

Development of Exposition Text Writing Material Based on Literation in Student Class X SMA

Arianto¹ Abdurrahman Adisaputera² Sumarsih²

1.Master Student in State University of Medan (Unimed), Medan, Indonesia

2.Lecturer in State University of Medan (Unimed), Medan, Indonesia

Abstract

This research and development aims to produce the product of teaching material of expository text in the form of module. This study aims to: (1) describe the results of product development teaching materials of writing exposition based on literacy texts developed in grade X students SMA Negeri 1 Hamparan Perak, (2) descriptively describe the quantitative about the product validation results from materials experts and materials design experts of writing exposition text based on literacy developed in the students of SMA Negeri 1 Hamparan Perak class, and (3) know the effectiveness of the product of teaching materials writing exposition-based literacy texts in SMA Negeri 1 Hamparan Perak. This type of research is research and development based on the development model of Borg and Gall. The test subjects consisted of material experts, design experts, Indonesian teachers, and X grade students of SMA Negeri 1 Hamparan Perak. The validation result from the material expert in the development of literacy-based expository text materials in grade X high school students shows that the content feasibility on the teaching materials obtained an average yield of 88.23% in very good criteria, the feasibility of presentation obtained an average percentage of 96.15 % categorized as very good and the assessment of language used obtained average percentage of 90.38% categorized as very good. Thus, teaching materials for literary-expository texts in the form of modules developed as a whole are included in the criteria of "excellent". The validation results of the design experts on the feasibility of design in the development of teaching materials in the form of literacy-based exposition-writing module for the students developed showed that the size of the teaching materials has an average percentage of 93.75% categorized as very good, the design of the material cover with an average percentage average of 91.66% categorized as very good, and the design of module contents with an average percentage of 80.92% categorized as very good. Results of data obtained from two Indonesian teachers, showed that the teaching materials in the form of literature-based exposition of literary exposition module in grade X students high school developed according to needs analysis. Overall earned an average percentage of 97.91% on "very good" criteria. The results of testing in grade X high school students showed that (1) the average percentage of individual trials of 77.08%. with "good" criteria, (2) the average percentage of small group trials is 83.79% with "very good" criteria, and (3) the mean percentage of the limited field group test is 84.22% "very good". The effectiveness of experimental product experiment results has increased from pretest to posttest. The result of pretest done before using the module obtained an average of 66.62, after using posttest module student learning outcomes have increased the average equal to 80, 25. This proves that the teaching material of writing exposition text based on literacy is more effective and feasible to use as a learning resource both independently and classically.

Keywords: teaching materials, exposition text, literacy

1. Introduction

The existence of the 2013 curriculum has been socialized by the government through training programs provided to teachers. Where in an effort to maximize the efficiency of teachers, it will need appropriate teaching materials for students who are appropriate and can be maximized. Characteristics of the Curriculum 2013 is to develop on the affective, cognitive, and skills aspects and its implementation in various situations both at school and in the community. In this case the role of teaching materials become the most important part in the Curriculum 2013. One of them on teaching materials of Indonesian subject that all of them are text-based.

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process According to the National Center for Competency Based Training (in Harahap 2016: 10). Teaching materials are important components used in the guidance of learning activities as well as the substance of components taught to students. Through teaching materials, learning programs can be implemented systematically, more focused because clear material guidelines facilitate teachers in carrying out teaching.

In fact in this case the teacher has not been able to develop teaching materials on basic competencies and learning materials. Teaching orientation that occurs only using textbooks provided from schools and related institutions. This tendency that resulted in the teaching process of teachers only provide lessons from what in the text book without optimizing or developing teaching materials so that the ability of students to be more developed to the results of learning.

The purpose of teaching Indonesian language is so that students have language skills or language proficiency such as listening, reading, writing and speaking skills. therefore, all content in the syllabus content of

basic competencies are all text-based, ie in the form of factual and literary texts. In factual textual genres one of them is the exposition text.

