THE DEVELOPMENT OF TEACHING MATERIAL OF WRITING EXPOSITION TEXT BASED PROBLEM ON X GRADE STUDENT OF STATE VOCATIONAL SCHOOL 7 MEDAN, INDONESIA

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ABSTRACT: *This study aims to determine the results of the development of teaching materials of writing ekssposition text based problems on X grade students State Vocational School 7 Medan. The research method used is research and development (R & D) method proposed by Sugiyono to refer to Borg & Gall model. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques use observation, interviews, questionnaires and exposition writing test. The results show that: (1) validation of material experts includes the expediency of the content with an average of 85.93% on very good criteria, the expediency of presentation with an average of 84.61 % on very good criteria, and language aspects with an average of 88.46% on very good criteria, (2) design expert validation is with an average of 84.58% on very good criteria, (3) teacher's response is with average 83.82% on very good criteria, (4) individual trial is with an average of 76.39% on good criterion, (5) small group trials is with an average of 81.25% on very good criteria, and (6)) limited field test is with an average of 87.04% on very good criteria. The writing test result of the exposition text of the students before using the module is 70, while the writing test result of exposition text of the students after using the module increases 84.68. The difference is 14.68 from before to after. This proves that the teaching materials of writing exposition text developed to improve student learning outcomes by using problem-based learning methods.*

KEYWORDS: Teaching Materials, Modules, Exposition Text, Problem-Based Learning

INTRODUCTION

Teaching material is an important component of learning. In the teaching and learning proses, teaching materials is a tool that is needed as a guideline in the learning process and a substance component that is taught to students. As one of the most important components in learning, teaching material plays a special role in teaching and learning activities. The development of teaching material is needed to support the learning process. There is a number of reasons why teachers need to develop teaching materials. Based on the enclosure of national education minister regulation Number 16 of 2007 regarding Academic Qualification Standard and Competency, teachers as professional educators are expected to have the ability to develop teaching materials based on the existing mechanism by observing the characteristics and social environment of learners. In line with that Thamrin (2014: 91) states that there are three reasons for the consideration of the development of teaching materials, namely: First, the availability of appropriate teaching materials to the demands of the curriculum. Second, the availability of teaching materials based on the characteristics of learners. Third, the availability of teaching materials based on the demands of solving learning problems.

Development of teaching materials in the form of modules is one of the innovations that support learning Indonesian language because it has advantages, which can be used as independent teaching materials, it means that there is or no teacher, the student can learn independently with the module. One of ways to develop a learning module is by using problem based learning. This method is considered effective in improving students' ability in writing exposition texts. Trianto (2010: 96) says that problem-based learning has more advantages than other methods namely: a) realistic with student life, b) concepts based on the needs of students, c) cultivating the nature of student inquiry. This problem-based learning strategy has objectives: (1) helping students to develop thinking skills and problem-solving skills; (2) learning the role of an authentic adult: (3) becoming an independent learner. The formulation of the problem in this research is: a) How is the result of the assessment of the development of teaching materials of writing exposition text based on the problem? b) How is the expediency of teaching materials of writing exposition text based on problem? c) How is the result of learning to write exposition text by using teaching material of writing exposition text based on problem?

REVIEW OF LITERATURE

Prastowo (2015: 16), teaching material is all materials (information, tools, and text) systematically arranged that displays a whole figure of competence that will be mastered by learners and used in the learning process with the purpose of planning and review of learning implementation. The teaching materials can be textbooks, modules, handouts, worksheets, models or makets, audio teaching materials, interactive teaching materials, and so on. Next Harvest (in Prastowo, 2015: 17), teaching material is materials organized systematically, which will be used teachers and learners in the learning process. Another opinion is also expressed by Majid (2011: 173), teaching material is all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities.

