Teaching Materials for Expository Texts Based on Politeness in Class X SMA/MA

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Abstract: This study aims to explain interactive teaching materials in exposition text learning about language politeness for class X students. The research method used is the development research method with the A-D-D-I-E Model, with 5 stages consisting of: analysis, design, development, implementation and evaluation. The data collection techniques used were through: observation, questionnaires, and interviews, aimed at linguists, material experts, and media experts, Indonesian language teachers teaching class X, class X students at SMA N 01 Gantar, SMK PGRI Gantar, MAN 3 Sukra, and MA Al Zaytun Mekar Jaya Indramayu. The teaching materials presented are in the form of a YouTube link which contains explanations of exposition text material and language politeness material according to the Qur'an and a Google Drive link for interactive slide files containing material and evaluation. The teaching materials used, after measuring the level of eligibility percentage, found the results: linguist validation of 94.11% with a very feasible category, material expert validation of 87.05% with a very feasible category, and media expert validation of 79.41% with decent category, assessment of 4 Indonesian language teachers, respectively: 86.76% in the very decent category, 91.17% in the very decent category, 77.94% in the decent category, and 83.82% in the very decent category. Based on the results of a questionnaire to students regarding the application of language politeness in daily activities, with the assignment method and mutual advice, it was found that 88% of the number of students said that it was necessary to speak politely. The skill of writing exposition texts for class X students was found to be 84.37% of the number of students who scored above the KKM. From the information above, it can be concluded that interactive teaching materials and language politeness task books are appropriate for use in teaching politeness-based exposition texts in Indonesian class X subjects.

Keywords: Teaching Materials, Exposition Text, Language Politeness

1. Introduction

Learning that can attract attention and increase students' interest and creativity in Indonesian subjects requires learning strategies that can provide 4C skills for students, which include: 1) Critical thinking and problem solving, 2) Communication, 3) Collaboration, 4) Creative and innovative (think critically, communicate well, cooperate, and be creative and innovative). Interesting lessons are needed by Generation Z (also known as igeneration, net generation or internet generation) who were born from generations X and Y. Generation Z was born in a condition where since childhood they have lived side by side with digital technology. Train critical thinking, analysis, and be able to put it into a work that is useful for oneself and the wider community.

One of the learning strategies that can provide 4C skills for students is in the form of interesting and varied teaching materials, media or learning models. Interactive teaching materials in learning are very important because they allow students to interact directly and play an active role in the learning process and the occurrence of two-way communication between users and the media used for teaching materials. The learning model must be packaged in such a way that the learning material being taught can be well embedded in students' thinking and is not confused with other material in its application.

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in class. The material in question can be either written or unwritten material. The view of an expert says that teaching materials are a set of materials that are arranged systematically so as to create an environment or atmosphere that allows students to learn (Prastowo, 2015: 16). Teaching materials are needed to support an effective learning process. Teachers as professional educators are expected to have the ability to develop teaching materials to create creative and innovative learning. The teacher as a motivator in increasing learning creativity, can write his own teaching materials in every lesson that is carried out, because the teacher himself knows the needs (A. Asnawi, 2017).

Based on the 2013 revised edition of the 2013 Curriculum that learning Indonesian is text-based learning. Text-based learning is learning that is oriented towards students' ability to compose texts, and for class X high school level, one of the skills that students need to master is the skill of writing exposition texts. In the basic competence of the psychomotor domain, students are required to produce texts, review and edit them, revise, and reconstruct texts (Yuniawan & Mardikantoro, 2017).

Exposition text learning is given to odd semester X grade students with basic competencies in identifying (problems, arguments, knowledge, and recommendations) expository texts that are heard and/or read, and developing the contents (problems, arguments, knowledge, and recommendations) of expository texts orally and or write. The learning objectives that must be achieved are, 1) students are able to distinguish and recognize problems, arguments, knowledge, and recommendations in exposition texts, 2) students are able to develop problems, arguments, knowledge, and recommendations in exposition texts, 3) students are able to study the parts parts and language of exposition texts, and 4) students are able to write exposition texts properly and correctly.

The word exposition is taken from the English word exposition actually comes from the Latin word which means "to open or start". Expository essay is a discourse that aims to tell, explore, describe or explain something. (Finoza, 2007: 224). Exposition is writing whose main purpose is to clarify, explain, educate, or evaluate an issue (Alwasilah: 2005). Exposition is usually used to present knowledge/knowledge, definition, understanding, steps, an activity, method, way and process of something happening. The characteristics of expository text are explaining definitions and explaining steps, the writing style is informative, informing or telling something that cannot be reached by the senses, and expository texts generally answer the questions what, who, where, when, why, and how. (Siagian, 2016: 90).

