

Quality Exploration and Feasibility of Mass Media News Text Presentation as a Learning Media of Indonesian in High School Students

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Abstract. News teaching materials in textbooks do not have news comprehension and readability is low and contains information on old events. Based on these findings the author is interested in studying them. The objectives to be achieved include three things. One knows the typography and graphic text of the mass media news used in textbooks as learning material? Two know the description of the strengths and weaknesses of the message content in the news text that is used as a learning medium? What do three knowing the description of the feasibility of using news texts in textbooks in learning? The method of data analysis uses descriptive qualitative methods. (a) The translational equivalent method is used for typographic and graphical analysis of news texts, (b) the translational and equivalent referential methods for analyzing the strengths and weaknesses of news texts, (c) Expert triangulation techniques for analyzing the feasibility of text descriptions. The object of the news text research is in the accompanying textbooks of Indonesian Language Subjects in SMA X, XI and XII. Each book is taken 3 samples so that 9 texts are collected. Lack of text does not contain the completeness of the news element. News texts have a low degree of disregard. The information presented in the form of information has long been happening. The results of research from 9 data there are 3 data that have a complete news element. The 6 data elements of information are incomplete. Besides being incomplete, there are 6 graphic texts or supporting images to support the text. For the readability of the text data 3 and 5 according to the data, what is needed by students, but approaching the invalid area. The data 1, 2, 4, 6, 7, 8, and 9 readabilities does not correspond to the level of use. The eligibility criteria for data texts 1, 2, 3, 4, 5, and 6 do not have the element of news novelty.

Keywords: Eligibility, News Text, Learning Media

1 Introduction

Text-based Indonesian learning is an implementation of learning based on the 2013 curriculum. In addition, Indonesian subjects are used as a guide (introduction) in all subjects except foreign language subjects. In addition to text-based learning, language is used by students not only as a means of communication, but also a means of developing thinking skills [1]. The position of the Indonesian language contributes in advancing their education for change for the better. The results released by PISA on Tuesday, December 3, 2019 for the category of Indonesian reading ability ranked 6th from the bottom alias ranked 74th of 79 countries. The data shows the literacy ability of Indonesian students, especially in terms of reading comprehension, is quite low.

Therefore, it is deemed necessary to improve the culture of student literacy through the implementation of structured programs in schools that are manifested in various types of GLS. Indonesian language learning cannot be separated from reading material as a learning resource. In addition to using books from the curriculum center, teachers can use Indonesian language learning companion books. In the book the teaching material section also utilizes news as reading material. There are news sources taken from print media and electronic news sources (online). The source is used based on the consideration of the author of the textbook. Companion books are used as an alternative teacher in providing learning to students without considering the criteria of good teaching materials. News is used as a learning medium which is a tool that functions and is used to facilitate the learning process [2].

News learning materials in textbooks are found news taken from the internet with unofficial sources. This type of news cannot be accounted for validity. Especially from sources of internet addresses that do not have the reputation or official permission of the broadcasting institution. News that is used as learning material does not yet have a quality and feasibility value according to the specified standards. The intended use of teaching materials or media is expected to be able to solve difficulties experienced by students. In addition to the media used to support the learning process well, interesting methods will also be able to condition students in the learning process [3].

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

The problem is the writer formulated into three problem formulations, (a) How to analyze typography and graphic using the translational equivalent method, (b) Description of the message content readability in the news text using the translational method and referential equivalent on the fry graph, (c) Description of the feasibility of using alternative news texts with expert triangulation techniques.

2 Research Methods

The research design that the author did uses a qualitative approach to data collection techniques using library research. Library technique is a series of research activities related to the process of collecting, reading, recording, and processing materials and research data based on library sources. In collecting this research data using documentary techniques, namely how to collect data through written documents related to research [4].

