Developing English Material for Analytical Exposition Text on Writing Skill

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ABSTRACT

This research aims to discover students' needs in English material for analytical exposition text on writing skill as well as develop English material for analytical exposition text on writing skill of the 11th-grade students of the Science program at SMA Negeri 1 Marisa. The study is conducted at SMA Negeri 1 Marisa, focusing on eleventh-grade students in the Science Program. The participants in the study include 34 students and an English teacher from SMA Negeri 1 Marisa. Data is collected through questionnaires, interviews, and document analysis. Data analysis involves several steps. First, the collected data is organized and prepared for analysis. Then, a thorough reading of the data is conducted to understand the students' needs. Coding is applied to categorize and classify the data based on indicators from Hutchinson and Waters (1987) and Nunan (2001) theories. Detailed descriptions and narrative approaches are used to present and explore the data, followed by interpretation to derive meaningful insights. This R&D developed a learning material for analytical exposition text writing using the ADDIE model. It involved analyzing the English textbook, syllabus, and student needs. The material was designed based on students' expectations, with illustrative pictures and skill explanations. Validation by experts, including university lecturers, high school headmasters, and students, confirmed its suitability. The implementation in the classroom received positive feedback, and evaluation showed a significant impact on students and teachers. Overall, the study emphasized the importance of addressing students' writing needs through analytical exposition text material. The topics aligned with core and basic competencies for senior high school English. In conclusion, this study highlights the effectiveness of the ADDIE model in creating suitable learning material for analytical exposition text writing

Keywords: analytical exposition, writing skills, R&D, ADDIE

INTRODUCTION

Developing students' mastery of English is closely tied to teachers' creativity in the classroom, particularly when teaching writing skills. Writing is a crucial skill that fosters critical thinking and effective communication. Raimes (cited in Hariyanti, 2016) highlights three key reasons why writing is important: it reinforces grammatical structures and vocabulary, allows students to express what they have learned, and immerses them in a new language. However, writing is considered a difficult skill to acquire due to the linguistic and non-linguistic knowledge it demands (Haerazi & Kazemian, 2021; Ghosn-Chelala & Al-Chibani, 2018). Students often struggle with comprehension, grammar, vocabulary, and organization when writing (Sairo et al., 2021). To address these challenges, teachers should provide engaging learning materials. Analytical exposition text is a suitable genre for teaching writing skills in high school. However, many students lack proficiency in writing, partly due to the inadequate

availability of well-organized teaching materials (SMA Negeri 1 Marisa). Traditional teaching methods, where teachers dominate the learning process, can lead to passive student participation. Therefore, teachers should be more creative in their approach, using text as a teaching material (Smaldino, 2005).

The use of a simple book sample as a teaching material can greatly benefit students' writing skills. The development of instructional materials should follow the ADDIE model (Branch, 2010). This model, consisting of the stages Analyze, Design, Develop, Implement, and Evaluate, promotes effective instructional design and engagement with authentic tasks and complex knowledge. By modifying existing textbooks, teachers can create materials tailored to students' needs, fostering meaningful learning environments. The textbook "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI" published by PT Gramedia is currently used but has limitations in terms of content, tasks, and assessment guidelines. To overcome these limitations, the researcher suggests developing instructional materials using the ADDIE model, focusing on analytical exposition text. This approach encourages independent learning and active student participation. In conclusion, teachers' creativity in presenting materials is essential for developing students' writing skills. Writing is challenging due to its linguistic and non-linguistic requirements. Providing engaging learning materials, such as a book sample, can enhance student motivation and outcomes. The use of the ADDIE model ensures effective instructional design and addresses the limitations of existing textbooks. Based on the explanation above, the researcher is interested in conducting this study as research and development. The researcher decided to formulate the title "Developing English Material for Analytical Exposition Text on Writing Skill".

LITERATURE REVIEW
Concept of Writing Skill

Writing is an important skill in English language learning, and it involves constructing complete thoughts on paper (Hibbard & Wagner, 2013). It serves as a means of expressing ideas and opinions based on what students read or see, allowing communication over long distances (Brown, 2000). Harmer (2001) emphasizes the significance of mastering writing skills, as it reinforces language development, accommodates different learning styles, and is an essential skill to be acquired.

