

Improving Exposition Writing Skills through Online-Based Cycle Learning Models

Roy Efendi*, Eri Sarimanah, Figiati Indra Dewi and Syarifuddin

Abstract--- *Exposition writing skills are one of the courses taught to Indonesian Language Education students. This writing exposition trains students to be more sensitive toward developed issues in society. Through identifying, recording, and collecting evidence or facts, exposition writing fits the topic using online media. Besides, writing expositions trains students to think critically, systematically, and emphasize structure thinking. Writing with a cycle learning model trains students' sensitivity to be able to generate interest, explore, explain, elaborate, and evaluate exposition writing. This study found that the online-based cycle learning model can improve student writing exposition skills.*

Keywords--- *Exposition Writing Skills, Cycle Learning, and Online Based.*

I. INTRODUCTION

Disclosure of ideas, thoughts, ideas, knowledge, knowledge, and experience is a productive activity. In expressing ideas, thoughts require language as a medium. Language is very important for human life. With language, one can communicate, express, and adapt socially. There are two types of language namely writing and oral. In this case, writing is considered as a complex form of communication. Writing requires seriousness, knowledge, and skills. With the needs of students, writing does play a very important role because it is used as a tool to think, interact, communicate, and adapt. In fact, students are more practical in oral skill to express their ideas, ideas, thoughts, and feelings, even their experiences than to in written skill. One type of difficulty faced by students is writing exposition. The term exposition comes from exposure accompanied by analysis and explanation. In its practice, however, there are still many obstacles or difficulties experienced by students in writing exposition. Most of students find it difficult to develop titles, limited ideas due to lack of vocabulary, developing and connecting one sentence with the next sentence so that it affects the integrity of a paragraph. In addition, students still experience obstacles in developing paragraphs because they get difficult to identify the main sentence, difficult to express ideas, even it is found that students have never written an exposition paragraph. By writing expositions, students are trained to think critically, systematically, and it is emphasized the structure of thinking to present an issue or information that aims to influence and convince the reader of the opinions expressed. In addition, it can be open, transparent and sensitive to problems so that they can be poured into exposition writings obtained from findings and observations. With the development of information technology, sources that can be used as learning resources have been openly free which can be done anywhere and anytime by online. Students can empower these learning

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resources (online) to develop exposition writing by searching, registering, classifying data or facts relevant to the topic chosen. Not only that, a teaching method or model also needs attention. The availability of learning resources does not necessarily make students able to produce exposition writing well. The teaching method that has been carried out is considered to be less effective because it is teacher-centered. It should be necessary to select another model in this case student-centered learning. One model of choice is a cycle learning model. With the existence of discussion activities in the cycle learning model, it is expected that between students in their groups can work together, build collegiality, and even be able to share like peer tutors. In the cycle learning model, there are five stages that must be done by students, namely generating interest, exploring, explaining, elaborating, and evaluating. After determining the learning model, it is also necessary to pay attention to the research model. The research model is intended to facilitate the flow of action research so that the cycle learning model, exposition writing, and ITE utilization stage (online) play a role in improving the quality of student writing.

The research model applied is the Kemmis and Mc model by Tagart. The flow chart is presented as follows:

