

## THE DEVELOPMENT OF TEACHING MATERIAL MODEL OF INTEGRATIVE APPROACH BASED EXPOSITION WRITING IN UNIVERSITY

Asdar<sup>1</sup>, Anshari<sup>2</sup>, Ramli<sup>3</sup>

<sup>1</sup>Doctoral Student, English Language, Universitas Negeri Makassar,  
<sup>2,3</sup>Associate Professor, Languages, Universitas Negeri Makassar (INDONESIA)  
E-mails: <sup>1</sup>adamunm14@gmail.com, <sup>2</sup>anshari.unm@gmail.com, <sup>3</sup>ramly84@gmail.com

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### ABSTRACT

This research is the research on the development of teaching material model of integrative approach based exposition writing for university. The issue the researcher is trying to bring up is on the validity, practicability, and the effectivity of the teaching material model of integrative approach based exposition writing. The goal and the target of the research is to explain and clarify the validity, practicability, and the effectiveness of the teaching material model of integrative approach based exposition writing. The data consisted of quantitative and qualitative data. Quantitative data were acquired by conducting the test. While the qualitative data were acquired using questionnaires techniques, interviews, and observations. The result of the research showed that having been through the validity test and practicability, teaching material model of integrative approach based exposition writing for university is considered valid and practical. From the teaching materials (content and presentation) and the media (graphics and language) as well as the effectivity, the teaching material model applied is based on integrative approach and this is considered effective for the development of teaching material model of integrative approach based exposition writing for university. Thus, according to the result of the research it is recommended that the teaching material model of integrative approach based exposition writing can be used in the writing teaching-learning activity particularly on the the exposition discourse writing.

**Key words:** exposition writing, integrative approach, teaching material model

### 1. INTRODUCTION

Indonesian language -- like other languages in the world has four relating skills aspects that relates to one another. The aspects meant in this research are listening, speaking, reading, and writing. Writing is a skilled aspect that can be gained and attained though the process of learning. Writing aspect aspect is as well known as one of the most difficult and complex or complicated aspects in learning as it is considered to be one of the highest aspect in learning as in which possess ideas as the core of writing. It is also deemed and considered to be an indirect communication tool. This indirect communication tool makes it difficult to express the ideas and communicate in an indirect way including its supporting elements such as mimic, body language, the tone of voice and many more. This indirect type of communication between the readers and the writers would push the writers to be more skillful and clear at enhancing the comprehension of the readers. (Dalman, 2014, p. 11)[1], writing activity is a very crucial activity in the educational world or the realm of education since this type of activity triggers and trains the students to pour out what's on their mind to express ideas and opinion they have in form of writing. Besides that, writing is as well an activity that help and assist the students improve and enhance the critical thinking in responding to the problems they face. And how to deal with them. However, according to Davis (2013)[2], many of the students are not willing to do writing and get involved in writing activity.

The University of Bosowa is one of the universities which holds and provides the faculty of teaching and educational science (FKIP). One of the study programs available there is the study program of Indonesian Language and Literature education. Writing is one of the lectures available within the curriculum. However, the students' ability and skill of writing in that program is still poor. This is supported by the Chaer's statement (2013, p. 22)[3] that the main thing the majority people's weakness is the learning language of any kind is their poor ability in writing or written form. According to the observation and point of view of the writer, one of the factors which makes the students possess poor ability in writing is that the availability of the teaching materials on how to write more efficiently and effectively still poor and lacking.

Teaching learning materials should be designed more systematically in order to gain and attain maximal result. Nevertheless, not all the lecturers in the University of Bosowa possess good skill in designing effective and efficient teaching learning materials. Consequently, during the learning process on how to write more effectively and efficiently, the students are merely given the tasks or assignments in writing or discussion on writing theories. The lecturers' task is to observe, monitor, and guide the students and provide them with more

consultations wherever necessary. The learning materials presented were given based on the knowledge of the lecturers not based on the needs of the students or teaching learning materials which designed maximally and optimally for every students in the university.

To design better writing teaching materials, we need certain approach. One of the approaches we can use is that the integrative approach on the basis that a language mainly consists of four main aspects such as listening, speaking, reading and writing. According to Sugiono, (2002, p. 202-203)[4] those 4 aspects need to be taught integratively in order to attain the communicative goal of the language. This integrative approach is suitable with the concept of whole language which was stated by Weaver (1980, p. 3)[5] in order that the language to be obtained maximally and optimally, there should be an activity that reflects a whole language use optimally.

