

Development of exposition text writing materials based on contextual approach

Arista M. Sari*, Yumna Rasyid, Liliana Muliastuti

State University of Jakarta, Indonesia

*Corresponding author: arista.mayangsari9@gmail.com

Abstract

The purpose of this study was to develop teaching material for exposition text writing based on a contextual approach for class X high school students. This teaching material is needed to support students' ability to write exposition text. Based on the results of observation and analysis of initial needs, students find it difficult because the text used in the textbook used is not contextual so it is difficult to understand students. The research carried out was by using research and development method which refers to the development of Borg and Gall which is tailored to the needs. This study was designed according to the needs of students in class X BPS & K I Jakarta High School. The book cover is designed to describe the contents of the material in this product. The content of the product consists of seven materials. The material is (1) Composing the sentence of nominal and verbal sentences. (2) Introducing paragraph reasoning patterns. (3) Facts and opinions in the exposition text. (4) Arranging the first exposition text structure, namely the thesis. (5) Arranging the structure of the second epic text, namely classes. (6) Arranging the third exposition text structure that is the conclusion. (7) Arranging exposition texts with appropriate structures and rules. All material, examples, texts, exercises, and illustrations of images contained in the teaching materials are adapted to the environment in Jakarta. The presence of contextual teaching materials is expected to facilitate students to study exposition texts.

Keywords: contextual; teaching materials; high school; exposition texts.

Introduction

Teaching materials are not only needed by students to learn independently but also required a teacher to serve as a companion in the process of teaching. This opinion is supported by Nova Kristian et al. in his research which states that the position of teaching materials is as a center of learning and serves as a learning tool for teachers and students. Development of teaching materials is needed to prepare learning activities in various situations (Kristian, 2016). This opinion provides reinforcement that the presence of teaching materials is needed in the learning process.

Indonesian language teaching materials are one of the important components in the Indonesian language learning process. This is supported by Richard's opinion which states that teaching material is an important factor in almost all language programs (Richard, 2001). The opinion states that almost all language learning programs require teaching materials, including in learning Indonesian.

The presence of teaching material becomes a very important thing because it will have an impact on student learning outcomes. The statement was delivered by Pajar Pranowo et al. in his research. Pranowo's research said that in the initial interview with Indonesian

language teachers in three junior high schools in Central Java it was known that the reason for the low writing skills of students was the limited number of teaching materials. The study also concluded that after the enrichment material was produced (especially writing essay exposition text), the average initial and final test scores increased (Purnomo, 2015). Based on these studies, it can be seen that the availability of many and diverse teaching materials is needed in the process of language learning.

The availability of teaching materials in a learning process is very necessary. However, not all teaching materials in circulation can be used in any language learning process. The content or content of teaching materials must be adapted to the needs and situations of teaching in the school. Therefore, before using instructional materials must be sorted, selecting, combining one teaching material with other teaching materials, even creating teaching materials independently that are adapted to learning needs.

The needs and conditions of Indonesian language teaching materials needed at each school are different, including at every level of education, one of which is a high school level. In general, Indonesian language skills at the current high school level have experienced the development of functions and roles. The function and role of Indonesian language are not only as a tool to convey messages in the communication process but also as a tool to express their opinions through the thinking process. This is in line with that submitted by Subyantoro cited by Lu'ul Laitlatis, et al. said that students would not use language merely as a means of communication, but as a tool to develop thinking skills (Syarifa, 2015).

Based on preliminary observations made, the textbook used at Jakarta BPS & K I SMA is a book published by the Ministry of Education and Culture with the 2013 Curriculum. Each chapter in the modeling activity contains examples of one particular type of text. Furthermore, the definitions, structure and rules of the language are analyzed from the text. In cooperative activities of building text, the material presented is to summarize and rearrange an irregular structure in text. In this activity, the textbook provides several texts with irregular structures as a form of student training. The student's job is to arrange the text regularly according to its structure.

The last learning activity in textbooks is independent work building texts. In producing this text, the book is considered to have weaknesses. The textbook does not write down the steps of producing the text. The textbook used only gives practice without writing the proper instructions for producing text that matches the text's structure and rules. Therefore, students cannot work on assignments by assessment standards that must be achieved in the skill of producing text.

