

## THE NEED FOR A LEARNING MODEL FOR WRITING EXPOSITION TEXTS ONLINE BASED ON PROBLEM-BASED LEARNING IN HIGH SCHOOL

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**Abstract.** The research aims to describe the needs of teachers and students in learning to write exposition texts online based on problem-based learning with TPACK approaches. This research uses a qualitative descriptive approach. The subjects of the study were students of class X and teachers of Indonesian at SMA N in Purworejo Regency. Data sources included learning events, informants, and documents. The sampling technique used purposive sampling. The results of this study were: 1) There were several needs of teachers, including: understanding the concept of learning models; understanding of the main components in the learning model; the need for innovative and problem-based learning models, 2) The needs of students in learning to write exposition texts online were as follows: the need for learning situations that can trigger critical thinking skills in problem solving; the need for learning materials for writing interesting exposition texts; the need for a learning model of writing exposition texts that integrate elements of technology; the need of a challenging and fun learning atmosphere; and the need of learning media that attract interest in learning.

**Keywords:** writing exposition texts, learning models, pbl, tpack, high school

### INTRODUCTION

Literacy culture is an important part in supporting the progress of a nation. Literacy plays an important role in creating an intelligent society which in turn will later form a quality nation (Kartikasari, 2016: 76). In addition, according to Winarni, Hambali, & Purwandari (2020: 213 literacy is also seen as a major part of education in strengthening skills in the 21st century).

Writing skills as part of a culture of literacy, are indispensable in creating a critical and creative attitude towards various phenomena of life (Sari and Pujiono, 2017: 106). It is further explained that this skill is able to cultivate subtlety of mind, solidarity and as a form of effort to preserve the nation's culture. Writing is also useful for preventing senility, as a historical trace recorder, proselytizing media, learning media, a means of training oneself to generate new ideas, and can train problem solving (Rista, 2017).

Writing activity can be interpreted as the activity of pouring out one's thoughts, ideas, and feelings expressed in the form of written language. According to Brown (2001) writing is a thought process because writing is the process of putting ideas on paper to turn thoughts into words and give them a coherent structure and organization. *Writing allows us to analyse and expand on what we know and it promotes meta-cognition*" (Hosseini, Chalak, Biria, 2019: 34). Writing allows us to analyze and develop what we know and promotes meta cognition. Simon (2012) states that *writing is not only a means of communicating to oneself or others but it is also a form of inquiry*. That is, writing is not just a means of communicating with oneself but rather a form of inquiry.

Based on observations in the field of learning to write exposition texts online in high school, it was found that the ability of teachers to utilize learning models that are in accordance with the pandemic era was still lacking. Most teachers used conventional learning model. They shared the

teaching materials via *Whatsapp* group. Students were asked to read them. Then, teachers opened a question and answer session for a while, and after that students were assigned to create an exposition text. When the opportunity to ask questions was opened, a large part of the students were silent by not writing responses on the screen.

The inability of teachers to utilize learning models that were appropriate to the pandemic era, results in: (a) students' attention was underdeveloped; (b) learning was less relevant to the needs of the student; (c) students lacked confidence in participating in Indonesian learning; (d) learning was less pleasant; and (e) students were dissatisfied with Indonesian learning (Keller, 1987: 5). In addition, teachers' mastery of technology was also still low. In addition, the use of technology is very important in helping the implementation of the learning process. As Fu (2013) said that "*ICT helps teachers to get information resources, to support creative and collaborative learning, improve the learning quality, and obtain teaching materials*". Through technology facilities, learners can access learning resources easily.

The limited skills of teachers in using innovative learning models at state high schools in Purworejo Regency that are technology-based are behind the preparation of an online learning model based on *problem-based learning based on TPACK*. This aims to fulfill the learning model of writing exposition texts that can increase students' activeness and critical thinking skills. In addition, it aims to improve students' positional text writing skills in the current pandemic era.

