EXPOSITORY LEARNING MODEL

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Abstract

This research aimed to describe the effectiveness of the expository learning model in thriving critical thinking ability toward the student. In this case meant that the model was developed regarding *syntax* logic-based that included conception, conceptualization, and conclusion. Collection data technique of observation and test used experiment quasi research method to examine model effectiveness mentioned. The research carried out toward students of Siliwangi University. The data was processed by different test techniques quantitatively. The result showed that the expository learning model logic-based is effective in thrive critical thinking ability toward the student. Approved that the score of critical thinking ability toward students increased significantly before and after learning. This result should be the consideration deal with the researcher and lecturer to deep insight. Then the result would be new knowledge and reference due to the learning process to the other students.

Keywords: Critical Mind, Expository Model; Logic; Student.

INTRODUCTION

The interaction learns and teaching, listening has a higher portion of communication than speaking, reading, and writing (Brown, 2010: 247). The learning activity in Universitas Siliwangi Tasikmalaya for two months 2018, known that the two-third average of time allocation of the student is listening to the lecturers. The lecturer used an expository-based learning model. The expository-based learning model more emphasized at substance understanding than transforming the critical thinking capacity of the student (Fahinu, 2013: 163). It is often in the not excellent and traditional category because the learning is straight by explanation and question about studied material (Swaak, Jong, 2004: 1).

The expository model caused the students to studied inactively. They only become the object not subject in learning. That model constrained their thinking creativity. Hence, the student

impact had less capacity to resolve the problem. The learning atmosphere becomes tedious, not attractive. To cope with expository model weakness, it could be varying all learning activity included lecturer, exposition, drill works, dan review (Riza, Sevrika, 2018: 4).

Although some said that the expository model is not good enough to use, some proved that the expository model could be useful if the expected learning objective is the student could understand the fact, concept, and principal (Maheswari, 2013: 1). The analysis approved that in mathematics, learning, especially about "Tri-Angle" known as expository and discovery, are not significantly different to influence student achievement. Otherwise, there are significantly different in student learning creativity (Darminto, 2015: 108).

The expository learning model is such a direct explanation from lecturer or teacher to student. Hence, strived student capacity/ability for expository learning model is listening capacity well. Rast (1991: 28) stated that functional listening capacity needs concentration focusable, understanding linguistic and nonlinguistic, durable brainpower, understanding, verification, and respond the acquired information. Listening ability of the student in the learning process often decrease. This condition caused the focus or concentration to decrease. The student had decreased concentration at the first ten minutes average, catch the material information 70% of all explained information, the later decreased and caught only 20% (Ruturman, 2011: 38).

the problem of Listening weakness of the student needed to come up. The one way is to drill them to have the mindset along and after listening activity. Lecturer gave the duty to watch and note the keywords of the mapping concept from the lecturer's explanation along the listening process. When the listening process is over, the students have to develop a mapped concept to be the text describing their understanding regard to what they listen to the substance. Then, they have to perceive how deep the material can catch. These syntaxes of mindset are along with logic syntaxes such as conception, conceptualization, and conclusion (Suryabrata, 2012: 54). Following mapped thinking syntax, when listening lecturer explains, the student keeps holding their concentration.

Mapped thinking way in the listening process suspected will be the most effective when associated with the expository learning model. When the learning process runs on, the student is not only playing the role passively but also actively use their logic. Therefore, the expository learning process would occur as follows: (1) understand the material keywords throughout concept mapping; (2) analyze concept mapping as complete understanding form as a whole material; (3) verify material to result from the responses as the proper conclusion about material content. Hence,

student concentration along the listening process due to lecturer explain are running well, and then understandable percent would keep in high since the beginning until the end of the learning process.

The used learning model each has to have the instructional and nurturant effect (Joice & Weil, 2009: 17). Instructional impact deals with the achievement of learning goals as the impact of the learning-used model. Whereas the complement impact is deal with growth social behavior on the student as the impact of demanded activity along the learning process.

The compliment impact that expected to grow within students is a positive attitude such as honesty, responsibility, analytical and critical thinking, and cooperation. Such as described in Bloom taxonomy that the learning result must reflect in three aspects: cognitive, affective, and psycho-motoric (Krick 2017, Armstrong, 2014).

