Improving Student Learning Outcomes Through Innovative Textbooks In Writing Persuasive Texts

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ABSTRAK

Kemampuan menulis teks persuasi tergolong keterampilan yang tidak mudah dikuasai. Rendahnya tingkat pemahaman dan daya ingat siswa terhadap materi yang diajarkan baik secara lisan maupun tulisan. Selain itu kurangnya sumber belajar juga menjadi kendala bagi siswa dalam belajar. Penelitian ini bertujuan untuk mengembangkan buku menulis teks persuasi dan menganalisis efek potensial buku menulis teks persuasi. Metode penelitian ini menggunakan model pengembangan Jolly dan Bolitho dan Tesmer. Penelitian ini merupakan penelitian pengembangan (research and Development). Metode Penelitian ini mengadaptasi pada model pengembangan Jolly and Bolitho dan model pengembangan Tessmer. Teknik pengumpuan data dipergunakan sebanyak tiga teknik yaitu, teknik angket, wawancara, dan tes. Instrumen pengumpulan data yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif dan statistik inferensial. Hasil penelitian yaitu penilaian validasi ahli memperoleh hasil sangat baik dari kelayakan isi, kebahasaaan, sajian dan kegrafikaan. Hasil uji lapangan melalui paired simple test menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai sebelum dan sesudah menggunakan buku teks hasil pengembangan ini. Disimpulkan bahwa buku menulis teks persuasi dapat memudahkan siswa dalam memahami menulis teks persuasi sehingga dapat meningkatkan hasil belajar siswa.

ABSTRACT

The ability to write persuasive texts is a skill that is not easy to master. The low level of students' understanding and memory of the material taught orally and in writing. In addition, the lack of learning resources is also an obstacle for students in learning. This study aims to develop a persuasive text writing book and analyze the potential effects of a persuasive text writing book. This research method uses the Jolly and Bolitho and Tesmer development model. This research is research and development research. Methods This research adapts the Jolly and Bolitho development and Tessmer development models. Data collection techniques used three techniques, questionnaire techniques, interviews, and tests. The data collection instrument is a questionnaire. The technique used to analyze the data is descriptive qualitative analysis quantitative and inferential statistics. The study results, the expert validation assessment, obtained very good results from content, language, presentation, and graphics feasibility. The field test results through the paired simple test showed a significant difference between the scores before and after using this developed textbook. It was concluded that writing persuasive textbooks could make it easier for students to understand writing to improve student learning outcomes.

1. INTRODUCTION

Learning is a two-way communication process. Teaching is done by the teacher (educators), and students do the learning. Learning and teaching in education are not separate or contradictory things. Instead, the learning process is an integrated aspect of the educational process (Filgona et al., 2017; Iswatun et al., 2017; Ramdani et al., 2019). School is a formal institution that prepares students to continue higher education, and in it, there is also the implementation of learning (Bedar & Al-Shboul, 2020; Filgona et al., 2017; Mulyanto et al., 2020). Teaching materials are needed to support the learning process To facilitate the implementation of learning (Andani & Yulian, 2018; Estuwardani & Mustadi, 2016; Saidah & Damariswara, 2019). However, the current problem is the lack of innovative teaching materials to facilitate student learning (Alba et al., 2019; Syafrudin & Sujarwo, 2019; Weriyanti et al., 2020). Based on the

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interviews, it was also found to have conducted a literature study and read comprehensively books published by the Ministry of Education and Culture in 2017. Based on the initial analysis of Indonesian language textbooks in Chapter 7, the researchers found deficiencies in persuasive text learning textbooks. First, the books in the school are books that discuss the theory of persuasion in general. Second, Indonesian language textbooks do not contain complete examples of material, such as examples of persuasive texts, multiple-choice questions, and essays. Besides that, the exercises given to students are not too many. Third, the language in the Indonesian textbook is still a little difficult to understand. Fourth, the illustrations and colors used in the book are not very attractive.