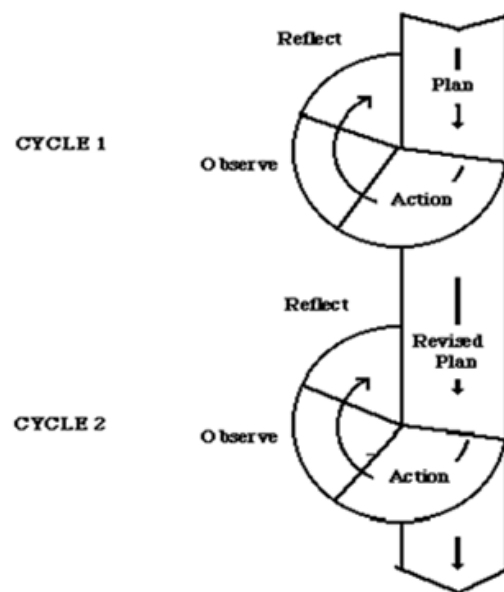


Figure 1: Action Research Models by Kemmis and Taggart

II. LITERATURE REVIEW

Basically, writing is a communication in the form of delivering messages (information) in writing form to other parties using written language as a tool or medium. Action research is seen as one of the problem solving strategies that utilizes concrete actions in the form of innovative development processes that are 'tried on the fly' in detecting and solving problems. Writing is a whole series of activities in expressing ideas and conveying written language to readers to be understood by others. However, writing formally can be a serious obstacle for most of students. Each sentence can appear stiff and every word can be incorrect. Writing freely thoughts and feelings before writing formally can free up students' writing skills. Reaffirmed, that writing is a physical activity because it consists of processes and produce. This is in line with Zulhasril Nasir stating that writing has two meanings; First, write on sheets of paper, diaries, notebooks and so on. Second, writing for many people (public, community). Exposition is

an issue or problem about a particular topic and a statement that shows the position of the author in responding to the issue or problem. Exposition is a text that contains personal ideas or suggestions about something. Exposition texts are also often called one-sided arguments. The types of exposition are namely analytical exposition and hortatory exposition. Analytical exposition is an exposition that aims to ensure that something is true or not true, or that something is good or bad, important or not important, depending on the topic. While the hortatory exposition that successfully convinced or persuaded someone or reader to do something was divided into two types, namely analytical exposition and hortatory exposition. In accordance with these two types of exposition, the social function of the exposition text is to argue that something is true (for analytical exposition) or that something that is proposed must be done (for a hortatory exposition).

III. METHODOLOGY / MATERIALS

The cycle learning model in writing expositions can encourage students to be more critical and open in expressing their ideas, ideas, and thoughts because this is related to student interest before writing which is found in the first step of the cycle learning model, namely the generation of interest. The five stages in the writing process, namely: (1) the prewriting stage (choosing a topic, considering the purpose, form, and reader, raising and organizing ideas); (2) the stage of drafting (writing rough drafts, guidelines for writing, emphasizing content, not spelling); (3) the revision stage (reread the rough draft of the writing, discuss the rough draft of writing in the group, and improve based on input from group friends); (4) edit (keep distance from writing, reread and observe mistakes made, and justify errors); and (5) publish (collect the final draft). After the interest is raised, students in groups are given the opportunity to explore or explore their knowledge which is poured directly through explanations based on concepts that they understand. To make it easier to identify the building elements in writing exposition, the structure of the writing is very important. The following is the structure of the exposition text which is formed by three parts, namely: (1) thesis, the part that introduces the issue, issue, or public opinion that summarizes the entire contents of the text. This opinion is usually a general truth that is irrefutable; (2) a series of arguments, which contain a number of opinions and facts that support the thesis; (3) conclusions, which contain the reaffirmation of the thesis revealed at the beginning. Then, through the explanation that will be presented, it must be done elaborately, namely the practice of writing diligently and carefully. Of course, taking into account the aspects / criteria of writing exposition starts from determining the topic, compiling the writing framework together until writing the exposition. Furthermore, after the writing practice is complete, the exposition writing is evaluated together (lecturers and students) to achieve good exposition writing according to the predetermined assessment criteria. The benefits of writing include: (1) knowing the abilities and potential of themselves as well as knowledge of the chosen topic. By developing the topic, it is forced to think, explore the knowledge and experience stored in the subconscious; (2) by developing various ideas the author is forced to reason, connect and compare facts that we might not have done if we did not write; (3) more absorb, search, and master information related to the topic written. Thus, writing activities broaden insights both theoretically and concerning related facts; (4) writing means organizing ideas systematically and expressing them explicitly. Thus, the problems that were initially still vague became clearer; (5) through writing can be a more objective observer and appraiser of ideas; (6) It is easier to solve problems and analyze them explicitly in a more concrete context (7) by writing, we actively think so that we become inventors and

problem solvers, not just information tappers; (8) planned writing activities will accustom us to think and speak in an orderly manner. The steps to writing exposition through a cycle learning model need to be considered so that the criteria for writing exposition can be adjusted. The following is an explanation of the steps of the cycle learning model (lecturer and student activities) and exposition writing evaluation criteria through a cycle learning model.

