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## **ANALYSIS OF NEEDS FOR DEVELOPING TEACHING MATERIALS FOR WRITING ADVERTISING TEXTS BASED ON ANDROID PLATFORM APPLICATIONS FOR CLASS VIII STUDENTS**

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### **ABSTRACT**

This research is motivated by the low ability of students to write attractive advertising texts. This is because the teaching materials available in schools are not yet able to facilitate students being able to write text advertisements well. The research carried out in this study was descriptive qualitative research, namely to describe students' needs for teaching materials that suit the students' needs.

**Keywords:** teaching materials, advertising texts, needs analysis

### **INTRODUCTION**

Teaching materials are an important aspect of learning. Teaching materials are materials or subject matter that are prepared completely and systematically based on the learning principles used by teachers and students in the learning process. Teaching materials are systematic, meaning they are arranged sequentially to make it easier for students to learn (Syaifullah & Izzah, 2019). Teaching materials contain material content used by teachers as learning resource facilities for students so that students can understand each material being studied. Another theory says that teaching materials are a form of description of curriculum content that has been prepared very clearly with full illustrations to achieve the desired goals and learning outcomes delivered by education providers such as teachers or tutors to students (Antika & Syari, 2021). In this theory, experts reveal that teaching materials are part of the curriculum which are prepared as clearly as possible by providing illustrations which aim to facilitate the delivery process of teaching and learning activities.

In another concept, it is said that teaching materials are a set of facts, concepts, principles, procedures that are designed in such a way as to help achieve learning objectives (Mukhlis & Asnawi, 2019). Teaching materials occupy an important position in the learning process for both lecturers and students. Lecturers will experience difficulty in increasing the effectiveness of learning without teaching materials. Likewise, students, without teaching materials, will encounter obstacles in adapting to learning, especially if the lecturer conveys and presents the material quickly and unclearly. Students can lose direction and track, so they are unable to digest and retrace what has been taught by the lecturer.

Therefore, teaching materials are materials that can be used and utilized by lecturers and students as an effort to improve and improve the quality of learning (Hamid et al., 2019). Teaching materials can also be interpreted as all forms of materials that are systematically arranged to enable students to learn independently and are designed in accordance with the applicable curriculum (Magdalena et al., 2020). From several theories that have been presented, it can be concluded that teaching materials are materials that are made in such a way, systematically and practically, that are used to support the teaching and learning process so that it can run well, learning objectives can be conveyed and produce the learning desired by the teacher for students.

The material for writing advertising texts is one of the materials taught in Indonesian language subjects to phase D students in the independent curriculum, namely to students in class 8 of junior high school. In this learning, there are three elements that must be achieved, namely the elements of listening, reading or viewing, and writing.

SMPIT al Khairiyah is one of the junior high schools located within the Bogor City education office. The curriculum used at this school is the independent learning curriculum (Alghifari & Dalimunthe, 2023). The material for writing advertising texts is one of the material aspects that must be studied by grade 8 students in Indonesian language subjects, namely in the second material (Nadhiroh & Umam, 2022). The change from the 2013 curriculum to the new independent curriculum means that the teaching materials owned by students are still very limited.

In the learning process which has been going on for several months, the teaching materials that students have are still very simple, the content in the student handbook is still very lacking, especially in the very few examples of advertising texts (Kosasih, 2021). Not only are there still not enough student handbooks, there are also very few teacher handbooks which are the main source for teachers in teaching. Often teachers and students have to look for other references via the internet. This is certainly inefficient, so it is necessary to have teaching materials designed and developed by teachers to make it easier for students to understand the material. The teaching materials designed and developed can be used as a guide in the learning process by both teachers and students.