One type of text taught to students in the 2013 Curriculum is persuasive text. Persuasion text contains an invitation or persuasion (Rahma & Pristiwati, 2019; Yasa et al., 2021). Writing persuasive texts is one of the materials taught in the eighth grade of junior high school in the 2013 revised 2017 curriculum which includes two things, 3.14 examining the structure and language of persuasion texts in the form of suggestions, invitations, and considerations about various actual problems (environmental, social condition/or cultural diversity, etc.) from various sources that are heard and read and 4.14 presenting persuasive texts (suggestions, invitations, directions, and considerations) in writing and orally by paying attention to structure, language, or oral aspects. The statements in the text encourage someone to follow the hopes or desires of the author. Persuasion texts serve to convey persuasion or appeals, suggestions, invitations, and considerations about various actual problems (environment, social conditions, cultural diversity, etc.), in the form of letter speeches, political campaigns, perhaps also in the form of articles. (Arida et al., 2020; Mayawati et al., 2014; Ramadania, 2016). Starting from the curriculum, various methods are used by the teacher so that students can write persuasive texts as stated in the basic competencies and based on the results of questionnaires and interviews conducted with the eighth-grade Indonesian language teacher at SMP IT BINA ILMI Palembang. It was found that the teaching materials used by the eighth grade of junior high school are currently only textbooks published by the Ministry of Education and Culture in 2017.

The ability to write persuasive texts is a skill that is not easy to master. The low level of students' understanding and memory of the material taught orally and in writing is one of the problems found at the Integrated Islamic Junior High School Bina Ilmi Palembang in learning Indonesian in the eighth grade on persuasion text material. Therefore, students need supporting components to more easily understand learning (Faisal & Sulkipani, 2016; Syafrudin & Sujarwo, 2019). Related to the development of teaching materials, currently, the development of teaching materials in the form of textbooks is a necessity for students (Hutama, 2016; Sari et al., 2020). The solution to overcome these problems is the development of appropriate teaching materials. Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively to achieve the expected goals, achieving competence or sub-competence with all its complexity (Hidayah & Priscylio, 2019; Hufri et al., 2021; Lestariningsih & Suardiman, 2017; Sriyanti et al., 2021). A teaching material must be designed and written with instructional rules because it will be used by the teacher to assist and support the learning process (W. Istuningsih et al., 2018; P Neppala et al., 2018; Silalahi, 2020). Learning materials or materials are the curriculum's "content" in the form of subjects or fields of study with topics/subtopics and details (Ilmi et al., 2021; Ningsih & Mahyuddin, 2021; W. L Nisa et al., 2020).

The development of teaching materials is a must in supporting the success of the learning process. It is related to the main orientation of student-centered learning, with its growing potential (Linda et al., 2018; Rasmawan, 2018; Seruni et al., 2019). Thus, the source of teaching materials must also be appropriate and in line with the developmental needs of students so that effective learning materializes (Komikesari et al., 2020; Mills et al., 2021; Sofyan et al., 2019). Teaching materials is a broad term for a learning resource/facility. The teaching materials in the form of presentations are classified into four: print, audio, audio-visual, and interactive teaching materials (Astra et al., 2020; Mulyadi et al., 2020; Rahayu & Sukardi, 2020). To further specify, the teaching materials discussed in this study are printed teaching materials in the form of teaching textbooks. The role of textbooks is no less important in the 2013 Curriculum. One of the 2013 Curriculum characteristics is developing attitudes, knowledge, and skills and applying them in various schools and communities (Lestari, 2018; Rohita et al., 2018; Thoyyibah et al., 2019). In the 2013 Curriculum, Indonesian language subjects changed to text-based learning. In this text-based learning, various texts are studied based on their physical structure and social context (Kurniasari, 2017; Owon, 2017; Widyari et al., 2018).

