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Development Of Expository Text Worksheets With Schemata Bari Culture High School Students

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ABSTRACT

The development of student worksheets with new culturally charged schematics aims to improve the process and results of preparing the exposition text. The quality of the new culture schemata is perseverance, cooperation, responsibility, honesty, and completeness. For this reason, this research was designed with the EDDIE development model to produce accessible and useful student worksheets. Data analysis was carried out qualitatively and quantitatively, accompanied by interview techniques and questionnaires. The research subjects were 25 people from class X SMA Negeri Halmahera Selatan, North Maluku, Indonesia. The LKS effectiveness test uses the normality test with the formula, if $L_{count} \geq L_{table}$ then H_0 rejected, if $L_{count} < L_{table}$ then H_0 accepted and paired sample t-test. The results of the expert validity test obtained an average value of 61, or an excellent category. The pretest and posttest values from the normality test results received the pretest $L_{count} = 0.140$ and the $L_{table} = 0.173$; thus, the pretest value was normally distributed. While the post-test value obtained by $L_{count} = 0.172$, and the value of $L_{table} = 0.173$ so that the posttest value is also normally distributed. From the results of the normality test, it was concluded that the worksheet for compiling an exposition text by constructing schemata through new quality met the criteria for effectiveness based on the paired sample t-test, which showed that the value of sig. (2-tailed) is < 0.000. So the value of sig. one-sided test $0.000 < 0.05$. That is, there is a significant influence on developing expository text worksheets with schemata that contain a new culture.

Keywords: expository text worksheets, new schemata, high school students

Introduction

Schematics has received attention for a long time, including in teaching writing. As a cognitive unit, schemata are dynamic; they develop. A schema continues to grow and change throughout a person's life as long as the learner continues to learn (Nuttall, 1982; (Halliday et al., 2004) because schemata contain the information needed for the writing process (Flower & Hayes). , 1984). Failure to write may be caused by initial schemata, prior knowledge, or initial understanding, which becomes the thinking capital (STKIP PGRI Pasuruan & Rokhmawan, 2018). In the context of learning, schemata act as a cognitive unit that helps what is taught and how it is taught (Winskel, 1993). Schemata will function in the writing process starting from the written, written, and post-written stages. Schemata play a role in overcoming students' writing problems (Deane et al., 2008). Many high school students do not have good knowledge of planning and strategies and organizational skills necessary for writing (Thorndike, 1999). Some writing problems arise because schemata do not activate by the teacher (Sun, 2014).

This exposition text student worksheet was developed from research, namely the Schematic Pattern of Writing Exposition Text for High School Students in 2020. As a result, the student's schematic pattern has developed as long as there is a solid external and internal drive. One of the external incentives is the input of new information received by students. The

exposition text produced is of high quality if the schemata owned by students are systematic and of good quality (Gay, Suwignyo, et al., 2020). We have done another study regarding Babari in Writing Exposition Texts' values Babari (Gay, Ahmad, et al., 2020). Although the two studies above focused on schemata and babari, they have not yet focused on R&D design. Therefore, we collaborated with them in this research to produce contextual writing teaching materials (LKS) according to schematic characteristics reconstructed from new quality.

It was developing student worksheets through schemata with a single purpose **to** develop a particular product that can be used in learning to write, in this case, an exposition text. This is because writing teaching materials that involve schemata have not provided complete information; moreover, the schemata are formed from the values of new local wisdom as a community culture. As far as traced, there are several developments in teaching materials; however not yet schemata-based and integrated with new values. For example, it is developing teaching materials for Writing Exposition Texts Based on Local Wisdom Texts in SMA (Syahputra, 2016). However, this thesis is still parked in the repository, so it cannot be fully accessed. In addition, this teaching material has not been based on schematics or babari and has not been developed from research results.

Research on writing schemata was carried out by (Hamed et al., 2014), who found that students' problems arise because the schemata are not activated. The following is a study on the development of teaching materials through schemata enrichment, which found that schemata became an alternative in overcoming the gap in writing research reports for junior high school students (Kristian, 2016). Language learning will be more effective if teachers and students have the same scheme related to the learning process (Mason, 1992).

