

The Practicality of Teaching Materials for Writing Expository Texts Based on Visual Media for High School Students in Indonesian Language Learning

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Abstract

This study aims to test the practicality of teaching materials for writing expository texts based on visual media for tenth grade Indonesian high school students (MAN 1 Makassar). The type of research used is survey or observational research. The subjects in this study were class X MAN 1 Makassar odd semester students in 2018 as many as 37 people, and two tenth grade Indonesian language teachers. The results showed that the teaching materials for writing exposition texts based on visual media were very practical because the average value of the percentage of students who agreed with the statement items in the student response questionnaire was 99.46. Thus, the learning process in the classroom that allows students to learn the skills of writing expository texts based on visual media makes students play an active role in expressing their ideas in written form. The combination of writing exposition texts with visual media has a positive impact on science so that a combination of both learning media is obtained.

Keywords: teaching materials for writing exposition texts, visual media, teacher and student responses.

Introduction

The main mission of learning Indonesian in schools is to instill a sense of nationality and love for the homeland. In addition, learning Indonesian also plays a role in supporting the growth of intelligent humans, namely humans who are critical, rational, and able to think and recognize various alternative solutions to any problems faced. (Sam Mukhtar Chaniago & Mohamed Amin Embi, 2011). Therefore, learning Indonesian as part of academic education needs serious attention. One of the evidences that can be seen is the presentation of Indonesian language subjects ranging from basic education to higher education levels.

To form of excellent service for students in the learning process at school, learning tools are needed. Learning devices are tools that function as guidelines or references in carrying out learning activities. One of the learning tools used is teaching materials. Teaching materials are an important part in the implementation of learning in schools (Rahmawati, 2017). Through teaching materials, it is easier for teachers to carry out learning and students will be more assisted and easier in learning. Teaching materials serve as a guide for teachers who will direct all their activities in the learning process as well as a substance of competence that should be taught to students; guidelines for students who will direct all their activities in the learning process, as well as a substance of competence that should be studied/mastered; and evaluation tools for achievement/mastery of learning outcomes (Ma'Ruf, Marisda, & Handayani, 2019).

Students are expected to be able to achieve learning objectives in the teaching and learning process in the classroom, so that students not only understand the lessons given by the teacher, but

can also apply them in the form of language skills. This is not in accordance with the reality in the field, especially writing activities carried out by students during the learning process. The results of the observations showed that most of the students did not like to produce writing or writing. Students tend to find it difficult to determine the ideas or ideas they will write, and there are still many students who do not use Indonesian properly and correctly. This is evident in every teacher giving the task of producing written texts, especially writing exposition texts (Haseng, 2020). Many students cannot produce text according to the structure of the text and use good and correct Indonesian. In addition, the limitations of material regarding exposition texts contained in student textbooks that become students' guides in learning Indonesian in class make it difficult for students to learn exposition texts, especially writing exposition texts.

(Rukmi, 2014) explained that exposition text means an essay whose main purpose is to tell, explore, describe, or explain something. Exposition text also means text that is used to propose a personal opinion about something (Maryanto, 2014:92). The exposition text contains the opinion to be conveyed, the writing must also use good and correct sentences. Students must be able to formulate ideas through the narration of well-structured, careful, and polite sentences so that they are easy to understand and do not cause misinterpretations. However, the use in the field is still a lot of students who are less careful in expressing their opinions.

(Emilia, Habibi, & Bangsa, 2018) explain that exposition is a part of a text that presents one side of a problem. If you've ever tried to persuade someone to believe something or if you're arguing with someone, then you've used the expository type of text. The purpose of expository text is to persuade the reader or listener by presenting at least one side of the argument. The selection of exposition texts as the development of teaching materials for writing exposition texts at the high school level in this study is because the exposition text material is always continuous in language learning that students learn up to college level. Students are also required to be productive, creative, innovative, and affective. One way to make students productive, creative, innovative, and affective is by learning to write expository texts that require students to think coherently and produce writings in the form of explanations or presentations of things in a short, clear, and solid writing style. In addition, another reason for the importance of expository texts is that people have realized the importance of information. They are hungry for information. Therefore, they need an explanation of information (Trisiantari & Sumantri, 2016). In addition to the use of teaching materials for writing exposition texts which are expected to have a positive impact on students, the role of the teacher in learning is also the main thing that needs to be considered.