Quality teaching materials are really needed by students in learning. Apart from that, teaching materials must be packaged in an attractive form (Rahdiyanta, 2016). One way to make interesting teaching materials is to package them using technology. Technology can no longer be separated from life. Public interest in technology is very high. Newzoo (2022) released data on smartphone usage in Indonesia reaching 187.70 million people out of the total population of Indonesia of 275.50 million people or 68.1% of the total population of Indonesia who have used smartphones. This makes Indonesia ranked fourth in the country with the most smartphone users out of the 20 countries listed. (Newzoo, 2022)

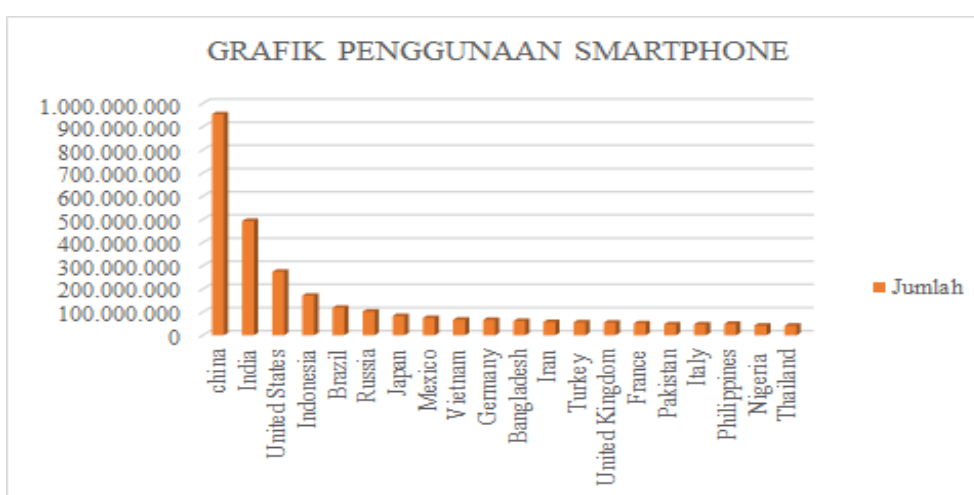


Figure 1.1 Graph of Smartphone Usage

Based on the data above, Indonesian people are currently very enthusiastic about technology, especially the use of smartphones/Android. The high interest and enthusiasm of Indonesian people towards using smartphones automatically influences internet use in Indonesia (Ratnaningrum,

2022). Internet usage in Indonesia always increases from year to year. A report conducted by We Are Social showed that there were 204.7 internet users in Indonesia at the beginning of 2022. (Adisty, 2022)

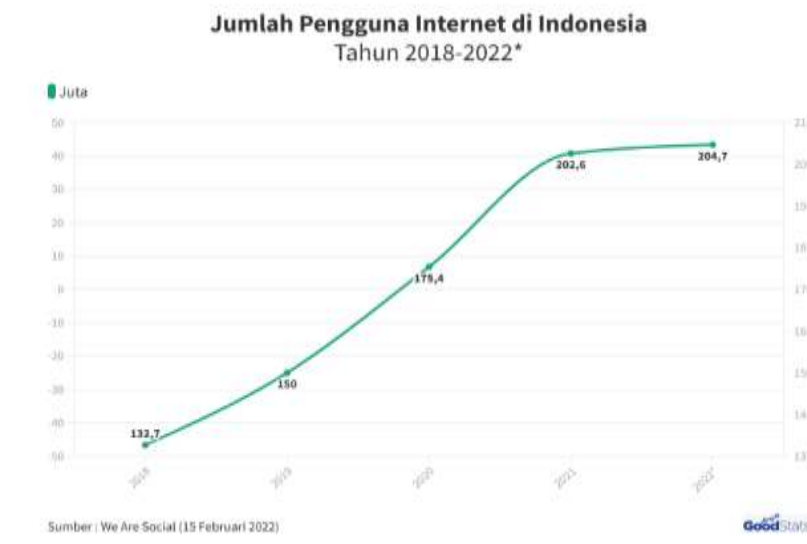


Figure 1.2 Internet Usage Graph

Technology is present for all groups. Be it parents, teenagers and children. This phenomenon of using technology also occurs at SMPIT Al Khairiyah. 100% of SMPIT Al Khairiyah students already use smartphones. This phenomenon of using technology can be used to make teaching materials that are more interesting and popular and will certainly be more efficient (Chandra, 2022). Learning that involves technology in the process will make students happy in learning because smartphone technology now seems to be a fashion in their lives. But the use of technology in particular smartphones is still rare in the learning process.

