

# Needs Analysis for Developing Exposition Writing Materials Using the DTMT Method for Senior High School Students

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## ABSTRACT

Teaching materials that suit students' needs can help them increase their motivation to learn. These teaching materials can also be developed using appropriate methods by considering the learning objectives and skills. One of the methods that can be used in learning to write is the DTMT method. The DTMT method, which stand for (*Dari Teks Menuju Teks* or From Text to Text) is used to support the structured development of writing skills. In the early stages of product development, it is necessary to conduct a needs analysis to support the development of teaching materials for writing exposition texts using the DTMT method. The needs analysis in this study is part of the development research with the ADDIE model. The research method used in this research is the survey method. Data collection was carried out using observation, interviews, and document analysis. In this research, the data obtained is qualitative. The qualitative data was then analyzed descriptively. The analysis showed that Indonesian language teachers in three schools, SMA PGRI Lumajang, SMAN 1 Kunir, and SMA Muhammadiyah Lumajang, need companion books to learn to write, especially on exposition texts. Students can use the companion teaching materials to practice writing exposition texts gradually with a good and structured process. The results showed that (1) the primary teaching materials used by teachers and students have not focused on writing skills, especially writing exposition texts, and (2) companion teaching materials are needed for learning to write exposition texts. This research is expected to be useful for teachers in teaching writing skills and for students. It can be a companion book to improve exposition text writing skills.

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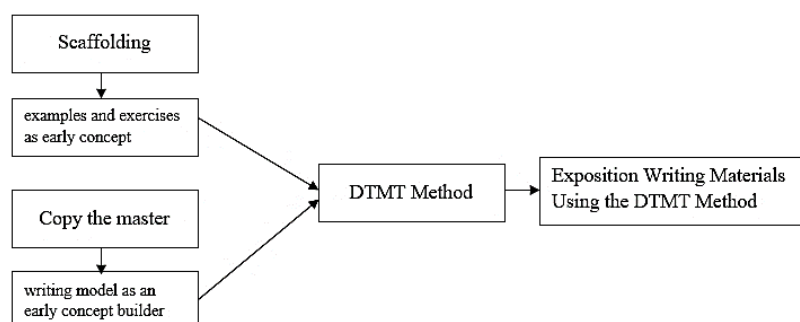
## 1. INTRODUCTION

Teaching materials are a set of materials teachers and students use in learning activities. Teaching materials are a medium used by learners to gain knowledge and a tool for teachers to teach skills and competencies to learners (Alan Cunningsworth, 2007; Kormasela et al., 2020; Kosasih, 2020; Yao et al., 2022). Teaching materials are needed in the learning process (Allwright, 1981; Lee, 2013; Nurhadi, 1995; Tomlinson, 2010). One factor influencing success in learning is the availability of teaching materials

(Cahyani & Perdana, 2019; Susanto et al., 2016; Wismanto, 2021). Therefore, teachers need teaching materials that contain language competencies to improve students' competencies and skills.

One of the teaching materials needed by students to improve their writing skills is writing teaching materials. Writing teaching materials are a set of materials that contain material and exercises that are arranged systematically and gradually to improve students' writing skills. In the learning outcomes of phase E of the *Kurikulum Merdeka*, the purpose of learning to write is to facilitate students' ability to convey ideas, thoughts, ideas, directions or written messages logically, creatively, and critically in various forms of text, one of which is exposition text (BSKAP Decree No. 009, 2022). To achieve these goals, one of the efforts that can be made is to provide teaching materials that suit the needs of students. Suitable teaching materials can guide and motivate learners to achieve learning objectives (Mukhlis et al., 2020; Mulyani, 2010). In addition to the need for teaching materials relevant to the needs of students, teachers, and students also need to use appropriate learning methods for writing exposition texts. Using teaching materials with appropriate writing methods will effectively help learners increase their motivation to write. One of the methods that can be used in learning to write expository texts is the From Text to Text (DTMT) method.