Teaching materials are needed to overcome learning barriers and support the fluency of Indonesian language learning, especially producing written exposition texts. Considering that one of the competencies that high school students must master is producing written exposition texts, teaching materials for writing exposition texts need to be developed. There are several reasons underlying the importance of developing teaching materials, namely the consideration of student needs and the demands that teachers provide quality learning materials. In addition, good teaching materials also affect students' interest and motivation to learn. Therefore, the teaching materials that will be developed are visual media-based teaching materials (Darmawati, 2014).

Visual media means all teaching aids used in the learning process that can be enjoyed through the five senses. Visual media plays a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. This media is expected to be able to facilitate students in writing exposition texts in the teaching and learning process which seems monotonous and boring. In addition, visuals are expected to be able to make students and subject teachers more enthusiastic in learning to write, especially writing exposition texts. This effort is carried out

so that the learning process can provide meaning and achieve the learning objectives to the maximum (Ummami, 2019).

Related to the development of teaching materials, relevant research is research that has been carried out by (Lestari & Afrom, 2016). The results showed that the folklore contained in the teaching materials was highly appreciated by both students and aroused students' interest in knowing further learning because of their ignorance of the folklore presented in the teaching materials. Student learning outcomes using these teaching materials have proven to be effective with the results of student learning achievements of 87.50% which have exceeded the number or Minimum Completeness Criteria in school. In addition, other related research was also conducted by Muhammad Patkur & Wiyanto Thodus in 2013 with the title Development of Autocad Learning Modules to Improve Learning Effectiveness of Class X TPM Students at SMKN 1 Sidoarjo. The results of this study indicate that student responses are very high with the learning module of the developed AutoCAD computer program. The percentage of learning carried out using modules is 88.30%, and there is an increase in student learning activities.

Research related to writing skills is research conducted by (Pratiwi, 2016). The results showed that the students did not have adequate writing skills. Furthermore, research conducted by Jarubi in 2008 with the title Application of Constructivism Methods in Learning Argumentation Writing Skills for Class X Students of SMAN 6 Bau-Bau. The results showed that students still lacked mastery of the material in learning to write.

The research related to the exposition text or exposition paragraph is research conducted by (Haseng, 2020) with the title development of Indonesian language learning modules in the exposition paragraph of class X students of SMAN 1 Mamuju, West Sulawesi. The results of this study indicate that students are able to write expository paragraphs with the Indonesian language learning module based on West Sulawesi local wisdom.

Methodology

The type of research used is survey or observational research. The data used in this study is the response of teachers and students when learning to write expository texts based on visual media for class X MAN 1 Makassar students which took place. Sources of data obtained from the results of student responses to writing exposition texts totaling 37 people.

The instruments used are observation sheets conducted on student activities, learning management by teachers, and implementation of teaching materials. Questionnaires were used to collect data on student responses and model teachers to teaching materials used in learning to write expository texts.

Data collection in this study was carried out using descriptive statistical data analysis techniques, namely field observation data analysis regarding the implementation of teaching materials for writing exposition texts by making percentages of the aspects assessed and their categories. The next analysis is a questionnaire analysis of teacher and student responses to teaching materials for writing exposition texts.

Results

The results of the survey research conducted were divided into four parts, namely the results of observing the implementation of teaching materials, the results of observations of learning management, the results of student responses and the results of the responses of Indonesian language teachers regarding the use of teaching materials for writing exposition texts based on visual media.

