

Development Of Ecology-Based Exposition Text Teaching Materials In The New Normal Era For Class Viii Students Of Smp Kristen Kalam Kudus Pematang Siantar T.P 2021/2022

Meilicien Rajagukguk¹, Mara Untung Ritonga², Abdurahman Adisaputera³

{ Meiraja14@gmail.com¹, ritonga.unimed@gmail.com², adisaputera@gmail.com³ }

Indonesia Education Program of Postgraduate School of Universitas Negeri Medan, Indonesia 2022 ^{1,2,3}

Abstract. Teaching materials are all forms of tools used to assist teachers in carrying out teaching and learning activities. The teaching materials used by teachers will affect the achievement of students in achieving learning objectives. This study aims development of ecology-based exposition text teaching materials in the new normal era for class VIII students of SMP Kristen Kalam Kudus Pematang Siantar. Data analysis through questionnaires shows that students still depend on books produced by the Ministry of Education and Culture with material content that has not been adapted to the local area of students and the teaching materials used are less innovative, creative and contemporary. Teaching materials in the form of fable ecology-based exposition text modules were developed as an interesting learning support medium in writing exposition story texts. The use of this ecology-based module can also help rationalize abstract material in an interesting way This is evidenced by the effectiveness test using the Gain Test on the ecology-based exposition text module in the new normal era for class VIII students of SMP Kristen Kalam Kudus Pematang Siantar with an average pretest score of 60.94 students with the lowest score of 55 and the highest score of 70. While the average posttest score of students was 83.44 with the lowest score of 75 and the highest score of 98. Based on these data, it can be concluded that the ecology-based exposition text module is feasible and effective to be used in learning to improve student learning outcomes, especially in exposition text materials.

Keywords: module, exposition text, ecology

1 Introduction

The Covid-19 pandemic creates new things and must be learned. The public must quickly understand the situation and conditions anywhere and anytime. The presence of this situation has resulted in a number of fields, including agriculture, health, economy, and education, which must jointly step up for the progress of the Indonesian people. Especially viewed in the world of education, educators need a blazing spirit so that students get the expected knowledge. In this regard, educators must be able to change the online learning process in an innovative, active, and creative way.

In connection with this, in learning, of course, many problems are found. However, this is not an obstacle in a learning process because educators should be able to make the learning

atmosphere safer and not disappoint students, both parents and students. Between parents and educators must encourage each other and establish good cooperation in creating a good learning atmosphere. Moreover, the situation in the new normal, which is often called the New Normal, of course requires the government to change all learning processes that will be applied in each school.

Since the Indonesian Ministry of Education and Culture issued a circular on Study from Home (SFH) in March 2020, many questions have arisen in social media, referring to what the learning process is like and how it is applied. Positive and wise questions should be based on the spirit of entering the New Normal era, namely; What lessons can we learn from SFH to be used as a modality to enter the New Normal era? What paradigms and practices of education in the Old Normal era should we leave behind? What will tomorrow's "school" plan look like?

In fact, this pandemic is a crisis because it occurs suddenly without warning which brings about change. Therefore, none of the stakeholders are ready, prepared, and prepared to deal with it so that the implementation of SFH still has many shortcomings here and there. However, if you think positively, you can learn many valuable lessons. There are also many schooling practices in terms of learning capital that were previously rejected such as distance learning, home schooling, school exams and the like, as long as we apply SFH. It is no exaggeration if SFH has returned education to its essential essence, namely learning.

This research was conducted as an innovation for the development of teaching materials for writing ecological-based exposition texts that had never existed in previous studies and studies. The advantage of using this ecology-based approach is that students are closer to their environment. This is so that students can understand the text without having to make it up, by understanding the ecology based on their own culture or environment.