According to Prastowo (2015: 50), the steps to construct a teaching material are as follows. a) Analyzing the curriculum. This first step is appointed to determine the competencies that is needed by teaching materials. Thus the teaching materials that we make really expected to make learners master the competencies that have been determined. b) Analyzing learning resources. After doing curriculum analysis, the next step is to analyze the learning resources. What and how the learning source is done, it is not difficult. We must first understand that the learning resources used as materials for the preparation of teaching materials need to be analyzed based on availability, conformity, and ease in utilizing it. c) Selecting and determining teaching materials. This third step aims to meet one of the criteria that teaching materials should be interesting and can help learners to be able to achieve competence.

Teaching materials can be categorized into several types. According to Majid (2011: 74), teaching materials are grouped into four categories: 1) printed teaching materials, 2) audio-visual materials, 3) Audio Visual, and 4) Interactive teaching materials. Hamdani (2011: 219), the form of teaching materials: 1) Printed materials, such as student worksheets, handouts, books, modules, brochures, leaflets, wallcharts, etc. 2) audio visuals, such as movies / videos and VCDs. 3) Audio-visual materials, such as cassettes, radios, audio CDs. 4) Visual, such as photos, pictures, models / maket. and 5) Multimedia, such as Interactive CD, computer based learning, internet. In accordance with Hamdani, Prastowo (2015: 40), the teaching materials according to their forms are divided into four kinds, namely printed materials, hearing materials, audio-visual materials, and interactive teaching materials.

Based on several kinds of teaching materials stated by the experts above, according to the writer that teaching materials that are suitable for Indonesian language subject on exposition text material is printed teaching material in module form. This material facilitates students to learn more independently.

Module

Sabri (2007: 143), the module is a complete unit consisting of a series of learning activities designed to assist students in achieving the objectives that have been formulated. Next Majid (2008: 176), the module is as a book written with the aim that students can learn independently without or with teacher's guidance. Modules can be viewed as a package of teaching programs. Therefore, the module is a teaching material created by the teacher to help students in learning both independently and mentored. To create a good and correct module, the one of the most important things that is understood is the structure of teaching materials. Prastowo (2014: 214) concludes that "the module contains at least seven components: title, studying instructions (student or educator manuals), competencies to be achieved, supporting information, exercises, work instructions or worksheets, and evaluation. "From this structure it can be seen that the main components that must exist in a module include these seven components or elements. Sani (2013: 184), module components such as student's activity sheets, worksheets, key worksheets, question sheets, answer sheets, and answer keys.

Asyhar (2011: 159), to produce a good module that means based on predetermined criteria, then the making of the module must be done systematically through the correct procedures and rules. Modules can be compiled by following the steps in the writing. Sudjana and Rivai (2007: 133), the steps of compiling the module are as follows. First, compiling a module framework by placing or formulating general instructional objectives, detailing general instructional objectives to specific instructional objectives, compiling evaluation points to measure specific objectives, identifying the min materials in a logical sequence, to achieve all objectives, identify the tools used in the learning activities with this module. Second, write a detailed program that includes teacher instruction manual, student worksheet, answer sheet, test sheet. Sani (2015: 184), the module format consists of three parts, namely introduction, learning objectives, preliminary tests, learning experiences, learning resources, and final tests. But before that section, there is a cover page, introduction, table of contents, module position maps, learning mechanisms, and glossary. The introduction section contains core competency and basic competency, description, time, prerequisites, module usage instructions, final purpose, and standard competency control checks. The learning sections can be developed into several dependent learning needs. The evaluation section contains cognitive tests, psychomotor tests, and attitude assessments. After that, answer key and bibliography. According Sani (2013: 185), the adventages of learning with the module is as follows. 1) There is feedback. Modules provide a lot of feedback and immediately, so that learners can know the results of his own learning. 2) Mastery. Each learner gets the opportunity to achieve complete learning and get the highest score if mastering the learning materials completely. 3) Objectives of clear learning. The modules are structured in such a way, so the objectives are clear, specific, and achievable by learners, if the goals are clear enough, learners can be directed to achieve them immediately. 4) Increasing motivation to learn. Independent learning with regular steps allows learners to master the knowledge or skills needed to generate strong motivation 5) Flexibility to learn. Learning module systems can be tailored to the diverse characteristics of learners. 6) Allowing cooperation. Learning with modules reduces or eliminates competition among learners because learners can achieve the highest results without the need to compete. 7) Remedial teaching.