The purpose of this research is to find out teaching materials that need to be developed for Indonesian language subjects, especially advertising text materials for grade 8 students that suit the students' needs (Mahmud, 2019). It is hoped that the results of this research can provide initial information regarding teaching materials that need to be developed and what learning materials must be included in these teaching materials. Furthermore, the results of this research are used to develop teaching materials for further research.

## RESEARCH METHOD

This research is a qualitative descriptive research using a survey method which was carried out from August to October 2023 at SMPIT Al Khairiyah, namely to grade 8 students. Data collection techniques used interviews, observations and questionnaires. Data collection instruments used observation sheets and questionnaires. The observation sheet was used to obtain data about the teaching materials available at SMPIT Al Khairiyah. An open questionnaire is used to obtain data about the learning resources currently used by students, the need for teaching materials desired by students and to find out the materials needed by students. The research data were analyzed descriptively qualitatively.

## RESULTS AND DISCUSSION

Based on the results of observations of teaching materials, we obtained data about the teaching materials available at SMPIT Al Khairiyah which are listed in table 1. Data from the questionnaire distributed to students regarding the needs of the teaching materials desired by students 2. Data from the questionnaire results regarding the required teaching materials by students, what students want is presented in table 3.

**Table 1.** results of observations of teaching materials

No	Observation Results
1	The availability of Indonesian language teaching materials for the independent curriculum in the SMPIT Al Khairiyah library is still very small
2	The material in Indonesian language teaching materials is still lacking
3	The availability of text examples in teaching material books is still lacking
4	The availability of evaluation tools in teaching materials is still limited

Based on observations made on the teaching materials available at SMPIT Al Khairiyah, information was obtained that the availability of Indonesian language teaching material books for the independent curriculum in the SMPIT Al Khairiyah library was still very small. This condition is exacerbated by the lack of presentation of material concepts, text examples and also limited evaluation tools. The absence of complete teaching materials means that most students are unable to produce advertising texts that comply with the rules of advertising texts. This condition causes a gap in students' abilities in writing advertising texts (Fatimah, 2020). Only students who are at the metacognitive level are able to create advertising texts well, while students who are not yet at that level tend to create advertising texts as they are without just looking at examples in books. This is because students are already at the metacognitive level.

**Table 2.** The results of the questionnaire data on the need for teaching materials needed by students

No	Amount %
1 Digital teaching materials	83 %
2 Module	7 %
3 Handout	4 %
4 LKPD	6 %

Based on the results of the questionnaire data on the need for teaching materials needed by students, 80% of students need digital teaching materials in learning, 7% of students need modules, 4% need handouts and 6% need LKPD.

**Table 4.** Results of questionnaire data on teaching materials needed by students

No	Amount %
1 Advertising text material concept	23%
2 Persuasive sentences	40,8 %
3 Imperative sentences	25,9 %
4 Text Structure of Advertisement	10,3 %

Based on the results of the questionnaire data on teaching materials needed by students, 23% of students need concept content for advertising text material, 40.8% of students need material content and examples of persuasive sentences, 25.9% need material content and examples of imperative sentences and 10 .3% requires material content of the ad text structure.

## CONCLUSION

Based on the results of the research analysis of the need for teaching materials above, to develop teaching materials for advertising texts, students need teaching materials for writing advertising texts in digital form. Apart from that, the material content required by students is more material content and examples of persuasive sentences. This can be used as a basis for developing advertising text teaching materials that are appropriate to students' situations and can be used for learning the language of advertising text materials in the future.

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