The findings of previous research also stated that innovative teaching materials could facilitate students in learning (Afriyanti et al., 2021; Wafi Lutfiatun Nisa et al., 2020). Other research findings also state that teaching materials can make it easier for students to understand to improve student learning outcomes (Asrial et al., 2021; Buchori & Rahmawati, 2017; Hutama, 2016). It can be concluded that teaching materials can help students learn persuasion texts. There is no research on developing textbooks for writing

persuasive texts for junior high school students. The purpose of developing persuasive textbook teaching materials is to make it easier for educators to deliver learning materials, provide opportunities for students to repeat lessons or learn new lessons, and provide interesting learning materials. The development of textbooks on persuasion texts is very necessary. The development of this textbook can help the availability of textbooks for teachers and students in studying persuasion text material in detail (Dewi et al., 2017; Oksa & Soenarto, 2020). In addition, the presence of good teaching materials has many functions for teaching and learning activities.

2. METHOD

This research is a research and development research. This research method is used to produce certain products and tests their effectiveness of these products (Wulandari et al., 2020). This study adopts the Jolly and Bolitho development model and the Tessmer development model with the following development stages: identification of needs, exploration of battery needs, a contextual realization of textbooks, the pedagogic realization of teaching materials, production of textbooks, expert validation, revision of textbook products, field trial (Tessmer, 1998; Tomlinson, 1999). Data collection techniques used three techniques, questionnaire techniques, interviews, and tests. There are two types of data generated, quantitative and qualitative. Qualitative data were obtained from interviews and data analysis of the needs of students and teachers. Quantitative data was obtained from test results in pretest scores (before using teaching materials) and posttest scores (after using developmental teaching materials) from t-test results through SPSS.

The data analysis technique was carried out by analyzing the results of questionnaires, interviews, and test results. The questionnaire was divided into three categories aimed at students, teachers, and a team of experts. Questionnaires for students and teachers were analyzed together. The analysis results are described as an initial identification of the need for teaching materials to be developed. Questionnaires distributed to a team of experts (experts) were analyzed for questionnaire data assessed by the validator, seen from the mean score of very high, high, moderately high, low, and low validity. The interviews conducted with teachers and students are described based on the results obtained. After being described, the next step is to conclude. The conclusions are used to complete the test data. In addition, the results are also used to develop and revise the teaching materials to be developed. The test data were analyzed quantitatively. Data analysis was carried out in the form of pretest scores (before using teaching materials) and post-test scores (after using developed teaching materials) by comparing the results of pretest and post-test scores using a t-test through SPSS.

3. RESULT AND DISCUSSION

Result

This research is a research and development research. This research method is used to produce certain products and tests the effectiveness of these products. First is the stage of identifying material needs. Identifying material needs was conducted by conducting interviews and questionnaires with eighth-grade junior high school students and Indonesian language teachers at the IT Bina Ilmi Palembang Junior High School. The interviews and questionnaires show that students do not understand persuasion texts. It is due to the absence of a special book supply that discusses persuasion text activities. Thus, students are very interested in developing books that discuss these activities. In addition, students and teachers also need complementary books to write persuasive texts which contain complete material. In addition to the completeness of the material, the book must also contain instructions for use, examples of persuasive texts, evaluation, assessment sheets both in the form of multiple-choice and essays and language that all book users can understand. Therefore, the teacher considers the need for learning to write persuasive texts as additional or complementary material for students.

The second is the stage of exploring material needs. Exploration of material needs by identifying limitations in developing textbook teaching materials. The basic competencies of persuasion texts in 2013 revised 2017 curriculum include two things: examining the structure and language of persuasion texts in the form of suggestions, invitations, and considerations about various actual problems (environment, social conditions, cultural diversity, etc.) sources that are heard and read and presenting persuasive texts (suggestions, invitations, directions, and considerations) in writing and orally by paying attention to structure, language, or oral aspects. Starting from the curriculum, various ways are used by the teacher so that students can present persuasive texts as stated in the basic competencies. The third is the stage of contextual realization of the textbook. In the contextual realization of textbooks, results are obtained according to the topics desired by students, which include writing persuasive texts for education, health,