Through the problems above, the researcher seeks to develop the concept of writing an ecological-based exposition text. The ecology-based concept has not been widely used in learning to write both in terms of materials and teaching materials used. Haspari's research (2011: 123)¹in the journal *Lens* Vol.1 NO. 2 July-December 2011 suggests that teaching writing so far only focuses on grammatical theory (grammar) or procedures (punctuation) only. So, based on these problems, researchers are interested in researching with the title "Development Of Ecology-Based Exposition

¹ Haspari. 2011. *Kajian Bahasa, Sastra, dan Budaya*. Semarang:Universitas Semarang Text Teaching Materials In The New Normal Era For Class VIII Students Of SMP Of Kristen Kalam Kudus Pematang Siantar T.P 2021/2022".

2 Research Methods

The theoretical framework is a supporter of research in a study. The theoretical framework contains theories related to research problems. These theories are used as the basis and reference for research discussions. Given the importance of this, the supporting theories must be appropriate to the problem to be studied for clarity in a study. Teaching materials certainly have a function for educators and students. Teaching materials are things that are really needed during the learning process to help educators to facilitate learning activists, both written and unwritten. Prastowo (2012:25)³ states that, "in general, teaching materials for teachers are to direct all activities towards students in the learning process, while for students they become guidelines in the learning process and are the substance of competencies that should be studied. Teaching materials also function as an evaluation tool to measure student learning outcomes in class.

The grouping of teaching materials by type is carried out in various ways by several experts and each has its own justification when grouping it. Heinich, et al (in the journal Sadjati 2010: 6)⁴ classify the types of teaching materials based on how they work which are divided into 5, namely:

Teaching materials that are not projected, such as photos, diagrams, displays, and models;

Projected teaching materials, such as slides, filmstrips, overhead, transparency, computer projections;

Audio teaching materials, such as cassettes and compact discs;

Video teaching materials, such as videos and films;

Computer media teaching materials, for example computer mediated instruction (CMI), computer or hypermedia.

The feasibility aspect of a learning material in the form of print can be presented as shown in the table below. Types of teaching materials are distinguished by several grouping criteria. According to, Koesnandar (2008)⁵ the types of teaching materials based on the subject consist of two types, including: (a) teaching materials that are deliberately designed for learning, such as books, handouts, worksheets and modules; (b) teaching materials that are not designed but can be used for learning, for example clippings, newspapers, films, advertisements or news. Koesnandar also stated that in terms of function, the teaching materials designed consisted of three groups, namely presentation materials, reference materials, and self-study materials.

Exposition Text Structure

According to Kosasih (2014: 24)⁶, the exposition text is formed by three parts, namely as follows.

Thesis, the section that introduces a problem, issue, or general opinion that summarizes the entire content of the writing. This opinion is usually a general truth that cannot be denied anymore.

A series of arguments, which contains a number of opinions and facts that support the thesis.

Conclusion, which contains a reaffirmation of the thesis stated at the beginning.

Steps to Compose Exposition Text:

Writing is a literacy activity that can be done after reading carefully. In compiling an expository text, there are steps that must be considered carefully, namely as follows:

- choose and determine the topic to be written,
- determine the purpose of writing the text,
- collect data to support arguments,
- compose the outline of the writing,
- discuss the problem by developing the outline of the essay,
- make conclusions.

The term ecology was first used by Haeckel a life scientist in the mid 1860s. This term comes from the Greek, namely *eikos* which means house and *logos* which means knowledge. Therefore, ecology literally means the science of living things in their homes or can be interpreted as the science of living creatures' households (Supriadi, 2006: 1)⁷. According to Soerjani (in Supriadi, 2006: 1) stated that: Ecology is the basic science to question, investigate, and understand how nature works, how living things exist in living systems, what they need from their habitats to sustain life, how to do all of that with other components and other species, how individuals within species it adapts, how living things face limitations and must be tolerant of various changes, how individuals in the species experience growth as part of a population or community. All of this takes place in a complex, but quite orderly process of natural order, principles and provisions, which we understand by ecology.

Teaching materials are the most important part in the learning process. Teaching materials are a set of lesson substances that include curriculum content that must be achieved in learning activities and arranged systematically so as to create an environment or atmosphere that allows students to learn. One form of teaching materials used in schools is textbooks. There are many approaches used in preparing teaching materials, but in this study, teaching materials were developed by loading text as the delivery of material. It is intended that the teaching materials that have been developed become an alternative choice to improve the ability to understand expository texts at school, which expects students to have the ability to understand the implied and explicit intentions of the text.

