

Learning Strategies for Explanatory Text Materials Using Brochure Teaching Materials for Class VIII Students

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Abstract: This paper is about a summary of the results of developing brochures with explanatory text materials for class VIII students. The research method uses Research and Development (R&D) development developed by Thiagarajan using a 4D model which stands for define, design, development and disseminate. The brochure teaching materials that have been developed will be validated by material and design experts. Seeing the results of the development of teaching materials, material and design expert tests concluded that the brochure teaching materials were valid so that these teaching materials were able to help teachers in the teaching and learning process so that students were more independent in learning. The trial can be carried out in class VIII by using explanatory text material which in the brochure contains definitions, characteristics, text structures, and examples of explanatory texts. The design of the brochure teaching materials aims as an independent learning strategy for students and it is hoped that students are more interested in studying explanatory texts because of the unique teaching materials. Brochures are said to be unique because they contain not only complete material but are accompanied by non-monotonous designs such as the basic background color used.

Keywords: *Independent Learning Strategy, Explanatory Text, Brochure Teaching Materials*

Introduction

The success of learning outcomes in schools cannot be separated from the use of teaching strategies carried out by teachers. The number of obstacles in learning achievement requires teachers to be able to choose a strategy that is suitable for each learning material. According to Mu'awanah (2011: 31) the factors that influence the success of teaching and learning are: 1). Materials or things to be studied which are the main input in learning. 2) environmental factors. 3) instrumental factors. 4) the individual condition of the student. Zunidar in Panggabean (2021:2) states that the teaching and learning process in any education unit must have tactics, ideas, plans and strategies in learning, where strategy is the key in determining learning activities that make it easier for students to receive knowledge information in accordance with the subject matter so that students easy to understand, improve skills and shape attitudes towards a situation or task to be carried out so that changes in behavior can be assessed which are achieved by students through learning evaluation.

In addition to paying attention to the learning strategies used, a teacher must also look at the quality of student learning in every condition. According to Suardinata, the quality of learning can be seen from the forms or ways of assisting and guiding students in their learning activities both individually and in groups, and can be seen also from the achievement of learning outcomes that were successfully created by students. With the right strategy, the quality of learning achievement will be smoother and better. One of the strategies that can be used to improve students' abilities and the quality of learning is an independent learning strategy.

The independent learning process emphasizes the ability of students to carry out learning activities without the help of others. In this case, the teacher must have a broad knowledge insight to be able to achieve the learning outcomes that have been determined. According to Oishi (2020) argues that independent learning strategies are learning strategies that aim to build individual initiative, independence, and self-improvement. From the statement above, it can be interpreted that the independence in question does not mean that in the learning process there is no

accompanying teacher, but the teacher serves as a guide and the media or teaching materials are provided as a stepping stone for students to be able to think independently.

From the understanding above, it can be seen that the benefit of independent learning strategies for students is that they are able to increase the depth of the material being taught because students learn according to their wishes. This strategy also encourages students to think critically so that it creates a sense of responsibility for students towards the learning process. The benefits of this strategy are not only for students, but also for teachers. With this strategy, the teacher will be more responsible for the learning that is held, because the teacher will provide an understanding of the learning or material that students will learn. Teachers must also be able to motivate students with the learning objectives that students want.

From the observation data obtained, teachers rarely use independent learning strategies during the teaching and learning process. As a result, not a few students have not reached the KKM. For this reason, researchers will use brochures as a medium for students to be able to understand explanatory text material using independent learning strategies. Explanatory text itself is a text that studies the causes and effects of a natural phenomenon or social phenomenon. The Ministry of Education and Culture (2014:1) defines that an explanatory text contains an explanation of the state of a result of something else that has happened before and causes something else to happen later. In the explanatory text, it does not only discuss the definition but also discusses the structure of the explanatory text, and the linguistic rules of the explanatory text.

Research Method

This research will use the Research and Development (R&D) method. The product that will be developed is brochure teaching materials with explanatory text material based on self-study. This development will be carried out using a 4D model from Thiagarajan. At the time of research, there are several stages that must be considered, namely the stage of collecting information, the stage of product design, the stage of validating the design, the stage of revising the design, and also the stage of producing the product.

The stage to collect information can be taken from some of the literature in the journal or can be observed by interviewing the teacher concerned. The product design stage can be done by determining the objectives of the explanatory text learning material. The design validation stage is the stage of evaluating a design that will be produced later, the design revision stage is the stage when improving designs that are not suitable for use when explanatory text material. Then finally there is the stage of producing the product, namely the stage when all the stages have been completed and passed the trial, then products such as brochures are ready to be produced and can be used by students.

Results and Discussion

The research conducted is product development research in the form of brochures with persuasive text material in class VIII. The product design stage begins with determining the purpose of the test to be developed. The product is designed to improve students' thinking skills, which is implemented on students who have learning outcomes above the KKM. The KD used to make the product are KD 3.9, 4.9, 3.10, and 4.10 K-13 revision 2016. The KD only measures the cognitive level of understanding (C2), so it needs to be changed to the cognitive level of creation (C6), then validated by experts. The value obtained from the KD validator is 88%. the criteria are in accordance with those that have been set, then the teaching materials using brochures on the persuasion text material are declared valid. The next stage is developing indicators that have been derived from KD, then compiling material that is in accordance with the indicators.

Conclusion

From the presentation of the material above, it can be concluded that in an independent learning strategy, a teacher is required to be able to become a mentor. Therefore, the development

of teaching materials needs to be done by teachers to support students' abilities in independent learning. However, it should be noted that a teacher must also be able to provide fun learning to students with the aim that students are interested in the learning brought by the teacher.

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