



Development of Teaching Materials of Exposition Text

Nurul Ismail; Edi Suyanto; Siti Samhati; Sumarti; Farida Ariyani

Master of Indonesian Language and Literature Education, Department of Language and Arts Education, FKIP
University of Lampung, Indonesia

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Abstract

This study aims to produce teaching material development in the form of exposition text student worksheets, describe the feasibility of exposition text student worksheets, and find out the effectiveness of student worksheets for class X high school students. This research is a development research. The development model adapts Borg and Gall's research and development procedures to the stages of (1) potential and problems; (2) data collection for LKPD needs; (3) developing LKPD through product design and developing initial product forms; (4) product evaluation through validation by relevant experts/experts; (5) revision of the validation product design; (6) peer-to-peer product trials and limited-scale class trials and revisions to the trial results followed by large-scale class trials; (7) carry out the final stage of revision. The results of the study showed that (1) the students' worksheets on exposition texts had been developed according to the Borg and Gall concept, (2) according to the Borg & Gall concept and were declared very feasible by learning material experts, learning media experts, and practitioners with a percentage of 92.75 %, 95.00%, and 96.15%; (3) based on a comparison of the pretest, posttest, and N-Gain from the use of exposition text LKPD developed to get a value of 0.43 and 0.44 included in the "moderate" category so that it is effectively used in learning.

Keywords: *Teaching Materials; LKPD; Exposition Text; Students*

Introduction

Learning Indonesian at this time the entire material focuses on text-based learning. The text that is presented in the handbook or teaching material owned by students has a topic of discussion that is in accordance with the learning objectives. To improve quality learning objectives, it is necessary to develop teaching materials. Teaching materials developed should use a learning approach that encourages students to be active in learning and able to solve a problem that occurs during the learning process. One approach or learning model that can be used in learning problem solving is problem based learning. According to Ristadi & Ngadiyono (2017) the problem based learning approach focuses on teachers who deal more with strategy than providing information. The teacher's task is to manage the class as a team working together to discover something new for class members (students). That something comes from discovering yourself, not from what the teacher says. The application of problem based learning is expected to be able

to build students' understanding of the material that has been taught because students experience the material in the real world, so that students will have a strong memory of the material they get.

This is not in accordance with what was conveyed by Lestari, Yanuarti and Winarsih (2014) who revealed that teaching materials should be able to make students more active and motivated to learn independently. With teaching materials, students can prepare themselves before the learning process at school by studying the material first at home and it is hoped that it can help support the learning process at school. This is also supported by the Directorate of High School Development (2010), which reveals that teaching materials are all forms of materials in the form of a set of materials arranged systematically that are used to assist teachers/instructors in carrying out the process of learning activities and enable students to learn. In this study, researchers developed one of the learning tools, namely teaching materials in the form of student worksheets (LKPD).

LKPD is one of the printed teaching materials in the form of sheets of paper containing materials, summaries, implementation guidelines and assignments that must be completed by students in accordance with the basic competencies that must be achieved (Prastowo, 2015). The LKPD developed in this study is the LKPD on exposition text material based on problem based learning. The reason for the researcher developing exposition text teaching materials is that there are still many students who experience difficulties during the process of learning exposition texts, especially in writing exposition texts.

The researcher combines the developed exposition text with a problem based learning approach because in this approach there is syntax that can require students to think critically and be able to solve problems well. In addition, the reason researchers conduct research with the development of teaching materials is based more on the selection of teaching materials not solely the wishes of researchers, but teaching materials are the heart of learning. Teaching material contains understanding of activities in order to train student skills, and can be used as a benchmark for covering material that is in accordance with basic competencies. This study focuses on developing exposition text teaching materials with basic competencies 3.4 analyzing the structure and language of exposition texts and basic competencies 4.4 constructing exposition texts by paying attention to content (problems, arguments, knowledge, structural and linguistic recommendations).

The research that is relevant to this research, namely Novi Narti with the title "Development of Interactive Multimedia-Based Teaching Materials on Listening Material for Grade VI Elementary School Students". The difference between the research conducted by Noviarti and this research is found in the substance of the development of teaching materials and the different approaches used in research, between interactive multimedia-based and problem-based learning. In addition, there is also research that has been conducted by Aisyah with the title The Effectiveness of the CTL Learning Model to Improve Student Learning Outcomes in the Akidah Akhlak Subject of MAN 1 Parepare. The difference between the second researcher and this research is that it is found in all aspects, namely Aisyah's research in the form of effectiveness, while this research is in the form of teaching material development. Even so, in this research later we will look for the feasibility and effectiveness of the product in learning. Based on the above, the title of this research is the Development of Problem Based Learning Expository Text Teaching Materials for Class X High School Students.