The relevance of writing an expository text is closely related to literacy, in writing an exposition texts one must be able to master the concepts of writing to be written, conduct a study of information gathering as a concrete supporter in his writings. The definition of literacy today refers to literacy discourse. This means the ability to recognize, understand and reap the meaning and purpose of the symbols in the written language that is actually containing content and context that contains not only the concept of language but contains a variety of information from the discipline. In the implementation of literacy is a high comprehension competence, critical thinking competence to collaborate and communicate and competence of critical thinking (Abidin, 2014:182).

Ansari (2014:4) stated that writing and intelligence have a close relationship, where writing means sharpening the brain and balancing by hand to produce a work. The fact is that the students' interest in writing in school is still low resulting in brain intelligence in pouring ideas and ideas into the form of writing is still less communicative.

It is also explained that writing a short article can improve brain function by 5%, compared to chatting only around 2% and watching television only increases brain function by 1%. It shows the importance of writing activities in students' lives as improved function and brain optimization. That which should be understood the writing activity is a productive activity, in writing activities there must be reading activities that must be done.

In fact literacy in the teaching of Indonesian language is still not familiar among educators. Moreover the introduction of literacy-laden writing materials is not available in high school. Thus resulted in difficulty for teachers in making teaching materials to write text based literacy. In fact, in teacher writing lessons they only instruct students to write expository texts as well as write other personal essays on free or appropriate themes in textbooks that tend not to produce scientific essays. This is an impact on the value aspects of science knowledge students that are not honed well.

Learning to write an expository text is very important because in the material to write exposition text and expository writing activity is an activity of conveying information that is scientific to others in the form of communication into the form of writing through the module. Based on the above description, the researcher is interested to do the development of teaching material of expository text based on literacy in the form of module.

In this study, the development of teaching materials focused on literary-based expository writing materials. Here students are expected to learn independently through the instructional material that has been adapted in its development. The development of teaching materials in writing literacy-based exposition texts is of great importance as a refinement in previous research. The related research in the development of writing exposition texts has been done by Fendy Yogha Pratama, Graduate Education of Indonesian Language-State University of Malang, with the title of research material development journals writing expositions containing love the environment with modeling strategy for VII junior high school students.

The selection of literary-based expository writing material is so that students are able to argue critically and analytically, the exposition text is the text of opinion with the exposure of information through the author's perspective in perceiving the problems faced. Thus the material to write an exposition of the text is very appropriate if it is integrated in literacy-based exposition text writing learning. Thus the validity of the results of later research can be a benchmark against the results of products developed later. Learning materials for literary-based expository writing are expected to improve thinking ability and make use of brain performance and integrate language skills in writing text that expose scientific information so that students are able to have high understanding, critical thinking, able to collaborate and communicate and think creatively, one of them in writing exposition texts.

2. Literature review

2.1 Teaching Materials

Teaching materials is the most important thing in a learning where the teaching materials is a medium delivery messengers and things related to learning itself. Prastowo (2014:16), added teaching materials is a fundamental issue that cannot be ruled out in a whole unified discussion of how to make teaching materials. In line with Hamdani (2011:219) an understanding that the teaching materials is a set of materials that are arranged systematically both written and unwritten so as to create an environment or atmosphere that allows students to learn. It states that the teaching materials is a unified whole and systematic unit and focus on existing competencies.

2.2 Module

Module is a learning tool in written or printed form arranged systematically, containing learning materials, methods, objectives based on basic competence or indicators of achievement of competence (Hamdani, 2011: 219-220). Other opinions reveal that module is a form of teaching material packed intact and systematic, in it contains a set of planned learning experience and design for learners to master specific learning objectives

(Daryanto, 2013:9). Dediknas (2008:13) module is used in learning aims so that students can learn independently without or no teachers as a source of knowledge messenger.