## RESEARCH METHOD

This research used a qualitative descriptive approach. This research was conducted at SMA N in Purworejo Regency. The research sample included students of class X and teachers of Indonesian. The technique used in the research was *purposive sampling*. The data were in the form of information about the exposition text writing learning model that had been used by teachers in teaching exposition texts and its effectiveness in achieving exposition text writing skills for high school students. Data sources came from teachers and students, writing learning events, and document analysis, including: syllabus, lesson plans, teaching materials, learning media, learning models/strategies, evaluation tools, and other documents relevant to the implementation of learning to write exposition texts online. Data collection techniques were taken through: interviews, observations, documents, and questionnaires. Data analysis techniques used interactive analysis, namely: (1) data collection (*focusing the data collection*); (2) data reduction (*analysis during data collection, within site analysis, cross site analysis*); (3) focus group discussion, and (4) data presentation (*matrices displaying some general suggestions*); and (5) drawing and verifying conclusions (Huberman & Saldafia, 2003).

## RESULT AND ANALYSIS

### 1.1. Teachers Needed a Learning Model to Teach Exposition Texts Online in High School

The learning process of writing exposition texts online at the *N* High School level in Purworejo Regency had not been carried out optimally. This was due to the teacher's lack of knowledge and understanding of innovative learning concepts. Based on the results of interviews conducted with 15 Indonesian teachers, only 33% understood the concept of innovative learning. Most teachers were still confused when asked about the learning model used in learning to write exposition texts online. The teacher's understanding between learning model learning method was still overlapping. Teachers more often considered learning methods as a learning model.

On the other hand, teachers had difficulty in determining and implementing the right learning model in learning to write exposition texts in the pandemic era. In accordance with the results of the interviews conducted, the learning model that teachers used was still limited to assignments, text modeling, and question and answer session. The use of this model had not been able to arouse the enthusiasm of students to be actively involved in the learning process. Based on the results of learning observations, it showed that student involvement in question and answer activities was

very low. According to SY as a class X teacher, the enthusiasm of students in participating in the learning process was very difficult. Even when given writing assignments many students were late to collect them. Thus, teachers needed a learning model that can arouse students' interest, motivation, and activeness in learning, especially to write exposition texts.

Teachers did not yet know the five main components that make up the learning models. The five components in question include *syntax*, *social system*, *principle of reaction*, *support system*, and *instructional objective* and *nurturant effect* (Joyce, B., Weil, M., & Calhoun, 2000). *Syntax* is an operational step of learning that is standard in nature. *Social system* is the process of learning to recognize, analyze, and consider the existence and behavior of students and educators as a social institution in various learning domains. *The principle of reaction* is a principle that describes how students react to learning activities applied by educators. *Support system* is the components that support the application of a learning model. *Instructional objective* and *nurturant effect* are learning outcomes behaviors that are expected to occur, own, or be mastered by students after participating in certain learning activities.

Teachers' mastery of technology was still low. This resulted in teachers having difficulty using the *platforms* that have been provided, such as *Google Class room*, *Moodle*, *Microsoft 365*, and *Zoom*. Most teachers preferred to use *Whatsapp groups* on the grounds that they are more familiar, quite effective, and more accessible to students.

The ability of teachers to integrate elements of technology, such as *Youtube* and the web in learning materials to write exposition texts online, was lacking. The lack of integration of these technological elements resulted in suboptimal learning outcomes. Students' interest and motivation in participating in learning activities were low. The enthusiasm of students in participating in learning became less.

Some teachers did not take advantage of contextual problems in learning to write expositional texts. In learning to write exposition texts online, teachers referred more to examples of exposition texts contained in school textbooks or *LKS* (students' worksheets). They did not try to raise issues that occur around students' life. This had an impact on the lack of students' critical thinking skills in the learning process of writing exposition texts.

The learning resources used by teachers were still limited. These learning resources included: teacher package books, student books, and *LKS*. The use of the internet as a learning resource was still very minimal. This was due to the lack of ability of teachers to integrate technological elements into learning activities. On the other hand, teachers' mastery of technology was also still low so that only a small percentage of teachers used the internet as a learning resource in this pandemic era.

Teachers did not prepare the material optimally so that the materials presented was less attractive to students. The materials provided were mostly sourced from teacher books, student books, and student worksheets (*LKS*). The teachers took pictures of the material or questions and then shared them through the *Whatsapp group*. Only a few teachers had used videos, *Youtube* links, or the web as learning materials.

The learning media used by teachers were still limited. Teachers still used *Power Points* slides, *Word* files, and *pdfs* as learning media. They shared the files through *Google Classroom/ Google Meet/ Zoom/ Whatsapp group*.