News text research data is used in Indonesian language learning books. The data sources of the Indonesian textbook publisher Tiga Serangkai, published in 2018, include class X, XI, and XII books. Each book was taken 3 samples so that 9 texts were collected. The stages in conducting the 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 [5].

The method of data analysis uses descriptive qualitative methods [6]. (a) The translational equivalent method is used for typographic and graphic analysis of news text (b) The translational

and equivalent referential method for analyzing the message content readability in news texts with reference on fry charts, (c) Expert triangulation techniques for analyzing the feasibility of alternative uses news texts in learning media.

3 Discussion

3.1 Typography and Graphics

The typography and graphic section of the discussion focuses on the use of news items in reading material. The graphics focus on supporting text data in the form of supporting images. It was further mentioned in the guidelines for the development of teaching materials, that teaching materials function as: 1. Guidelines for Teachers who will direct all their activities in the learning process, as well as being a substance of competence that should be taught to students. 2. Guidelines for students who will direct all their activities in the learning process, as well as being the substance of competencies that should be learned/mastered. 3. Evaluation tool for achieving/mastering learning outcomes.

The information can be said as news must meet the elements contained in the study of journalism. According to Djawanto in the book "Journalistic Technical Guidelines for Writing News" mentioned news must include elements; true, fast, complete, objective and well-organized [7]. One element of the news is completeness; is a journalist's guide to compiling a good and quality news, complete elements consisting of 5W + 1H in a news. Namely elements of them, they are who, what, where, when, why and how [8].

Based on the understanding of teaching materials is a subject matter that can be used by students as a medium to gain knowledge and experience that aims to improve skills and achieve indicators of predetermined competency standards. Teaching material is developed in accordance with the applicable curriculum and adapted also to cognitive, affective, psychological aspects of students.

The ideal teaching materials cannot be separated from the role of related parties to select and choose teaching materials. Each will deliver the material needs to consider the quality and feasibility of teaching materials that will be used. There are four things to consider in the selection of teaching materials, namely (1) content, (2) presentation of material, (3) language and readability, and (4) book format (presentation) or graphics. These four aspects are interrelated between one aspect and another.

Textbooks that meet the eligibility criteria are very desirable to support the quality of learning. Textbooks can be said to be feasible if they meet the criteria of the National Education Standards Agency (BSNP). BSNP is one of the institutions formed by the government to control and assess the feasibility of textbooks circulating in the community [9]. So, the book can be used in learning or not. According to BSNP, textbooks that have good quality, include four elements of eligibility, namely the feasibility of the content, the feasibility of presentation, the feasibility of linguistics, and the feasibility of graphics. Research on teaching material development has been carried out by Wijayanti et al. [10], with the research title "Development of Interactive Teaching Materials Competence in Producing Complex Procedure Texts with Modesty for Educated Students in Class X SMA/MA". There are differences and similarities with the research the authors did. The equation lies in Indonesian teaching materials for high school level. The differences that occur in the study of teaching materials produce procedural texts containing politeness for students, when this study is discussing of teaching materials in terms of the quality and feasibility of news text teaching materials in textbooks.

Another research development of teaching materials in Indonesian subjects has also been conducted by Khofiyana [11] with the title "Development of Biography Reading Teaching Materials in High Schools with Analysis of Dahlan Shoes Biography of Novels". The equation with the author's research is in Indonesian teaching materials. The difference is Khofiyana's research focuses on the study of literature. The research by the author focuses on news text-based material (information).

Other studies on the development of teaching materials have been done by Mahmood [12]. The difference with the study of the author discusses the quality and feasibility of news text teaching materials in textbooks. Mahmood [12] states that teaching materials (textbooks) are the soul of learning activities that open scientific horizons to guide students to get extraordinary experiences. Mahmood [12] 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 in providing knowledge to students. "Textbooks do not only influence what and how students learn, but also what and how teachers teach".

