

Development of Brochure-Based Teaching Materials on Persuasive Text in Grade 7th Students of Junior High School Dwi Tunggal Tanjung Morawa

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Abstract: *This study aims to find out the development of brochure-based teaching materials on persuasive text in grade 7th students of Dwi Tunggal Tanjung Morawa. The result shows that the process of developing the development of brochure-based teaching materials on persuasive text material was carried out in three stages, namely the preliminary study phase, the initial product development and product testing. At the stage of the preliminary study an analysis of the needs of teachers and students was carried out. The results of the needs analysis obtained data that 100% of teachers and students of Junior High School Dwi Tunggal Tanjung Morawa need teaching materials in the Indonesian language learning companion. In the initial product development stage, product design and product validation were carried out to 2 material experts and 2 media design experts. After the validation process, the product is declared feasible for testing. In the third stage, product testing was carried out in three ways, namely individual trials, small group trials and limited field trials. Individual trials obtained an average percentage of 88.19% with the category "Very good", the small group trial received an average percentage of 89.58% with the category "Very Good". Limited field trials received an average percentage of 91.01% with the category "Very Good". Based on these data, appropriate teaching materials to be used by teachers and students in learning.*

Keywords : *development; brochure-based teaching material; persuasive text; junior high school*

I. Introduction

Development of teaching materials must pay attention to the principles of curriculum development. This is in accordance with the 2013 Curriculum Document which stipulates that the curriculum must be responsive to the development of science, culture, technology and art. The curriculum is developed on the basis of the awareness that science, culture, technology and art develop dynamically. Furthermore, the curriculum must be relevant to developing life. That is, the curriculum provides opportunities for students to learn problems from their community environment as curriculum content and opportunities to apply what is learned in class in life in society.

Another principle of curriculum development is the curriculum developed by paying attention to national interests and regional interests to develop community, nation and state life. National interests are developed through determining the structure of the curriculum, Ability / SK Standards and Ability of Basic / KD and syllabus.

In the 2013 Curriculum Content Standards there are four Core Competencies, namely religious attitudes, social attitudes, knowledge, and skills. Each of these Core Competencies has several Basic Competencies. Specifically in Basic Competence of knowledge and skills, there are 10 types of texts, namely news text, persuasive texts including (ad text, posters and slogans), exposition text, poetry text, explanatory text, review text, drama text with a total of 23 texts. These texts are teaching materials that need to be taught to junior secondary students.

There are several activities in the Basic Competence, namely understanding, identifying, analyzing, inferring, analyzing, and presenting. That activity becomes the Basic Competence that must be mastered by students. Some of these activities are always realized both through oral and written.

One of the texts in the 2013 curriculum, namely persuasive text in the form of slogans. Kaffer (2001: 118) persuasive text is an attempt to persuade someone to want to follow the desired goal without coercion. Targian (1994: 113) persuasive texts are essays that can attract interest, and can ensure that reading experiences are important. Syamsuddin (2009: 40) persuasive text is text that contains to grab the reader's attention. This text is presented in an interesting way, convincing the reader that the experience implied is an important matter. In writing persuasive texts the author uses a slogan to write the text of persuasion. In general, slogans are expressions, ideas, or goals to inform, explain, or popularize something by using interesting short sentences that are easy to remember and meaningful so that they are inherent in everyone.

II. Review of Literature

2.1 Teaching Materials

Prastowo (2015: 17), teaching materials are all materials (both information, tools, and texts) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning. For example, textbooks, modules, handouts, worksheets, models or models, audio teaching materials, interactive teaching materials, and so on. Furthermore, according to the National Center for Competency Based Learning (in Prastowo, 2015: 16), teaching materials are all forms of materials used to help teachers or instructors in carrying out the learning process in the classroom. Other opinions also expressed by Harvest (in Prastowo, 2015: 17), teaching materials are materials or subject matter that are arranged systematically, which is used by teachers and students in the learning process. Furthermore, stated by Tomlinson (2011: 2), "teaching materials is both a field of study and a practical undertaking. "According to Tomlinson, teaching materials or teaching materials are materials that are used or implemented using principles and procedures in the use of teaching materials or teaching materials." According to Tomlinson. Whereas according to Opera and Oguzor (2011: 66), "the audio visual materials (software / hardware) are materials that can be used as alternative channels of communication in the teaching learning process." Opera and Oguzor concluded that teaching materials are a source of learning visual and audio visual that can be used as alternative channels for communication used in the teaching and learning process.