1. *Results of observation of the implementation of teaching materials.*

The main purpose of data analysis on the implementation of teaching materials for writing exposition texts is to see how far the level of implementation of teaching materials for writing exposition texts is in the learning process. Observation data on the implementation of teaching materials were obtained through observations made by two observers. Based on the results of the analysis of observer observation data about the implementation of teaching materials for writing expository texts, it can be summarized as in table 1 below:

Table 1. Observations on the implementation of teaching materials for writing exposition texts

No	Rated aspect	Percentage	Information
1	Learning Stages	75.00	Completely implemented
2	Social interactions	75.00	Completely implemented
3	Reaction Principle	80.00	Completely implemented
4	Support System	81.00	Completely implemented
	Total Average	78.00	Completely implemented

Based on observational data, it can be seen that the implementation of teaching materials for writing exposition texts is at a total average value of 78 percent, which indicates that all components observed in the implementation of teaching materials for writing exposition texts based on visual media are implemented entirely. The results of observing the implementation of teaching materials for writing expository texts based on visual media can be described as follows:

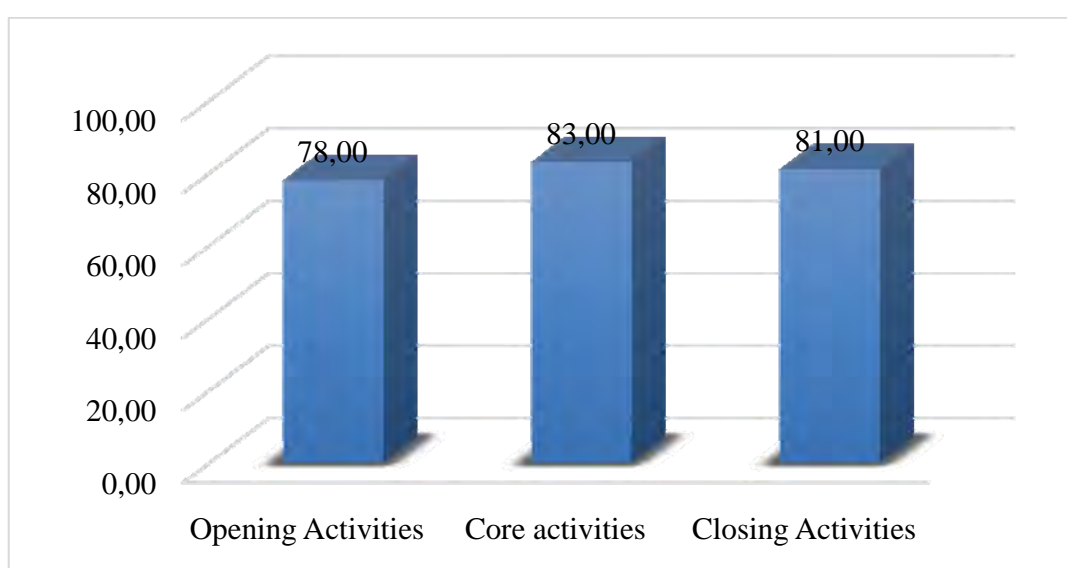


Figure 1. Graph of the implementation of learning to write exposition texts based on visual media

2. *Learning management observation results.*

The main purpose of learning management data analysis is to see the teacher's ability to manage the learning process. Learning management data was obtained through observations made by two observers. Based on the results of observer observation data analysis on learning management, it can be summarized as in the following table.

Table 2. Observations of learning management

No	Rated aspect	Percentage	Information
1	Opening Activities	78.00	Completely implemented
2	Core activities	83.00	Completely implemented
3	Closing Activities	81.00	Completely implemented
	Total Average	81.00	Completely implemented

Based on observational data, it can be seen that the implementation of teaching materials for writing exposition texts is at an average percentage of 81.00 percent which indicates that all components observed in the management of learning to write expository texts based on visual media are in the good category. The results of observing the teacher's ability to manage learning to write expository texts based on visual media can be described as follows:

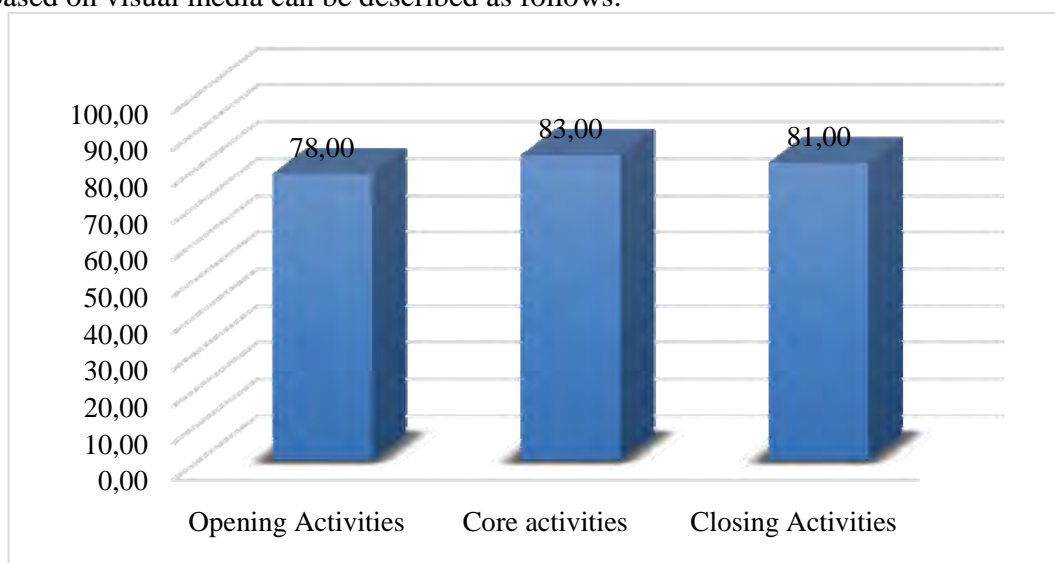


Figure 2. Graph of the results of observations of the management of learning to write expository texts based on visual media.

3. *Student response results*

The results of student responses were obtained from questionnaires filled out by students after teaching materials for writing exposition texts based on visual media were tested. The results of students' responses to teaching materials for writing exposition texts based on visual media are shown in the following table.

Table 3. Questionnaire of students' responses to teaching materials for writing exposition texts based on visual media

Statements	Student Response	
	Agree	Disagree
This teaching material explains a concept using illustrations of problems related to the environment.	37	0
This teaching material uses examples related to the environment .	37	0
Presentation of material in teaching materials starts from easy to difficult and from concrete to abstract.	37	0

Statements	Student Response	
	Agree	Disagree
In this teaching material there are several sections for me to find my own concept .	37	0
This teaching material contains questions that encourage me to think.	37	0
These teaching materials stimulate my curiosity .	37	0
The presentation of the material in this teaching material encourages me to discuss with other friends.	37	0
This teaching material makes me to summarize the material myself.	37	0
This teaching material contains a formative test that tests my knowledge and understanding of exposition texts and exposition text development patterns.	37	0
The sentences and paragraphs used in this teaching material are clear and easy to understand.	37	0
The language used is simple and easy to understand.	37	0
The use of letters in this teaching material is simple and easy to read.	37	0
The display in this teaching material is interesting.	36	1
This teaching material makes me happy to learn Indonesian.	37	0
With these teaching materials, make my desire to learn.	37	0
With these teaching materials, it makes my way of learning more focused and coherent.	36	1
With illustrations at the beginning of each material, it makes me motivated to learn the material.	36	1
By using these teaching materials, learning is not boring .	36	1
The application of visual media in these teaching materials makes me more excited to learn.	37	0
These teaching materials contain visual media that are very good for learning Indonesian, especially in expository paragraphs .	37	0

Based on the table, there are four aspects of statements in student responses that have not been maximized in the limited trials that have been carried out. This aspect is the aspect of statements number 13, 16, 17, and 18 getting a less than maximum score from each of the students who respond disagree. Furthermore, aspects of statements number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 19, and 20, get the maximum score because an average of 37 students stated agree with the aspects of the prepared statement.