The right teaching material certainly has several standards that must be met. Cunningsworth quoted by Richard summarizes that the function of teaching materials includes (1) sources for presentation material (speaking and writing), (2) communicative sources of activity, (3) reference sources in grammar, vocabulary, pronunciation, etc. , (4) sources of stimulus and ideas for classroom activities, (5) supporting less experienced teachers to increase self-confidence (Richard, 2001). Based on these standards, there are still some things that cannot be fulfilled by the textbooks currently in use.

In general, such discrepancies can be seen that the book has not been able to be a source of presentation material (speaking and writing) in the absence of steps to teach the presentation. The book only contains practice questions. The subject of grammar is also very lacking, for example, the book only writes examples of verbs, nouns, simplex sentences, complex sentences, and so forth. However, it does not explain in detail the meaning of the grammatical term.

The explanation has an impact on teachers who use the textbook. If this book is used by an inexperienced teacher (lacking confidence), this book is still less relevant. The book does not contain steps to teach language skills to students clearly so the teacher must have broader abilities and skills. Therefore, theoretically, this book is considered not able to meet all the needs of the learning process of Indonesian language.

Based on preliminary interviews conducted by researchers, among the four language skills, students at BPS & K I Jakarta High School experienced the greatest difficulty in writing skills. The thing most often done by students is seeing the source from the internet and copying it. If the student is directly asked to write some paragraphs original and only have limited time (directly collected), the resulting writing is not completely perfect, even incompatible with the rules of the right language. Also, another mistake is often made by students in the different content of each sentence and paragraph.

One genre of text that has a clear purpose is exposition text. Exposition is defined as an essay that aims to broaden the horizons or knowledge of the reader about a subject. However, this knowledge is only used to the extent of explaining that information is not used to influence its readers (Dalman, 2015). The definition presented by Dalman explains that the purpose of the exposition text is to provide a broader insight (knowledge) to its readers. The thing that needs to be underlined from the exposition text is only limited to providing information, not to influence the reader. Therefore, the exposition text has limitations or characteristics to distinguish from the argumentation text.

Dalman mentions that there are characteristics possessed by the exposition text. These characteristics include (1) Exposure to opinions, ideas, and beliefs. (2) Exposure requires facts as evidenced by numbers, statistics, maps, graphics, and so on. (3) Exposure requires analysis and synthesis. (4) Presentation to explore sources of ideas from experience, observation and research, and attitudes and beliefs. (5) Exposure away from imaginary resources. (6) The language used is an informative language with denotative words. (6) Concluding exposure contains affirmation (Dalman, 2015).

The right exposition text is a text that can present the seven characteristics that have been described. However, in reality, there are still some mistakes made by students. The complete and perfect exposition writing product is inseparable from the steps used to teach writing. One of the methods that can be used is through meaningful learning. The presence of concrete material will be easier to learn than abstract material. One way to present material concretely is to present context in the text. Students are taught to think and relate concretely about the purpose and usefulness of exposition texts in everyday life, both in school and outside the school. Therefore, designed a teaching material product that can facilitate students by presenting the context in the learning materials.

Creswell defines research and development regarding mixed methods. Mixed method is a procedure used, which involves collecting, analyzing, and combining qualitative and quantitative methods in a research problem (Creswell, 2012). Combined methods proposed by Creswell is related to the flow of research and data collection conducted qualitatively and quantitatively.

There are several types of development research according to experts based on research steps. Development research based on Borg & Gall model has ten stages, namely (1) initial research and information gathering, (2) planning, (3) developing initial product forms, (4) field trials, (5) main product revisions, (6) main field tests, (7) product revisions, (8) field tests, (9) final product revisions, and (10) product implementation (Gall and Walter, 1983).

The Yalden model is one of the models usually developed for language programs. The steps taken in this Yalden model are needs analysis, describing objectives, selecting and developing product types, producing initial products, producing products, developing and implementing class procedures, and evaluating (Yalden, 1987). The model developed by Yalden is shorter than the model developed by Borg and Gall. The difference from the Borg and Gall model with the Yalden model is that in the development of the Yalden model there is a single trial and revision phase.