2.2 Learning Module

Asyhar (2012: 155) suggests that the learning module is one form of mold-based teaching material designed to study independently by learning participants because the module is equipped with instructions for self-study. Surahman (in Prastowo 2015: 105) states that the learning module is the smallest unit of learning program that can be studied by individual students (self instructional) after the participant completes one unit in the module, then the participants can move forward and learn the next unit of module. Whereas Prastowo (2015: 106) states the learning module is a teaching material that is structured systematically with a language that is easily understood by students according to their level of knowledge and age,

so that they can learn independently (self) with minimal assistance or guidance from educator. Then, with the module, students can also measure their own level of mastery of the material discussed in each unit of the module, so that when they have mastered it, they can proceed to the next level module unit. In the General Guidelines for the Development of Teaching Materials (2004) published by the Ministry of Education, the module is interpreted as a book written with the aim that students can learn independently without or with the guidance of the teacher. Thus, a module must be used as a teaching material in lieu of the educator's function. If the educator has the function of explaining something, then the module must be able to explain something in a language that is easily accepted by students according to their level of knowledge and age.

2.3 Persuasive Text

The word persuasive comes from English "persuasion" which is derived from the word "to persuade" means to persuade or convince. 2013 curriculum is a new curriculum that presents new competencies. One of them is persuasion text. The Ministry of Education and Culture (in the research journal, 2018: 2) states, persuasive texts are texts that contain invitations or persuasions. Indirectly persuasion texts convey invitations to readers or listeners. The persuasive text presents facts and opinions to the reader following persuasion or appeal. Kosasih (2011: 9) persuasive text, is a text that aims to influence the reader and in this text requires data as a support. Dalman (in a research journal, without years: page 3) states, that persuasion text is one of a kind of text that contains an invitation or exposure to data that is convincing while influencing or persuading the reader to follow the wishes of the author.

2.4 Slogan

In the Indonesian General Dictionary compiled by Surayin, the word slogan means: words or short sentences that are interesting or striking and easy to remember, to tell something; short and interesting, striking, and easy to remember words or sentences to explain the purpose of an ideology of groups, organizations, political parties, and others.

Suyanto (2005: 139) suggests that the slogan or themeline or tagline contained in television advertising messages is the beginning of advertising success. The slogan is a standard statement that is easily accepted in the minds of consumers. The slogan has two main functions, namely to maintain the continuity of a series of advertisements in the campaign and to simplify an advertising message strategy on statements to be more concise, repeatable, attention-grabbing, and easy to remember. If you usually hear "the figures asan pictures are a thousand words", on the other hand in designing slogans apply "words (slogans) are a thousand images".

2.5 Brochures

According to Andi Prastowo (2012: 38) brochure is a written information material about a problem that is arranged systematically. The brochure is also interpreted as a printed leaflet containing brief and complete information. Meanwhile, Simamora (Ruth Stefanie, 2013: 4), explained that brochures are generally intended to create knowledge. The strength of the brochure can be seen on the display or layout, size, and frequency. Abdul Majid (2013: 177) explained that brochures can be used as an interesting learning resource, because of their attractive and practical form. In addition, illustrated images on brochures can also increase students' interest in learning to use learning resources in the form of brochures. The use of illustrated images and brief explanations on brochures makes the material presented to be more

easily understood by students. Material that is easily understood and learned by students through learning resources in the form of brochures will make the learning process more interesting.

III. Research Method

The research will be carried out at Junior High School Dwi Tunggal Tanjung Morawa in grade 7th which is located on Pasar Baru street Km 16.5 No 51 Tanjung Morawa.

Sugiyono (2017: 135) states that the population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn.

