70	87.5
5	S5	70	85
6	S6	55	80
7	S7	65	90
8	S8	60	87.5
9	S9	57.5	82.5
10	S10	65	85
11	S11	57.5	85

12	S12	57.5	87.5
13	S13	65	87.5
14	S14	55	80
15	S15	65	95
16	S16	60	90
17	S17	75	87.5
18	S18	55	85
19	S19	55	85
20	S20	60	87.5
21	S21	55	80
22	S22	72.5	80
23	S23	75	87.5
24	S24	75	82.5
25	S25	55	82.5
26	S26	55	82.5
27	S27	85	85
28	S28	55	85
29	S29	85	90
30	S30	50	85
Amount		1925	2562.5
average		64.1667	85.4167

From the data in Table 5. above, it can be seen that the average pretest score of students is 64.17. After applying the E-Book with Kevin Mckean's Theory of Scientific Reporting Writing, the average Posttest score of students is 85.41. In table 5, it can be seen the difference between classes that have not been given an E-Book with Kevin Mckean's Theory of Scientific Reporting Writing (pretest) and those who have been given an E-Book with Kevin Mckean's Theory of Scientific Reporting Writing (post test). for student learning outcomes.

Table 6. Difference in the Average Score of the Effectiveness Test

Information	E-Book Usage Test Score with Kevin Mckea's Theory Scientific News Writing
Pretest Score	64.16
Posttest Score	85.41
Score Difference	21.25

From table 6. above, it can be seen that the increase in the sample's knowledge about Scientific Reporting Writing in the Journalism course with a difference of 21.25%. From table 6. it is also known that, the value of students who have not used E-Books with Kevin Mckean's Theory of Scientific Reporting Writing who have not passed the Minimum Completeness of 75 there are 23 students or with a percentage of 76.66%, with the category of "Medium" effectiveness, and at the posttest stage, the value of students increased after using the E-Book with Kevin Mckean's Theory of Scientific Writing with an average of 85.41% with the "Very Good" effectiveness category completed by all students with a total of 30 people.

4. Discussion

The development of E-Book learning media using Kevin Mckean's Theory of Scientific Reporting by using this research and development stage includes: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation (Evaluation). The early-late analysis aims to emerge and determine the basic problems encountered in learning, so it is necessary to develop an E-Book with Kevin Mckean's Theory of Scientific News Writing. After that, an analysis of the characteristics of students who became the subject of the E-Book trial with Kevin Mckean's Theory of Scientific Reporting was carried out, obtained data that the level of understanding of students for the 2021/2022 academic year was still relatively moderate,

E-Book with Kevin Mckean's Theory of Scientific News Writing is designed to help students achieve their study goals. E-Book with Kevin Mckean's Theory of Scientific Reporting Writing was developed to be used in the lecture process after going through the feasibility validation stage. According to the expert assessment of E-Book material with Kevin Mckean's Theory of Scientific Reporting Writing that was developed, it showed an average value of 94% which was in the very feasible category, then according to the assessment of media experts on the E-Book with Kevin Mckean's Theory of Scientific News Writing developed in the research This shows an average value of 93% based on predetermined criteria, thus the average media feasibility test results assessed by experts show a score of 93.5%. One of the criteria for quality learning media is to have a high level of feasibility. Eligible means that the product developed can be used to measure what it is supposed to measure. To determine the feasibility level of a product being developed, feasibility validation is carried out, this is supported by the theory of Riti Desmiwati, Ratnawulan, and Yulkifli which states that the feasibility test is a quality that shows the relationship between a measurement and the meaning or purpose of the learning criteria [6].

Based on the results of the feasibility validation obtained, the E-Book with Kevin Mckean's Theory of Scientific Reporting Writing that was developed meets the very feasible category and can be tested with a few revisions, according to Sugiono's theory that if the average value of eligibility is in the range of 81%≤ x<100% then it can be said to be very feasible. The learning media developed is classified as very feasible. This is also in accordance with the research of Desi Listiani and Erliana Prihatni   with the results of the research on the learning media developed in the very feasible category due to the assessment of the material and learning media aspects. The learning media developed are in accordance with the applicable materials and curriculum [7].

Effectiveness of E-Book learning media with Kevin Mckean's Theory of Scientific News Writing developed through student learning outcomes measurement data. Learning outcomes test is given to students after using the E-Book with Kevin Mckean's Theory of

Scientific Writing. Based on the results of observations, the percentage of student learning completeness that was completed was 100%. Based on the percentage value of the learning mastery results, it can be concluded that the E-Book with Kevin Mckean's Theory of Scientific Writing is categorized as very effective because the learning mastery obtained is above 80%. Proving the opinion of Widyoko which states that students are said to be successful (complete) if they get a value greater than or equal to the value of the Minimum Completeness Criteria [8]. Learning is said to be classically successful if at least 80% of students achieve a complete score which states that students are said to be successful (complete) if they get a value greater than or equal to the minimum completeness criteria value. The results of the effectiveness level of previous studies obtained 91.1% with a good category, so it can be concluded that the results of the effectiveness of researchers with the results of the effectiveness of previous studies have increased.

Based on the results obtained, it can be concluded that the E-Book with Kevin Mckean's Theory of Scientific News Writing that has been developed by the researcher meets the very effective category seen from the number of students who get the predicate passed in the learning process of Scientific Reporting material. This is in accordance with the theory of M. Haviz which states that product development is said to be effective if it provides results that are in accordance with the learning objectives shown by the student learning outcomes test [9].

5. Conclusion

Based on the results and discussion above, it can be concluded that: First, the results of the E-Book Feasibility test with Kevin Mckean's Theory of Scientific Reporting Writing based on the results of the validation test of material experts, and media experts and field trials are declared suitable for use with the average assessment results of 93.89% and included in the category "Very Good. This assessment consists of material experts obtained a percentage of 94%, which means this product is very feasible to use. From media experts obtained a percentage of 93%, which means this product is very feasible to use. Based on the results of field trials conducted by 30 students, they received a very good response with a percentage of 94.68%, which means that this product is very suitable for use in the Journalism Language course. Second,

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