Of the three types of research have in common with the research conducted by the author in the field of teaching materials Indonesian high school level subjects. The difference is in the object of study of researchers in the news text in textbooks. Following are the results of data analysis based on the completeness of the news and graphic elements that researchers focus on supporting images.

Data 1 text reads pages 4-5 of class X textbooks. Triad Publisher. The title of text is "Orchid Flowers". In the data text 1 paragraph form does not yet have complete news elements. What element: orchids. Whose element: Sir W. Jones. The element of when: since the last 50 years. The element where: in Papua. The elements of it are why and how (not raised). In the data text 1 image as a supporting reading text is there so that it can foster the attractiveness of the reader because there are supporting illustrations. They are tables, graphs or symbols not used in data text 1.

Data 2 text reading pages 37-38 of class X textbooks. Triad Publisher. The title of text is "Due to HP Usage Too Long". Data 2 forms of news have several elements, among others; what element: use of HP for too long. Whose element: The population of mobile users aged children and adolescents. Unsure where: around the BTS tower. Unsure when: ... (not in the text). The element of why: the result of prolonged use of cell phones resulting in skin inflammation is marked by allergies, besides the risk of brain cancer in phone users. The element of how: it is expected in HP users to reduce the use of mobile phones because of the many disadvantages when using the phone for too long. There is no picture in the text so it is less interesting for students to read. For tables, graphics or symbols are not used in the data text 2. To use the letter size and type of letters are in accordance with textbook writing standards.

Data 3 Text 3-page 39 Title of text Maintaining Clean School Environment. The news elements in data 3 include: what elements: maintaining the cleanliness of the school environment. Whose elements: teachers, students and all citizens of the school. The element where: in the school environment. Unsure when: every Friday. The element of why: maintaining the cleanliness of the school environment is one of the most important factors for creating comfort. The element of how: the division of class pickets is made to maintain the cleanliness of the classroom environment and every Friday doing clean Friday is used to do community service to clean the school environment. There are pictures in the text so that it can foster student enthusiasm in reading texts.

Data 4 text reading pages 33-35 of class XI textbooks. Triumvirate Publisher. The title of text is "Traffic Congestion". Typography includes the form of text that is supported in full news

text elements: elements of what the text content: traffic jams. Whose elements are involved in the text: ... (no one in the text). Element of when an event occurred: ... (not in the text). elements where events occur: in big cities in Indonesia. The element of why: occurs when traffic approaches the congestion capacity will occur. The element of how: congestion will increase if the current is so large that the vehicles are very close to each other. Total traffic if the vehicle has to stop or move slowly.

The completeness of the news element is still lacking. The text does not include the elements are who and when the event occurred. The placement of the elements also has not been integrated with other words do not utilize the news terrace to provide a complete information presentation to the reader. Graphic includes pictures, tables, graphics or supporting symbols of the news text. Text in data 4 is not supported by graphics. Evidently there are no pictures, tables, graphics or symbols that are used by text writers in reading. The reader is only presented with text without supporting image captions. This can cause boredom for children who have a tendency to learn easily with drawing aids.

Data 5 text reading pages 39-40 of class XI textbooks. Triumvirate Publisher. The title of text is "Acid Rain". The news elements include what elements: Acid rain, whose elements: Robert Agus Smith, when elements: 1970s, elements where: in the city of Manchester, elements why: because of volcanic activity and biochemical processes that occur on this earth such as in swamps, land and sea. The element of how: acid rain can cause fish in the lake to die due to high acidity. The text is complete with news elements. The graphic aspect does not exist because it is not supported by supporting images.

Data 6 text reading pages 39-40 of class XI textbooks. Triumvirate Publisher. The title of text is "Banjir Bandang". Existing news elements include; what element: flash floods. Whose element: the Manado community. Elements in Imana: Garut Regency and North Sulawesi. Elements of when: May 7, 2011 and January 15, 2014. The element of why: floods occur because of the breakdown of dams, earthquakes and volcanic eruptions. The elements of why: ... (not in the text). The element of how: in flood management the government and the community unite to minimize the impact of the flood. Data text 6 does not yet have complete elements in the how section. The text of the text doesn't exist yet because the text isn't supported with supporting images.