and advertisements. From the results of the analysis, other learning objectives were also formulated. The learning objectives are formulated to achieve the main learning objectives. Students can write persuasive texts for education, health, and advertisements. Fourth is the stage of academic realization of teaching materials. At this stage, start compiling study instructions, materials, exercises, and evaluations presented in the textbook on writing persuasive texts to develop performance in writing persuasive texts.Furthermore, from these activities, students are given exercises to determine the structure of persuasive texts and show the characteristics of using language. Finally, determine the evaluation or assessment activities. Evaluation is carried out according to the learning objectives formulated previously. Fifth is the production stage of teaching materials. It has been determined that the teaching material in question is a persuasion textbook. Textbooks are written according to the needs of students while still following the supporting sources that have been collected. All sources and supporting data are used as references to produce the textbook. The advantages of this developed textbook are the several activities contained in the exercises. In this textbook, based on the theories related to writing persuasive texts, students are also provided with practice activities to determine the structure of the text and its characteristics. However, what makes this developed textbook superior to the textbooks that have been used before is that there are activities to apply the steps of writing persuasive texts. By carefully reading the steps for writing persuasive texts in this textbook, students can write persuasive texts with several themes more easily.

Sixth is the expert validation stage. Validation of the textbooks that have been developed in this study. The validation of textbooks includes the feasibility of content, language, presentation, and graphics. Based on the results of assessing the feasibility aspect of the content, this persuasive text writing textbook can be categorized as valid and deserves to be tested with revisions according to suggestions. It can be seen from the validator's assessment which gave an overall score is 21 out of 25, or an average score is 4.2 out of 5. Thus, according to the validator's assessment of the feasibility of the content, the textbook, Let's Write a Persuasive Text, is very valid. Based on the assessment results from the linguistic aspect, then let's write persuasion textbook is categorized as valid and worthy of testing with revisions according to suggestions. It can be seen from the overall score given by the validator of 18 out of a maximum score of 20 or an average score of 3.6 out of a scale of 5. Based on the assessment results from the aspect of the presentation, teaching materials for writing persuasive texts are categorized as quite valid. It can be seen from the overall score given by the validator, which is 17 out of a maximum score of 25 or an average score of 3.4 out of a maximum score of 5. The last aspect validated from the textbook on writing persuasive texts is the graphic aspect. This aspect of graphics is generally related to the physical appearance of the textbook. Physically attractive textbooks can provoke students' curiosity to want to read them. Graphic validation was done two times. In the first validation, it was categorized as less valid because it only got an overall score of 12 out of a total score of 25. Or an average of 2.4 out of a maximum score of 5. After getting a lot of suggestions and input from the validator, the author finally revised the textbook on writing persuasive texts from the graphic aspect. Another validation was carried out on the results of the second revision and got 24 out of 25. From the validation results, this textbook could theoretically be tested at SMP IT Bina Ilmi Palembang as a supporting source for writing persuasive texts, as presented in Table 1.

Table 1. Validation Results of Textbook Experts Writing Persuasive Texts

Aspect	Validator	Total Score	Mean	Category
Content eligibility	ZA	21	4.2	Sangat Valid
language	SM	18	4.5	Sangat Valid
DIsplay	SI	17	3.4	Cukup Valid
Graphics	PPS	23	4.6	Sangat Valid

Seventh, Revision Stage. Revisions were made after getting validation results from expert validators, and there were some improvements. The results of the revisions that have been made to the textbook that the validator has validated are that the learning objectives listed in each chapter are by the textbook on writing persuasive texts, relating to the material for writing persuasive texts and according to student needs, relating to linguistic rules, exercises and evaluations. The incorrect linguistic rules have been corrected, then the exercises in the textbook have been reproduced, the evaluation instructions in the textbook for writing wrong persuasive texts have been corrected, and spelling and errors and missing letters have been paid more attention to and improved.

Eighth the field trial stage. A test of learning outcomes/potential effects on students is carried out at the product trial stage. The potential effect of the textbook was carried out in two ways, a test before using the "Let's Write a Persuasive Text" textbook (pretest) and a test after using the "Let's Write a Persuasive Text" textbook (posttest). The trial of the developed textbook was carried out in a group of

eighth-graders at the Integrated Islamic Junior High School Bina Ilmi Palembang. Rombel was chosen randomly and class VIII.A was chosen as the research subject. Subjects consisted of 26 students. The researcher conducted a pretest to see the understanding and ability of students towards learning to write persuasive texts for education, health, and advertisements. After obtaining the pretest results, the researcher analyzed the pretest results of the students according to the assessment rubric. Furthermore, product trials were carried out by providing students with the developed learning media.