Table 1: Stages of Exposition Writing Activities through Cycled Learning Model Online Based

No.	Stage Model of Cycle	Lecturer and Researcher Activities	Students Activities
1.	Interest Generation Stage	Enhance student interest and curiosity to the basic concepts of exposition and how to write expositions well.	Develop interest / curiosity about the basic concepts of exposition and exposition writing
		Asking questions about the exposition writing process that has always been done.	Respond to lecturer questions about the habit of writing expositions all this time.
		Link topics or problems to student experience. Encourage students to remember everyday experiences related to the concept of composition.	Try to remember everyday experiences related to writing exposition.
2.	Exploration Phase	Make questions about writing expositions and forming small groups of two to four people, giving them the opportunity to work together (discuss topics) in small groups independently. Students are asked to use online-based media.	Answer questions and form groups (discuss topics and answer questions formulated by lecturers related to group expositions). Students use online-based media to find data, evidence, and facts supporting the topic of exposition writing.
		Lecturers act as facilitators by guiding students in group discussions and asking students to report the results of data collection, evidence, and facts.	Students in groups discuss activities to record problems or things that can support the writing of expositions through online media.
		The lecturer observes the process of writing the framework and writing expositions carried out by students.	Students start writing the framework and write expositions according to the topics presented by the lecturer / researcher.
		Encourage students to explain the concept of exposition in their own sentences.	Try alternative solutions with group friends, noting student observations of good writing.
3.	Explanation Phase	Encourage students to explain the understanding they get based on the results of discussions with their friends.	Trying to give an explanation of the writing they have produced through discussion.
		Request proof and clarification of student explanations.	Use observations and notes in giving explanations.
		Critically listen to explanations between students or lecturers relating to writing expositions.	Prove the concepts proposed by students
4.	Elaboration phase	Guiding students to associate writing with the reality of life	Students associate facts and data from writing with real life related to exposition
		Encourage and facilitate students to write expositions from the framework they have made.	Ask questions, propose solutions, make decisions, conduct experiments, and observe topics that have been developed to become expositions.
5.	Evaluation phase	Evaluate students' understanding of the exposition essays they produce or exposition concepts to the results of exposition writing.	Students carry out evaluation of understanding of exposition concepts and write the exposition they produce.
		Encourage students to understand their weaknesses / strengths in the learning activities that students have gone through in relation to writing exposition through cycle learning models.	View and analyze the shortcomings / advantages in learning activities about writing expositions through cycle learning models.

The first stage of this cycle learning model is generating interest. We often find if students are asked to write (exposition) they immediately look so confused because they will think of the right writing framework, have no ideas, weak of inspiration, minimal ideas, and so on. From this first stage, efforts were made to generate interest so students felt interested and it makes learning more meaningful. After enhancing students' interest, students form

discussion groups explore things or their experiences related to writing exposition essays. The third stage, students are asked to explain the concepts produced through group discussions. The fourth stage, student elaborates on the things described. Then the last stage, namely evaluation, lecturers and students examine the results of the exposition writing.

IV. RESULTS AND FINDINGS

Evidently, the cycle learning model can increase learning motivation and improve learning outcomes.