2.3 Writing exposition text

According to Zainurrahman (2011:76) writing improves aspects of cognitive work on the brain. The process of thinking in the activity of writing occurs first when the author plans what to write. it has stimulated the cognitive aspects of the brain to construct what things will be written and how the systematics will be poured.

In this case the activity of writing text provides benefits in the development of one's self according to Acts (in Yurnita 2012:2-3) is as follows. (1) Writing contributes to intelligence, (2) Writing contributes to the power of initiative and creativity, (3) Writing establishes courage, and (5) Writing encourages the will and ability to gather information.

2.4 Literacy

Literacy is used to use language and images in rich and diverse forms for reading, writing, listening, speaking, seeing, presenting and thinking about ideas (Abidin, 2015: 49). The presentation of literacy associated with social situations and practices means literacy relating to discourse. However, the notion of literacy is more complex and widespread in terms of not only about reading and writing alone and relating to literacy today is closely related to the term literacy discourse.

In this modern society the literary sense in Steiner's view (in Collins and Blot, 2003: 1) states that,

Literacy is a curious thing. It seems to envelope our lives and be central to modern living, yet most of humanity has done without it for most of human existence. As a term, it points to a striking range of possibilities – such that we now speak not only of “school literacy” and “vernacular literacy” but also “cultural literacy,” “computer literacy,” “moral literacy,” and even “emotional literacy” (Steiner, 1997).

From the above statement it can be seen that literacy is a complex thing that is not about reading but more complex it is about writing, reading, listening and speaking as well as skills in the mastery of digital media, this skill is the ability to master a variety of digital technology that has grown rapidly and has become daily necessities in life.

3. Methodology

3.1 Location and Time of Study

This research was conducted at SMA Negeri 1 Hamparan Perak in grade X students. The implementation of this research was planned to be done on June 2017 until August 2017.

3.2 Research Subjects

Subjects in this study were the students of grade X SMA Negeri 1 Hamparan Perak of academic year 2017/2018. The sample specified in this study is X-mial amounted to 32 students.

3.3 Research Type

The type of this research is research and development. This research and development refers to the theory of teaching materials developed by Borg and Gall.

3.4 Draft of Teaching Material Development

In developing teaching materials, the researcher adapted the development implemented by Borg and Gall imposed on the grounds that the development plan had the purpose of developing and validating the product.

3.5 Research Procedures

The developed teaching material was analyzed using the validation of the materials expert team and the instructional material design and the assessment using a rubric developed by the researcher by modifying the expert's opinion. Criteria of teaching materials based on the criteria of conformity of literacy-based teaching materials and based on syllabus. The effectiveness and feasibility of teaching materials based on the questionnaire assessment from the teacher followed by the impact test on literacy based materials.

3.6 Data Collection Instruments

The instrument of data collection on the development of this instructional material is a validation team expert questionnaire, essay writing exposition text, and teacher and student response questionnaire.

3.7 Data Analysis Technique

The data obtained is data about the state of the Indonesian language materials on exposition text material. This

data was collected through expert validation, questionnaires distributed to students. Assessment instruments for validators and individual trials, small groups and limited field groups are created in the likert scale that has been scored as in the table below.

Table 1 Criteria of Item Answers of Validation Instrument with Likert Scale Type and Its Score

No.	Answer	Score
1	Very good	4
2	Good	3
3	Not good	2
4	Not Very Good	1

(Sugiyono, 2015:166)

Then the data was analyzed descriptively quantitatively, ie calculate the percentage of indicators for each category on the developed teaching materials, with the formula:

$$\text{Score percentage} = \frac{\text{Total of indicators per category}}{\text{Total of indicator of category total}} \times 100\%$$

From the calculation results using the formula above, the number is generated in percent. The classification of scores was then changed to classification in percentage form and then interpreted with qualitative sentences, in accordance with the table below.