A complete expository text is a text composed of good grammatical structures and rules. The exposition text structure consists of statements of opinion (thesis), arguments, and restatements. Meanwhile, the linguistic rules in the exposition text consist of pronouns, lexical words and conjunctions (Kosasih, 2016: Sudrajat, 2015).

Strengthening language politeness is needed in writing expository text so that there are no errors in language. Writing expository texts about language politeness motivates students to always use polite language in every written and spoken communication. The meaning of politeness in the holy Quran as a reference is found in several verses (Dahlan, 2001). With reference to the holy Quran, Dahlan then put forward the principle of religious politeness, that is:

(1) **Qaulan Sadida** (قَوْلًا سَدِيدًا) , the right words so that it can be trusted by all parties, both in terms of substance (material, content, message) and editorial (grammar). "And let fear Allah those who leave behind them weak children, whom they fear for their (well-being). Therefore, let them fear Allah and let them speak the right words" (QS: An Nisa: 9). As parents say to their children

(2) **Qaulan Baligha**(قَوْلًا بَلِيغًا)(, words that leave an impression on the soul, words that are effective, right on target, communicative, easy to understand, straight to the point, and not convoluted, using language that impresses their souls. "Those are people Allah knows what is in their hearts. Therefore turn you away from them, and teach them a lesson, and say to them words that leave an impression on their souls" (QS: An Nisa: 63). As a teacher says to his students.

(3) **Qaulan Ma'rufa** قَوْلًا مَعْرُوفًا (), speak good words as a form of manners, speak using good language, which is pleasing to the heart, words that are appropriate for different social statuses, do not offend, and talk that brings benefit. "O wives of the Prophet, you are not like other women, if you are pious. So do not be submissive in speaking so that the person who has a disease in his heart desires and speak good words" (QS: Al Ahzab: 32). Like words to the opposite sex, men to women, or women to men

(4) **Qaulan Karima**(قَوْلًا كَرِيمًا), Appreciate and respect the feelings of all parties. speak with full and respectful words, noble words, accompanied by respect and exaltation, pleasing to the ear, gentle, and well-mannered. In context. "And your Lord has commanded you not to worship other than Him and you should do good to your parents in the best way. If one of the two or both reaches an advanced age in your care, then never say to both of them the word "ah" and don't yell at them and say noble words to them" (QS Al-Isra ': 23), noble words are mandatory when talking to both parents

(5) **Qaulan Layyina** قَوْلًا لَيِّنًا) (, speak softly, namely conveying messages that are gentle with a voice that is pleasing to the ear, soft, not judging, calling him with a preferred nickname, full of friendliness, so that it can touch the heart. "Then speak both of you to him in gentle words, hopefully he will remember or be afraid" (QS: Thoha: 44). Like saying to the perpetrators of evil to change their attitude and character

(6) Qaulan Maisura قَوْلًا مَيْسُورًا (),speak appropriately, do not degrade any party, words that contain empathy for the other person, are fun, give hope, and motivate others to get good. "And if you turn away from them to obtain the mercy from your Lord that you hope for, then say to them the words that are appropriate" (QS: Al Isro: 28). Like words to motivate yourself.

The author gave a questionnaire to 30 students, and answered questions about their understanding of the exposition text material, there were answers: 1) 60% of students answered that it was difficult to understand the meaning of the exposition text so that even writing was constrained by expanding sentences, 2) 15% answered that it would be easy to read repeatedly -repeated, and examples are given through broadcasts or other examples

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of writing that are simple but fulfill the specified exposition text elements. 3) 25% answered rather difficult, because they did not fully understand the meaning of expository text, structure, and characteristics of expository text. 4) most of the students did not get a detailed explanation of the exposition text because the explanation was only centered on the teacher using teaching materials that were less varied

Explanation of the Indonesian teacher at SMA/MA class X regarding students' language politeness in communicating both in speech and in writing, especially writing exposition texts, some students still have low ability, need to be given more practice by reading more types of writing exposition text through interactive learning media

Based on the need to achieve effective learning for teachers and students, through observation, questionnaires, and interviews with students and teachers, the authors obtained information from Indonesian language teachers in class X at Madrasah Aliyah Ma'had Al Zaytun, MAN 3 Sukra, SMK PGRI Gantar, and SMAN 1 Gantar Indramayu, that the use of teaching materials provided is only textbooks for learning that are delivered. Class X Indonesian teachers at Madrasah Al Zaytun made little use of the smart TV and internet facilities provided at the school to develop teaching materials.

Based on the empirical data above, the writer will conduct further research on students' ability to write expository texts about language politeness. The project based learning learning model used in learning with interactive teaching materials, aims to make it easier for students to understand and be able to write exposition texts. The application of language politeness in the environment where students live, through the "remind each other" method recorded in the assignment book, also aims to enable students to write exposition texts about language politeness. Therefore, the author took the title, Teaching Materials of Expository Texts Based on Language Politeness in Class X SMA/MA, with the formulation of the problem:
1) How is the exposition text teaching material based on politeness in class X SMA/MA?
2) What are the results of the implementation of exposition text teaching materials based on politeness in language at SMA/MA class X?