When assessing students' writing skills, there are five essential aspects to consider: content, organization, vocabulary, grammar, and mechanics (Hughes as cited in Wahono & Qodriah, 2019). Content refers to the ability to use relevant subject knowledge and information, develop a clear thesis, and establish connections between details. Organization focuses on the proper structure of the text, including the introduction, body, and conclusion (Oshima & Hongue, 1999). Vocabulary is crucial for effective writing and the acquisition of new words aids in language learning (Richards as cited in Wahono & Qodriah, 2019). Grammar, an important aspect, ensures the correct usage of language patterns and supports coherent writing (Harmer as cited in Wahono & Qodriah, 2019). Lastly, mechanics encompass elements like handwriting, spelling, punctuation, and constructing well-formed sentences, paragraphs, and text (Harmer as cited in Wahono & Qodriah, 2019). To become proficient writers, students need to master these aspects of writing, which contribute to their ability to think creatively, convey thoughts effectively, and produce engaging texts (Wahono & Qodriah, 2019). By focusing on these aspects, students can enhance their writing skills and become more competent writers.

The existence of writing in the teaching and learning process of English subject plays an importance role, and it is a difficult skill to be developed. However, Indonesian students

have some difficulties mastering English, especially in writing skill. For senior high school students, they have to master writing skill. They usually have some problems when they try to construct a sentence, a paragraph, or a text. Those problems can be found in writing text; the students rarely write in English when the English teacher asked them to show their thoughts or ideas and their experience. Cavdar and Doe (2012) mentioned some problems students face in writing. They are weakly constructed and substantiated arguments, a less-than careful reading of the instructions, lack of precision, lack of clear and sustained line of thought, difficulty with utilizing evidence to substantiate or challenge an argument, weak or absent evaluation of the assumptions of the theory at hand, lack of organized and an inability or unwillingness to integrate the feedback that instructors provide on drafts. Concerning the students' problem in writing skill explained above, the teacher should apply the appropriate learning material to support students' motivation to learn English, especially in writing skill, so they can write well. In addition, the students can express their idea through writing by presenting the learning material in the classroom.

One of the texts taught to the students at Senior High School is analytical exposition text. It should be mastered for the students of 11th grade based on basic competence. This text gives the opportunity for the students to critically thinking about information, knowledge, ideas and opinions. According to Anderson, as cited in Zuana (2021) an analytical exposition text is a piece of text which presents one side of an issue to persuade the reader or listener by raising one side of argument. In addition, Doddy as cited in Zuana (2021) stated that the analytical exposition text is designed to persuade the reader or listener that something is the case. It means that an analytical exposition text is one of the texts which argues. In addition, Anderson, as cited in Zuana (2021) mentioned the generic structure of analytical exposition text are

thesis, arguments and reiteration. In thesis, there is an introductory argument. It introduces the topic and shows the readers on writer's position. Arguments consist of point and elaboration. In the reiteration part, the writer make summary of their arguments and thesis before from his/her point of view. Thus, all those aspects should be known by students in order that readers can understand the analytical exposition text well.

Teaching material refers to learning materials designed by teachers to support independent learning and enhance students' motivation and outcomes (Putra et al., 2018). It includes materials, methods, and evaluations structured systematically to achieve expected competencies. Characteristics of effective teaching material include being self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Susilana & Riyana as cited in Putra et al., 2018). The development of teaching material, such as modules, is based on specific learning objectives, student characteristics, and learning strategies (Seels & Richey as cited in Cahyadi, 2019). It involves various technologies and is rooted in learning theory and design principles. The ADDIE model, proposed by Branch (2010), is a commonly used approach in developing instructional material. It consists of five stages: analyze, design, develop, implement, and evaluate. The analyze stage involves identifying the causes of performance gaps and understanding instructional goals and student characteristics. The design stage focuses on verifying desired performance and selecting appropriate resources, learning strategies, assessment methods, and evaluation criteria. The development stage involves generating and validating the selected learning resources, including supporting media, and seeking expert validation. In the implement stage, the developed product is ready for implementation, starting with small group application and obtaining feedback for improvement. The evaluate stage includes formative evaluation (before

implementation) and summative evaluation (after implementation), which informs large-scale product implementation (Branch, 2010).