In the integrative approach based learning, the lecturer attempts to present the teaching material in a more contextual ways i.e based on the natural environment so that the learning process can be more meaningful and useful. The students can express their creativity and take more lessons from every lesson or feedback. In the integrative approach based learning, the students can improve and elevate their creativity in their potential more comprehensively the potentials meant in this research are their skills, language and attitude. This is in line with what the minister of culture and Education, Muhammad Nuh's statement who said that a curriculum covers 3 main aspects they are: skills, knowledge, and attitude. (Mulyoto, 2013, p. 115)[6].

Other reason is that a learning process needs a more democratic approach that a learning process that goes interactively including two or more people. In this case, the interaction between the lecturer and the students or among the students. The availability of the teaching and learning materials can help the students give their opinion and responses better. The students are given the chance and opportunity to ask questions without feeling reluctant of any kind. Instead, the students are given the chance and opportunity to interrupt or object the statements of the lecturers if the information the lecturers obtained is different from what their belief to be true. So as to create the democratic type of learning that is indeed urgent right now in the university. This is what Azzet (2014, p. 47)[7] implies.

The demand of applying and realizing the democratic learning is based on 3 factors they are; *first*; the lecture is not the only one source of learning, since in the global era right now that we are living in, information is spreaded easily over the internet, *Second*, the complexity of life the students are going to face. Future demands them to push themselves to adapt to the circumstances. The relevant learning principle is that the students are highly recommended to learn how to learn. Meaning that the learning process in the class is not merely the only way to gain knowledge but they should also learn things like learning things independently, learning on their own, and many others. *Third*, in the context of democracy in the society, the students are encouraged as early as possible to learn democratically, free to express opinions yet still on the track of norms and social etiquettes.

This is what triggered the researcher to bring up the topic of the research entitled: "*the development of teaching material model of integrative approach based exposition writing for university*". The integrative approach based learning which is called as whole approach based learning which enables the students whether individually or in group to be actively look for, dig, find out and get the scientific concept and principals holistically, meaningfully and authentically. (Joni T.R in Trianto 2013, p. 6)[8]. There are several integrative approach based learnings which stated by Drake and Burns (20004, p. 28)[9] they are; multidisciplinary integrative approach, interdisciplinary integrative approach, and transdisciplinary integrative approach.

While according to Subana, M and Sunarti (2009, p. 70)[10] there are 2 kinds of integrative approach, they are; integrative external and integrative internal. Internal integrative approach is the approach that is used in developing and presenting teaching materials holistically in a learning processes. A holistic learning in this case is defined as the involvement of all the elements of language learning. While external integrative approach is the integration of the content of one subject or lesson to another. There are several steps that one must go through in terms of writing process like what has been stated by Semi (2007, p. 46-52)[11] that when learning to write, there must be involvement in 3 stages i.e. pre writing, writing and post writing.

This is in line with what Mc Crimmon (1984, p. 10)[12] statement that all writing activities must go through 3 steps and stages i.e. planning, drafting, and revising. In the planning process, the writer should know what topic he should write, limit the topic, and make an outline which consists of the main ideas that must be developed in the writing. Finally, the writer should revise and conclude the highlight of the writing. Writing activity will lead to discourse activity. According to Semi (2007, p. 53)[11] discourse can be classified into several types; they are; narration, exposition, depiction, description and argumentation. (Dalman, 2014, p. 145)[1] added one social discourse i.e. Persuasion discourse. In conjunction with the research, the writer proposed one other discourse i.e. exposition.

Exposition is a kind of discourse which aims at explaining, giving information, and answering the questions on what, how, why, when, where, and how thing could happen (Semi, 2007, p. 61)[11]. In line with Dalman (2014, p. 120)[1] who stated that exposition is the discourse that explains and clarifies the ideas, opinions, notions, faith, that give facts that are strengthened with maps, numbers, statistics, and graphic but not trying to affect or influence the readers. Exposition writing is aimed merely at giving information and providing more insight to the readers.

According to Dalman (2014, p. 134)[1], in developing the exposition writing, the writer should follow through some steps i.e. 1) determining the topics, 2) determining the goals 3) gaining the data relevant with the topics 4) making the discourse outline and 5) developing the outline to be the exposition writing.