2. Method
The research method used in this study is the Research and Development method or development research. The research and development method is a research method that is implemented with the aim of producing certain products to test the effectiveness of these products (Sugiyono 2013: 297). This development uses the ADDIE development model (Analyze, Design, Development, Implement, Evaluate). This model will be the basis for the design of interactive teaching materials based on exposition text politeness

At the analysis stage, the writer analyzed the data on students' needs, some examples of exposition texts, and types and examples of language politeness according to the holy Quran. The results of the analysis are used by the author as interactive teaching materials.

At the design stage, the author creates an interactive teaching material framework for exposition texts about language politeness. The development of interactive teaching materials for exposition texts has been adapted to core competencies, basic competencies, competency achievement indicators, and learning objectives.

At the development stage, the author validates interactive teaching materials for exposition texts to teaching materials experts, material experts, and media experts. Selection of experts is based on the academic background of the experts and the field in which the expert is involved. The purpose of validation is to determine the level of validity before further testing.

At the implementation or trial stage, the authors tested interactive teaching materials for exposition texts to 32 SMA and MA students. Trials were conducted to determine the feasibility of using interaction teaching materials for politeness-based exposition texts.

At the evaluation stage, the writer revised the interactive teaching materials for politeness-based exposition texts based on criticism and suggestions given by teaching materials experts, material experts, media experts, and students. This is done to optimize interactive teaching materials in terms of content, presentation, language and graphics.

3. Results and Discussion
The interactive teaching materials that have been developed, which contain exposition text material, are then developed using a slide application with a link on YouTube into several shows and a Google Drive link for slide files containing material and evaluations. The contents of the slides are in the form of writing, pictures, sound/audio, and audiovisual/video for use by Indonesian language teachers in class X, at SMAN 01 Gantar, SMK PGRI Gantar, MAN 03 Sukra, and MA Al Zaytun. The material presented is material on Exposition Text, its characteristics and structure, as well as 6 kinds of language politeness based on the Al Quran with some examples of polite language sentences.

The description of interactive teaching materials is as follows:

a. Exposition text material consisting of: definition, characteristics, language structure, and language politeness, is briefly outlined in the slide show on interactive media. Slide media is presented to students through smart TV tools at MA Al Zaytun school, and through mobile and laptop tools at SMK PGRI Gantar, SMA N 01 Gantar, and at MAN 03 SukraIndramayu

b. Explanation of exposition text material and language politeness, presented in the form of a video uploaded on link. *Youtube* (https://youtube.be/oymghQPgXtI dan https://youtu.be/Njw1ym6Lij0 Link materidanevaluasi, dapat di link *google drive* https://docs.google.com/presentation/d/1bBw28ZzgNLf5_EUH0YUDxXT2nvrnV04E/edit?usp=share_link&ouid=107151713614238137793&rtpof=true&sd=trueVideo shows and slide files explaining the material will be visible, after the YouTube link and the Google Drive link are touched on the material slide

c. As a completeness of the interaction between the learning media and the students, an assignment book for the application of language politeness is given to record the less polite sentences that are heard. Not only recorded, but a reprimand and invitation process is carried out to always speak politely in communication

The assignment book media was given at the first meeting after exposition text material and language politeness were explained. At the second meeting, the students discussed the results of recording the process of applying polite language for a week, to then make an exposition text project on the application of polite language.

Based on the validation results from the validators that interactive teaching materials are appropriate to use to explain exposition text material about language politeness, with a score range given by material experts of 87.05% in the very feasible category. The range of scores given by media experts was 79.41% in the appropriate category, and the range of scores given by language experts was 94.11% in the very decent category. Assessments from four Indonesian teachers regarding the interactive teaching materials used for exposition text material on language politeness, each result was found: a score range of 86.7% in the very appropriate category, 91.2% in the very feasible category, 77.9% with a decent category, and 83.8% with a very decent category.

The effective use of interactive teaching materials in class X learning of Exposition Text regarding language politeness, can be seen in the following table:

Tabel4.1
Interactive Teaching Materials are needed for Learning

No	School	amount of students	Ya	Less necessary	No need
1	A	23	21	2	0
2	B	26	23	3	0
3	C	24	22	2	0
4	D	46	43	3	0

Giving a questionnaire about the ability of students to write exposition texts and applying politeness in language, is given before and after explaining exposition text material and language politeness material using interactive teaching materials. The table above describes the results of students' needs for effective teaching materials to make it easier to understand and apply the material studied in accordance with learning objectives.