In developing English material for writing skills, the ADDIE model offers simplicity and completeness, providing an effective framework for the research and development process. The successful development of material units requires considerations such as length, coherence, development, pacing, and desired outcomes (Richard, 2001). In conclusion, teaching material plays a vital role in supporting independent learning and improving students' English writing skills. By adhering to the characteristics of effective teaching material and employing models like ADDIE, educators can design high-quality instructional materials that cater to students' needs and facilitate their learning process.

METHODS

The research follows the Research and Development (R&D) method as described by Sugiyono (2016) to create and evaluate a specific writing product. The ADDIE model, developed by Branch (2010), is utilized as a framework for the development process, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate. The study is conducted at SMA Negeri 1 Marisa, focusing on eleventh-grade students in the Science Program. The choice of this program is motivated by the observation that students in this program often struggle with writing skills, particularly analytical exposition texts. Therefore, the research aims to address this issue by creating a learning module for teaching writing. The participants in the study include 34 students and an English teacher from SMA Negeri 1 Marisa. Data is collected through questionnaires, interviews, and document analysis. The questionnaires are used to gather information about students' needs for writing materials, including their goals, necessities, lacks, and wants. The interviews are conducted with the English teacher and

students to gain further insights into their writing-related challenges and difficulties. Data analysis involves several steps. First, the collected data is organized and prepared for analysis. Then, a thorough reading of the data is conducted to understand the students' needs. Coding is applied to categorize and classify the data based on indicators from Hutchinson and Waters (1987) and Nunan (2001) theories. Detailed descriptions and narrative approaches are used to present and explore the data, followed by interpretation to derive meaningful insights. In summary, this research employs the R&D method and the ADDIE model to develop a writing material for analytical exposition texts. The study takes place at SMA Negeri 1 Marisa, involving 34 students and an English teacher. Data is collected through questionnaires, interviews, and document analysis, and subsequently analyzed using various techniques.

RESEARCH FINDINGS AND DISCUSSION

The needs analysis conducted at SMA Negeri 1 Marisa involved 34 students from the 11th-grade Science program. A questionnaire consisting of 15 questions/statements and 49 items was administered to gather information about the students' target needs and learning needs in relation to learning English and writing analytical exposition texts. The questionnaire aimed to explore the students' goals, necessities, lacks, and wants regarding their English language learning. In terms of target needs, the students expressed their aspirations and objectives. The majority of students indicated their desire to use English effectively in both oral and written communication (64.70% strongly agreed). They also expressed the goal of achieving good scores in English tests (52.94% strongly agreed) and developing language skills that would support their future careers (64.70% strongly agreed) (Nunan, 2001). Writing skills, particularly in the context of analytical exposition texts, were identified

as crucial necessities. 67.64% of students strongly agreed that learning writing skills, especially analytical exposition texts, is very important, while 29.41% agreed that it is essential for their learning (Nunan, 2001).

To gain insights into the students' proficiency levels and areas for improvement, the analysis also focused on their lacks. The results indicated that 47.05% of students believed they could understand the content of analytical exposition texts well, while 44.11% felt confident in their mastery of the meaning/vocabulary in the texts. In terms of structure and grammar, 41.17% of students expressed their understanding and mastery (Nunan, 2001). Additionally, it is highlighted that the challenges students faced in writing skills, with 58.82% struggling with mastering the meaning/vocabulary of the texts and 52.94% finding difficulty in understanding the structure and grammar (Nunan, 2001). The students' wants and expectations after learning writing skills were discussed under the category of wants. The result indicates that 55.88% of students wanted to master a wide range of English vocabularies, 47.05% aimed to write based on proper structure and grammar, and the same percentage aspired to write analytical exposition texts based on the components of writing (Nunan, 2001). The teacher's interview supports these expectations, as the teacher emphasizes the need for engaging and relevant materials aligned with students' interests, enabling them to acquire vocabulary knowledge and fulfill their desires (Nunan, 2001).