Research Method

The research method used is the research and development method (Research and Development/R&D). This method is used by researchers to produce certain products through needs analysis and test the effectiveness of these products. The product developed is a problem-based learning-based exposition text LKPD.

The procedure in this study is to follow the procedure described by Borg and Gall (in Sugiyono, 2018) which consists of ten steps (stages). However, Borg and Gall realized that research and development required a large amount of money, which of course would make it difficult for students to finance it. Therefore, Borg and Gall suggest that "it is best to do small-scale projects that involve only a few original learning designs. Researchers adapted the stages in the Borg and Gall research and development model which were carried out in seven stages to produce worksheets that were suitable for field tests. This development research begins with a preliminary study which is part of the research (R) in RnD. A preliminary study was conducted to obtain initial information about the needs and conditions of the learning field for the development of teaching materials. The results of the preliminary study are used to design and develop products.

Product development design is part of development (D) in RnD. The stages resulting from the adaptation of Borg and Gall are grouped into the main stages, namely potential and problems; collection of data on the need for teaching materials; developing teaching materials through product design and developing initial product forms; product evaluation through validation by relevant experts/experts; revision of product design results of validation; product trials with colleagues and limited-scale class trials and revised trial results followed by large-scale class trials; revise it into an operational product in the form of LKPD which is ready to be tested for the effectiveness of its use. The research location was carried out at MAN 2 Bandar Lampung for the 2022/2023 school year. Research adjusted with consideration of time, effort and cost efficiency.

This study will analyze the existing lingual data descriptively. The following are the stages of analyzing research data: (1) Preliminary study data were analyzed using a qualitative descriptive method. The results of the questionnaire in the analysis of the needs of students and teachers were analyzed to obtain an overview of the needs in the field, students' perceptions of learning Indonesian, experiences of teachers and students in learning Indonesian. The results of this analysis support the basis for writing the background and basic needs of the product being developed; (2) Product validity or feasibility test data is obtained through data on the suitability of learning materials and product designs provided by material experts. The goal is to find out the product is feasible to use. The expert validation instrument has four answer choices according to the question, namely "very good" with a score of 4, "good" with a score of 3, "poor" with a score of 2, and "not good" with a score of 1. Revisions are made to the content given The answer choices are "less good" and "not good". The expert validation instrument also has a column for comments or suggestions for improvement so that testers can provide specific suggestions or comments on the product which can be used as a reference in improving the LKPD product; The final stage, after calculating the percentage of LKPD feasibility, is calculating effectiveness by calculating the average pretest, posttest, and N-Gain.

Results and Discussion

The results of this study describe three things, namely first the development of teaching materials in the form of problem-based learning-based exposition text LKPD for Class X High School students. Second, the feasibility results of problem-based learning-based exposition text LKPD for Class X High School students. Third, the effectiveness of LKPD problem-based learning-based exposition text for Class X high school students based on the assessment of learning material experts, learning media experts, practitioners, and students in accordance with research and development (R&D) research designs.

1. Pre-Research

Pre-research or pre-research is carried out in order to obtain information about field conditions, needs, and the feasibility of developing teaching materials in the form of worksheets. The results of the pre-research are used to design and develop products. The pre-research was conducted through

observation and interviews at the MAN 2 Bandar Lampung school. The results obtained are in the form of the potential for developing teaching materials in the form of LKPD in Indonesian subjects for exposition text material.

1.1. Potential and Problems

The potential is seen from the lack of interest of students in learning exposition texts so that the development of problem-based learning-based exposition text worksheets is carried out by taking into account the potential and conditions of learning Indonesian at the high school level. The potential obtained is then analyzed based on the results of observations and interviews to find out the state of the learning process that has been carried out so far, whether there are products developed, the level of needs of teachers and students for the LKPD exposition texts developed. Observations were made at MAN 2 Bandar Lampung. The results of observations and interviews conducted with Indonesian language subject teachers showed that the textbooks used as supporting teaching materials for the textbooks were in accordance with the core competencies (KI) and basic competencies (KD) 3.4 analyzing the structure and language of exposition texts and basic competencies 4.4 constructing expository text by paying attention to the content (problems, arguments, knowledge, recommendations and language). The textbook used is still general in nature in that it covers all KI and KD in learning in odd semesters.