Data 7 text reading pages 81-82 of class XII textbooks. Triumvirate Publisher. The title of text is "National Examination and Education Evaluation". What elements of the text information are: UN and Educational Evaluation? Whose element: ... (no one in the text). Elements where: ... (no one in the text). The element of when: April-May 2017. The element of why: because the pragmatic UN policy in the field overlaps with the evaluation of educational processes. The element of how: evaluation of education must be done and revamping the existing problems. Data text 7 is still lacking in who and where. In addition, supporting images are also not included so that the text of the text has not been fulfilled.

Data 8 text reading pages 89-90 of class XII textbooks. Triumvirate Publisher. The title of text is "Spreading Hoax Global Phenomena". The information elements contained in the text include; what element: Spread of Hoax Global Phenomena. The elements are who and where and when (not contained in the text). The element of why: the advancement of information technology raises freedom in the delivery become news. But that freedom raises problems. The element of how: the authority of the police to conduct an investigation in law enforcement. Data 8 does not yet have a complete news element. The textual aspect is also missing because the text is not supported by supporting images.

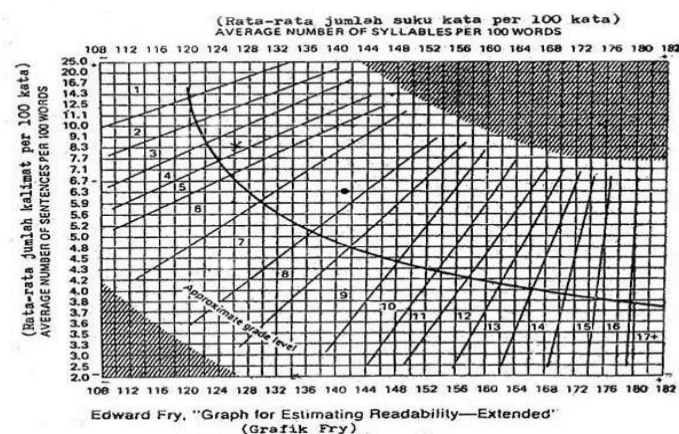
Data 9 text reading pages 81-82 of class XII textbooks. Triumvirate Publisher. The title of text is "Fly Over as a Congestion Solution". What elements of information in the text include:

the construction of two elevated bridges at the two entrances of the city of Semarang? Whose element: city government of Semarang. The elements where: on the Jalan Banyumanik Setyabudi and Jalan Majapahit-Fatmawati. The element of when: 2019. The element of why: because of traffic congestion along with the density of motorized vehicles. The element of how: ... (no one in the text). Data 9 elements of tech are not complete nor are the elements of graphic text not appearing in the text.

From 9 data, there are 2 data which have complete news elements. The 7 data elements of information are incomplete in the absence of elements in whom, where and how. In providing teaching materials must include elements of completeness of information so as not to confuse students. Besides being incomplete, there are 7 graphic texts or supporting images to support the text. It can be said that these teaching materials do not meet typographically or graphically. Teaching materials used by teachers need to consider the completeness of the news elements and complementary images in supporting reading texts.

3.2 Advantages and Disadvantages

In discussing the advantages and disadvantages the writer uses the readability indicator of the news text used in learning. Fry Graph is a reference in measuring the level of text readability [13]. Initially the Fry Graph was used to measure readability with English text objects. At the end of this Indonesian text can also use fry charts to measure text readability. There are differences in the measurement of English and Indonesian texts. Measurement of the Indonesian text is multiplying the results of syllable calculations with the number 0.6. This figure was obtained from the results of research that obtained evidence that the comparison between English syllables numbers with the number of Indonesian syllables was 6:10 (6 syllables in English equals 10 syllables in Indonesian).