The stages contained in the Dick & Carey model are (1) identify instructional goals, (2) conduct instructional analysis, (3) analyze learners and context, (4) write performance objectives, (5) develop assessment instruments, (6) develop instructional strategy, (7) develop and select instructional materials, (8) design and conduct formative evaluation of instruction, (9) revise instruction, and (10) design and conduct summative evaluation (Carey, 2009).

Banathy's model considers that the preparation of instructional systems must be based on clear stages. There are six stages in this type of model. (1) Analyze and formulate objectives. (2) Formulate the appropriate test criteria for the purpose. (3) Analyze and formulate learning activities, namely activities to invest in all teaching and learning activities, assess the ability to apply according to existing conditions, and determine activities that can be applied. (4) Designing a system, namely the activity of analyzing the system in each component, distributing, and regulating the system's schedule. (5) Implement and check the quality of the system. (6) Make improvements and changes based on evaluation results (Sanjaya, 2015).

Brown defines teaching material that is a description of systematic techniques and practice in the classroom. "Any systematic of the techniques and exercises to be used in classroom teaching." (Brown, 1995). The definition proposed by Brown is broad. Brown's teaching materials are closely related to the overall process that occurs in the classroom.

According to Tomlinson, the development of teaching materials includes two things at once, i.e. field studies and practical efforts. The development of teaching materials as a field study is defined as the principles and procedures of design, implementation, and evaluation of language teaching materials. The connection as a practical effort, the development of teaching materials is defined as an act of production, evaluation, and adaptation of language teaching material from teachers who master the class and from the authors of the material (Tomlinson, 2007). The definition expressed by Tomlinson can be interpreted that the development of teaching materials includes a continuous process. The process begins with a field study that produces a needs analysis, followed by a production process.

Writing is a language skill used to communicate indirectly, not face-to-face with others (Tarigan, 2008). The definition presented gives an important point that writing is a form of communication between one person and another even though not directly. Dalman added that writing is a communication activity in the form of sending messages (information) in writing to other parties using written language as a tool or medium.

The stages are said by Abidin starting from the acquisition of ideas, the processing of ideas, to the production of ideas. At the stage of acquiring ideas, the author utilizes his sensitivity to react to various phenomena of life and human life which he knows through various ideas for acquiring ideas.

The second stage is the stage of processing ideas. At this stage, the author will utilize several abilities including the ability to think hard, the ability to assume and the ability to imagine. At the processing stage of the idea, in addition to utilizing the three tools of ability, the author will also use his ability to contemplate to give meaning and value to the writings it produces. The third stage is the process of writing (production of ideas). At this stage, the author will use the idea of language knowledge and knowledge of the convention of works (Abidin, 2015).

Exposition is defined as an essay that aims to broaden the horizons or knowledge of the reader about a subject. However, this knowledge is only used to the extent of explaining that information is not used to influence its readers (Dalman, 2015).

The framework or structure of the exposition text consists of theses, classes, and conclusions. Thesis is a person's expression of mind written in a sentence implied or expressed. Theses can be expressed in whole or partial sentences. Marahimin also revealed that the thesis is the whole exposition. The point is that all expository discourse must support the thesis. The description that supports or proves the truth of this thesis is usually referred to as classes. Furthermore, at the end of the exposition text must recapture the subject expressed at the beginning (thesis section). Also, the written conclusion should be appropriate and even strengthen the thesis (Dalman, 2015).

The contextual or Contextual Teaching and Learning (CTL) approach are defined by Johnson as a comprehensive system, consisting of interconnected parts. If this part is intertwined with one another, it will produce an effect that exceeds the results given separately. As in the orchestra, each device has a different sound but produces a harmony sound. Different parts of CTL, if used together, will make relationships that deliver meaning. In CTL students jointly form a system that allows students to see the meaning in it and remember academic material (Johnson, 2002). Johnson's statement said that what makes the CTL approach rich is the diversity of each component combined.

Materials and Methods

This research uses R & D (Research and Development) method which is a combination of quantitative methods and qualitative methods. This study uses the approach formulated by Borg and Gall that is adapted to the research needs.