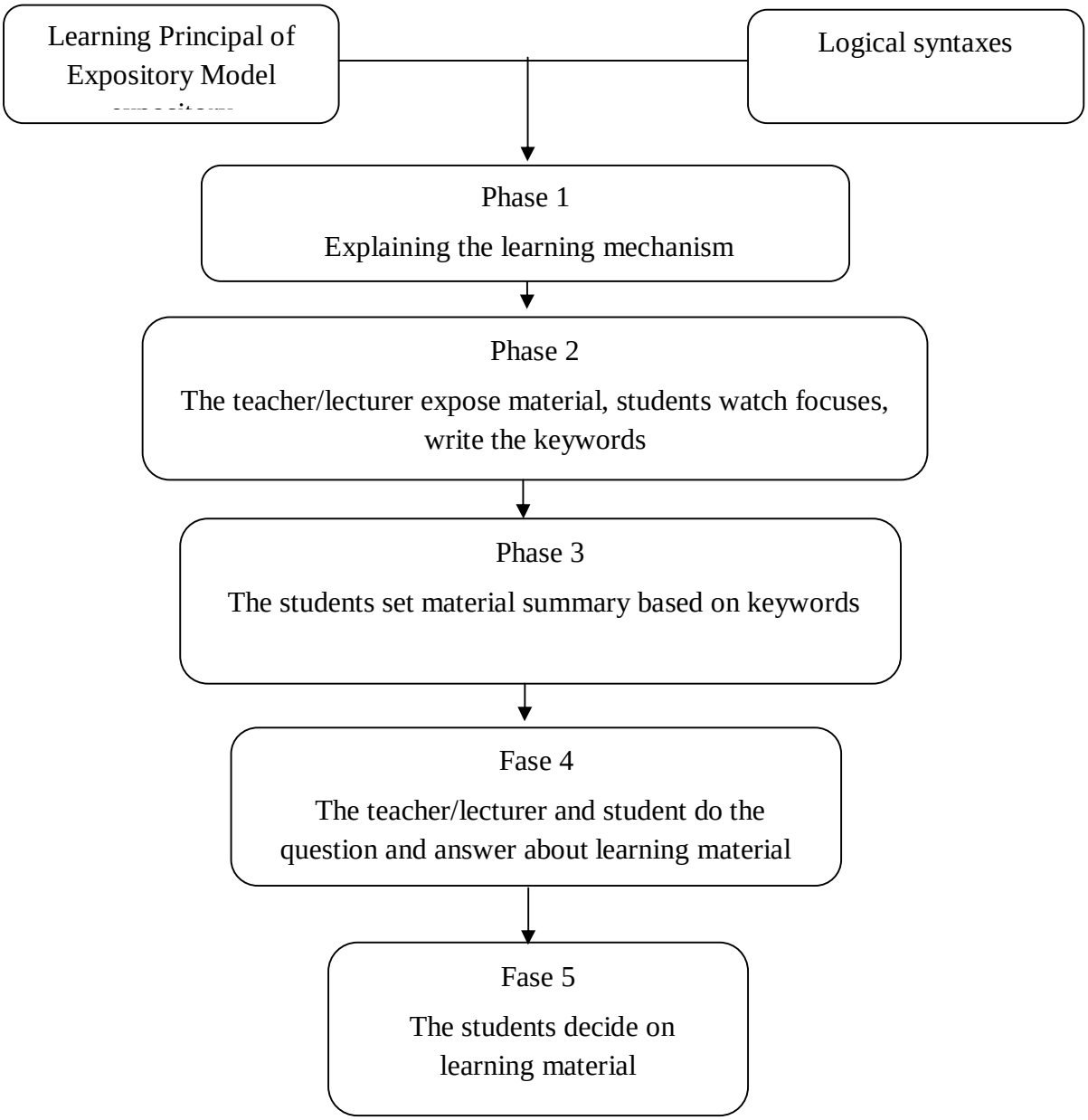
Based on the outline, there is a problem formulated that whether a logic-based expository learning model influences student critical thinking. They specifically are: Any influence of expository learning model to student ability to catch the core concepts as keywords, make the summary and critical response of material explanation by the lecturer.