Table 2 Percentage of Conformity Criteria Indicator on Teaching Material of Writing Exposition Text Based on Literacy that has been developed

Nilai	Interval of Percentage	Criteria
A	$81\% \leq X < 100\%$	Very good
B	$61\% \leq X < 80\%$	Good
C	$41\% \leq X < 60\%$	Medium
D	$21\% \leq X < 40\%$	Not good
E	$0\% \leq X < 20\%$	Not Very Good

4. Discussion of Research Results

4.1 Discussion on the Development of Exposition Text Writing Material Based on Literacy

The result of the development of teaching materials products in the form of literary exposition-based literature module as a whole outlines the module containing these points: (1) book cover, contains caricatures, drawings and poems by local and overseas local writers as well as bright and striking colors according to the students' wishes; (2) preface; (3) Table of contents; (4) Core Competencies and Basic Competencies contained in the literary exposition-based literacy module, (5) concept maps; (6) introduction of expository texts in the context of literacy, (7) Introduction, which contains an introduction to the text of exposition and a deeper understanding of the text of the exposition. (8) material of exposition text, consisting of various text and theme either progress of technology field, history, local site and so on. (9) Problem of exercises that exist at each end of learning and after text to measure student's thinking ability, essays, writing skills, analyzing, and multiple choice tests prepared in accordance with KI & KD on expository text materials (9) summaries and competence questions as a form of exercise to improve students' understanding of writing exposition texts. (10) key answer and glossary annexes to terms contained in the module. (11) References.

The results of this product development received a good response from teachers and students. This is evident from the results of the needs analysis undertaken, in which all students and teachers claimed to require the development of teaching materials to write literary exposition-based text.

Benefits that can be obtained from the use of this module is the concept of literacy presented mechanically in the activities within the module and the location of information literacy in it as well as the literacy of science presented in the learning in the module. Through this module students can also improve their quality in opinion and discuss a problem. In this module the ability of students' literacy becomes a demand because the ability to write is a person's literacy ability in opinion by exposing the data.

4.2 Discussion of the Feasibility of Developing Literacy-Based Textual Writing Material

Product of development of exposition text writing exposition based on literacy regards the aspects of learning materials and design learning. The acquisition of validation results in the product of exposition text writing learning module based on literacy, among others, as follows.

- (1) The module validation result from the material expert is regarded as "very good". The validation results include 3 aspects of the assessment, namely content feasibility 88.23%, presentation feasibility 96.15%, and evaluation of feasibility of presentation 90.38% which are all included in the criteria of "very good"
- (2) The module validation result from the instructional media design expert is regarded as "very good". The

result of appraisal of instructional design aspect from teaching material size obtained an average percentage of 93,75%, cover material design cover 91,66% and design of content of teaching material 80,92% which all are categorized as "very good"

- (3) Module validation results by Indonesian subject teachers are regarded as "excellent" with an average percentage of 97.91%. Assessment of material description is regarded as "very good".
- (4) The results of the trials assessment on the students were conducted in 3 stages process ie individual testing (3 students), small group trial (9 students) and limited field trial (35 students). The gains of individual trial results are regarded as "good" with an average percentage of 77.08%. With the initial respond on individual tests the following 80.56% interest, material 82.40% and language 79.63% all of these are regarded as "excellent". Then small group testing is regarded as "very good" with an average total percentage of 83.79%. With the initial response of students on small group test of interest 83.33%, material 83.79% and language 86.11% all of these are regarded as "very good". The acquisition of a Limited Field Trial result of "excellent" with an average percentage of 84.22%. With the students' initial response to the interest of 78.80%, material 86.19% and language 91.66% all of these are regarded as "very good".

Based on the above discussion, it can be concluded that the literacy-based expository-writing text module is considered very feasible because the validation of material experts and media design experts is regarded as "very good". Similarly, the results of student testing and student responses are in the category of "very good". the concepts presented in the module are easy to learn, understood and understand systematically. This module can be used as an alternative teaching material both classical, individual and independent.