Learning module systems deliberately provide an opportunity for remedial lessons, namely to correct mistakes, weaknesses, or shortcomings of learners who can be found by the learners themselves based on independent evaluation continually.

Eksposition Text

Exposition is the word derived from English. This word means a detailed explanation. Based on the basic word, the nature of the exposition is the text that provides a detailed description of an information. Priyatni (2014: 91) states that the exposition text is a text used to convince the reader of the opinions expressed by a number of supporting arguments. Exposition text usually contains an issue about a particular topic and a statement that indicates the writer's position in responding to the issue or case. Kosasih (: 23) The term exposition is derived from the word "expose" that means 'giving accompanied by analysis and explanation'. As a text, exposition can be interpreted as an essay that conveys arguments in order to convince others. In its development, exposition texts can use facts, examples, ideas of the author, or the opinions of experts. Even, the text can be completed with visual media, such as tables, graphics, maps, and more.

The exposition texts proposes a particular issue from the point of view of the author. This causes the exposition text language to tend to be subjective. The author proposes his ideas or personal opinions about the attitudes and roles of the younger generation now that he thinks is much different from the younger generation in the past. According to Mahsun (2014: 32), the structure of the exposition text comprises a thesis / statement of opinion, argumentation, and reaffirmation of opinion. The opinion statement contains an introduction to the writer's opinion on the topic being discussed. Argumentation contains facts that support the author's argument in the thesis section. The reaffirmation of opinions contains closing or conclusions made by the writer on the topics covered.

Problem-Based Learning

Priyatni (2014: 112) states problem-based learning, is a model of learning that presents various real problems in the daily life of learners (contextual), so it stimulates learners to learn. According to Dewey (in Trianti, 2007: 67), "learning by problem is the interaction between stimulus and response, a relationship between two directions, learning and the environment." The environment provides input to students in the form of help and problems while the brain's nerve system functions to interpret the aid effectively, so that problems encountered can be investigated, assessed, analyzed, and sought to solve them well. Students' experiences gained from the environment will lead to materials to gain understanding and can be used as guidelines and learning objectives. According to Arends (in Trianto, 2011: 93-94) various problem-based teaching developers have given the teaching model, it has the following characteristics. 1) Filing a question or problem. Instead of organizing regarding certain academic principles or skills, problem-based learning organizes teaching regarding questions and issues that are both socially important and personally meaningful to students. 2) Focusing on the linkage between discipline. Although problem-based learning may be centered on certain subjects (science, mathematics, and the social sciences), the issues that will be investigated have been really selected in order for solving it, students review the problem from many subjects. 3) Authentic inquiry. Problem-based learning requires students to conduct an autistic investigation to seek a real solution to a real problem. Students must analyze and define problems, develop hypotheses, and make predictions, collect and analyze information, conduct experiments (if needed), make references, and formulate conclusions. 4) Producing the product and showing it

off. Problem based learning requires students to produce certain products in the form of real work or artifacts and demonstrations that explain or represent the form of problem solving they find. 5) Collaboration. Problem-based learning is characterized by students cooperating with one another, most often in pairs or in small groups. Cooperating provides the motivation to continuously engage in complex tasks and expand opportunities to share inquiry and dialogue and to develop social skills and thinking skills. Priyatni (2014: 112) states the main purpose of problem-based learning is not the delivery of a large number of facts to learners, but to develop the ability of learners to think critically, to solve problems, and at the same time to develop knowledge. Problem-based learning is also intended to develop students' learning independence and social skills that can be formed when learners collaborate in identifying information, strategies, and relevant learning resources to solve problems. Priyatni (2014: 113) focus of problem-based learning is the activity of individual learners and groups in solving real problems by using strategies or knowledge owned. The process of solving the problem has implications for the formation of students' skill in solving problems and critical thinking, as well as forming new knowledge. Steps for learning problems 1) Orienting learners to the problem. The educator explains the learning objectives and the means or logistics required. Educators motivate learners to engage in solving real problem that is choosen or determined. 2) Organizing learners to learn. Educators help learners to define and to organize learning tasks related to problems that have been oriented in the previous stage. 3) Guiding individual and group investigations. Educators encourage learners to gather appropriate information and carry out experiments to get the necessary clarity to solve the problem. 4) Develop and present the work.