1.2 Data Collection

Data collection in the development of problem based learning-based exposition text worksheets. It can be concluded that worksheets are needed in exposition text learning at class X MAN 2 Bandar Lampung. Worksheets are used as teaching materials that support and assist in the learning process.

1.3 Determine the Type and Form of Teaching Material Development

The stage of determining the type and form of teaching materials is carried out by modifying the LKPD by adding a problem based learning model in the LKPD. Based on the needs analysis, a map of the needs of teaching materials is then prepared. Map of the need for teaching materials is needed to know the amount of teaching materials that must be written and the order. The things that were done in this study, namely (1) determine the exposition text material based on the needs and characteristics of students; (2) formulate material points; (3) arrange activities/practice questions for students.

1.4 Development Process

The preparation of the initial product development worksheet is carried out by following the physical structure design which consists of 1) cover page, 2) preface, 3) table of contents, 4) introduction 5) study guide, 6) core competencies, 7) basic competencies and indicators, 8) learning objectives, 9) instructions for using LKPD, 10) concept maps, 11) learning 1 analyzes the structure and language of the exposition text, 12) learning 2 constructs the exposition text by paying attention to the content (problems, arguments, knowledge, structural and linguistic recommendations), 14) evaluation, 15) reflection, 16) bibliography.

2. Product Eligibility

To find out the feasibility of this teaching material product, a product trial will be carried out in the form of a Problem Based Learning Exposition Text LKPD for Class X High School Students conducted at Madrasah Aliyah Negeri 2 Bandar Lampung. Product trials were carried out by Indonesian language teachers and students as users at schools that were used as test objects. Product evaluation is carried out based on these aspects of feasibility, language legibility, presentation of material, and graphics. The results of the calculation are categorized according to the respective percentage score obtained.

2.1 Product Feasibility Test on Teachers

The results obtained from the feasibility assessment of teaching materials "Exposition Text Teaching Materials Based on Problem Based Learning for Class X High School Students" for Indonesian teachers are as follows.

No.	Aspect	Results	
		Score	Criteria
		Percentage	
1	Language	100	SL
2	Contents	87,5	SL
3	Serves	100	SL
4	Graphics	100	SL
Total		96,87	SL

Based on data from the validation results of the Indonesian teacher at MAN 2 Bandar Lampung obtained from the exposition text LKPD of Class X SMA students the results of the due diligence were considered "very feasible" with a percentage of 96.87%. Based on the overall feasibility aspect assessment conducted by the MAN 2 Bandar Lampung Indonesian language teacher, the percentage score obtained was 96.87% in the "very decent" category. The percentage score results were obtained from 4 aspects namely language, content feasibility, presentation, and graphics.

2.2 Product Feasibility Trial on Students

Planning of learning activities for exposition text material using LKPD refers to the revised edition of the 2013 curriculum. The revised edition of the 2013 curriculum is an operational curriculum that is developed and implemented by each educational unit while still referring to the National Education Standards Agency (BSNP) guidelines.

No	Aspect	Class X MIPA 1	Class X IPS 2	Average	Category
1.	The attractiveness of LKPD	92,07	94,90	93,48	SL
2.	Ease of LKPD	93,95	95,10	94,52	SL
3.	Benefits of LKPD	91,90	92,70	92,30	SL
Average		92,64	94,23	93,43	SL

Based on the table above, it is known that the average value of the feasibility of the LKPD products from the three schools in each aspect has stated that it is very feasible. The attractiveness aspect of LKPD obtained an average score of 93.48, the ease of LKPD obtained an average score of 94.52, and the usability aspect of LKPD obtained an average score of 92.30. So, based on data processing from the two classes, the feasibility of this exposition text LKPD can be stated to be very feasible because the existing teaching materials have never used the problem-based learning model.

2.3 Learning Material Expert Validation

Learning material expert validation was carried out through a questionnaire which was given and then the score obtained from the data presented by the material expert was calculated. The results of the expert assessment of learning materials are presented as follows.