The results of these measurements are approximate. Deviations in the measurement may occur, either sliding up or down. Therefore, the results of text readability should be added or subtracted by one point or one rank. For example, the readability results in rank 5 are not absolute results in rank 5. However, the results can be shifted one rank above that is 6 or the results shifted rank below that is 4.

How to calculate text readability with this fry chart using a sample of 100 words in the text? Of the 100 words counted the number of sentences and the number of syllables. The line meeting between the number of sentences and the number of syllables shows the readability value of the text. In the Indonesian text the number of syllables per 100 words is multiplied by 0.6 to get the results.

Table 1. Indonesian text the number of syllables per 100 words

No	Number of words	Number of Sentences	Number of syllables	Multiplication 0.6 in Indonesian text	Number of syllables
1	100	5	168	0.6	100.8
2	100	7	287	0.6	172.2
3	100	8	272	0.6	163.2
4	100	5	274	0.6	164.4
5	100	6	270	0.6	162
6	100	7	250	0.6	150
7	100	6	289	0.6	173.4
8	100	8	276	0.6	165.6
9	100	7	288	0.6	172.8

The table above shows data 1 from a sample of 100 words with the number of sentences 5, 168 syllables multiplied by 0.6 equals 100.8. The meeting point between the number of sentences and syllables indicates readability at rank 6. The result of this readability can shift to rank 7 or rank 5. However, the meeting point approaches invalid area. Based on these results it can be said that the text used by class X but the readability value is not in rank X but the readability for rank 6 or the appropriate reading material used by class 6. It can be said that the text is not appropriate for use in class X high school teaching materials.

Data 2 from the table above is a sample of 100 words with the number of sentences 7, syllable 287 multiplied by 0.6 equals 172.2. The meeting point between the number of sentences and syllables indicates readability at rank 14. The results of this readability can shift to rank 15 or rank 13. However, the meeting point approaches invalid areas. Based on these results it can be said that the text used by class X but the readability value is not in rank X but the readability for rank 14 or the appropriate reading material used by class 14. It can be said that the text is not appropriate for teaching materials in class X high school.

Data 3 from the table above is a sample of 100 words with the number of sentences 8, syllable 272 multiplied by 0.6 equals 163.2. The meeting point between the number of sentences and syllables indicates readability at rank 10. The results of this readability can shift to rank 11 or rank 9. However, the meeting point approaches invalid area. Based on these results it can be said that the text used by class X has a low readability value, X rank is suitable for the readability position approaching invalid area.

Description of data table 4 from a sample of 100 words with the number of sentences 5, syllable 272 multiplied by 0.6 equals 164.4. The meeting point between the number of sentences and syllables indicates readability at rank 15. The results of this readability can shift to rank 16 or rank 14. However, the meeting point approaches invalid areas. Based on these results it can be said that the text used by class XI but the readability value is not in rank XI but the readability of rank 15 or the appropriate reading material used in class 15. It can be said that the text is not appropriate for teaching materials in class XI high school.

The table above shows data 5 from a sample of 100 words with the number of sentences 6, 270 syllables multiplied by 0.6 equal to 162. The meeting point between the number of

sentences and syllables shows readability at rank 11. The results of this readability can shift to rank 12 or rank 10. But the meeting point approaches the invalid area. Based on these results it can be said the text used by class XI but the readability value is low because it approaches the invalid region. It can be said that the text is not appropriate for use in class XI high school teaching materials.

Data 6 from a sample of 100 words with the number of sentences 7, syllables 250 multiplied by 0.6 is equal to 150. the meeting point between the number of sentences and syllables shows readability at rank 8. The results of this readability can shift to rank 9 or rank 7. But the meeting point approaching invalid area. Based on these results it can be said that the text used by class XI but the readability value is not in rank XI but the readability for rank 8 or the reading material is appropriate for class 8. It can be said that the text is not appropriate for teaching materials in class XI high school.