The stages proposed by Borg and Gall include (1) initial research and information gathering, (2) planning, (3) developing initial product forms, (4) field trials, (5) major product revisions, (6) main field tests, (7) product revisions, (8) field tests, (9) final product revisions, and (10) product implementation. However, this study did not do the entire stage of Borg and Gall. Trials and revisions were only conducted twice, and there was no feasibility test by giving pretest and posttest.

In the small group test, the students who were sampled were nine students of class X IPA 1 with the smartest, smartest and less intelligent criteria. In the large group test, the students who were sampled were 15 students of class X IPA 1 and X IPA 2 with the smartest, smartest and less intelligent criteria. The sample used in the field test was 60 students from X IPA 1 and X IPA 2.

Results and Discussion

The media developed in this research is the development of teaching material of expository text based on contextual. The form of teaching material produced is in the form of textbooks. The book cover describes the content contained in the product, which is an environmental theme. The product contains seven materials containing seven parts that are focused on linguistic aspects. The content or text on the teaching materials is adapted to the context relating to SMA BPS & K I Jakarta. The composition of the teaching materials is (1) Preparing the nominal sentences and verbal sentences. (2) Introducing paragraph reasoning patterns. (3) Facts and opinions in the exposition text. (4) Arranging the first exposition text structure, namely the thesis. (5) Arranging the structure of the second epic text, namely classes. (6) Arranging the third exposition text structure that is the conclusion. (7) Arranging exposition texts with appropriate structures and rules.

The first material is composing nominal sentences and verbal sentences. The students of grade X SMA BPS & K I Jakarta still find difficulties in getting to know the word class. Therefore, the initial material in this product is the introduction of Indonesian word classes. The whole class of words is introduced by example, but for the noun word class and verbs are given more detailed material. For noun words and verbs classes not only on understanding

but also at the stage of finding and composing verbs and nouns in a sentence. Examples of the form of exercises that are arranged in this product are as follows.

The second material is paragraph reasoning patterns. In this material, the product describes the main sentence and explanatory sentence in the paragraph. The main and explanatory sentences are also arranged based on the nominal and verbal sentences that have been compiled on the first material. Next, the exercises given ask students to compile the main sentence. After being able to compile the main sentence, students are taught to develop into a paragraph through explanatory sentences.

The third material in this product is to distinguish facts and opinions in exposition texts. Facts and opinions are taught by analyzing the inherent traits of the sentence examples of facts and examples of sentences of opinion expressed. Through these inherent characteristics, students distinguish facts and opinions. Once students can distinguish facts and opinions, the material proceeds on the exercises to compose sentence facts and opinions based on images (e.g. school environments that are rarely planted).

The fourth material is to construct the first structure of the exposition text, the thesis. At the beginning of the product, the sample exposition text is presented in its entirety. Furthermore, the examples presented only focus on the first structure, namely the thesis. Through this example, students are asked in groups to analyze the characteristics inherent in the thesis paragraph. Next, students are asked to find a thesis definition in the exposition text. In the last section of the material, students are asked to develop a thesis that refers to an image.

The fifth material is to arrange the second structure of the exposition text, namely classes or arguments. At the beginning of the product, the sample exposition text is presented in its entirety. Furthermore, the examples presented only focus on the second structure, namely classes or arguments. Through this example, students were asked to analyze the characteristics attached to the paragraphs of argument. Next, students are asked to find the definition of the argument in the exposition text. In the last section of the material, students are asked to draw up an argument referring to an image.

The sixth material is to compile the final structure of the exposition text, namely the conclusion. At the beginning of the product, the sample exposition text is presented in its entirety. Furthermore, the examples presented only focus on the last structure, namely the conclusion. Through this example, students in groups are asked to analyze the inherent features of the paragraphs of conclusions. Furthermore, students are asked to find definitions

of conclusions in exposition texts. In the last part of the material, students are asked to draw conclusions that refer to an image.

Conclusion

The contextual-based text teaching material for writing exposition text is arranged in detail in both the structure and the rules of the language. The materials arranged in this product are based on the environment around the students. Students find it difficult to read too many texts that are far from the context of their daily environment. Through detailed and contextual compilation this can make it easier for students to learn to understand exposition texts. Also, students are also able to compile even evaluate exposition texts lightly and easily.