No.	Aspect	Results	
		Score	Criteria
		Percentage	
1	Completeness of LKPD components	100	SL
2	Appropriateness of learning materials	87,5	SL
3	Language	91,6	SL
4	Graphic	93,7	SL
Total		93,2	SL

Based on the data from the original material validation obtained from the exposition text LKPD of class X high school students the results of the development were considered "very feasible" with an average score of 93,2% of the four aspects.

2.4 Learning Media Expert Validation

Material expert validation was carried out through a questionnaire which was given and then the score obtained from the data presented by the material expert was calculated. The results of the expert assessment of learning materials are presented as follows.

No.	Aspect	Results	
		Score	Criteria
		Percentage	
1	Visual Quality of Teaching Materials Based on Problem Based Learning	93,7	SL
2	Function or access to information on teaching materials	91,6	SL
3	Language	100	SL
Total		95,1	SL

Based on the data from the validation results of the learning media obtained from the LKPD in writing the exposition text of class X high school students, the results of the development were considered "very feasible" with an average score of 95.00% from three aspects.

3. Product Effectiveness

To find out the effectiveness test of the teaching material products that have been developed, an effectiveness test was carried out. In this test the researcher was assisted by an Indonesian teacher from the MAN 2 Bandar Lampung school. The purpose of this research phase is to determine whether the product being developed meets the criteria that have been applied or not. Before the researcher conducted the trial, the researcher looked at the student's data and the value of writing exposition texts before using the product. This value will be used as the pretest value and the next steps are the implementation of learning using the LKPD and KD products. The value will be used as the posttest value.

Comparison of Pretest, Posttest, and N-gain Results on LKPD Writing Expository Texts Based on Problem Based Learning

No	Name	Number of Students	KKM	Pre Test	Post Test	N-Gain
1.	Class X MIPA 1	30	74	75,5	86,4	0,43
2.	Class X IPS 2	30	74	72,4	84,7	0,44
Average				73,95	85,55	0,435

Based on the data above, the comparison of the results of the Pretest, Posttest, and N-gain in the ability to write exposition texts, the post scores of the two classes were obtained, namely 85.55, and the average N-gain value was 0.435. This test is intended to determine the level of effectiveness achieved from the use of the LKPD in classroom learning. Differences in student learning outcomes based on increased ability as measured by the gain value proves that the use of student worksheets based on the problem-based learning model of writing exposition texts can improve students' cognitive abilities.

Conclusion

Based on the results of the research that has been described regarding the development of exposition text teaching materials for class X high school students, it can be concluded as follows.

1. The process of developing teaching materials in the form of exposition text LKPD found during data collection, namely, 1) lack of clear step-by-step guidelines for compiling exposition texts, 2) students have difficulty developing themes and topics; and 3) lack of learning models that can facilitate students to study independently or in groups. With the addition of a problem-based learning learning model, it makes it easier for students to be able to learn to solve problems and learn independently.
2. The product feasibility of developing teaching materials in exposition text learning for class X high school students is carried out through product tests, namely learning material experts, learning media experts, and tests of Indonesian language practitioners.
 - a. The assessment of learning material experts based on all aspects assessed in the development of teaching materials in the form of exposition text LKPD for class X high school students obtained a final score with a percentage of 92.75% declared "very feasible". Learning materials experts stated that the teaching material in the form of exposition text LKPD with a problem-based learning approach was "very feasible" to be tested based on suggestions and revisions.
 - b. Assessment of learning media experts from all aspects assessed, exposition text LKPD for class X high school students with the problem based learning model obtained a final score with a percentage of 95.00% which was declared in the "very feasible" category. Learning media experts also stated that the teaching material in the form of exposition text LKPD with a problem-based learning model was "very feasible" to be tested and used based on suggestions and revisions.
 - c. Assessment of practitioners and all aspects assessed in teaching materials in the form of problem-based learning-based exposition text LKPD obtained a final score with a percentage of 96.15% declared "very feasible" and can be tested and used based on suggestions and revisions.
3. Based on the calculation of the results of the pretest, prosthesis, and N-gain, the teaching material in the form of exposition text LKPD with the problem based learning model is declared to have an effectiveness value of 0.43 and 0.44 which is included in the medium category. Thus, the teaching material product in the form of exposition text LKPD is effectively used in learning.

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