IV. Discussion

The process of implementing the development of teaching material in stage I is to bring up ideas / ideas by carrying out preliminary studies. The preliminary study conducted was by conducting a field survey (needs analysis) and literature survey. Based on the theory cited by Dahiya in the International Journal of Information Technology and Knowledge (2011: 263), needs analysis is a process to determine the priority of educational needs, gather information and solve problems. Based on this theory, to determine the results of field surveys or needs analysis is obtained by distributing questionnaires to 2 teachers and 32 students in the school by first describing the definition of brochure-based teaching material in the questionnaire to have an overview of the questions in the questionnaire submitted. Brochure-based teaching material is teaching material that is used as a guide for students in certain classes containing learning material, related to a particular field of study on the concept of learning that can help teachers associate the material taught with brochures. Teaching material in persuasive text material will provide independent learning to students to be able to write persuasion texts based on brochures.

The initial product development phase was carried out, namely the validation of the material content and design of the learning, product revision and assessment and suggestions by the teacher. This stage is the development stage to obtain input from material experts, design experts, and assessments and advice from Indonesian teachers. The initial product developed was brochure-based teaching material on persuasive text material for grade 7th in broad outline which included the following.



Figure 1. Module Front Cover

The front cover contains the title and name of the author of the teaching material. Color selection has also been consulted with media design experts. Cover displays the logo, namely the Postgraduate UNIMED logo and the 2013 curriculum which indicates that this teaching material is prepared by Unimed students and can be used in schools because teaching materials follow the 2013 curricular rules.

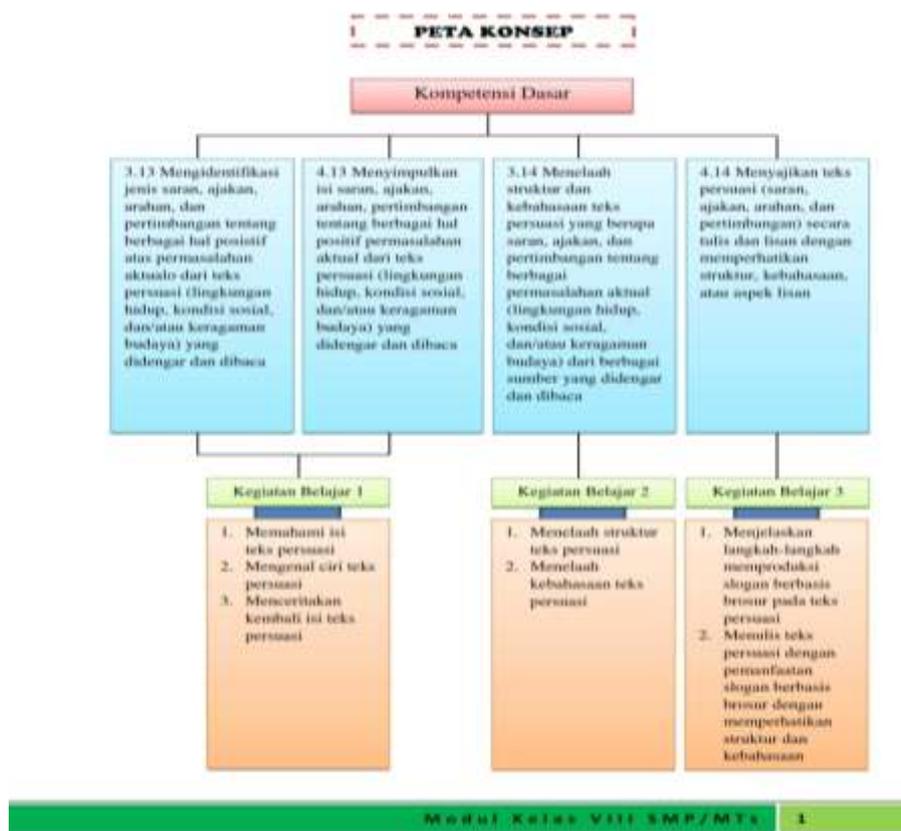


Figure 2. Module Concept Map

The module is equipped with a concept map that contains the basic competencies of persuasion text, namely identifying types of suggestions, invitations, directions, and considerations about positive things about the actual problems of persuasion texts (environment, social conditions, and / or cultural diversity) that are heard and read, conclude the contents of suggestions, solicitation, direction, consideration of various positive things the actual problem of persuasion text (environment, social conditions, and / or cultural diversity) that is heard and read, examines the structure and language of persuasive texts in the form of suggestions, invitations and considerations about various actual problems (environment, social conditions, and / or cultural diversity, etc.) from various sources that are heard and read, and presents persuasive texts (suggestions, solicitation, direction and consideration) in writing and verbally by paying attention to the structure, language or oral aspects.