This research aimed to intend the influence of expository learning model on student's ability to catch the core concepts as keywords make the summary and critical respond of material explanation by the lecturer

METHOD

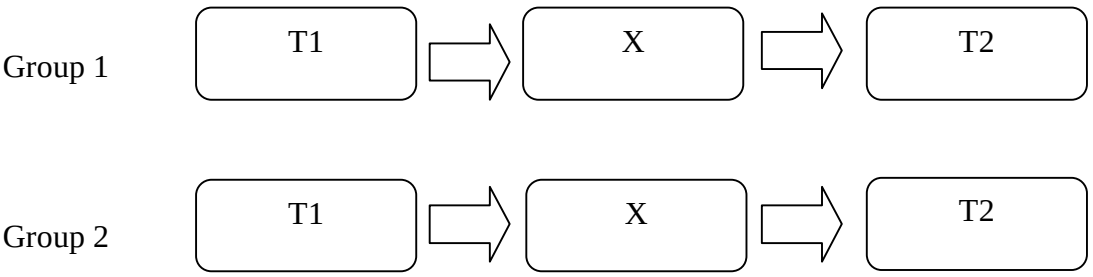
The research used quotient – experiment method throughout the pretest - proses-postest design model. The procedure of activity research as follow: (1) setting the syntax logic-based expository learning model design; (2) determining sample for experimental class (before learning class held measurement critical thinking ability that indicators such as detailed definite core ideas, set summary, proper give deciding on learning material; (3) realization toward learning used logic-based expository learning model; (4) measuring critical ability before and after learning; (5) data processing and (6) conclusion making.

Syntax of logic-based expository learning model set in diagram formation, as follows:



The sample of research for treatment was two group students purposively of the University of Siliwangi Tasikmalaya, who learn about language planning. Both groups are the students of Language and Letter Education's Department of Teacher-ship and Education Faculty Universitas Siliwangi Tasikmalaya.

According to the research method, it made research design as following:



Note: T1 = Critical thinking ability test before treatment
T2 = Critical thinking ability test after treatment
X = Learning treatment of Language development and improvement using logic-based expository model toward two group students

The primary data was a critical thinking ability before and after the treatment logic-based expository learning model. The data collecting test technique consisted of frugality test regard to getting the essential concepts; ability test regard to summarize, and ability test to decide on the material that explained by teacher/lecturer

The instrument of critical thinking ability test used scoring column indicators as followed:

No.	Measured Ability	Measured demeanor indicator
1	The frugality regard to catch material concepts	Caught concepts precision
		Concepts completeness
		Concepts arrangement
		Concepts mapping formation
2	ability regard to summarize of material	Suitability due to materials
		Completeness of explained main idea
		Idea arrangement
		Accuracy of used language structure
3	Decision-making ability	Accuracy toward material content
		Accuracy to make decision statement
		Accuracy to make reason statement
		Logical correlation between decision and reason

The research held for twelve months (January 2019 – December 2019) and used the t-student test. The mean test was too definite at convergence tendency on each observed demeanor indicator. The T-student test analyzed the distinguish between 2 group's treatments consisted of T1 with T1, T2 with T2, and T1 with T2 to find out the impact of logic-based expository learning model on student critical thinking ability.

RESULT AND DISCUSSION

Result

Pretest used essay form question throughout four steps Participant had to: (1) listen in focus toward explained material by lecturer/teacher, (2) write the main ideas of what they listen and understand, (3) make summary based on main ideas, (4) respond or decision based on the summary. Pretest needed two hours duration. The different groups would treat at different times. The group 1 was on the first Monday, and group two was on the second Monday.

The lecturing carried out as same as lecturing schedule as used to be set by the Indonesian language education department of the University of Siliwangi. The steps of activity were following the fixed syntax. The first time, the lecturer gave directions to students about lecturing mechanism, students listen carefully regard to lecturer material explanation, write, make main ideas bit concept mapping, develop main ideas to be summary, and the last makes the response such a decision consistently toward each student group. It approved the effectiveness of the expository model in lecturing needed data of student activity along with lecturing going through. The data collection is seriousness, discipline, honesty by observation technique.