## **1.2. Students Needed a Learning Model to Write Exposition Texts online in High School**

Analysis of students' needs for learning models for writing exposition texts online in high school showed that most students still had difficulties in writing exposition texts. The difficulties experienced by these students included: difficulty in determining the topic/theme at the time they got the task of writing exposition texts from the teacher. In addition, students also had difficulty in outlining exposition texts, which include: thesis formulation, argumentation, and recommendations. Students also had difficulty in developing topics/ ideas and ideas into essays of exposition texts. This was based on the results of the student questionnaire. Of the 635 respondents who filled in, there were about 365 people who had difficulty in determining the topic theme. Students who had difficulty in formulating a thesis were in a total of 320 people. There were 345 students who experienced difficulties in argumentation. There were 305 students who had difficulty in formulating the recommendations. Students' understanding of the writing of

Indonesian spelling was also still lacking. Students also had difficulty in constructing logical and effective sentences to become expositional texts.

On the other hand, students had difficulty in accessing information sources. Online learning activities caused some students to have difficulty accessing learning resources. Students were also constrained in following the learning process. This was caused by several factors, including: 1) signal/network constraints, student demographic areas, some of which are in the mountainous area, making internet access difficult so that it affected the learning process, delays in obtaining information, and delays in collecting assignments; and 2) limited income of students' parents was unable to meet the needs of buying quotas to study.

The limitations of learning media owned by students also affected the smoothness and success in following the learning process. Online learning indirectly requires students to have media/tools that support the learning process, such as gadgets or laptop. Not all students have gadgets or laptops. There are also families that only have one device for the whole family so that the use of gadgets must be alternated. This causes students to not focus on following the learning. There are also families who do not have laptops so that learning tasks must be done outside. This is quite burdensome for students both in time, energy, finances, and often causes delays in collecting assignments.

Students needed learning situations that can trigger critical thinking skills in problem solving. During this online learning, students were burdened with monotonous learning situations by only being given material in the form of *pdf* or *Word* files. Then, students were asked to work on the assignment according to the instructions in the files. On the other hand, students also felt exhausted when they had to stare at the screen of the device or laptop from morning to evening in order to follow the learning process. Another obstacle was that students were often asked to help parents with housework.

Students needed learning materials to write engaging exposition texts that can increase their activeness, interest, and motivation in learning. Teaching materials should not only rely on textbooks or *LKS* sheets. The materials should encourage students to think critically and to recognize problem situations that occur around the student's living environment. Materials are supposed to equip them later when they graduate from school. The integration of technological elements needs to be done to provide *up to date* materials and trigger students to think openly. For example, using learning videos that can make it easier for students to understand the learning material.

Students needed a learning model of writing exposition texts that blends elements of technology. Based on the results of student interviews, they needed a learning model that is interesting, fun, adds knowledge, increases enthusiasm for learning, and is not easily forgotten (until many years later can still be remembered) through the use of learning videos. Easily accessible learning models, for example through *Youtube* or the web. Students also needed *problem-based* learning in learning to write exposition texts.

Students required a challenging and fun learning atmosphere. Online learning which gave more assignments without a detailed explanation from the teacher was less liked by students. As a result, students were less able to understand the material provided. In addition, assignments carried out individually were less able to increase students' enthusiasm in completing tasks. Students tended to be passive, just listening to or leaving a name on the platform used. Similarly, students felt confused when doing the assignments given by the teacher because there was no detailed and complete explanation. As an effort to overcome these problems, the *TPACK* approach is one of the alternatives that can make the learning atmosphere more challenging and fun.

Students needed learning media that attract interest in learning. The media needed in learning can be visual media, internet, video, *YouTube*, and the web. The media are very helpful for students to remember the material provided, facilitate understanding of the material, and increase their interest in following the learning process of writing exposition texts.

## CONCLUSION

Based on the discussion above, conclusions can be drawn. They are: 1) the needs of teachers in teaching exposition texts online included: understanding concepts about learning models; understanding of the main components in the learning model; the need for innovative and problem-based learning models so as to increase students' activeness, critical thinking skills, and improve the skills of writing exposition texts online; the integration of technology in learning; interesting learning materials that are contextual, and effective learning media that can improve the skills of writing expository texts, 2) the needs of students in learning to write exposition texts online included: the need for learning situations that can trigger critical thinking skills in problem solving; the need for learning materials for writing interesting exposition texts; the need for a learning model of writing exposition texts that integrate elements of technology; the need for a challenging and fun learning atmosphere; and the need for learning media that attract interest in learning.

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