THE INNOVATION OF TEACHING MATERIALS FOR TEACHING AN EXPOSITION TEXT BASED ON THE GRAPHIC ORGANIZER AT AN ELEMENTARY SCHOOL GRADE IV

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ABSTRACT

The research was conducted since the materials for writing do not fulfill the need of the student. This was the cause why the students have low ability in writing. therefore, the material needed to be developed by using strategy graphic organizer. the aim of this research was to produce valid, practical and effective writing material of exposition text. The was research and developing by adopting plomp design which consist of three stages. They are, need analysis (preliminary stage), prototype stage and assessment stage. The data for validity test was obtained through material validation, practicality was taken from observation sheet about the implementation of lesson plan, questionnaire about students and teacher response and interview with students and teacher. the effectiveness was been through the activity of the students writing process and learning result. The data was analyzed descriptively. The validity test shows that writing material for exposition text is valid. Observation, questionnaire and interview result shows that the material is practical. the effectiveness test shows that the activity of the students is very good. Based on those result it can be concluded that writing material for exposition test using graphic organizer grade 4 is valid, practical and effective.

Keywords: Exposition Text, Graphic Organizer, and Research and Development

INTRODUCTION

There are four skills comprised in an Indonesian language course at elementary school namely listening, speaking, reading, and writing. These four skills are significantly integrated one to another. Writing is the most complicated skill in Indonesian language course at elementary school. Through Writing skill, students may communicate in both verbal and written communication.

According to Tarigan (2008), the purposes of Writing are: (1) to inform or to teach, (2) to convince the reader on a perspective or an idea, (3) to entertain or to please the reader, (4) to express or to show a feeling. Improving the writing skill cannot be disintegrated from the role of a teacher as the main actor in a teaching and learning process.

In addition, Tarigan (2008) also mentioned that Writing is categorized into several kinds of text which are: (1) description, (2) narrative, (3) exposition, (4) persuasion, and (5) argumentation. The text that students have to master is exposition text. Saddhono & Slamet
(2010) stated that writing an exposition text is aimed at delivering, explaining, elaborating, and adding information to the readers.

Based on the explanation above, the ability of teachers in choosing and creating a teaching material is critical to determine the success of teaching and learning process in the classroom. Similarly, in teaching Writing, creating an effective teaching material in delivering a topic on Writing an exposition text may be done through developing a lesson material based on a relevant learning strategy. A learning process accommodated with a good learning strategy may help students to write creatively.

Regarding to the result of some interviews conducted on 19, 20, 21, dan 22 April 2016 at grade IV SDN 03 Kampung Olo Kota Padang, several issues in the teaching material of writing an exposition text were found. First, students were not really encouraged to choose the topic of the exposition text. Second, the teacher did not distinguish between the theme and the title of the exposition text, thus it affects the content of the writing. Third, students were only assigned to copy the exposition text from a textbook. Fourth, students experience several difficulties in elaborating their idea. Fifth, students have not yet been able to organize their ideas into good paragraphs well. Sixth, the accomplished exposition text is rarely displayed in front of the class.

Furthermore, after analyzing the student’s needs against what things are available in the existing teaching material, several findings are yielded. First, it was less suitable with the demand of the curriculum. Second, the teaching material is not congruent with the student’s needs and characteristics. Third, there is no emphasis on the critical thinking. Fourth, the current teaching material has not yet presented the steps of writing. Fifth, the ineffectivity of the material to train students in writing the exposition text. Sixth, pictures, photographs, and illustrations have not yet assisted students in writing an exposition text. Seventh, linguistically, the teaching material is not written effectively. Eighth, the material design is less attractive. Ninth, the teaching materials have more emphasis on the practicality of the lesson materials.