Students use the textbook "Let's Write Persuasive Text" during the teaching and learning process in class. Students learn to use the textbook "Let's Write Persuasive Texts" independently with teacher supervision when learning takes place. When learning activities take place, students write persuasive educational texts, health persuasion texts, and advertising persuasion texts. After students carry out the learning process using textbooks, a post-test is carried out to see the potential effects of textbooks. They are analyzing the Posttest assessment by using an assessment rubric. Pretest and posttest are used to compare and improve students' abilities in writing persuasive texts for education, health, and advertisements before and after using the persuasive textbook "Let's Write Persuasive Text." Product trials in textbooks were carried out by researchers at SMP IT Bina Ilmi Palembang. At the initial stage of the study, by giving pretest questions to eighth-grade students totaling 26 students. The results of the pretest are presented in Figure 1.
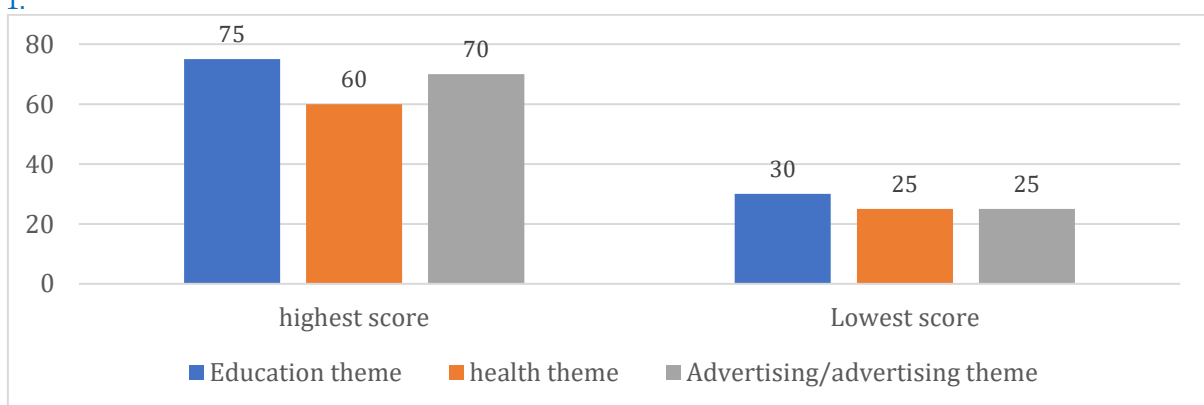