The three studies above strengthen the need to develop student worksheets with new culturally charged student schemata, even though both have not integrated local wisdom into their research. In the context of reading comprehension, cultural background plays an important role (Bensalah & Gueroudj, 2020). As a language skill, activating the cultural context will also play a role in writing skills. Therefore, forming schemata containing new culture is a new topic in developing exposition text worksheets. Besides that, creating worksheets for writing exposition texts with schemata that have cultural content is essential so that students work on exposition texts with ease and quality. The phenomenal reason that is also important is that the teachers at SMA Negeri 1 Bacan, South Halmahera, as the research location, do not yet know the new culture's steps. The unique quality of local wisdom has become students' general knowledge.

Literature Review

Teaching materials are something used by teachers and students to facilitate the teaching and learning process. This teaching material contains a description of the material about knowledge, experience, and theory that is used specifically for students (Kosasih, 2021). Complete teaching materials are teaching materials designed with intact components. For example, the objectives/competencies, learning activities, materials, media, exercises, assignments, evaluations, and feedback. The teaching materials developed in this study were in the form of printed student worksheets (LKS).

A schema is a theory that explains how knowledge is represented in the mind and how that representation facilitates the use of knowledge. Schemata are collections of knowledge related to concepts and contain background knowledge of content, text structure, and hierarchical text organization. Schema is a theory about how knowledge is acquired and processed (Al-Issa, 2006). Schemata are the substance of the understanding process played by the cognitive structure. This schema is a prototype for describing ideas and being abstract in the form of cognitive building blocks. Schemata have six functions, namely (1) increasing knowledge because schemata provide a slot for the formation of knowledge through assimilation, (2) assessing essential things, (3)

making conclusions, (4) compiling summaries and editing material, (5) schemata active in seeking relevant information, and (6) inferential reconstruction.

Schemata can serve four learning functions, namely (1) categorizing, (2) remembering, (3) understanding, and (4) solving problems. In the schemata, there are mental constructs (mental constructions), conceptual frameworks (conceptual frameworks), paradigms (paradigms), and heuristics (heuristics). Therefore, schemata are an effective tool for understanding the universe (Sun, 2014). In the context of writing, schemata refer to the knowledge that students already have regarding the process of prewriting, drafting, and revising exposition texts. The schemata of writing exposition texts can develop if students receive new experience inputs. Schemata provide an influential knowledge requirement for writers when planning, revising, and editing writing processes (Baron & Pfeffer, 1994).

Bari or Babar is one of the cultures that has become a tradition of the people of North Maluku. This tradition is similar to the concept of gotong royong. As a tradition, bari is firmly embedded in the behavior of the community, both teenagers and adults, so it has become a collective memory of the community. The qualities contained in this tradition are in the form of perseverance, honesty, togetherness, responsibility, and completeness. Therefore, the work done in the spirit of the new tradition can be completed thoroughly. There is not much literature in the context of learning, yet there are not many applications of Bari in education.

Exposition text is a type of text that is informative, concise, clear, and interesting to read. This type of text has a different text structure and text texture, causing the content schemata, formal schemata, and linguistics used to be different according to the text's social and functional purposes; these three become strategies in writing texts (Hayes & Olinghouse, 2015). The knowledge structure is a schema that functions as a mental network of concepts that are related, meaningful, and have long-term memory. The owned schemata will be used to understand and relate to the new information received (Slavin, 2019).

Method

Exposition text student worksheets are designed with a Research and Development (R&D) model: analysis, design, development, implementation, and evaluation. Research and Development is research that combines research and development and produces products (Gay, 2009) using the EDDIE model proposed (Mulyatiningsih, 2012). The resulting product can improve the previous product or new product. This study produced a new product as student worksheets (LKS) for material for compiling an exposition text for class X SMA students. The research was conducted on 25 students of class X SMA Negeri 1 Halmahera Selatan, amounting to 25 people. Data collection techniques, namely observation, interviews, questionnaires, and tests.