In order to overcome those problems above, a teaching material relevant with curriculum, student’s needs, and student’s characteristics in accordance to the Graphic Organizer strategy needs to be designed. Sharrock (2008) and Ermeson (2010) stated that Graphic Organizer strategy can help students to make a good topic sentence, supporting idea, supporting detail, and concluding sentence so that students can write well and readers can understand that idea. By referring to this idea, it can be implied that Graphic Organizer is a strategy which will guide the students in writing. Some activities should be carried out within the framework of Graphic Organizer are choosing a theme, drafting the text, developing the draft, and revising the draft.

The use of a good teaching material in Indonesian language course also leads to the goals of teaching and learning process. A teaching material is a set of media or tools containing the lesson materials, methods, limitations, and the evaluation rubrics designed systematically and interestingly (Widodo & Jasmadi, 2008). Thus, a teaching material is any form of materials designed systematically and creatively to help teachers running the classroom activities accordingly to the curriculum, the aims of the course, methods, and the evaluation rubrics. In this research the teaching material being developed is intended for the students of grade 4 elementary school.

A teaching material should be helpful in guiding the teachers to initiate the steps in teaching an exposition writing. Consequently, teachers have to be knowledgeable and skillful in choosing the
right and effective teaching materials. This notion is in line with Susanto’s (2007) idea stating that the teaching materials should be picked up after deciding the indicators of the lesson, and not the contrary.

Indonesian language’s teaching materials have some components interconnected to each other. Hamdani (2011) said that there several components of a learning material such as (a) the title, the name of the course, the competence standard, indicator, and the learning goals, (b) the learning instructions (for both the students and teacher) containing the explanation of how to utilize the learning material in the teaching and learning process, (c) supporting information, (d) exercises which are situated at the end of the sub-chapter, chapters, semesters, and (e) evaluation, the final assignment of a learning timeline. The learning material that will be developed in this research is a module packaged with the process of writing an exposition text and the Graphic Organizer used.

Based on the problems identified above, there are some research questions that be formulated as follows:

1. How is a valid design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School?
2. How is a practical design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School?
3. How is an effective design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School?

By referring to the formulated research questions above, the goals of this research can be stated as below:

1. To create a valid design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.
2. To create practical design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.
3. To create an effective design of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.

METHODS

The type of this research is a development research with a Plomp model adopted from McKenney model. According to Plomp (2013), there are 3 stages of research in a Plomp model: (1) preliminary stage, (2) prototyping stage, and (3) assessment stage.

FINDINGS AND DISCUSSIONS

Findings

The result of the innovation on the teaching materials for teaching exposition text can be elaborated as follow:
The design validity of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.

Preliminary Stage

In this stage, the researcher analyzed the KTSP curriculum, the concept, the student’s characteristic, and the textbooks utilized by the school.

Prototyping Stage

The researcher designs the teaching material in accordance to the Standard of Competence and the Basic Competence written in the curriculum, then it is reflected based on the Graphic Organizer.


Validating Stage

The validation process includes self-evaluation, expert reviews, and education practitioners review. The practicality test is conducted using a field test. In ensuring a valid data collection instrument, there is a test towards the instrument itself. When a teaching material has been designed, it will undergo a self-evaluation. After that, the teaching material is reviewed by some experts. Finally, it will be validated by 4 expert validators and 4 practitioner validators in terms of its content, language, presentation, and graphics. In conclusion, the teaching material designed by using Graphic Organizer for teaching exposition text to elementary school students is valid.

Below is the table of validation results of teaching materials designed using the Graphic Organizer.

<table>
<thead>
<tr>
<th>Aspects of Validation</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instrument validation</td>
<td>3.81</td>
<td>Very valid</td>
</tr>
<tr>
<td>b. Lesson Plan validation</td>
<td>3.77</td>
<td>Very valid</td>
</tr>
<tr>
<td>c. Teaching material validity of Prototype 1</td>
<td>3.78</td>
<td>Very valid</td>
</tr>
<tr>
<td>d. Teaching material validity of Prototype 2</td>
<td>3.54</td>
<td>Very valid</td>
</tr>
</tbody>
</table>
The practical validity of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.