Figure 3 Introduction and Instructions for Using Modules

The next section contains an introduction and module usage instructions. Introduction as a reference to find out the outline in the module. While the instructions for using the module are used as guidelines for teachers and students in using the module.



Figure 4 Learning Activities 1

This section is a learning activity 1 which includes introduction, building context, identifying invitations in persuasive texts, concluding the contents of persuasive text, assignments and exercises. Tasks and exercises to support students' knowledge of the topics taught in learning activities 1.



Figure 5 Task Activity 1

This section is the task of activity 1 to support students' knowledge of the topics taught in learning activities 1.



Figure 6 Summary of Activity 1

This section is a summary of activities 1. This section covers all the things contained in activities 1. Summary makes students better understand the material in persuasive text in detail and concisely.



Figure 7 Display of Learning Activities 2 and Learning Activities 3

This section is a learning activity 2 which includes introduction, building context, persuasive text structure, linguistic rules, text persuasion, assignments and exercises. Tasks and exercises to support students' knowledge of the topics taught in learning activities 2.

While in the learning activities section 3 includes introduction, building context, writing persuasive texts with the use of brochure-based slogans, presenting persuasive texts with the use of slogans, assignments and exercises. In this section students are invited to be more skilled in writing persuasion texts.

The second thing that was done after the design was to do validation by material experts and media design experts. Material validation was carried out by Mr. Prof. Dr. Amrin Saragih, M.A., Ph.D. and Mr. Dr. Abdurahman Adisaputera, M. Hum. while media validation was carried out by Ms. Dr. Evi Eviyanti, M.Pd. and Dr. Surya Masniari Hutagalung, M.Pd.

Table 1. Data on the Results of Material Material Validation on Content Feasibility

Sub component	Assessment indicators	Average Percentage	Criteria
A. Compatibility of material with KI and KD	1. Completeness of persuasive text material	100	Very good
	2. Extent of persuasive text material	100	Very good
B. Material accuracy	3. Accuracy of concepts and definitions	87,5	Very good
	4. Accuracy of facts and data	100	Very good
	5. Accuracy of examples and cases	87,5	Very good

	6. Accuracy of images, diagrams and illustrations	100	Very good
	7. Accuracy of terms	87,5	Very good
	8. Accuracy of notations, symbols and icons	87,5	Very good
	9. Accuracy of references	100	Very good
C. Material Update	10. Compatibility of material with the development of science	87,5	Very good
	11. Display topics as examples of text	87,5	Very good
	12. Pictures, diagrams and illustrations in everyday life	87,5	Very good
	13. Use examples of cases found in everyday life	100	Very good
	14. Library update	87,5	Very good
D. Encourage curiosity;	15. Encourage curiosity	87,5	Very good
	16. Creating the ability to ask	100	Very good
Average Amount		92,96	Very good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
E	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 2. Data on the Results of Material Expert Validation on the Feasibility of Presentation

Sub Component	Assessment Indicator	Average Percentage	Criteria
A. Presentation Techniques	1. Systematic consistency of presentation in learning activities	100	Really good

	2. Creed concept	87,5	Really good
B. Learning Presentation	3. Involvement of students	100	Really good
	4. Student-centered	100	Really good
	5. Stimulating students' ability to solve problems through illustrations	87,5	Really good
	6. Examples of questions in each learning activity	87,5	Really good
C. Presentation Completeness	7. Practice questions at the end of each learning activity	100	Really good
	8. Key answers to practice questions	100	Really good
	9. Preliminary	100	Really good
	10. Instructions for use	100	Really good
	11. Glossary	100	Really good
	12. References	87,5	Really good
	13. Summary	100	Really good
Average Amount		96,15	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