Two things must be done to develop a worksheet with schemata containing new cultural qualities, namely diligent, cooperative, responsible, honest, and thoroughness. First, the teacher explains the latest concept by giving some examples of work in everyday life, such as working on houses of worship and social services that are done together. This step is an effort to re-strengthen the quality of the new culture that community groups have often carried out. Second, the task of pre-writing an exposition text with the topic "environment." The indicators for assessing the quality of the new culture are 1) severe, active (diligent), able, undertake (responsibility), do not cheat, follow the rules (honest), do not get frustrated quickly, unhurried (patient), and complete (complete). After obtaining the pre-written new quality data, with a weighted score, namely 4 (Very Good), 3 (Good), 2 (Poor Good), and (1) Not Good. The following percentage formula calculates the results of observations of the preparation process and text products.

$$P = \frac{\text{Score obtained}}{\text{total score}} \text{ x } 100$$

Quantitative data analysis is used to analyze data in the form of numbers. The numerical data is in the form of scores obtained from a feasibility test questionnaire by experts and the product's pretest and posttest scores. The quantitative analysis technique consists of two stages, namely (1) the scores obtained from experts are made in the form of percentages, (2) the pretest and posttest scores obtained from students are analyzed using the t-test technique (paired sample t-test). Meanwhile, the validity criteria used in product validity are presented in Table 1.

Table 1 Product Assessment Criteria

No	Level Achievement	Qualification	Remarks
1	81-100%	Very valid	Very feasible/very accurate/no need for revision
2	61-80%	Valid	no need revision 2 61-80% Valid
3	41-60%	quite valid	Inadequate/less valid/need revision
4	21-40%	Less valid	Not feasible/invalid/need revision

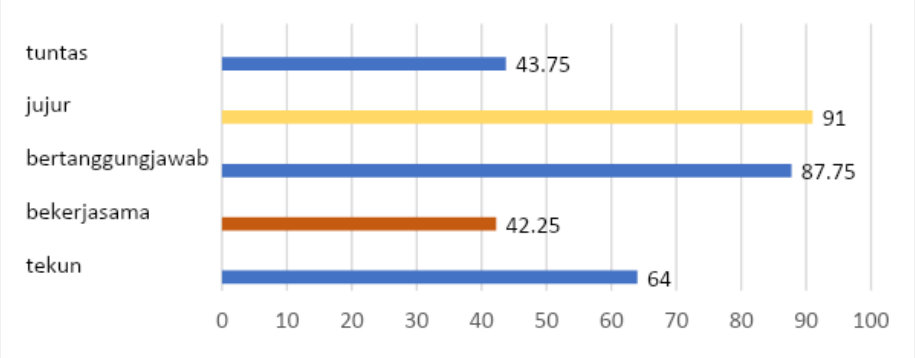
Effectiveness test analysis is used to determine the exposition text worksheets developed to meet the criteria of effectiveness based on the pretest and posttest results. The hypothesis test used is the normality test and the paired sample t-test.

The normality test was conducted to determine whether the pretest and posttest were normally distributed or not. The normality test uses the formula, if $L_{count} \geq L_{table}$ then H_0 rejected, if $L_{count} < L_{table}$ then H_0 accepted. Paired sample t-test was conducted to determine the significant difference between the pretest and post-test.

Results and Discussion

Product Prototype

Development, The development of LKS is based on the needs of SMA Negeri 1 Halmahera Selatan class X students. For this reason, we distributed questionnaires and interviews to get an initial picture of the LKS that will be developed for 25 students. Survey activities were conducted to find out the results of previous learning and what students' desires for exposition text learning were, as well as interviews to gather information. Students are asked to provide feedback on whether they agree when working on the task of exposition text with diligence, honesty, responsibility, cooperation, and completeness. Furthermore, are these aspects important to function in doing the exposition task? From the results of questionnaires, interviews, and a review of the previously used teaching materials, we conclude that students need expository text worksheets designed with five principles: perseverance, cooperation, honesty, responsibility, and completeness. Graph 1 shows students' responses to worksheets designed with new cultural qualities.



Graph 1 Data on the Results of Filling in the Questionnaire of Teaching Material Needs (LKS)

Based on Graph 1 above, it can be seen that the aspects planned in the development of LKS for the needs of LKS development are new qualities, namely the element of perseverance 64%, working together 42.25%, being responsible for 87.75%, honesty 91%, and completeness 43.75%. The data in Graph 1 shows that students want worksheets with new cultural qualities. Meanwhile, the results of the data analysis of the process of compiling the exposition text and the product of the exposition text on the prewriting to prove that the schemata with new content are functioning are presented in Table 2 below.