Teaching materials are the implementation of the education division to the students. the implementation of the education division to the students can be created through specified teaching materials. In conjunction with that, Pribadi (2011, p. 106-108)[13] quoted what he know from Kemp that the materials of learning basically consist of some components such as concept, fact, principle and rules, procedure as well as the interpersonal skill and attitude.

Rohman and Sofan Amri (2013, p. 78-79)[14] argued that there are 3 principles that have to be considered in making and developing the teaching materials, they are; 1) relevance principle; the teaching learning materials should be relevant with the goal or target of the learning process 2) consistency principle; If the basic teaching materials that the students should master then the topic must be limited only in one area as well. 3). The sufficient principle; the teaching materials taught should be not so little or few that covers the basic competence of the students but also not too many.

As what has been stated earlier that in this research, the writing teaching on the exposition discourse writing is done integratively. There are 10 models introduced by Fogarty, one of the models is Webbed, i.e, the model of integration that is created from the thematic approach in integrating the learning teaching materials. This model is then the reason why it is developed in this research. In relation to that, there are several terms on the integrative approach in teaching learning process, i.e model, strategy, method, model, technique, tactics, etc. using the integrative approach in teaching learning process the students' ability is indeed developed and enhanced.

## 2. RESEARCH METHOD

According to Putra (2013, p. 88)[15], that the researcher is aimed at finding the models, products, procedure, new methods and willing to measure the effectivity, productivity, and quality therefore, the development research should be undertaken. Therefore, this research is categorized as the research on development since in this research the writer is going to develop the teaching materials for the students especially for exposition discourse writing. The fundamental basis of why the researcher agreed on this type of the research is referred to the integrative approach conducted by Fogarty, the aspects of teaching learning process and the components as well as the teaching learning materials were integrated externally and internally in order to attain the basic skill of exposition discourse writing for the students of Indonesian Language Study Program at FKIP The university of Bosowa. While the steps on developing teaching and learning materials is taken and adapted from Dick & Carrey.

As stated previously that this kind of research is the research on development. While the variables of the research are 1) the application of the development of teaching material model of integrative approach based exposition writing 2) the learning result of the expositional discourse writing. In order to understand the variables of the research, the writer explain the variables of the research mentioned. The application of the development of teaching material model of integrative approach based exposition writing is that the teaching materials are set according to the needs of the students and is arranged in an integrative way as the students were the sample of the research. While the learning result of the expositional writing is that the score of the result of the students achieved after the method applied.

The population of the research is the students of the 2014/3 generation of the the students of Indonesian Language Study Program at FKIP The university of Bosowa. And the total population of the research was 77 students coming from 3 different classes. In order to determined the sample of the research, the writer referred to the opinion of the Arikunto (1998, p. 150)[16] who stated that if the total population is less than 100 then all the population will be taken as a sample. Since the number of this population is relatively small, and below 100 so all the population is taken as a sample.

Data acquired and needed in this research were both qualitative and quantitative. In order to gain the quantitative data, the writer used the test instrument. Test meant here was the test on writing the expositional discourse. Meaning that, the students as the sample of the research were told to write an expositional discourse writing. While the qualitative data were acquired using several data collection. i.e. 1) the validation sheet of the teaching materials. 2) The sheet of observation on the realization of teaching materials and the learning software, 3) observation on the lecturer sheet in undertaking the teaching process. 4) Observation on the lecturer sheet in undertaking the learning process. 4) the analysis of the students activity in teaching learning process. 5) the analysis of the students response data.

## 3. RESEARCH RESULTS AND DISCUSSION

### 3.1. The Validity Model on Integrative Approach Based Expositional Discourse Writing Teaching Materials.

Having arranged or set up the Teaching Materials, the next step is to validate the teaching materials model. The validity of the teaching material model is measured by the average score given by several validator toward the teaching material model with the average value around 3,5 – 4,5 in the valid category. The number of validator chosen in order to validate the teaching materials model are 4 people i.e. the first two people for the validator of the content provided and the other two were the expert validating for the graphic and the teaching material model.

The result of the research showed that teaching material model is suitable to be applied after going

through 2 times revision. The validity of the teaching material model in the first step still found many weaknesses in some ways or factors. The average of the whole validity of the teaching material model in the first step scored for around 2,77 and is stated **not yet valid**. And the average score of language model is 2, 92 and is stated not yet valid as well. Afterwards, having been revised and validated again in the second step, the average score is increased to be 4,70 and 3, 82. While the result of the validation toward the media showed that it is increased as well to be 4,62 and 4,08.