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C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 3. Data on the Results of Material Expert Validation on Language Assessment

Sub Component	Assessment Indicator	Average Percentage	Criteria
A. Straightforward	1. Accuracy of sentence structure	87,5	Really good
	2. Effectiveness of sentences	100	Really good
	3. Stiffness of terms	87,5	Really good
B. Communicative	4. Message readability	100	Really good
	5. Accuracy of language use	100	Really good
C. Dialogical and interactive	6. The ability to motivate messages or information	87,5	Really good
	7. The ability to encourage critical thinking	87,5	Really good
D. Conformity with the level of	8. Conformity of students' intellectual development	87,5	Really good

development of students	9. Conformity with the level of emotional development of students	87,5	Really good
E. Allegiance and integration of mind flow	10. Allegiance and integration between learning activities	100	Really good
	11. Allegiance and integration between paragraphs	100	Really good
F. Use of terms, symbols and icons	Consistency in the use of terms	87,5	Really good
	12. Consistency of using symbols or icons	100	Really good
Average Amount		93,26	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 4. Data Results of Expert Design Validation on Teaching Materials

Sub Component	Assessment Indicator	Average Percentage	Criteria
Size of teaching material	1. Size compliance with standards ISO 216 (A4, A5, dan B5)	75	Good
	2. Match size with material	75	Good
Design of teaching material cover (<i>cover</i>)	3. Appearance element layout has unity	75	Good
	4. Display a good (<i>center point</i>)	75	Good
	5. The color elements of the layout are harmonious and clarify the function	75	Good
	6. The composition and size of the layout are proportional, balanced, and in harmony with the	75	Good

	layout of the contents (according to the pattern)		
	7. The font size of the teaching material title is more dominant and proportional than the size of the author's name	87,5	Really good
	8. The title color of the teaching material contrasts with the background color	87,5	Really good
	9. Do not use too many font combinations	100	Really good
	10. Describe the content / teaching material and reveal the character of the object	100	Really good
	11. Shape, color, size, proportion of objects according to reality	100	Really good
Content Design and teaching Material	12. Layout element layout is consistent based on patterns	100	Really good
	13. Separation between paragraphs is clear	100	Really good
	14. Printing area and proportional margin	100	Really good
	15. The page margins are side by side proportional	87,5	Really good
	16. Spaces between text and illustrations are appropriate	87,5	Really good
	17. Placement of learning activity titles, subtitles of learning activities, and exact page / folio numbers	100	Really good
	18. The exact placement of illustrations and captions	100	Really good
	19. Placement of decoration / illustration as background does not interfere with title, page number text	75	Good
	20. The placement of titles, subtitles, illustrations, and captions does not interfere with understanding	75	Good

	21. Do not use too many fonts	75	Good
	22. The use of letter variations (bold, italic, all capital, small capital) is not excessive	Really good	Sangat Baik
	23. Normal text width	Really good	Really good
	24. Normal text line spacing	Really good	Really good
	25. Normal text line spacing	Really good	Really good
	26. The hierarchy of titles is clear, consistent and proportional	Really good	Really good
	27. Word cutting sign (<i>hyphenation</i>)	Really good	Really good
	28. Able to express the meaning / meaning of the object	Really good	Really good
	29. Accurate and proportional forms in accordance with reality	Really good	Really good
	30. Creative and dynamic	Really good	Really good
Average Amount		88,33	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

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A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 5. Teacher Response Results Data on teaching material

No	Questions	Average Percentage	Criteria
1	The overall teaching material appearance is interesting	100	Really good
2	The language used in teaching material is easy to understand	100	Really good
3	Presentation of material in teaching material is arranged systematically	87,5	Really good
4	The material in teaching material is in accordance with the learning objectives	87,5	Really good