Assignment notes on the application of polite language with the "remind and advise each other" method, between fellow students in the school environment. Based on the results of the assignment notes on the application of polite language written by students when they interact, that is:

1) There are still students who speak impolitely by using animal symbol words, for example: the words "anjir, anjay, ...nyet", which are meant for humans

2) Use of local language vocabulary that is not polite, for example: " Kehedteh, ariayabutuhna we kaurangmah", "Sakolakeunsungutmanehtah…"

3) Use of slang, for example " Kepobangetsih…", "Ciyusnih, miapah?", "Sekalianambilspidolnih, kuy!"

By giving the task of recording less polite sentences, justifying with more polite sentences, and being advised to always apply polite language, this effectively provides language politeness education so as to foster the character of the Indonesian nation with high culture for class X students.

Table4.2
The results of the application of language politeness with the "remind each other method"

No	Less polite sentence	Polite remarks/sentences	positive attitude
1	"Heh, itututuppintunya!"	"Mintatolong, ditutuppintunyaya!"	"Uh, yeah, thank you, I've been reminded, try to be polite, okay...!"
2	"Sabardulu, Koplo, gakliat, guelagingapain?"	"Sebentarya, masihmengerjakantugas, ni…"	"Uh, yeah, sorry Sis, it's a reflex, astaghfirullooh, don't repeat it again, okay…"
3	"Wuihgila, sumpahkerenbanget"	"Maasyaa Allah, bagusbanget, luarbiasa"	"Oops yes, sorry I forgot, thank you for reminding me, always remind me okay"

The application of language politeness based on the holy Quran is presented so that class X students are able to write exposition texts about language politeness based on the examples of sentences presented. Polite language is also expected to always be conveyed in every formal and non-formal communication activity, in writing or in speech. With the "reminding and advising each other" method for polite language, it is hoped that it can provide good habits for students not to remain silent when they hear impolite language spoken by friends in their environment.

Based on the results of a questionnaire to students regarding the application of language politeness in daily activities, with the assignment method and mutual advice, it was found that 88% of the number of students said that it was necessary to speak politely. The skill of writing exposition texts for class X students was found to be 84.37% of the number of students who scored above the KKM. From the information above, it can be concluded that interactive teaching materials and language politeness task books are appropriate for use in teaching politeness-based exposition texts in Indonesian class X subjects.

4. Conclusion

1) Interactive teaching materials are made with the aim that students can easily understand the material and be able to do the assignments given based on the material being studied. The design of interactive teaching materials in this case is for Indonesian language learning about politeness-based exposition texts, namely using a project-based learning model. Through the project-based learning model, it is hoped that students will be trained to have creativity in making a work in the form of writing skills, conveying information using polite language. The interactive teaching materials provided are in the form of slides containing exposition text material, characteristics, and several examples of exposition texts, including examples of exposition texts about language politeness. Some examples are given with the aim of facilitating understanding for students in finding ideas on what material can be used as writing in the form of exposition text. As a support for the slide media, the assignment book media was given to class X students for interaction activities on the application of language politeness.Exposition text material and language politeness which are packaged in slide interactive teaching materials, accompanied by task books as interactive media supports, have gone through validation from linguists, media experts, and material experts validators. It was conveyed that the interactive media used is suitable for use in teaching and learning activities about exposition text and language politeness

2) Implementation of interactive teaching materials in exposition text learning and language politeness, used in 2 meetings in class learning activities. To get good results in writing expository texts about language politeness, slide media in which there is a video explaining the material is given to students by sending files and YouTube links to the students' cellphones at SMA N 01 Gantar, SMK PGRI Gantar, MAN 3 Sukra. Meanwhile, to the students at Ma'had Al Zaytun, files and YouTube links were sent to each student's laptop, because students are not allowed to carry and use cellphones while at Ma'had Al Zaytun. Based on the results of a questionnaire to students regarding the application of language politeness in daily activities, with the assignment method and mutual advice, it was found that 88% of the number of students said that it was necessary to speak politely. The skill of writing exposition texts for class X students, the results were found to be 84.37% of the number of students who scored above the KKM

Suggestion
From the results of research on writing expository texts about language politeness and its application by using interactive teaching materials, the authors provide the following suggestions:

1) Teachers have more innovation in preparing teaching materials in order to make it easier for students to understand exposition text material and be able to carry out the assignments given in accordance with the learning objectives to be achieved. The assignment of cultivating cultured characters such as speaking

politely is more often given to students with an explanation of the benefits, so that noble morals are always instilled and maintained so that they become characters that are rooted in the students.

2) The results of this study can be used as an effective alternative way of providing learning materials, especially material for writing exposition texts, and alternative ways of providing good character building assignments in saying and behaving as a reflection of a cultured Indonesian nation

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