After the expert validity has been done, a practical validity is carried out. The validity test on teaching materials for teaching exposition text based on the Graphic Organizer strategy is conducted using Prototype 3 (one to one) towards 2 students in Paninggahan, Solok. Then, a validity test using Prototype 4 (small groups) is done towards 20 students in Elementary School Citra Almadina, Padang. However, in this test the teaching materials have been revised in accordance to the response given to Prototype 3. Similar to what has been done in the previous validity test (using Prototype 3), the students and teachers are also required to fill in the evaluation sheets to evaluate Prototype

The effectiveness validity of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School.

In order to know the effectiveness of the teaching material, the researcher conducts an assessment at SDN 04 Purus, Padang involving 25 students. This assessment employs the revised version of teaching materials, which is Prototype 4. At this stage, the students and teachers are asked to fill in the evaluation form on the teaching material being used (Prototype 4)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts of Lesson Plan successfully implemented</td>
<td>71,66%</td>
<td>Practical</td>
</tr>
<tr>
<td>Teachers’ responses</td>
<td>84,3%</td>
<td>Very practical</td>
</tr>
<tr>
<td>Students’ responses</td>
<td>85,7%</td>
<td>Very practical</td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts of Lesson Plan successfully implemented</td>
<td>74,6%</td>
<td>Fairly practical</td>
</tr>
<tr>
<td>Student’s activities</td>
<td>93,1%</td>
<td>Very high</td>
</tr>
<tr>
<td>The evaluation towards the process of writing an exposition text</td>
<td>92,98%</td>
<td>Very high</td>
</tr>
<tr>
<td>The evaluation towards the result of exposition text writing</td>
<td>77,01%</td>
<td>High</td>
</tr>
</tbody>
</table>

Discussion

The validity of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School

A teaching material for teaching an exposition text is considered valid if it has been fulfilled the requirements contently and structurally, as Plump (2013:29) has explained that a product is categorized valid when its component is grounded on the principle of knowledge.
The validation test is carried out by 4 expertise validators and 4 practitioner validators as Sugiyono (2009:414) stated that a product validity test may be carried out by some experts who are well-experienced in evaluating the new product, thus its strenghts and weaknesses can be revealed. The validity scores are then collected and analyzed to yield the average score for each indicators and aspects. The result of the validity test is as follow:

**The teaching material**

Based on the result of teaching material validity test result carried out by some educational experts and educational practitioners, it is known that the score for the validity test was 3,52. This score shows that the teaching material is very valid.

**The practicality of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School**

The test on teaching material practicality is carried out through one evaluation, small group, dan field test. The one to one evaluation was done towards 2 students of Grade IV Elementary School with different academic capacity. It was carried out in two meetings. At the end of the meeting, the students were assigned to complete a questionnaire and they were also interviewed. The result of the questionnaire analysis presents the score of 89,59% which belongs to very practical category. Besides, it is also known that the design of the teaching material was interesting, thus the students felt motivated to learn. Furthermore, the students did not need any assistance from their teacher to utilize the teaching material. Hence, this indicates that the teaching material is practical and easy to use.

Afterwards, there was a small group evaluation. This test was conducted using the teaching material based on Graphic Organizer strategy towards 4 students of Grade IV Elementary School. The test was done twice. Likewise the previous test using one to one evaluation, in small group evaluation the students were also asked to complete a questionnaire and being interviewed. The result of questionnaire analysis showed that the teaching material was very practical with the score was 93,2%. In addition, the analysis towards the interview result also indicated that the students were interested in the Graphic Organizer strategy for it is colorful and attractive. More importantly, the students did not need much help from their teacher in accomplishing the tasks and assignments, and the learning process was successfully done on time.

Lastly, there was a field test conducted in four meetings. The data of practicality test were yielded from practicality questionnaires for teachers and students as well as the data from an interview. The practicality score from student’s perspective was 85,7% (very practical), while the score from the teacher was a little above it, that was 85,9% (very practical).