5	The use of images in teaching material is clear	87,5	Really good
6	Learning activities stimulate critical thinking skills	87,5	Really good
7	The types of activities in teaching materials vary	100	Really good
8	The latest information in teaching materials in accordance with the development of science and technology	87,5	Really good
9	Use of symbols in accordance with existing rules	87,5	Really good
10	Teaching material helps students understand persuasive text learning material	100	Really good
11	Teaching material is different from the usual teaching material	87,5	Really good
12	Teaching materials can be studied independently by students	100	Really good
13	Teaching material trains students to enrich students' knowledge	100	Really good
14	Teaching materials make it easier for teachers to evaluate students	87,5	Really good
15	Teaching material makes it easier for students to express their opinions in oral or written form	87,5	Really good
Average Amount		93,33	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 6. Data on Individual Test Results on Teaching Materials

No	Questions	Average Percentage	Criteria
1	This teaching material makes me happy to learn it	100	Really good
2	Presentation of material in teaching material starts from the easy to the difficult and from the concrete to the abstract	91,66	Really good

3	This teaching material raises questions that encourage me to think	83,33	Really good
4	The presentation of the material in this teaching material encouraged me to discuss with other friends	100	Really good
5	This teaching material material encouraged my curiosity	91,66	Really good
6	This teaching material contains formative tests that can test how far my understanding of learning material is writing brochure-based persuasion texts	83,33	Good
7	The language used is communicative, clear, and easy to understand	91,66	Really good
8	The letters used are clear and easy to read	83,33	Really good
9	Using this teaching material makes my learning more focused and coherent	83,33	Really good
10	The display of this teaching material is interesting	83,33	Really good
11	Using this teaching material can add to the desire to learn	83,33	Really good
12	Using this teaching material can make learning to write persuasion text not boring	83,33	Good
Average Amount		88,19	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 7. Data on Trial Results of Small Groups on Brochure Media

No	Questions	Average Percentage	Criteria
1	This teaching material makes me happy to learn it	91,66	Really good
2	Presentation of material in teaching material starts from the easy to the difficult and from the concrete to the abstract	88,88	Really good
3	This teaching material raises questions that encourage me to think	97,22	Really good

4	The presentation of the material in this teaching material encouraged me to discuss with other friends	77,77	Good
5	This teaching material material encouraged my curiosity	94,44	Really good
6	This teaching material contains formative tests that can test how far my understanding of learning material is writing brochure-based persuasive texts	88,88	Really good
7	The language used is easy to understand	91,66	Really good
8	The letters used are clear and easy to read	91,66	Really good
9	Using this teaching material makes my learning more focused and coherent	86,11	Really good
10	The display of this teaching material is interesting	86,11	Really good
11	Using this teaching material can add to the desire to learn	88,88	Really good
12	Using this teaching material can make learning to write persuasion text not boring	91,66	Really good
Average		89,58	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
C	Enough	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very not good	$0\% \leq X \leq 20\%$

(Sugiyono, 2011:118)

Table 8. Data on Limited Field Trial Results Against Teaching Material

No	Questions	Average Percentage	Criteria
1	This teaching material makes me happy to learn it	93,75	Really good
2	Presentation of material in teaching material starts from the easy to the difficult and from the concrete to the abstract	86,71	Really good
3	This teaching material raises questions that encourage me to think	95,31	Really good
4	The presentation of the material in this teaching material encouraged me to discuss with other friends	88,28	Really good
5	This teaching material material encouraged my curiosity	95,31	Really good

6	This teaching material contains formative tests that can test how far my understanding of learning material is writing brochure-based persuasion texts	87,5	Really good
7	The language used is simple and easy to understand	93,75	Really good
8	The letters used are simple and easy to read	91,40	Really good
9	Using this teaching material makes my learning more focused and coherent	Really good	Really good
10	The display of this teaching material is interesting	Really good	Really good
11	Using this teaching material can add to the desire to learn	Really good	Really good
12	Using this teaching material can make learning to write persuasion text not boring	Really good	Really good
Average Amount		91,01	Really good

The percentage criteria for the appearance of indicators in brochure-based teaching material on persuasive text material have been developed.