Explanation of data 7 from the table above, sample 100 words with the number of sentences 5, syllable 289 multiplied by 0.6 equals 173.4. The meeting point between the number of sentences and syllables shows readability at rank 15 and above. Readability results exceeded the limit. Based on these results it can be said that the text used in data 7 has a low readability level. The text is not appropriate for use in class XII high school teaching materials.

Explanation of data 8 from the table above uses a sample of 100 words with the number of sentences 8, syllable 276 multiplied by 0.6 equals 165.6. The meeting point between the number of sentences and syllables indicates readability at rank 10. The results of this readability can be shifted to rank 11 or rank 9. Based on these results it can be said that the text used by class XII but the readability value is not at rank XII but is readability rank 10 or reading material is appropriate for grade 11. It can be said that the text is not appropriate for use in class XII high school teaching materials.

Explanation of data 9 from the table above the sample of 100 words with the number of sentences 7, syllable 288 multiplied by 0.6 equals 172.8. The meeting point between the number of sentences and syllables shows readability at rank 14 and above. Readability results exceeded the limit. Based on these results it can be said that the text used by data 9 is not appropriate for use in teaching materials for grade XII high schools.

From the analysis of data 1-9 by using the fry graph calculation, conclusions can be drawn from data 3 and 5 according to what is needed by students but approaching the invalid area. The data 1, 2, 4, 6, 7, 8, and 9 readabilities does not correspond to the level of use. Data 1, 2, and 4 have low readability of the text is suitable for use in classes below high school. The data 6, 7, 8, and 9 have high readability values suitable for student's above high school. The text of the lesson must have readability that is tailored to each level of students [13].

3.3 Appropriateness

In this discussion the feasibility of the contents in accordance with the indicators, is also not free from the influence of the use of language. Language becomes one of communication tools to convey ideas on material in textbooks. The use of good and correct language will make students absorb the content/material in particular on the quality and feasibility of news texts as learning material in class.

Another opinion about the eligibility criteria for teaching materials delivered by Muslich [9] revealed in terms of content worthiness, there are three indicators that must be considered, (1) the suitability of teaching materials with Core Competencies (KI) and Basic Competencies (KD) contained in the curriculum the subject matter; (2) The accuracy of the text teaching material used; (3) learning support materials. In terms of language eligibility, there are also three

indicators that must be considered, (1) the appropriateness of language use with the level of students' age development; (2) communicative language use; (3) the use of language meets the requirements of wrinkling and integration of students' thinking pathways.

Based on the guidelines for the development of teaching materials from Permendiknas No. 25 of 2006 The evaluation component of teaching materials includes the appropriateness of content, linguistics, offerings, and graphics. Components of content eligibility include, among others: 1. Conformity with SK, KD, 2. Conformity with child development, 3. Conformity with the needs of teaching materials, 4. The truth of the substance of learning material, 5. Benefits for adding insight, and 6. Conformity with moral values, and social values. The discussion about the feasibility of the text is as follows:

Data 1 The suitability of the material with KD 3.1, which is interpreting the reports of observations presented orally and in writing based on the 2013 curriculum. The material presented is in accordance with KD according to Permendikbud No. 37 of 2018. The accuracy of the text material is presented based on the needs of children in developing the ability to care for interest. The material provides students with skills to care for orchids.

In addition to the value of the accuracy of the text material also has a value of relationship with other subject matter, namely biology, which includes the identification of orchids. In agriculture related to the cultivation and crossing of orchids. This material is presented in full and detailed text. It is suitable of the material with the development of students, where students can channel their talents to positive things by cultivating orchids with a variety of beautiful flower colors.