Exposition text is a text that tries to provide information or explanation to the reader by developing ideas so that it becomes wider. One form of expository text is to describe a process by loading the text as the delivery of material.

³ Prastowo Andi. 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogyakarta: Diva Press

⁴ Heinich. 2010. *Jurnal Pendidikanpdf.com*

⁵ Koesnandar. 2008. *Pendidikan Bahasa Indonesia*. Gramedia: Bandung

⁶ Kosasih, E. 2014. *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: Yrama Widya

⁷ Supriadi. 2006. *Belajar dan Pembelajaran*. Bandung: Ed

It is intended that the teaching materials developed become alternative choices to improve students' ability to understand implied and explicit intentions. One form of expository text is to describe a phenomenon that occurs in the surrounding environment, people's habits to events that are currently happening. That is, the exposure in the exposition text includes nonverbal forms. The phenomenon studied is related to the ecology that occurs in the environment of students.

This research will be conducted in the even semester of the 2021/2022 academic year in March 2021, when Indonesian language learning takes place in class VIII of SMP Kristen Kalam Kudus Pematang Siantar. The research subjects were students of class VIII SMP Kristen Kalam Kudus Pematang Siantar. The selection of these places as research subjects is to help students in learning exposition texts as well as being the subject of trials of using exposition text learning materials for students of class X and SMA Kristen Kalam Kudus Pematang Siantar can represent the type of formal level of middle and upper secondary which has never been conducted research that the same as the problem to be studied.

3. Research Design

This study uses the Research and Development (R&D) method proposed by Sugiyono (2015:1)⁸ in the book *Research and Development Methods; Research and Development*. This research model refers to the Brog and Gall model combined with the Dick and Carey learning development model (Trianto, 2007:62)⁹. The steps from the stages of development are as follows:

conducting preliminary research, which includes: 1) identifying learning needs or objectives and determining subject competency standards, 2) conducting learning analysis by determining the more specific skills learned, 3) identifying the characteristics and initial behavior of students, and 4) write down basic competencies and indicators;

compiling a benchmark reference test by developing assessment items to measure students' expected abilities in learning;

collection of materials, which include: 1) collection of learning materials and 2) making and collecting images (illustrations);

development of teaching materials;

product validation;

product revision;

product trial.

First step (preliminary study)

Namely problem and needs analysis carried out to collect information (library studies, KI and KD analysis, and observations of teaching materials in books that are widely used at SMP Kristen Kalam Kudus Pematang Siantar with exposition text writing material, identification of problems encountered in observing teaching materials.

Second step (initial product development)

At this stage, the researcher will try to make an initial product related to the exposition text which will later be tested on several types of groups (test subjects).

Third step (expert validation)

At this stage, the researcher validates the exposition text textbook by asking for input and advice from two material experts (validators), namely, the first validator as an expert on exposition text material and the second validator as an exposition text design expert. At this stage too, the two experts revised their assessments and suggestions on the initial product developed by previous researchers.

Fourth step (test on three students)

In this stage, the researcher tested the initial product that had been revised by the two previous validators. The subjects of this test were three class VIII students of SMP Kristen Kalam Kudus Pematang Siantar.

Fifth step (revision II)

In this stage, the researcher has tested it on individual groups and will be revised again based on the previously provided questionnaire.

Sixth step (small group tryout on nine students)

In this stage, the researcher tested the product that had been revised by the previous validator. The subjects of this test were nine class VIII SMP Kristen Kalam Kudus Pematang Siantar

Seventh step (revision III)

In this stage, the product that has been tested in small groups will be revised again based on the previously available questionnaire.

Step eight (large group trial on twenty eight students)

In this stage, the researcher tested the product that had been revised by the two previous validators. The subjects were twenty-eight students of class SMP Kristen Kalam Kudus Pematang Siantar.

The ninth step (revision IV)

In this stage, the product that has been tested in large groups will be revised again based on the questionnaire that has been previously provided.