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Good	$61\% \leq X \leq 80\%$
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(Sugiyono, 2011:118)

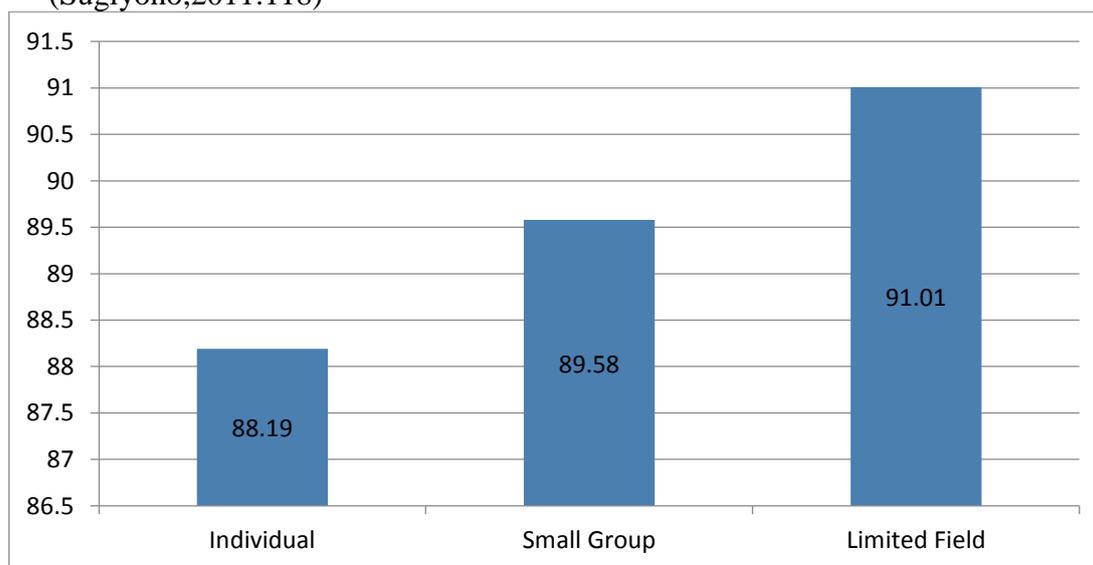


Figure 8 Assessment of grade 7th Students of Dwi Tunggal Junior High School Tanjung Morawa On Media-Based Learning Materials On Brochure Persuasive Text Material

Table 9. Data on Persuasive Text Learning Outcomes

No	Pretest	Posttest
1	75	80
2	68	78
3	68	79
4	65	78
5	65	75
6	73	85
7	78	85
8	65	85
9	63	78
10	75	85
11	73	85
12	70	78
13	78	76
14	75	87
15	75	80
16	60	78
17	73	79
18	70	79
19	78	83
20	75	85
21	60	79
22	75	85
23	65	80
24	75	80
25	73	80
26	73	78
27	75	80
28	60	75
29	73	80
30	65	85
31	75	79
32	75	80
Total	2266	2579
Average	70,81	80,59

Based on the table above obtained data that student learning outcomes before using brochure-based teaching material obtain an average score of 70.81 with the category "Good Enough" means that the value achieved by students needs to be increased again while, student learning outcomes after using brochure-based teaching materials obtain average score of 80.59 with the category "Good" means that the value of students is better than before.

Table 10. Summary of Pretest and Posttest Score

No	Group	Average Score	Difference
1	Sebelum (Pretest)	70,81	9,78
2	Sesudah (Posttest)	80,59	

The table above shows the difference in difference from the pretest to the posttest value obtained which is 9.78 with an average pretest of 70.81 on the criteria of "good enough" and the average posttest 80.59 on the criteria of "good". It can be concluded that learning using brochure-based teaching material on persuasive text material can improve student learning outcomes on Indonesian subjects.

