



Language Teaching Materials for Writing Advertising Texts

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Article Info

Article history:

Received 28 December 2023
Received in revised form 26
January 2024
Accepted 7 February 2024

Keywords:

Literature Study
Teaching Materials
Advertising Text

Abstract

This study is based on extensive library research, utilizing a wide range of information and resources from various sources. Having the right instructional materials is crucial for the successful completion of any academic program, including Indonesian language classes. Junior high school Indonesian language classes in Class VIII explore a range of subjects, one of which is the art of crafting advertisement copy. To achieve optimal outcomes, it is crucial to utilize appropriate instructional resources while acquiring proficiency in the Indonesian language for advertising purposes. This research aimed to provide a comprehensive description of the different types of advertisements that can be utilized as teaching materials in Indonesian language courses, along with an exploration of the diverse concepts associated with these materials.

Introduction

Education is an essential aspect that should never be overlooked in the course of one's life (Beauchamp et al., 2021). Education is a fundamental right that should be accessible to all individuals. In Indonesia, the government has made it mandatory for citizens to pursue education for a period of 12 years. Education that is being discussed is the mandatory acquisition of knowledge within a structured educational system. Education follows a structured path, beginning with primary school, then junior secondary and finally senior secondary education (Steed & Shapland, 2020). The formal education process already follows a structured learning path outlined by the government through a curriculum guide.

Formal education encompasses a wide range of subjects that are explored and studied. Indonesian language subjects are a fascinating part of formal education. In class VIII SMP, there is a teaching material available for writing advertising texts (Selvaraj et al., 2021). Every educational resource provided to students, particularly advertising materials, necessitates instructional materials to enhance the learning experience. Teaching materials play a crucial role in the process of acquiring knowledge about advertising text materials (Abdulrahman et al., 2020). Effective teaching materials are essential for facilitating optimal learning outcomes and ensuring that the minimum completeness criteria (KKM) are met.

Teaching materials are the result of careful preparation and adherence to learning principles by both instructors and students during the course of instruction. There are two primary types of educational resources: printed and non-printed materials. Exploring the topic further may lead to the emergence of alternative interpretations regarding instructional materials. In pursuit of this objective, the study aimed to compile a diverse range of advertising texts and educational materials that could prove valuable for language and literature courses.

Methods

A library research method was utilized for this study. The library research methodology involves gathering data and studying theories from a wide range of literature relevant to the research (Pandey & Pandey, 2021). The data utilized is derived from observations gathered from diverse sources, subsequently subjected to analysis, leading to the formulation of conclusions.

Results and Discussion

Teaching materials are meticulously crafted resources that provide a comprehensive overview of curriculum content. These materials are thoughtfully designed with detailed illustrations to effectively convey the intended goals and learning outcomes. They are utilized by education providers, such as teachers or tutors, to facilitate student learning (Nurtanto et al., 2021). According to this theory, teaching materials are an integral part of the curriculum. They are designed to be clear and easy to understand, with the goal of making the teaching and learning process more effective. Visual aids are often included to enhance the delivery of information. According to Ashraf (2020), teaching materials are a collection of information and tools that are carefully crafted to facilitate the achievement of learning goals. High-quality teaching materials greatly enhance the learning experience for both instructors and students in the classroom.

Without the necessary resources, educators may face challenges in enhancing students' academic performance in the classroom. Like any student, adapting to studying without teaching materials can be a difficult task. Similarly, when a teacher presents a subject too quickly or in a confusing manner, students may encounter obstacles and difficulties. As a result, students may feel a bit lost and struggle to remember or use the information taught in class. According to Maatuk et al. (2022), teaching materials play a crucial role in enhancing the learning experience for both students and instructors. All teaching materials encompass resources that are thoughtfully designed to facilitate independent study and align with the curriculum. Jeffery & Bauer (2020).