Tenth step (final product)

This stage is the last stage which is the final stage of research and product development which has been tested in the previous three stages and is ready to be used by paying attention to various things.

⁸ Sugiyono.2015. *Metode Penelitian Kuantitatif, dan R&D*. Bandung:Alfabeta

⁹ Triatno.2007. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka

Table 1. Grid of questionnaires for the needs of learners

No.	Question	Answer Choice	
		Yes	No
1.	Do you have any other handbooks for learning exposition text materials?		
2.	Do you have trouble studying the exposition text material from which the book originated? (e.g. completeness of the material, explanatory techniques, format, etc.)		
3.	Do you use other teaching materials to teach exposition text materials? (e.g. modules, videos, props and others)		
4.	If so, does teaching materials make it easier for you to understand fable text material?		
5.	Are you enthusiastic about participating in exposition text learning?		
6.	Are you having trouble knowing the exposition text material through teaching materials and methods applied by the teacher?		
7.	Do you need other teaching materials to study exposition text materials more easily and interestingly?		
8.	Do you agree that exposition text teaching materials are developed with the help of ecology so that the material is easy to understand?		

Table 2. Categories of assessment of the quality of learning materials

Score Range	Category
76% < 100% < value	Valid
51% < 75% < value	Valid Enough
26% < 50% < value	Less Valid
0% < 25% < value	Tidak Valid

$$P = \frac{f}{N} \times 100\% \quad (1)$$

Information:

- (1) P = Percentage of assessment
- (2) f = Questionnaire value
- (3) N = Overall value

The gain test was carried out to see the effectiveness of learning using an ecology exposition text module. This test was carried out on class VIII students of SMP Kristen Kalam Kudus Pematang Siantar with a total of 30 students. The formula used to determine the effectiveness of learning is as follows:

$$\text{Gain Index (g)} = \frac{(s \text{ post}) - (s \text{ pre})}{S \text{ maks (100)} - s \text{ pre}} \quad (2)$$

After obtaining the Gain Index, the results are interpreted according to the following criteria.

Table 3. Interpretation of the Effectiveness of Module Use

Percentage	Interpretation
$N\text{-gain} \geq 0,7$	High
$0,3 \leq N\text{-gain} < 0,7$	Medium
$g < 0,3$	Low

4. Results And Discussion

The process of preparing ecological-based exposition text teaching materials in the new normal era refers to the R & D model. The process of developing ecology-based exposition text teaching materials starts from the analysis stage by taking into account the feasibility and requirements of developing teaching materials based on the Discovery Learning learning method. Problems that occur include the lack of time to achieve a thorough understanding of students, persuasive text references in this school are also very minimal. Students only have references in the form of textbooks and enrichment modules. The scores obtained by students during the daily assessment of persuasion are also on average below the KKM with the highest score of 75.

The researcher also conducted a needs analysis by distributing questionnaires to Indonesian language teachers and 30 students (grade VIII-1) at SMP Kalam Kudus Pematang Siantar. The results obtained are: 100% of students and teachers have never specifically applied teaching materials in the form of persuasive text modules, they only used teaching materials provided by the school. 100% of teachers and students have never used an ecology-based exposition text module. Teachers and students feel that they need additional teaching materials regarding persuasive texts with a percentage of 98.62%.

Next is the design stage which aims to design ecological-based exposition text teaching materials. The design stage starts from the form of the module cover, introduction, introduction, learning activities, summary, evaluation, answer key, bibliography and glossary. After that, product development is carried out. The activities of this stage are compiling and perfecting each material starting from learning materials, pictures, and others. Expert validation assessment and in-class product testing is limited.

Next is the design stage which aims to design ecological-based exposition text teaching materials. The design stage starts from the form of the module cover, introduction, introduction, learning activities, summary, evaluation, answer key, bibliography and glossary. After that, product development is carried out. The activities of this stage are compiling and

perfecting each material starting from learning materials, pictures, and others. Expert validation assessment and in-class product testing is limited.