Table 2 Data Schematics containing Pre-Written Culture 4,3,2,1 Items

Aspects	**of assessment**	**Indicators**	**Assessment score)**
texts	persistence	Presenting ideas clearly (supported by facts); strength of argument used	4
	working	unselfishly, respecting differences of opinion, self	3
		Average	**3.5**
		Percentage	**87.5**
products composing	honest	Delivering truthful facts	4
	being responsible	Able to do the task well, according to the procedure of exposition text	4
	complete	following the topic of the problem, the structure of the text, logical, detailed, detailed, and systematic	3
		Average	**3.67**
		Percentage	**91.67**

Table 2 shows that the process items with their aspects and indicators, the average score is 3.5 or 87,5%, while the text product items have an average value of 3.67 or 91.67%. From the results, it can be concluded that students compose an exposition text on a prewritten schemata containing a new culture. This data was discussed with teachers and stakeholders in a focus discussion group (FGD) to agree on an LKS format on the subject of the exposition text. The focus discussion group produces a student worksheet format with its components, namely (i) introduction, (ii) instructions for teachers, students, and parents, (iii) table of contents, (iv) subject identity, (v) essential competencies, (vi) indicators, (vii) integration of character education, (viii) values for writing exposition texts, (ix) descriptions of teaching materials, (x) instructions for student activities, (xi) practice questions, (xii) assessments, (xiii) references, and (xiv) a glossary. Next, we designed student worksheets as initial products that experts validated before testing for their effects on students.

Product Feasibility Test The

Initial product feasibility test (LKS), resulting from filling out questionnaires, interviews, and FGD results, was tested for validation by experts to get input that the LKS design met the testing requirements on students. This validation test is intended to obtain quality worksheets for improving learning to write exposition texts. The validation test was carried out on aspects (1) clarity of LKS content, with indicators: clarity of LKS identity, clarity of subject matter, clarity of

learning objectives, clarity of integration of character education, clarity of values, clarity of instructions for student activities, and clarity of practice questions, (2) material relevance teaching and practice questions with objectives, as well as pictures used, and (3) linguistic aspects with indicators of simple sentences, easy to understand, effective sentences, according to rules, shapes, and font sizes. The results of the feasibility test are shown in Table 3 below.

Table 3 Product Validity Test Results

Names	of Aspects assessed														Total Amount
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Validator 1 (V1)	5	4	4	4	4	4	5	5	5	4	4	4	4	2	60
9V2)	4	4	5	5	5	4	4	4	4	5	5	4	4	5	62
	Total score														**122**
	Average														**61**
Percentage															**87.1**

Based on Table 3, Expert Silviana Marni, PGRI University West Sumatra, the score is 60 or 85.8%. Expert, Riskha Arfiyanti, Universitas Swadaya Gunung Jati, scored 62 or 88.6%. The total number of scores for V1 and V2 was 122, averaging 61 or 87.14%. Thus, the designed LKS is considered valid to be tested on students.

Product Effectiveness

Test The effectiveness test was conducted on 25 class X SMA Negeri 1 Halmahera Selatan students. Students are collected in one class and given treatment through exposition text learning. This trial is to get the effectiveness of products designed with schemata and based on the quality of the new culture. Learning begins with a pretest with questions tested for validity and reliability. After the teaching, a posttest on the students in the class. Assessment indicators for the preparation of the exposition text, namely the suitability of the content of the reader with the topic of the problem, the data used, the preparation of the framework, the development of the framework and arguments used, as well as evaluation and editing.

Effectiveness test data was obtained from the pretest and posttest scores. The normality test was conducted to determine whether the pretest and posttest values were normally distributed or not. Based on the results of the normality test, the pretest and posttest values are obtained if the value of $L_{count} < L_{table}$. From the results of the analysis of the pretest and posttest values, the pretest $L_{count} = 0.140$ and the $L_{table} = 0.173$; thus, the pretest value is usually distributed. While the post-test value obtained by $L_{count} = 0.172$, and the value of $L_{table} = 0.173$ so that the posttest value is also normally distributed. After the pretest and post-test data are distributed, a paired sample t-test will be carried out, namely one sample with two pretest and post-test data with one-sided test criteria. The paired sample t-test analysis results are shown in Table 4 below.

Table 4 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	38.6000	25	8.72258	1.74452
	POSTTETS	76.0000	25	6.45497	1.29099

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRETEST - POSTTETS	-37.40000	3.57071	.71414	-38.87392	-35.92608	-52.370	24	.000

Based on the paired sample t-test test data, the table above can be seen descriptively that the average value pretest was 38.60, and the mean value of the post-test was 76.00. Therefore, the average value of $pretest < posttest$ is $38.60 < 76.00$, thus, descriptively, the value of the pretest is greater than posttest. LKS meets the criteria of effectiveness based on the paired sample t-test; it can be seen that the value of sig. (2-tailed) is < 0.000. So the value of sig. one-sided test $0.000 < 0.05$.