References

- Abidin, Yunus. *Pembelajaran Bahasa Indonesia Berbasis Karakter*. Bandung: Refika Aditama, 2015.
- Almalki, Sami. Integrating Quantitative and Qualitative Data in Mixed Methods Research – challenges and Benefits, *Journal of Education and Learning*, Vol. 5, (3), 2016.
- Al-Tabany, Trianto Ibnu Badar. *Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual: Konsep, Landasan, dan Implementasinya pada Kurikulum 2013 (Kurikulum Tematik Integratif/ TKI)*. Jakarta: Kencana Prenada Media Group, 2010.
- Borg, Walter R. dan Meredith D. Gall. *Educational Research an Introduction*. Newyork: Longman Inc., 1963.
- Brian Tomlinson, Are Material Developing, dalam Brian Tomlinson (ed), *Developing Materials for Language Teaching*?. London: Continuum, 2007.
- Brown, James Dean. *The Element of Language Curriculum: A Systematic Approach to Programm Development*. Boston: Heinle & Heinle Publisher, 1995.
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition*. Boston: Pearson Education, Inc., 2012.
- Dalman. *Keterampilan Menulis*. Jakarta: Rajawali Pers, 2015.
- Dick, W., L. Carey, dan J. O. Carey. *The Systematic Design of Instruction Eight Edition*. Boston: Allyn & Bacon, 2009.
- Johnson, Elaine B. *Contextual Teaching and Learning*. California: Corwin Press. Inc., 2002.
- Joice, Bruce, Marsha Well, dan Emily Calhoun. *Models of Teaching (Ninth Edition)*. Newyork: Person Education, Inc., 2016.

- Keraf, Gorys. *Eksposisi dan Deskripsi*. Flores: Nusa Indah, 1981.
- Kristian, Nova. “Pengembangan Bahan Ajar Menulis Laporan Penelitian Berbasis Pengayaan Skemata Bacaan”, *Jurnal Pendidikan*. Vol. 1 (2), 2016.
- Nurhadi, *Pendekatan Kontekstual (Contextual Teaching and Learning/ CTL)*. Jakarta: Depdiknas, 2002.
- Ngalimun. *Strategi dan Model Pembelajaran*. Yogyakarta: Aswaja Pressindo, 2012.
- Macallister, I. S. P. Nation dan John *Language Curriculum Design*. New York: Routledge, 2010.
- Masnur, *Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. Yogyakarta: Ar-Ruzz Media, 2016.
- Morisson, Gary R., Steven M. Ross, dan Jerrold E. Kem. *Disigning Effective Instruction Fifth Edition*. Hokoben New Jersey: John Wiley & Sons. Inc., 2007.
- Purnomo, Pajar, et. all., “Pengembangan Buku Pengayaan Menulis Teks Eksposisi Bermuatan Nilai-nilai Sosial untuk Siswa SMP”, *Jurnal Seloka*. Vol. 4 (2), 2015
- Richard, Jack C. *Curriculum Development in Language Teaching*. Australia: United Kingdom: Cambridge University Press, 2001.
- Richey, Rita C. dan James D. Klein, *Design and Development Research*. Cambridge: Cambridge University Press, 1987.
- Sanjaya, Wina. *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Prenada Media Group, 2015.
- Siregar, Hartini Nara. *Teori Belajar dan Pembelajaran*. Bogor: Ghalia Indonesia, 2015.
- Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Jakarta: Alfabeta, 2014.
- Suparman, Atwi. *Desain Instruksional*. Jakarta: Universitas Jakarta, 2004.
- Syarifa, Lu’ul Lailatis, et. all., “Pengembangan Buku Pengayaan Teknik Memproduksi Teks Cerita Ulang yang Bermuatan Kearifan Lokal bagi Peserta Didik Kelas XI SMA”, *Jurnal Seloka*, Vol. 4 (2), 2015
- Tarigan, Henry Guntur. *Menulis Suatu Keterampilan Berbahasa*. Bandung: Angkasa, 2008.