4.3 Discussion of the Effectiveness of Using Exposition Text Writing Material Based on Literacy

The effectiveness of using the literacy-based expository-writing text module can be seen from the average score that students obtained after using the developed module. However, there is a difference in the mean scores of students before and after using the developed product. The acquisition of the grade of writing the expository text of the average student in pretest is 66.62 regarded as good based on the KKM is 75. Whereas the acquisition of posttest 80.25 with the category "very good". This proves that the effectiveness of expository writing module based on book literacy increased 13,63% seen from difference of grades between pretest and posttest done in class X SMA Negeri 1 Hamparan Perak.

5. Conclusion

Literacy-based teaching materials are teaching materials that enhance thinking skills in text-based teaching. Through literacy-based learning the thinking ability is improved. Where this thinking comprehension is integrated into language skills. In the literacy there is a high understanding of competence skills related to the ability of students in mastering knowledge about science / field of expertise in this case students are invited to write exposition texts, students must be able to understand about what concepts will be written, have an understanding of the topic or reviews he will write.

Competence of critical thinking, is the ability to utilize the power of thought and reasoning in criticizing and capturing the phenomena that occur around it in this case the text contained in teaching materials and that will be in discussed. This critical thinking ability begins with a student's sensitivity to something and then follows the ability to judge / evaluate based on his perspective.

Competence of elaboration and communication is the ability associated with the ability of students to work together to build a spirit of togetherness and able to work with the team by interacting with the social environment.

Competence of creative thinking, on this competence ability in generating ideas, processes and products with greater value. In this case a student has the ability in creative thinking as improving the quality of competitiveness of global competition

The material contained in teaching materials in the form of literature-based exposition of literary exposition module follows the development and advancement of technology and the problems that become phenomenon in the community. Thus students are able to utilize the understanding of thinking that is owned through this teaching materials. This teaching material is designed to help students simplify and improve the understanding of exposition texts that are integrated with literacy on text-based teaching.

References

- Abidin, Yunus. 2014. *Learning System Design In Curriculum 2013* Bandung: PT. Refika Aditama.
- Ansari, Khairil. 2014. *The Scientific Approach in Indonesian Language and Literature Learning*. Paper presented in National Seminar of Bahasa Indonesia, University of Muhammadiyah Sumatera Utara Faculty of Teacher Training and Education of Indonesian Language and Literature Study Program, Medan, 05 November.

- Collins, James dan Blot, Richard K. 2003. *Literacy And Literacies Texts, Power, and Identity*. Cambridge University Press.
- Daryanto, dwi cahyono, aris & Purwanto, Djandji (Ed). 2014. *Learning Device Development (Syllabus, RPP, PHB, Teaching Materials)*. Yogyakarta: Gava Media.
- Harahap, Syaputra A. 2016. *Development of Instructional Materials Intrinsic Element Short story With Map Concept Learning Strategy For Students Class XI Mas Islamic Center Medan Academic Year 2016/2017*. Thesis not published. Medan: Graduate Program Unimed.
- Hamdani.2011. *Teaching and Learning Strategies*. Bandung : Pustaka Setia.
- Prastowo, Andi. 2014. *Creative Guide Creating Innovative Instructional Materials*. Yogyakarta: Diva Press.
- Pratama,Fendy Yogha ,Yuni Pratiwi, Kusubakti Andajani. 2016. Development of Writing Material of Exposition Text Wrought Love Environment with Modeling Strategy for VII Junior High School Students, Vol: 1 Nor: 3 2016: 448-462.
- Sugiyono. 2015. *Research Method & Development of Research Method and development for the field of social engineering management education*. Bandung: Alfabeta.
- Yurnita, samsu. 2012. *Writing skills*. Medan : Umsu Press.
- Zainurrahman, 2011. *Writing: from Theory to Practice (Poison of Plagiarism Poison)*. Bandung: Alfabeta.