Moving on to the students' learning needs, the questionnaire collected information about their preferences for various aspects of English writing instruction. The analysis focused on input materials, procedures, settings, students' role, and teacher's role. In terms of input materials, the majority of students (61.76%) expressed a need for authentic materials such as speeches, essays, and newspapers. Additionally, 58.82% of students desired texts accompanied by pictures, while an equal percentage preferred using text-only for their writing input. Concerning the topic of writing materials, it is revealed that the students' interests were primarily focused on education-related topics (58.82%) and topics related to social life (55.88%). A significant portion (52.94%) expressed a preference for recent issues as writing topics. The interview conducted with a teacher emphasizes the importance of revising the textbook to align with students' interests and provide relevant content. The teacher acknowledges that students' engagement in learning English, particularly in writing analytical exposition texts, is influenced by their interest in the material (Nunan, 2001). Regarding the procedures in English writing instruction, the students expressed their preferences for activities that involved making arguments (64.71%), drawing conclusions (61.76%), answering questions based on texts (64.71%), and completing missing words/sentences (58.82%). In terms of vocabulary activities, the students wanted to engage in completing sentences/paragraphs based on given words (64.71%) and using their own words to complete sentences (52.94%) (Nunan, 2001).

In terms of the learning settings, the students showed a preference for group work (61.76%) as the most desired mode of instruction, followed by learning outside the classroom (52.94%), paired work (47.06%), and individual work (41.18%). The students also expressed their interest in focusing on text/picture displays as learning media (55.88%) and prioritized activities that would improve their writing skills (Nunan, 2001). The teacher's interview showed that the teacher mentions the importance of providing opportunities for group work and allowing students to discuss and collaborate on writing tasks (Nunan, 2001). Lastly, the questionnaire gathered information about the students' background and experience in learning English. The majority of students (70.59%) had not received English language instruction in elementary school, indicating a limited exposure to the language at an

early stage. Furthermore, 55.88% of students had not taken any English courses outside of school, which suggests that their English language learning primarily relies on school-based instruction. In terms of English competitions, 76.47% of students had not participated in any, indicating a lack of extracurricular English language learning experiences. Regarding self-perceived English proficiency levels, most students (61.76%) considered their proficiency level as average, with a few students rating themselves as good (23.53%) or bad (14.71%) in English (Nunan, 2001).

In summary, the needs analysis conducted at SMA Negeri 1 Marisa revealed valuable insights into the target needs and learning needs of the students in terms of English language learning and writing analytical exposition texts. The students expressed their goals, necessities, lacks, and wants related to language skills, with a strong emphasis on effective communication, achieving good scores, and future career support. They also highlighted the need for vocabulary mastery, writing skills, and understanding of content, grammar, and structure. Additionally, the students expressed their preferences for materials, topics, activities, and learning environments. These findings can serve as a foundation for designing an effective English writing instruction program tailored to the specific needs and preferences of the students at SMA Negeri 1 Marisa.

DISCUSSION

The study was conducted and it focused on developing writing materials for analytical exposition texts for 11th-grade students in the Science Program at SMAN 1 Marisa. The study followed the ADDIE model, which consists of the stages: Analyze, Design, Development, Implement, and Evaluate. Due to time constraints, the researcher was unable to complete the evaluation stage. During the analysis stage, various factors were considered, including the English textbook for the 11th grade, the syllabus, instructional goals, and students'

characteristics. A needs analysis was conducted using a questionnaire to identify target needs and learning needs. Target needs encompassed aspects such as necessity, lack, and want, while learning needs covered input, procedure, setting, student's role, and teacher's role (Hutchinson and Waters, 1987; Nunan, 2001). The target needs analysis revealed that students aimed to communicate effectively in English, support their future careers, and understand the structure and grammar of texts. In terms of learning needs, students desired authentic materials like speeches and newspapers, topics related to education and daily life, and group work. They also expected the teacher to assist them when facing difficulties in writing activities (Nunan, 2001). In the design stage, a course grid and unit design were created based on the analysis of students' needs, syllabus, core competence, and basic competence.