Figure 1. Student Pretest Results

Based on the results of data analysis, the highest scores obtained by students before using development textbooks were 75 on the theme of education, 60 on the theme of health, and 70 on the theme of advertising/advertising. Meanwhile, the lowest score obtained was 30 on the theme of education, 25 on health, and 25 on advertising. So it can be concluded that the pretest followed by all class VIII A st was declared not to have reached the KKM (Minimum Competency Achievement) with an average of 58.96 for the theme of education, 45.96 for the theme of health, and 47.53 for the theme of advertisements/advertising included in the less category. The post-test is given after students use the development textbook "Let's Write a Persuasive Text." The goal is to measure student learning outcomes after using the development textbook "Let's Write a Persuasive Text." The posttest was attended by 26 class VIII A students. The post-test result data can be seen in the diagram in Figure 2.
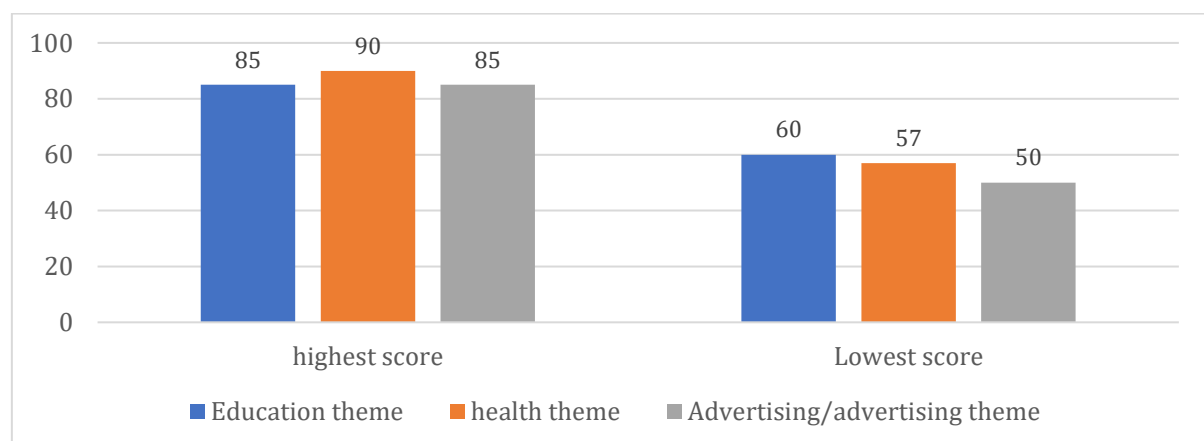

Figure 2. Student Posttest Results

Based on the post-test results, it can be said that there was an increase in learning outcomes to write persuasive texts after using the development textbook "Let's Write Persuasive Texts." The diagram above shows that the highest score obtained by students was 75 to 85 on the education theme, 60 to 90 on the health theme, and 70 to 85 on the advertising/advertising theme. After using the development textbook "Let's Write a Persuasive Text,". While the lowest score obtained was previously 30 to 60 on the theme of education, 25 to 57 on the theme of health, and 25 to 50 on the theme of advertising. After using the development textbook "Let's Write a Persuasive Text,". So it can be concluded that the posttest with an average of 76 for the theme of education, 77.88 for the theme of health, and 70.92 for the theme of advertisements/advertising are included in the good category. After knowing the results of the pretest and posttest, it showed that there were quite a variety of differences. The following are the pretest and posttest results for writing persuasive texts through the t-test. The results of the t-test on the theme of education showed that the average score of students before and after using the developed textbook was -8.057 with a standard deviation of 10 and a significance (2-tailed) of 0.00. The results of the t-test on the health theme showed that the average score of students before and after using the developed textbook was -31.92 with a standard deviation of 18 and a significance (2-tailed) of 0.00, and the results of the t-test on the theme of advertising. The advertisement shows the average score of students before and after using the developed textbook, which is -13,613 with a standard deviation of 8.76 and a significance (2-tailed) of 0.00. The number 0.00 is smaller than the alpha score, which is 0.05. Thus, it can be concluded that there is a significant difference between the scores before and after using this developed textbook. The average and difference are presented in Figure 3.
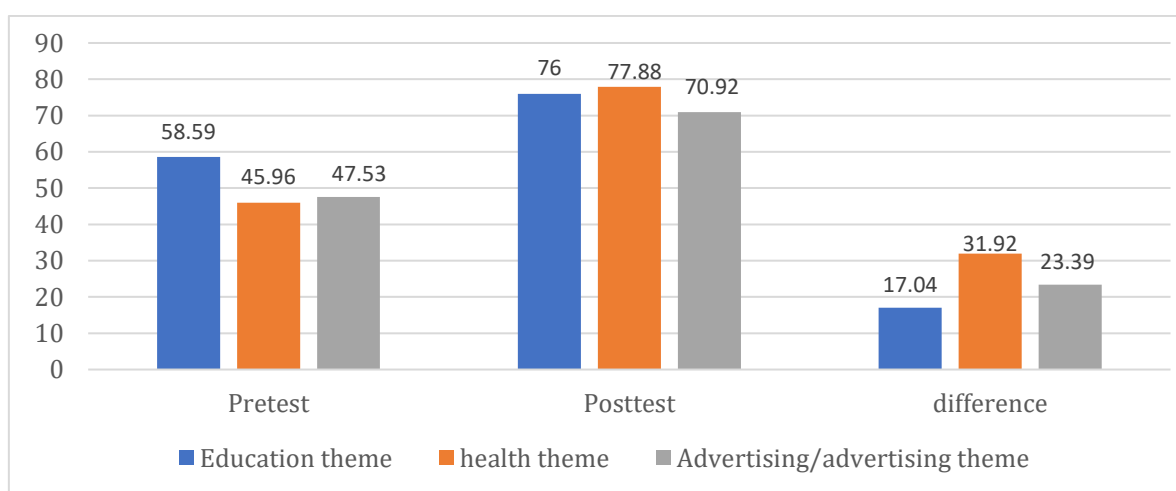