### **3.2. Limited Experiments on the Teaching Material Model Of Integrative Approach Based Exposition Writing.**

After the modul of the teaching materials are considered valid, then the next step is to do the trial experiment for the small number of groups or it is called as limited experiments. These limited experiments were conducted to the students in the semester VI-A for as many as 22 people. The validity test on the teaching materials model based on the limited experiment that can be seen from 2 aspects, i.e. the effectivity of the teaching materials model and the practicability of the teaching materials model. The effectivity of the teaching materials model is measured by the indicators of the learning result and the responses of the subject i.e. the lecturer. While the practicability of the teaching materials model is measured by the indicators of learning management and the learning procedure.

#### **3.3. The Effectivity Aspect of The Teaching Materials Model**

Having done the test for the subjects of the limited tests, it found out that the result of the lowest learning activity is 64 and the highest is 96. The competence standard for the graduates is 70. Based on the result it is found that the number of the students who were considered passed were 18 people or 81,8%. So, 4 students or 18,2% of the students considered failed and couldn't graduate as they possess the score lower than 70. The number of students who have passed the validity of the result test of the students on the limited test have fulfilled the standard i.e. (80%). Therefore, based on the result of the test, the teaching materials model was considered effective for the learning result of the students. The response of the lecturer toward the learning activity by applying the teaching materials model of the integrative approach based expositional discourse writing was quite well with the average total response i.e. 3,45. Therefore, the teaching materials model is considered to be effective when it is viewed from the responses of the lecturer as a model who applied the teaching materials model. However, the teaching materials model meant here have previously been revised several times in several parts that are deemed poor and weak.

#### **3.4. The practicability aspect of the teaching materials model**

The management system of the class learning in the limited experiments has found to be validated on the practicability aspect of the teaching materials model. This is proven from the response of each observer, i.e. 3,83 (observer 1) and 3,67 (observer 2) with the total average 3,75. Meaning that the teaching material model of integrative approach based exposition writing is considered practical. Next, the respondents viewed and thought that the implementation of teaching material model of integrative approach based exposition writing on the trial class or limited experiments has fulfilled the validity terms and conditions. This is proven with the average respondents giving response for as many as 4,00 (respondent 1) and 4,40 (respondent 2) with the total average value i.e. 4,22. Meaning that the teaching material model of integrative approach based exposition writing is considered practical.

### **3.5. The field trial and experiment on teaching material model of integrative approach based exposition writing.**

Like what has been applied to the limited experiments earlier, this field trial and experiment was done and conducted by the students of semester VI Grade A for as many as 22 people, semester VI grade B for as many as 25 people and the students of semester VI grade C for as many as 30 people. The validity test teaching materials model based on the field trial and experiment test can be seen from 2 aspects, i.e. The Effectivity Aspect of The Teaching Materials Model and The practicability aspect of the teaching materials model. The Effectivity Aspect of The Teaching Materials Model is measured by the result indicator of the learning and the response of the subjects of the teaching materials i.e. students and the lecturer. While The practicability aspect of the teaching materials model is measured by the result indicator of the management and implementation of the learning process.

#### **3.6. The Effectivity Aspect of The Teaching Materials Model for The Field Trial**

The result of the learning process in the field trial class 1 showing that the lowest value is 72 and the highest score is 96. The competence standard for the graduates is 70. Based on the result it is found that the number of the students who were considered passed were 100%. So, The number of students who have passed the validity of the result test of the students on the limited test have reached above the standard i.e. (80%). Therefore, based on the result of the test, the teaching materials model was considered effective for the learning result of the students particularly for the trial field test 1. Afterwards, the learning result of the students in the trial field test 2 having given the test showed that the lowest score was 62 and the highest score was 92. Standardized competence of the graduate is 70. Based on this fact it is found that the passing students who gain their graduate were 22 people or 88%. So, the other 3 people or 12% were considered not

passed inasmuch as reached the score below 70. The validity value of the students learning result test on the field trial class was 2 considered to meet the standard (80).