The students had examination after five times learning by expository model, then final test about critical thinking ability. The form of the final test was the same with the pretest, in respectively schedule and duration was two hours.

Table 1. Critical thinking ability before and after treatment on group 1

No	Critical thinking ability aspect	Before treatment (average)	After treatment (average)	t-test sig. 0,05
1	Recognize the idea of material	42	87	8.765
2	Make a summary of material	56	90	7.645
3	Response the content of the material	30	80	8.845
The average critical thinking ability		42,7	85,7	

Table 2. Critical thinking ability before and after the treatment of group 2.

No	Critical thinking ability aspect	Before treatment (average)	After treatment (average)	t-test sig. 0,05
1	Recognize the idea of material	45	90	8,734
2	Make a summary of material	52	88	7,632
3	Response the content of the material	35	85	8,845
The average critical thinking ability		44	87,6	

Table 3. Data on student activity group 1

No	Observed activity aspect	Category of activity					Modus
		VG	G	GE	L	VL	
1	Seriousness in studying	65%	20%	15%	0%	0%	SB (65%)
2	Disciplines in studying	70%	30%	0%	0%	0%	SB (70%)
3	Responsibility	50%	20%	15%	10%	5%	SB (50%)

Tabel 4. Data on student activity group 2

No	Observed activity aspect	Category of activity					Modus
		VG	VG	VG	VG	VG	
1	Seriousness in studying	70%	30%	0%	0%	0%	SB (70%)
2	Disciplines in studying	68%	33%	0%	0%	0%	SB (68%)
3	Responsibility	55%	22%	18%	5%	0%	SB (55%)

Keterangan : VG = Very Good, G = Good, GE = Good Enough, L = Less, VL = Very less

The table described that the critical thinking ability of students had increased significantly before and after treatment. The result of the t-test indicated t was 2.00 in level significant 0.02 and free-degree 78. It is clear that frugalness to recognize main ideas of material, develop main ideas become summary and respond or conclude explained material by lecturer before treatment but change to be better after treatment

The student's activity as well when the learning process throughout the expository model. Seriousness, discipline, responsibility due to obeying the given lecturer duties was in the first category.

Discussion

Based on the analysis, the logic-based expository model was effective in growing critical thinking ability. This finding strengthens that never method is terrible. All method is useful if used as correctly as the goals of the student. Expository model as the previous opinion as to if not suitable to improve model character critical thinking creatively. This model only proper to grow the knowledge concept. It seemed that the statement was not proper if related to this research result. The expository model would be useful in the creative lecturer and could drive the student to result in incompetency as goals. One of the lecturers had to do was to integrate the expository model deal with existed learning theory.

The student activities such learn seriousness, discipline, and responsibility appeared very well in the learning process. This condition contrasted to mindedness that the expository model makes student passive, hence only make them receive and obey to their lecturer. The mindedness could have occurred if the expository model expressed only listening without anything else acting as the follow-up. The weakness occurred if the student only listens to the lecturer. Such: a) not any seriousness because no challenge from lecturer; b) Concentration capacity was not maximum because the goals to reach is not clear; c) Material understanding level was not optimum because only rely on the ability to listen, whereas people capacity to listen was not always stable.

The expository model associated with logic map thinking was the model that require students to be high concentration and strong logic capacity. The students could recognize the main material ideas from the lecturer in high concentration. The student could develop main ideas to become a complete summary and gave the response and also proper decision if they could use logic systematically. If the student receive eventually will have a positive impact. Such as a) increasing material capacity, b) growing learn motivation, c) avoid from conformism, and d) accuracy, criticalness in receiving the information has owned.

CONCLUSION

Based on the result and discussion above, it gained the conclusion that a logic-based expository learning model influenced positively to student's critical thinking ability, such as the ability to recognize the core idea, make a summary, and conclude material that explained bt the teacher/lecturer. The increase was significantly after given treatment by a logic-based expository learning model. The researcher suggests that this research should further be studied by any researchers and lecturers who care about the necessity of learning result quality.

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