Table 2: Assessment of Exposition Writing by Weighting Each Aspect

Aspects	Score	Criteria	Comments
Content	27-30	Very good-perfect: master the topic of writing; substantive; development of a statement of opinion (thesis) for a full reassertion argument; relevant to the topic discussed.	
	22-26	Good enough: enough to master the problem; adequate; limited thesis development; relevant to the topic, but not detailed.	
	17-21	Moderate: limited mastery of problems; lacking substance; topic development is inadequate.	
	13-16	Very less: not mastering the problem; no substance; irrelevant; not worth judging.	
Text Structure	18-20	Very fine: expression smooth; solid expressions of ideas; clearly; well organized; logical sequence (statement of opinion (thesis), argumentation, reaffirmation of opinion); cohesive.	
	14-17	Good enough: less fluent; less organized; but the main idea is stated; limited support; logical, but incomplete.	
	10-13	Moderate: not smooth; chaotic or unrelated ideas, sequence and development are not logical.	
	7-9	Very less: not communicative; not organized; not worth judging.	
Vocabulary	18-20	Very good-perfect: use of sophisticated words; effective choice of words and expressions; master word formation; use of proper registers.	
	14-17	Good enough: adequate word mastery, choice, form, and use of words / phrases are sometimes wrong, but not disturbing.	
	10-13	Moderate: limited mastery of words; often form errors; choice, and use of vocabulary / phrases; confusing or unclear meaning.	
	7-9	Very less: knowledge of vocabulary, phrases, and low word formation; not worth the value.	
Sentence	18-20	Very good-perfect: complex and effective construction; there are only a few errors in the use of language (sequence / function of words, articles, pronouns, prepositions)	
	14-17	Good enough: simple, but effective construction; there is a small error in complex construction; there are a number of errors in language usage (sequence / function of words, articles, pronouns, prepositions), but the meaning is quite clear.	
	10-13	Moderate: serious errors occur in the construction of single / complex sentences (frequent errors in the sentence negation, sequence / function of words, articles, pronouns, sentence fragments, lapses, confusing or fuzzy meanings).	
	7-9	Very less: do not master the sentence system; there are many mistakes; not communicative; not worth judging.	
Mechanism	9-10	Very good-perfect: master the rules of writing; there are a few spelling mistakes, punctuation, capital letters, and paragraph arrangement.	
	7-8	Good enough: sometimes spelling, punctuation, capitalization and paragraph arrangement occur, but do not obscure meaning.	
	4-6	Moderate: frequent spelling mistakes, punctuation, capital letters, and paragraph arrangement; unclear handwriting; confusing or fuzzy meanings.	
	1-3	Very less: not mastering the rules of writing; there are many spelling mistakes, punctuation, capital letters, and paragraph arrangement; unreadable writing; not worth judging.	

Ideally, the weighting on writing exposition reflects the level of importance of each element according to the

concept of writing exposition. The following five aspects are described. (1) Starting with the contents of the ideas put forward must reflect the issue or problem, a series of arguments presented which are strengthened by facts, evidence, and expert opinions, and a reaffirmation of the thesis that was disclosed earlier. (2) Text structure. The contents described by the author must be focused to the structure because structuring the contents without a clear structure will affect the presentation. Systematic expression of author's ideas or views is arranged in the text structure. The ideas expressed solidly, clearly, and logically. (3) Vocabulary also plays an important role. This vocabulary, selection of words expressed effectively, mastery of word formation, to the use of registers correctly must be considered when describing the author's argument. (4) Sentences, effective use of sentences will influence the ideas presented. In addition, sentence construction must be systematic so that the expressed ideas are not ambiguous. Be careful in using single sentences or complex sentences. Communicative sentences will influence how cohesive and sensitive a paragraph is. This communicative sentence underlies the paragraph and contents of the exposition writing. (5) Mechanics, the lowest weight is found in this aspect the criteria that must be considered in this mechanical aspect are the rules of writing, spelling errors (use of punctuation and capital letters), and arrangement of paragraphs.

V. CONCLUSION

This study found that students are able to write expositions in online media. Then, writing in online media must also pay attention to procedures related to the utilization of information technology electronic (ITE). The entire ability of students to write expositions will have a positive impact on science. The development of information technology is very possible for students to write expositions wherever and whenever. The use of online media is expected to improve the writing quality of student expositions.

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