The result of the interview process was no different from the two previous validity tests (one to one and small group evaluation). In the other words, the students thought that the Graphic Organizer strategy was interesting and they felt encouraged to learn to write an exposition test through this teaching material.

**The effectiveness of a teaching material based on Graphic Organizer strategy for teaching exposition writing at grade IV Elementary School**

An efectiveness validity test can only be done after completing the validity and practicality tests. The effectiveness of the teaching material for teaching an exposition text writing can be discovered by looking at the student’s activities and the learning outcome.
Learning evaluation consists of both the writing process and the result of the writing. The effectiveness test is carried out in 6 meetings.

**The Result of the Analysis towards Student’s Activity Sheets**

The result of analysis towards student’s activities during the lesson of writing an exposition text showed that there were many activities with the average score was 92.9%. Moreover, the 25 students who utilized the Graphic Organizer strategy in the effectiveness validity test also showed that they carried out various activities. An effective learning process occurs when the students were mentally prepared and courageous to participate in the classroom activities and understand the learning experience they are provided with.

Based on the analysis towards 25 students who were participating in the classroom activities using the Graphic Organizer strategy in writing an exposition text, the most appealing finding was the students’ attention on the steps in writing an exposition text and on the whole learning activities experienced an increase from one meeting to the next one.

**The Student’s Learning Outcome**

The assessment on an exposition writing was intended to examine whether the teaching material using a Graphic Organizer is effective or not to use in teaching students to write an exposition text. The assessment was carried out holistically including assessing the process of producing an exposition text and the exposition writing product.

The assessment on the process of writing an exposition text refers to assessing the steps that the students undergo during writing the text down. The average score the students gained for their process of producing an exposition text was 84.5%. This result showed that the teaching material was effective due to its contribution in enhancing the students’ average writing score from the first lesson with the score of 74.5% to the second lesson with the score of 77.9%, then it climbed to 88.1% which developed from high category to very high category respectively.

The assessment on the writing product, on the other hand, was done towards the student’s writing products. The student’s average writing scores also increased from the first lesson (72.5%) to 77.6% in the second lesson, and then rose to 81.0% in the third lesson with the high category to very high category respectively. The score improvement showed that the teaching material was effective to be delivered to the students.

**CONCLUSIONS AND SUGGESTIONS**

**Conclusions**

Based on the explanation and elaborations in the previous sections, several conclusions can be drawn upon the innovation of teaching materials for teaching students to write an exposition text.

1. The teaching materials for teaching students of Elementary School Grade IV to write an exposition text based on a Graphic Organizer strategy is considered valid contently and constructively. The validity is confirmed after being validated by the expert validators and the practitioner validators. The validation shows that the four aspects in a teaching material i.e. content, language, design, and graphic have been arranged sufficiently and meet the needs as well as the student’s characteristics.
2. The teaching materials for teaching students of Elementary School Grade IV to write an exposition text based on a Graphic Organizer strategy is also regarded as very practical. This practical validity is attained from the result of an observation towards the implementation of a teaching material, teacher’s responses, student’s responses, and the learning process observation sheets.

3. Teaching materials for teaching students of Elementary School Grade IV to write an exposition text based on a Graphic Organizer strategy is considered effective revealed through the student’s activities, the assessment of the writing process, and the assessment on writing product.

Suggestions

1. It is suggested that the teachers utilize the teaching materials which has been validly developed especially in teaching to write an exposition text. The main aspects to be focused on are pre-writing activities, whilst writing activities, and post-writing activities) as well as the stages in using a Graphic Organizer strategy.

2. Teachers are suggested to employ the teaching material practically in running the Indonesian language course, precisely in teaching to write an exposition text.

3. It is expected that the teaching materials for teaching to write an exposition text is used effectively to improve the student’s skill in writing.

REFERENCY


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