Through various insights, we have arrived at the understanding that "teaching materials" encompass carefully crafted instructional resources that adhere to the principles of learning, benefiting both educators and learners alike. Due to their sequential nature, instructional materials are meticulously prepared to enhance students' learning. Based on the perspectives of experts in the field, instructional materials are considered to be any content that serves the purpose of benefiting both students and instructors, and has been adapted to cater to the specific requirements of both parties. It is believed that achieving the desired learning outcomes can be accomplished through the systematic creation of educational resources. In addition, teaching materials are meticulously crafted explanations of curriculum content, complete with vivid illustrations. Their purpose is to facilitate the attainment of specific learning objectives and outcomes. These materials are then imparted to students by dedicated education providers, such as teachers or tutors. The teaching materials play a crucial role in the curriculum, providing in-depth explanations and vivid illustrations to enhance the effectiveness of teaching and learning activities.

Teaching materials, from a different perspective, are carefully selected resources designed to enhance the learning process and help students acquire specific knowledge. Both lecturers or professors and students depend on instructional resources to enhance their learning. Limited teaching resources can present a challenge for educators striving to enhance the effectiveness of the learning experience. Students may find it challenging to adapt to studying without course materials, especially if their instructor presents the content in a rapid and confusing manner. When faced with this situation, students may become disoriented and struggle to retrace their

steps in order to regain their previous knowledge. As a result, course materials are viewed as valuable resources that educators and students can utilize to enrich the learning process.

Functions of Teaching Materials

Alenezi (2020) identified three primary roles for instructional materials in relation to the application of knowledge and the processes of learning. Here are three roles that I would like to share with you. Teaching materials serve as valuable tools for educators to guide and facilitate the teaching and learning process. They also encompass the essential knowledge and skills that students should acquire. Teaching materials serve as valuable tools for students, providing guidance and support as they navigate the learning process and acquire new knowledge and skills. Teaching materials serve as a means to assess the attainment of learning objectives. When using teaching materials as an evaluation tool, it is important to ensure that they align with the desired indicators and basic competencies. The subject syllabus (Wardoyo et al., 2020) has formulated these fundamental indicators and competencies. It is essential for students to grasp the ways in which teachers utilize instructional materials to steer their own endeavors as a crucial aspect of the learning journey. Students, on the other hand, view it as a valuable tool to consult while progressing through the curriculum. Enhancing students' information acquisition processes can be achieved through the implementation of instructional resources specifically tailored for individual learning (Hughes et al., 2022).

As per the experts mentioned earlier, instructional materials serve three main purposes in relation to the research's focus on the teaching and learning process. One of the important roles of instructional resources is to guide educators in the learning and teaching process. Teaching materials act as a roadmap for educators, helping them navigate through the process. Likewise, the essential skills that need to be taught to students serve as the foundation for educational resources. (2) Course materials provide students with valuable guidance as they navigate their learning journey. Additionally, instructional resources play a crucial role in students' learning and mastery. Additionally, course materials play a crucial role in assessing students' understanding of the subject matter. It is important to ensure that teaching materials are in line with the indicators and fundamental skills specified in the subject syllabus. This will allow them to be effectively used as an evaluation tool. Teaching materials play a crucial role in guiding instructors, providing a clear path for both the content and the methods of learning that students should engage with. The course materials, on the other hand, act as a guide for students to navigate as they engage in their studies. In addition, instructional resources can enhance students' individual learning by helping them organize and track their knowledge acquisition processes.

Types of Teaching Materials

Castro and Tumibay (2021) have classified instructional resources into two main types. Diverse types of media, encompassing both tangible and virtual representations. The primary text include tangible teaching materials, including printed resources such as modules, handouts, and worksheets. According to Albus et al. (2021), non-printed pedagogical resources encompass a range of elements such as reality-based instructional materials, common things, static teaching materials, audio, video, and Overhead Transparency.

According to the previously cited expert, instructional resources may be divided into two primary categories: printed materials and non-printed resources. The teaching tools included in this introductory text encompass modules, handouts, and worksheets. Moreover, in addition to conventional textual resources, there is a diverse array of multimedia available, encompassing films, music, Overhead Transparencies, real-life instances, and things fashioned from ordinary objects.