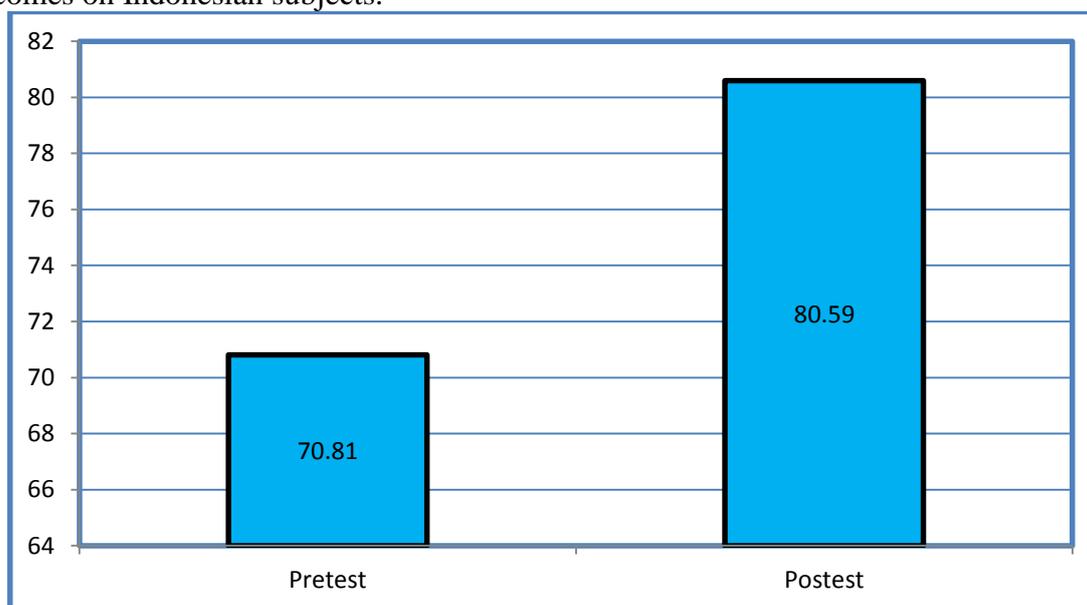


Figure 9 Pretest Average and Posttest on Media-Based Learning Materials on Brochure Persuasive Text Material

Table 11 Suggestions from Design Validators

No	Suggestions
1	The Unimed logo should be moved to the right corner (top)
2	The color of the cover is less harmonious
3	The picture of a boy on the cover is not right
4	The cover design does not describe the contents
5	The colors used in each learning activity must be consistent
6	The design and illustrations for each learning activity are not yet harmonious

V. Conclusion

The process of developing the development of brochure-based teaching materials on persuasive text material was carried out in three stages, namely the preliminary study phase, the initial product development and product testing. At the stage of the preliminary study an analysis of the needs of teachers and students was carried out. The results of the needs analysis obtained data that 100% of teachers and students of Junior High School Dwi Tunggal Tanjung

Morawa need teaching materials in the Indonesian language learning companion. In the initial product development stage, product design and product validation were carried out to 2 material experts and 2 media design experts. After the validation process, the product is declared feasible for testing. In the third stage, product testing was carried out in three ways, namely individual trials, small group trials and limited field trials. Individual trials obtained an average percentage of 88.19% with the category "Very good", the small group trial received an average percentage of 89.58% with the category "Very Good". Limited field trials received an average percentage of 91.01% with the category "Very Good". Based on these data, obtained appropriate teaching materials to be used by teachers and students in learning.

Brochure-based teaching materials on persuasive text material for grade 7th students of Junior High School Dwi Tunggal Tanjung Morawa were declared eligible and appropriate to be used as student self-learning. This is obtained based on the results of material experts' assessment and design experts on teaching materials. The results of the validation of material experts and design experts on teaching materials. The results of the material expert validation on content eligibility obtained an average of 92.96% in the category of "Very Good", the feasibility aspect of the presentation gained an average of 96.15% in the category of "Very Good" and assessment of language gained an average of 93.26% with the category "Very Good". For the grammatical assessment by design experts, it was obtained an average of 88.33% with the category "Very Good".

Brochure-based teaching materials on persuasive text material are declared effective for generating activities and student learning outcomes. This is evidenced by the student learning outcomes test in writing brochure-based persuasive texts. At the time of pretest, the average score was 70.81 and at the post-test the average score was 80.59. The difference between pretest and posttest was 9.78 which indicated that learning using brochure-based teaching materials on persuasive text material was better than before.

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