RESEARCH METHOD

The type of this research is Research and Development where development of teaching material of writing exposition text problem-based learning for X grade state vocational school. The trial subjects consists of 3 students for individual trials, 9 students for small group trials, and 32 students for limited field trials. Data collection techniques uses observation, interviews, questionnaires and exposition text writing tests.

RESEARCH RESULT AND DISCUSSION

The Initial Product Discription

The search result from the questionnaire finds 100% of teachers and 100% of students state that they need a problem-based teaching materials especially on the material of writing exposition text in the learning process, so it runs more effectively and in order to be made by students as a means to learn individually. The results of the questionnaire distributed finds that 100% of teacher state that they need teaching materials that have been developed in the learning process, so that the learning process is more effective, based on the applicable curriculum and 100% of students state that they need the teaching materials that have been developed as individual learning tools.

Data Description of Trial Result towards Teaching Material

The result of the expediency assessment of the material content that the teaching materials of writing exposition text based developed problem is stated "very good" with an average percentage of 85.93%. The percentage results of the material experts on the content expediency above shows that the sub-component of the assessment of material conformity with core competency and base competency has an average percentage of 87.50%, the accuracy of the material with an average of 87.50%, the material perfor-mance with an average of 84.37%, and encouraging curiosity with an average of 81.25%. The average percentage outcome of the overall sub-component of the assessment of the expediency aspect of the content presentation is 85.15% with the criteria of "very good".

On the expediency of the presentation, the material expert assesses the teaching materials of writing exposition texts based problem on the X grade State Vocational Shool 7 Medan developed has an expediency of presentation with the percentage of the average score of 84.61% with the criteria of "very good". The result of percentage from the material experts to the expediency of the presentation above shows that the sub-component of the assessment of the presentation technique has an average percentage of 87.50%, the presentation of learning with an average of 79.26%, and the presentation equipment with an average of 85.93%. The average percentage result of the overall assessment sub-component of the presentation worthiness aspect is 84.20% with the criteria of "very good". Language assessment, material experts assess the teaching materials of writing exposition text based on the problem of X grade State Vocational SchoolS 7 Medan developed has a language expediency with the average percentage score of 88.46% with the criteria of "very good". The percentage result of material experts on the language assessment above shows that the sub-component of assessment on the efficiancy having an average percentage of 83.33%, communicative with average 87.50%, dialogical and interactive with an average of 87.50%, conformity with the level of development of learners with an average of 100%, the harmony and integrity of thought flow with an average of 87.50%, and the use of terms, symbols and icons with an average of 87.50%. The average percentage outcome of the overall sub-component of the language assessment aspect is 88.88% with the "very good" criterion. The validation result of teaching materials by the learning design experts concludes that the design of the developed learning is on the criteria of "very good" with a total percentage of 84.58%. The result of the average percentage shown in the table above shows that the sub-component of the evaluation of the module size has an average percentage of 81.25%, the module cover design is on average of 84.37%, and the module content design is on average 85.52%. The percentage result of the overall sub-component of the expediency assessment of presentation is 84.58% with the criteria of "excellent". This means that the teaching materials in the form of writing exposition text based problem module that has been developed can meet the demands of learning needs.

Learning Result

After learning by using an module of writing exposition text based problem, students' learning outcomes have increased by 14.68. The average score before using module 70 and average score after using module 84.68. The comparison of pretest and posttest score can be seen in table 1 below.