Prastowo (in Feroz et al, 2020) observed that educational materials may be classified based on their form, methodology, characteristics, and content. Teaching materials may be classified into four basic groups based on their form: Printed teaching materials are a compilation of paper-based resources that function as important instruments for acquiring knowledge and disseminating information. Examples of instructional materials encompass handouts, books, modules, student workbooks, brochures, pamphlets, wall charts, photos/drawings, models, or mockups.

Investigating educational tools that incorporate audio elements, such as instructional materials or programs that employ radio waves, enabling individuals or groups to participate in listening exercises. Examples of audio formats include cassettes, radio broadcasts, vinyl albums, and compact audio discs. Audio visual teaching resources encompass a range of techniques that facilitate the integration of audio signals with sequential moving visuals. Examples include videos, compact disks, and films. The instructional materials are designed to be interactive and integrate a diverse range of media components, including voice, text, graphics, photos, animation, and video. Users are able to engage with and control the presentation's orders and actions. Illustration: Cutting-edge scholarly asset

Teaching materials may be classified into five distinct categories according to their functionality: Cutting-edge instructional materials. This instructional material is specifically designed to be utilized without the necessity of a projection device for content display. Therefore, pupils may easily interact with and obtain the educational materials. Illustrative examples encompass photographs, diagrams, exhibits, models, and analogous visual aids. Innovative instructional materials. Projected teaching materials are specifically created for students to utilize and examine with the aid of a projector. Illustrative instances encompass slides, filmstrips, overhead transparencies (OHP), and computer projections. Interactive instructional materials designed to facilitate aural learning. Audio teaching materials are instructional tools that make use of audio signals recorded on a recording media. To make use of it, one needs a recording media player, such as a cassette deck, CD, VCD, multimedia player, and similar devices. Examples encompass cassettes, CDs, flash disks, and analogous goods. Interactive teaching materials designed to enhance visual comprehension. This instructional resource employs a player that commonly assumes the shape of a video tape player, VCD, DVD, or other devices. Due to the similarity between this teaching material and audio teaching material, the usage of recording media is necessary. Nevertheless, the training materials differ in the pictures they include. In addition, the display has the potential to provide both visual and aural material concurrently. Examples include videos, films, and other comparable media formats. Investigating computing materials and media. Computer teaching materials refer to a diverse array of digital tools that utilize a computer to aid in the process of learning. Illustrative instances encompass computer mediated instruction (CMI) as well as computer based multimedia or hypermedia.

Teaching materials may be classified into four main groups when analyzing their nature: Teaching materials that are designed to be printed. This teaching materials area includes a diverse array of resources, including books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, pictures, and articles from periodicals or newspapers. b) Educational resources that include technology. Within this specific collection of teaching materials, you will discover a diverse range of tools to enrich the learning process. The items encompassed in this category consist of audio assets, radio broadcasts, slides, filmstrips, films, videos, television broadcasts, interactive videos, computer-based lessons, and multimedia. c) Materials employed for practice or tasks in an educational environment. Examples encompass scientific kits, observation sheets, interview sheets, and more materials. Looking for

educational resources that promote significant interpersonal engagement, specifically for the purpose of remote learning. Examples encompass telephone, smartphone, video conferencing, and similar technologies. To attain the requisite levels of proficiency, students must learn a diverse array of information, attitudes, and abilities, generally referred to as instructional materials. Magdalena et al. (2020) classified learning materials into distinct dimensions: cognitive, affective, and psychomotor.

Conclusion

Utilizing appropriate instructional resources is essential for effective learning. Without access to the essential resources, teachers may find it challenging to enhance their students' academic performance in the classroom. Just like students may find it challenging to adjust to studying without additional resources, they may also face difficulties when the instructor presents the material too quickly or in a perplexing manner. This may result in a lack of comprehension among students, making it difficult for them to retain and apply the knowledge gained in the classroom. By utilizing the available resources, students can gain a comprehensive understanding of the material. Exploring various resources can enhance one's comprehension of the literary elements found in Indonesian advertisements. Considering the points made in the mentioned theoretical frameworks. Researchers in the realm of educational materials have demonstrated that these resources can be categorized based on their form, purpose, characteristics, and subject matter.

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