Figure 3. Comparison of Pretest and Posttest Average Scores

Discussion

Research on the development of a textbook writing persuasive texts, "Let's Write Persuasive Texts" for eighth-grade students of SMP Islam Terpadu Bina Ilmi Palembang, has gone through all stages according to the development procedure that adapts the Jolly and Bolitho Tessmer development model. The teaching materials developed can provide new experiences, knowledge, and atmosphere for students and improve student learning outcomes. This is in line with previous research that states that teaching materials will make it easier for students to understand learning materials to improve student learning outcomes (Ardianti et al., 2019; Astalini et al., 2019; M. A. Hamid et al., 2017). An attractively developed module can also create a pleasant learning atmosphere for students (Astalini et al., 2019; Aufa et al., 2021; Hadiyanti et al., 2021). The textbook "Let's Write Persuasive Texts" is also expected to help teachers maximize the learning process of writing persuasive texts. Teaching materials that are well structured and to the needs of students will bring several advantages, such as motivating students to carry out learning activities such as adequate, complete, to producing activities. In addition, students can be more creative by guiding the teaching materials (Hairida, 2016; Pushpa Neppala et al., 2018; Sadimin Sadimin et al., 2017).

Textbooks are made as attractive as possible by containing complete examples of material, such as examples of persuasive texts, multiple-choice questions, and essays. The modules presented with examples will make it easier for students to understand the learning material (W. Istuningsih et al., 2018; Resita & Ertikanto, 2018). The questions presented in the module can also measure students' abilities and understanding (Purnamasari et al., 2020; Setiyani et al., 2020). The module is developed with language that is easy to understand, and illustrated pictures and colors are made as attractive as possible so that the learning process is more interesting, fun, motivating, arouses student interest in learning, increases student

learning activity and student learning effectiveness (Darmaji, Kurniawan, et al., 2019; Ningsih & Mahyuddin, 2021).

Optimizing learning outcomes can be seen from learning outcomes (output) and student interaction with various learning resources (Arantika et al., 2019; Safitri, 2017). One of them is interacting with textbooks. The goal is to stimulate students to learn and accelerate the material they are learning (Aprilia & Suryadarma, 2020; Majid et al., 2012). In line with the previous research, using textbooks in the learning process improves students' ability to study independently (S. N. M. Hamid et al., 2021; Wahyu Istuningsih et al., 2018). Through textbooks, students can study independently, even outside of school hours. In addition, one of the advantages of textbooks is that they can cope with a very limited study load time. Furthermore, textbooks can help schools realize quality learning and conditioning learning that is more planned (Darmaji, Astalini, et al., 2019; Matsun et al., 2019). Based on the descriptions that have been stated previously, it can be seen that this developed textbook has several advantages compared to the textbooks that have been used previously. In addition, based on the test results, this textbook has a positive potential effect on increasing students' ability to write persuasive texts. This textbook is suitable for use in learning to write persuasive texts in schools that have the same characteristics as the location of the field trial.

4. CONCLUSION

The validation test results conducted by the experts stated that the textbook writing persuasion texts were valid and appropriate to be used in the learning process. This textbook has a positive potential effect on improving students' ability to write persuasive texts. The developed textbook can improve student learning outcomes.

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