The development stage involved the creation of supporting media to enhance the teaching and learning process, focusing on maintaining student interest. Expert judgment was also sought through a questionnaire adapted from BNSP to conduct formative evaluation and refine the writing materials. The implementation stage involved a small-scale implementation of the writing materials with 11th-grade students in the Science Program at SMAN 1 Marisa. A questionnaire was used to evaluate the product in terms of content, presentation, graphics, and benefit. The product received positive responses from students, indicating its suitability for teaching and learning English writing analytical exposition texts. Finally, the evaluation stage assessed the product's presentation, content, and benefit. The researcher emphasized the importance of validation and revision from experts to ensure the product's suitability. Overall, the study aimed to provide helpful learning media for students' writing skills, specifically for analytical exposition texts.

CONCLUSION

This Research and Development (R & D) produced a learning material for analytical exposition text on writing skill. The developing English material used ADDIE model adapted from Branch (2010). there are 5 stages of ADDIE model. The first stage is Analyzing. In this stage, the researcher identified and analyzed the English textbook for 11th grade, the syllabus, supporting media, the students' information and their needs of writing material, especially for analytical exposition text. The second stage of this study is Designing. In this stage, the researcher designed the course grid and unit of the writing material. The course grid was based on the students' needs, core and basic competencies. It became the guideline for designing the unit of the material. The third stage is Developing. There were two focuses on this stage; (1) developing supporting media and (2) the expert judgment toward English material. Based on the result of expert judgment, the learning material still has some revisions and suggestions but it was eligible to apply in the classroom. The fourth stage is Implementing. In this stage, the writing material was used in the classroom. The student response found that most of them had positive feedback and response toward the product. The last stage is evaluation. In this part, researcher found that students' evaluation to a product is very suitable to be used in learning writing. Hence, the result of the developing writing material for analytical exposition text gave positive impact for student and teacher.

Developing writing material for analytical exposition text was based on students' needs. So, the learning material of this product was designed based on students' expectations on teaching writing skill. It was provided illustrative pictures to support the material presented. Apart from pictures, an explanation of the skill is also presented which packaged in the form of teaching material for analytical exposition text. It is because invited students exciting to learn writing. In addition, validation of results from all experts presented found that developing this learning material with the ADDIE model is suitable to be implemented in the teaching and learning process of English subject, especially in writing skill. It was proved by validation the material from experts as the lecturer at State University of Gorontalo, expert as the headmaster who has a basic English at senior high school, and also students as the participant of this research by collecting instruments in the form of questionnaires. It was found that the result of the highest percentage was 95.28%. it means this learning material as the product of this study was categorized as "very suitable" to be implemented.

Concerning the result of the study, it can be concluded that writing material for analytical exposition text is needed to overcome students' need to learn writing. The topics of writing material are based on the core competence & basic competence of English for senior high school and students' need.

SUGGESTIONS

There are four suggestions as the result of this study. They are: (1) The English teacher has to maximize the writing material and supporting media in teaching writing skill in order that both teacher and student can achieve the target of teaching and learning. (2) The English teachers of senior high school should try to develop a material for another program. English teachers can develop a material should be based on students' needs and their background. (3) For other researchers are expected to find a method, strategy, media that can support teaching and learning writing. In addition, they also can find another solution to overcome students' difficulty in writing skill, especially for analytical exposition text. (4) Students should do practices in this learning material to hone their knowledge of writing skill related material being studied.

Thus, applying writing material based on students' needs will get a better result by using ADDIE model. It can be said that the

complete model. The benefit of this product combined by ADDIE model is the learning support activity of vocabulary presented comprehensively. Therefore, this product can be used for students to increase their ability in writing skill.

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