The normality test results showed that the LKS developed met the requirements for effectiveness because it met the criteria. Students construct expository texts, including (1) searching for problem topics, (2) identifying data, (3) making an outline of writing, (4) developing an outline, and (5) evaluating and editing is done based on a new quality. It's just that in developing this LKS, the quality is constructed as a schema. For this reason, a preliminary study was conducted to determine the need for student worksheets with very positive results. Thus, the development of LKS writing exposition texts containing new quality schemata is needed by students.

The LKS validation test reached an average value of 61, or very good. This shows that the LKS is worthy of trial because it is supported by research results (Saleh, 2020), that the expert assessment score with an average value of 61 is converted to qualitative data to determine the criteria for the LKS developed to be valid if the average expert assessment is in a suitable category. The classification of expert assessment can be seen in Table 5 below.

Table 5 Product validation criteria

Interval	Value	Criteria
$\underline{X} > 58.8$	A	Very Good
$47.6 < \underline{X} > 58.8$	B	Good
$36.4 < \underline{X} > 47.6$	C	Fairly Good
$25.2 < \underline{X} > 36.4$	D	Poor
$\underline{X} > 25.2$	E	Very Poor

Based on Table 5 above, it can be concluded that the average value of expert validators of 61 is included in the very good category. Thus, student worksheets for exposition texts designed by forming schemata based on the quality of new values can improve the composition of exposition texts because schemata can be systematically re-enabled. Schemata can be developed so that it is easier to play a role in writing expository texts (Gay, Suwignyo, et al., 2020). At the same time, it supports the research (Yu, 2022) that schema theory can be integrated into language teaching. That student writing collaboratively can help produce good expository texts is supported by action research by Khaerunnisa (2020), which states that a collaborative approach can improve students' scientific writing results. This research

also proves that collaboration as a new cultural quality can positively impact writing, including writing essays. Values cultural through a collaborative approach. That these values can be designed for the needs of learning to write exposition texts.

Similar to collaboration and perseverance, the attitude of responsibility as a schema used in writing produces an original exposition text product. In writing, students are directed with schemata about honesty and responsibility as a form of character education. This finding indicates that character is needed in writing and writing to form characters, as revealed by (Santika & Sudiana, 2021) in their research. Personality plays a vital role in writing (Akhir, 2018; Astuty et al., 2021). The effectiveness test results, and aspects of character, especially honesty and responsibility, resulted in a reasonably high percentage of scores compared to other elements.

Efforts to construct an exposition text that integrates new cultural qualities schemata developed based on the needs and characteristics of high school students. Therefore, this worksheet makes the task of compiling an expository text more interesting, reduces dependence on the teacher, and students have the opportunity to explore ideas well because collaboration is an essential quality in learning. Construction schemata strengthen the input of new knowledge units due to assimilation and accommodation. Assimilation is entering further information into existing schemas (Gross, 2010; Olson & Hergenhahn, 2009). Improved schemata can be through reading and writing and increasing schemata on the structure of exposition texts (Moore (1995).

Conclusion

Exposition text, as a type of text used by students to convey ideas to the audience, can be improved in quality through appropriate, easy, and exciting teaching materials. One of the teaching materials of the LKS type, designed and developed by constructing student schemata with new quality, is effective in preparing expository texts. The arrangement includes (1) finding the topic of the problem, (2) identifying data, (3) making a writing framework, (4) developing a framework, (5) evaluating and edit can be done with schemata diligent, honest, collaboration, responsibility, and thoroughness as new qualities. This is evidenced by a survey of student worksheet needs, expert validation tests on student worksheets, and normality tests carried out to obtain good results. The average pretest and posttest scores were normally distributed. The preparation of quality exposition texts is like in a new culture, which must be formed or function with reinforcement as capital for students to work on exposition text assignments. Diligence, patience, responsibility, collaboration, and completeness are very much needed in the preparation of the contents of the exposition text for class X SMA students.

Recommendations

This research can be used as a reference in developing student worksheets by promoting local culture with ecological wisdom to activate student schemata.

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