After validation and product improvement were carried out, a limited field trial was carried out to see the results of using the module in the classroom which included measuring learning motivation and student learning outcomes. This stage took place three times starting from individual trials, small groups (10 students) and the product was implemented in actual classroom situations, namely students of class VIII-1 (30 students). During implementation, the method design that has been developed is applied to conditions in the real class.

Next is evaluation, at this stage an assessment of students is carried out to assess the feasibility of ecological-based exposition text teaching materials. After this stage is done, the writer concludes that the product developed is quite effective for persuasive text learning. The teaching materials of persuasive texts based on the discovery learning method are arranged differently from the teaching materials offered by schools. Persuasive text teaching materials in schools refer to modules and textbooks distributed by the Ministry of Education and Culture whose contents consist of identifying invitations, directions and considerations of persuasive texts, reviewing structures, presenting persuasive texts and competency tests. What is presented in the textbook is not much different from what is in the module, the only difference being the form of the exercises given. While the teaching materials of persuasive texts in the form of modules offered by researchers refer to the discovery learning method which is one of several learning methods promoted by K13. The discovery learning method refers to discovery, so it is hoped that after the teacher uses this method, students are able to 'create' something. The material of persuasive text based on the discovery learning method in the step of learning activities consists of six steps, namely: Giving stimulation, identifying problems, collecting data, processing data, proving and drawing conclusions.

The validation of ecological-based exposition text teaching materials was obtained based on the validation assessment of a team of experts who were divided into two, namely material experts and design experts. The teacher's assessment then tests the product individually, in small groups and in a limited field. The validator of the material assessment was carried out by material experts from the State University of Medan with an average assessment of material experts regarding ecological-based exposition text materials was 89.87%. There are several things that need to be improved from the teaching materials of ecological-based exposition texts, starting from writing the introduction into a preface, the introductory sub-chapter which must contain learning objectives because it was not previously included, a concept map that must contain the basic competencies to be achieved, then improve its content. activity 1, activity 2 until the final evaluation and improvement of some punctuation and writing. Then the teaching materials are repaired and assessed after revision. The average result of the validator's assessment is 97.82% which is categorized as very feasible, so it is feasible to be applied in class VIII SMP materially.

It was concluded that there was an increase in students' assessment of the ecological-based exposition text teaching materials seen from individual trials, the result of student assessment on this product was 89.1%, then product improvements and trials were carried out. carried out in small groups the results of student assessments regarding teaching materials. that's 90.8%. Furthermore, improvements and limited field tests were carried out and the average number of assessments was 92.4% which was categorized as very feasible. So that the teaching materials of persuasive texts based on the discovery learning method are very suitable for use for class VIII Students of SMP Kristen Kalam Kudus Pematang Siantar.

5. Conclusion

Conclusions are obtained from the formulation of the problem, objectives, results and discussion in the research and development of persuasive text teaching materials based on the discovery learning method for class VIII students of SMP Kristen Kalam Kudus Pematang Siantar. The conclusions are outlined as follows.

The process of developing persuasive text teaching materials based on the discovery learning method is carried out based on the ADDIE research model which is carried out in five research steps. The first stage of analysis was carried out by analyzing the learning needs of persuasive texts at the Kalam Kudus Christian Junior High School Pematang Siantar, the problems experienced by teachers and students along with teaching materials at school (packaged books and enrichment modules). Next is the design stage, the authors design persuasive text teaching materials based on the discovery learning method that are adapted to the student's learning environment and learning videos that can help students understand. Furthermore, the assessment of the product was carried out by two material experts, two design experts, an Indonesian language teacher and students of the students Kristen Kalam Kudus Pematang Siantar. Next is the implementation stage, the product is tested on individuals (3 people), small groups (10 people) and limited classes. Furthermore, an evaluation was carried out in the form of an assessment of the effectiveness of the product of ecological-based exposition text teaching materials for class VIII students of SMP Kalam Kudus Pematang Siantar. The form of ecological-based persuasive text teaching materials in the new normal era is arranged differently from the teaching materials offered by schools. Persuasive text teaching materials used in schools refer to modules and textbooks circulated by the Ministry of Education and Culture whose contents consist of identifying invitations, directions and considerations of exposition texts, study structures, presentation of persuasive texts and competency tests. What is presented in the textbook is not much different from what is in the module, the only difference being the form of the exercises given. While the teaching materials of persuasive texts in the form of modules offered by researchers refer to which is one of several learning methods carried out by K13. The discovery learning method refers to discovery, so it is hoped that after the teacher uses this method, students are able to 'create' something. Ecological-based exposition text material in the new normal era in the learning activity step consists of six steps, namely giving stimulation, identifying problems, collecting data, processing data, proving and drawing conclusions. Examples and problems included in the teaching materials also include problems that occur around the student learning environment to make it easier to understand and apply.