4. Teacher response results

The teacher's response was obtained from a questionnaire filled out by the teacher on teaching materials for writing exposition texts based on visual media. The results of the teacher's response show that Indonesian language teachers feel happy and interested in using visual media-based exposition text writing teaching materials because: 1) The composition of the material in the teaching materials is in accordance with the order of indicators in the syllabus and lesson plans. 2) The material in the teaching materials is complete, interesting, and easy to understand. 3) The language and terms used in visual media are easy to understand. 4) The material in the teaching materials helps in

explaining the concept of writing an exposition text. 5) Activities in visual media make it easier for students to understand the concept of writing expository text.

Discussion

Data on the practicality of teaching materials for writing exposition texts based on visual media were obtained from the results of student responses in a limited trial using a questionnaire. Based on the data analysis of the students' responses to teaching materials for writing exposition texts based on visual media in a limited trial, it was concluded that teaching materials for writing exposition texts based on visual media were categorized as very practical because the average value of the percentage of students who agreed with the statement items on the student response questionnaire was 99.46%. Another study revealed that code switching 'teacher teaching materials' helps students to understand language easily, it supports students to understand assignments better, it generates confidence among students to speak and participation in other class activities, it develops motivation to work hard in their subjects. other engineering lessons, and it facilitates student learning (Talpur, Kakepoto & Jalbani.2021).

Another research that connects the contribution of media and language teaching materials to students' metacognition, namely procedural, declarative, and conditional knowledge on each variable. The variables consist of self, task, and strategy. The results showed that the three categories of metacognitive knowledge were closely related to the student's learning process. The highest level in the learning process is procedural knowledge, then declarative and conditional knowledge. The whole section also has a significant influence on the teaching materials used by the teacher (Aisyi, Suwandi & Andayani.2021).

Different from the results of the following research which examines how teaching materials are prepared using computer technology, showing that (1) most teachers prepare teaching materials independently rather than working collaboratively; (2) Indonesian language learning outcomes through the use of computer-assisted drill and practice-based learning modules in each cycle increase, (3) There are differences in Indonesian language learning outcomes between students who have been taught using computers - Drill and practice-assisted learning modules and students taught without using the learning model assisted by the drill and practice module, and (4) student responses to the learning module develop and are in the good category (Padlurrahman & Al-Pansori.2021).

Traditionally, the classroom has been seen as a place where language learning is assumed to take place in a linear fashion based on a fairly predictable input-output model. Recent research, however, has described the classroom as a complex environment that is influenced by a variety of attitudinal and contextual factors. This book seeks to explore the dynamic and often unpredictable nature of language classrooms, by examining the various conceptions of language, learning, and classroom that influence participants' attitudes and actions. The interaction between methodology and context and the role of local culture of learning is also examined. The book concludes with a number of recommendations on how language educators can work constructively with the complex dynamics of teaching and learning in the classroom.

The research discusses that the concepts of language, learning, and the classroom can influence students' attitudes and actions. In addition, teachers can also work constructively with the complex dynamics of teaching and learning in the classroom. Teaching materials for writing exposition texts based on visual media are textbooks that are used by students and teachers in the learning process of writing exposition texts in the classroom.

This teaching material contains subject matter for writing exposition texts designed using visual media. Teaching materials for writing expository texts based on visual media combine expo-

sition text materials with image and color illustrations that can stimulate students' interest in writing exposition texts and are able to understand the concept of the material. In addition, this teaching material also contains an outline of the material to be achieved after studying the exposition text material, a brief theory of the materials, and an evaluation of student learning outcomes. This is what distinguishes teaching materials for writing expository texts based on visual media from previous teaching materials.

The learning process in the classroom that makes students learn the skills of writing exposition texts based on visual media makes students play an active role in expressing their ideas in written form. The combination of writing exposition texts with visual media has a positive impact on science so that a combination of both learning media is obtained.

Conclusion

Based on the research results that have been achieved, it can be concluded that the teaching materials for writing exposition texts based on visual media are categorized as very practical because the average value of the percentage of students who agree with the statement items in the student response questionnaire is 99.46. In addition, there is a huge opportunity for this visual media to be integrated into digital technology, so that in the future it will be able to include elements of digital literacy in children for learning Indonesian.

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