Table 1: The Average Comparison of *Pretest* and *Posttest* score

No.	Group	Average Score	Difference
1	*Pretest*	70	14,68
2	*Posttest)*	84,68	

The table above describes that the comparison of the average score from pretest to the obtained posttest is 14.68 with the average pretest of 70 with the category "good" and the average posttest of 84.68 with the category "very good". Based on this it can be concluded that the module of writing exposition text-based problem can improve student learning outcomes.

Research Result Discussion of Product Development

The teaching material variables have a very good average score. The learning material variables assessed include the content expediency, presentation, language, and graph. The acquisition of the product validation result entitled "Writing Exposition Text Based Problem can be specified as follows.

1. Theoretically, problem-based learning is appropriately used in the writing exposition text activities because students can more easily give ideas because it starts from the problem. Problem-based learning can be passed with 5 stages: 1) Orienting learners to the problem. The educator explains the learning objectives and the means or logistics required. Educators motivate learners to engage in the real problem solving activities choosen or decided. 2) Organizing learners to learn. Educators help learners to define and to organize learning tasks related to problems that have been oriented in the previous stage. 3) Guiding individual and group investigations. Educators encourage learners to gather appropriate information and carry out experiments to get the necessary clarity to solve the problem. 4) Develop and present the work.

2. The result of necessary analysis to teacher and student that all teachers (100%) state need of teaching materials developed based on curriculum 2013 in learning process and all learners (100%) state need of teaching materials developed based on problem in learning process. Educators help learners to share tasks and plan or prepare the appropriate work as a result of problem solving in the form of reports, videos, or models. 5) Analyzing and evaluating the problem-solving process. Educators help learners to reflect or evaluate the problem-solving process.

3. Assessments made by the material experts include 3 aspects of the assessment, namely the expediency of the content, expediency of presentation and language assessment. The the assessment result of the content aspects of material content are stated "very good" with an average percentage of 85.93%. The expediency assessment of the presentation is "very good" with an average percentage of 84.61%. And the language assessment aspect is "very good" with an average percentage of 88.46%.

4. The results of validation of teaching materials by learning design experts are stated "very good" with an average percentage of 84.58%. The total percentage result on the size of the teaching material cover is 81.25% in the "very good" category, the cover design is 84.37% in the "very good" category, and the design of the teaching materials content is 85.52 in the "very good" category.

5. The response made by Indonesia language teachers to teaching materials in the form of a module of writing exposition text -based problem is "very good" with an average percentage of 83.82.

6. The results of the trial assessment of the students were conducted in 3 processes: individual trials (3 persons) with a total percentage of 76.39 with "good" criterion. In small group trial (9 people) with percentage 81,25 with criterion "very good". On a limited field trial (32 people) with a total of 87.04 percentages with "very good" criterion.

7. The average acquisition of students in the test of writing expository text based problem before using developed teaching materia of 70, while the average acquisition after using teaching material is 84.68. This proves that the students' learning outcomes in test of writing exposition text based problem increases with the difference of 14.68. Furthermore the teaching materials in the form of writing exposition text based problem module are used in the learning

CONCLUSION

The conclusions obtained based on the formulation, objectives, results, and discussion in research development of teaching materials of writing exposition text based on problem on X grade student of State Vocational School 7 Medan presented previously and is described as follows:The product is a module of writing exposition text prolem-based developed entitled "Module of Writing exposition text Problem-Based for X grade Student of State Vocationa School 7 Medan" has been validated and declared eligible for trial by material experts and design experts. Material expediency by the material experts included in the criteria is very good with the average score of content expediency aspect of 85.93%, presentation expediency of 84.61%, and language language expediency of 88.46%. Design expediency by design experts in the criteria is very good with an average score of 84.58%. Aspects of module size with an average score of 81.25%, cover module design with an average score of 84.37%, and module design with an average score of 85.52%. The result of student learning after using module of writing the exposition text increases 14.68, with the average of pretest learning result or before using the module of 70 while the learning result posttest or after using the module of 84.68.

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