The validation of the material assessment was carried out by a material expert from the State University of Medan with an average final assessment result of 97.82% of the validator in the very feasible category and the validation of the design expert's assessment was carried out by a design expert. Medan State University lecturer with an average design expert final assessment result of 96.2%. An assessment was also carried out by Indonesian language teachers at the Kalam Kudus Christian Junior High School Pematang Siantar with a percentage of 90.3% being in the very decent category. Furthermore, a limited field test was conducted on 30 students of class VIII SMP Kristen Kalam Kudus Pematang Siantar and obtained an average

of 92.4 which was categorized as very feasible. The effectiveness of teaching materials of ecological-based exposition texts in the new normal era is obtained from learning outcomes that come from two steps, namely pre-test and post-test. The results of the pre-test were 2,132 with an average of 71, the score was categorized as "enough" and did not meet the KKM score of 75. After using persuasive text teaching materials assisted by the discovery learning method and post-test the total score of students increased to 2,431 with an average of 81 categorized as "good". This shows that persuasive text teaching materials assisted by the discovery learning method bring good development and are effectively used in class VIII of Kalam Kudus Christian Junior High School Pematang Siantar.

References

- [1] Abdurrahman. 2019. *Perubahan Ekologi Sosial dan Perubahan Budaya Lingual Dalam Sistem Kekerabatan Melayu Langkat*. Medan: Universitas Negeri Medan.
- [2] Ariana. 2017. *Upaya Meningkatkan Keterampilan Menulis Teks Eksposisi*. UMP.
- [3] Asep Samsudin. 2012. *Peningkatan Kemampuan Menulis Teks Berita Eksposisi dan Menulis Ilustrasi Eksposisi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca dan Menulis*. Journal of Educational Research. Volume 12 Number 2
- [4] Badan Standardisasi Nasional. 2009. *Persyaratan Kualitas Pendidikan*. SNI 2981. Jakarta: Badan Standarnisasi.
- [5] Haspari. 2018. *Kajian Bahasa, Sastra, dan Budaya*. Semarang: Universitas Semarang. Jurnal Lensa ISSN:2086-6100
- [6] Heinich. 2010. *Jurnal Pendidikanpdf.com*.
- [7] Kementerian Pendidikan Nasional. 2008. *Pedoman Khusus Pengembangan Sistem Penilaian Berbasis Kompetensi untuk Sekolah Menengah Pertama*. Jakarta: Kementerian Pendidikan Nasional.
- [8] Mosque. 2009. *Perencanaan Pembelajaran*. Bandung: PT Remaha.
- [9] Ginting. 2018. *Pengembangan Bahan Ajar Menulis Teks Eksposisi Berbasis Genre Siswa Kelas X SMK Brigjen Katamso Medan*. Thesis. Medan: Universitas Negeri Medan.
- [10] Koesnandar. 2008. *Pengembangan Bahan Ajar Berbasis Web*. Jakarta: OT Elek Media Komputindo.
- [11] Koesnandar. 2008. *Pendidikan Bahasa Indonesia*. Gramedia: Bandung.
- [12] Sugiyono. 2015. *Metode Penelitian Kuantitatif, dan R&D*. Bandung: Alfabeta.
- [13] Prastowo Andi. 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- [14] Triatno. 2007. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.