Data eligibility 2 includes; content, there are three indicators that must be considered, namely (1) the suitability of the description of the material with the competency standard (SK) and basic competency (KD) contained in the curriculum of the subject concerned; (2) the accuracy of the material; and (3) learning support materials. The text material is complete because in the text there is a structure of exposition text consisting of three parts. It is a general statement (thesis), argumentation and reaffirmation of opinion. The general statement/thesis is in paragraph 1, the argument is in paragraph 2, and 3, the reaffirmation is in paragraph 4. The suitability of the material in accordance with BC 3.3 is interpreting the arguments, knowledge and recommendations of the exposition text that is heard and read. The suitability of the text material is in accordance with the development of students where students at this time cannot be separated from the use of mobile phones. Start to learning communication tools, and toys. Supporting material for learning material can be seen and experienced by students because the use of mobile phones is now becoming close to students.

Data eligibility 3 includes; content, there are three indicators that must be considered, namely (1) the suitability of the description of the material with the competency standard (SK) and basic competency (KD) contained in the curriculum of the subject concerned; (2) the accuracy of the material; and (3) learning support materials. The material is in accordance with KD which is in the curriculum. The accuracy of the material has been met in content of the material has been adjusted to the development of students. The material section has not provided support for learning because the presentation of material and linguistic aspects has not been integrated. The novelty of the text was not fulfilled because it was taken from the 2015 news.

Data 4, the suitability of the material with KD 4.1 is constructing information (knowledge and sequence of events) in explanatory text verbally and in writing. The material presented is in accordance with KD according to Permendikbud No. 37 of 2018. The accuracy of the text material is presented based on the needs of children in developing the ability to understand knowledge about "Acid Rain". The material provides students with provisions to find out the

type of rain based on the acidity. Updated information does not exist because of the events of the 1970s back in 2015.

Data 5, the suitability of the material with KD 3.4, namely analyzing the structure and language of explanatory texts. The material presented is in accordance with KD according to Permendikbud No. 37 of 2018. The accuracy of the text material is presented based on the needs of children in developing the ability to understand knowledge about "Banjir Bandang". The material provides students with provisions to find out how to prevent flash floods from happening. Captions supporting image text with the information presented is different. The picture was taken from the internet in 2016. The text was taken from the internet in 2015. This discrepancy can lead to inappropriate teaching materials because it does not match the supporting images with the news text.

Data 6 Suitability of material with KD 3.4, it is analyzing the structure and language of explanatory texts. The material presented is in accordance with KD according to Permendikbud No. 37 of 2018. The accuracy of the text material is presented based on the needs of children in developing the ability to understand knowledge about "Banjir Bandang". The material provides students with provisions to find out how to prevent flash floods from happening. Captions supporting image text with the information presented is different. The picture was taken from the internet in 2016. The news text was taken from the internet in 2015. This discrepancy can cause improper teaching materials because it does not match the supporting images with the news text.

Data 7, 8 and 9 of eligibility based on KD is feasible or appropriate. Then for the renewal of the text the element also fulfills because it was taken from the events of 2016 and 2017. For the supporting images the three texts do not use supporting images. Likewise, the element of information conveyed is incomplete. Based on data 1-9 indicators of eligibility according to all basic competencies, in terms of the objectives of teaching materials. However, in terms of the novelty element only data 7, 8, and 9 fulfill the novelty element.

4 Conclusions

The feasibility of typography and graphics attached to the news used as teaching material. The part has not been fulfilled in the completeness of the news element. From 9 data, there are 3 data that meet the news element, a number of 6 data do not contain the complete news element. For graphics there are 3 data that have included picture, and 6 data that have not been accompanied by images to support the delivered news. Strengths and weaknesses of the text are measured by the level of readability 9 data do not meet the readability standards based on the Fry chart indicators. There are data 3 and 5 that meet the readability value but approach the invalid area. The 7 data do not meet the readability value in accordance with the level of student education. The news eligibility element as teaching material for the conformity with KD all readings are appropriate. But related to the renewal of the text, from 9 data is information 3 years ago. It can be said that other shortcomings of the information presented do not have an element of novelty.

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