Therefore, based on the result of the test, the teaching materials model was considered effective for the learning result of the students. While the learning result of the students on the trial field class was 3 after given the test, it is found that the lowest score was 62 and the highest score was 92. Standardized competence of the graduate is 70. Based on this fact it is found that the passing students who gain their graduate were 26 people or 83%. So, the other 4 people or 13,3% were considered not passed inasmuch as reached the score below 70. The validity value of the students learning result test on the field trial class was 3 considered to meet the standard (80%). Therefore, the teaching materials model is considered to be effective toward the learning result of the students. The field trial class 1 gave good response toward the teaching material model..

### **3.7. The practicability aspect of the teaching materials model on the field trial class**

The management aspect of the learning arrangement is viewed based on several indicators i.e. (a) learning goals statement, (b) motivational coaching for the students, (c) material presentation, (d) the use of the teaching materials model, (e) training conducted, and (f) class management. The management of the learning arrangement on the trial field class 1 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 4,17 (Observer 1) and 3,83 (observer 2) with the average total score 4,00. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical. Afterwards, The management of the learning on the trial field class 2 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 3,83 (Observer 1) and 3,67 (observer 2) with the average total score 3,75. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical. Just like the field trial class 3 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 4,17 (Observer 1) and 4,00 (observer 2) with the average total score 4,09. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical.

The implementation aspect of the model implementation of the teaching material model is measured by several factors or indicators, i.e. (a) the relevance between the teaching material model with the learning process, (b) supporting teaching material model toward the goals achieving, (c) the ease of use and applied, (d) relevance with the cultural value, and (e) intensity of the training.

The implementation of the teaching material model on the field trial class 1 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 4,40 (respondent 1) and 4,60 (respondent 2) with the average score 4,50. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical. The implementation of the teaching material model on the field trial class 2 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 4,20 (respondent 1) and 4,40 (respondent 2) with the average score 4,30. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical. The implementation of the teaching material model on the field trial class 3 has fulfilled the practicability aspect of the teaching materials model. This is proven with the average response of each observer, i.e. 4,40 (respondent 1) and 4,60 (respondent 2) with the average score 4,50. Meaning that, the teaching materials model on exposition discourse writing based on the integrative approach is considered practical.

Based on the scoring system given by the lecturer as the validator, and the score given has total score for about 253 and the average score 4,22. So, the teaching materials model is considered suitable to be used based on the result of evaluation of the 3 lecturers, who were indeed in the doctoral level, as the content expert, media expert, and the teaching expert. So, the teaching materials model developed i.e. the integrative approach based according to the three validators is considered valid and suitable to be applied and used in the teaching of expository discourse writing in the university.

## **4. CONCLUSION**

Having done several procedures in the research on development oriented on the research has come to conclusion of creating the product in form of the teaching materials model of expository discourse writing based on the integrative approach, then the conclusion of this research can be stated as follows: (1) having been through validity test from several experts, practitioners, and some fellows for about two times, this teaching materials model of expository discourse writing based on the integrative approach is considered valid either of the content (content and presentation) or from the media (graphic and language). (2) Having been through the field trial test or experiment for as many as 3 times, i.e. field trial test 1, 2, and 3, the teaching materials model of expository discourse writing based on the integrative approach is considered valid and practical. (3) The result of trial test or experiment of this teaching materials model either of the limited test or experiment or the field trial test or experiment showed that the teaching materials model of expository discourse writing based on the integrative approach is considered suitable and eligible to be used. All aspects used as the parameter of validity has been proven to meet the terms and conditions. The validity indicators of the teaching materials model of the trial result consisted of two aspects i.e. the suitability and validity of the effectivity and the suitability and validity of the practicability. The effectivity of the teaching material model is measured by the

learning result of the students as well as the response of the students and the lecturers while the practicability of the teaching material model is measured by the the learning management and the implementation of the teaching and learning model.

## 5. SUGGESTION

For the lecturers; the existence and availability of the integrative approach based teaching material model can be used as the example for the lecturer of the expository discourse writing subject, particularly the lecturers of the Study Program of Indonesian Education at FKIP the University of Bosowa to set the teaching material model or can be used to teach other kind of writing subject. For the students; with the existence and availability of teaching material model of the expository discourse writing subject based on the integrative approach, it is highly expected that they could be more active in the learning process as the effort and attempt to improve and enhance their writing skill, particularly on the expository discourse writing. For the coming researchers; this is expected to be the source or reference for the future researchers to do some research on the development model of the teaching material model particularly on the other language learning skill aspects using integrative approach.

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