The DTMT method is a writing technique that starts with reading activities to learn the content, structure, and linguistic rules of exposition texts from sample texts. The goal of this method is to create an exposition text that is as good as a model. The theory underlying the use of the DTMT method is the theory of scaffolding and copy the master. Scaffolding theory is a theory that constructs a person's knowledge must be assisted by competent adults or experts in modeling and correcting the responses given (Hogan & Pressley, 1997). while Copy the Master is a learning process by imitating the examples presented to produce similar works (Marahimin, 1994: 22-23).



**Figure 1.** Theoretical basis of the DTMT method

Reading activities in the DTMT method aim to build initial understanding related to the content, text structure, linguistic rules, and presentation patterns of exposition text. The reading activity can also be used as a first step in collecting writing ideas. Through this understanding, the writer has the basic concepts and knowledge to produce writing as good as the examples presented. Good reading skills affect writing skills (Andersen et al., 2022; Graham et al., 2018; Martínez et al., 2022; Petrosky, 1982; Tamaya, E. et al., 2018). Reading and writing are literacy skills. Writing is a productive skill. According to Nurhadi (2017:5), writing is generating ideas and packaging them in the form of symbols in the form of writing so that readers can understand. Writing activities produce ideas, knowledge, and opinions, so complex cognitive skills are needed (Benetos & Bétrancourt, 2020). Good writing skills support a person's skills in communicating and conveying ideas and knowledge even though they come from different backgrounds (Asriati & Gani, 2022; Hayati et al., 2022; Nggawu et al., 2022). In line with this statement, Delgado-Osorio et al. (2023) explained that learners need to conduct an in-depth

analysis of the sources of information used to produce good writing. These stages are needed for students to develop good and structured writing skills.

One of the text types studied in class X is exposition text. Exposition text is a type of text that presents a topic accompanied by logical arguments. According to Keraf (1982:3), exposition text only aims to explain a problem topic, and the reader assesses the text. Several logical arguments accompany the problem topic presented in the exposition text to expand the reader's knowledge (Abduh et al., 2019; Gusrita, 2021). Several arguments presented aim to influence readers. Therefore, it requires skills in conveying good information.

The need for teaching materials for writing exposition texts was based on the results of interviews with three Indonesian language teachers from SMA PGRI Lumajang, SMAN 1 Kunir, and SMA Muhammadiyah Lumajang, as well as analyses of Indonesian language textbooks. Two results were obtained from the interviews, which are related to the textbooks used and students' skills. There are two findings on the textbooks used (1) the exposition text material in the books used by teachers and students in grade X consists of three pages, (2) the lack of exercises and tasks for writing exposition texts in the books used by teachers and students. In students' exposition text writing skills, four results were found, namely (1) students' lack of interest in learning to write exposition texts, (2) lack of mastery of standardized words, (3) lack of mastery in writing sentences and writing cohesive and coherent paragraphs, and (4) lack of mastery in composing logical and coherent arguments. These obstacles are one of the reasons why students are passive in learning to write. Therefore, students need teaching materials for writing expository texts with appropriate methods to improve their writing skills.

There have been many studies on developing teaching materials for writing exposition texts. First, research conducted by Pratama et al. (2016) entitled *Pengembangan Bahan Ajar Menulis Teks Eksposisi Bermuatan Cinta Lingkungan dengan Strategi Pemodelan untuk Siswa Kelas VII SMP*. The results of this study indicate that the teaching materials developed are feasible to implement. Second, another study on teaching materials for writing exposition texts was conducted by Rahmadani et al. (2019) entitled *Pengembangan Bahan Ajar Teks Eksposisi pada SMA Kelas X*. The results of this study indicate that the results of grade X exposition text writing skills improved. Third, relevant research conducted by Fadilla et al. (2023) entitled *Pengembangan Bahan Ajar Elektronik Modul Bahasa Indonesia Materi Teks Eksposisi pada Siswa Kelas X SMAN 1 Palabuhan Ratu dan SMA Pasundan 1 Cimahi*. The results showed that teachers and students could use the teaching materials to write exposition texts in learning activities. Although research on the development of teaching materials for writing exposition texts has been widely conducted, no research specifically examines using the DTMT method in teaching materials for writing exposition texts. Research on teaching materials for writing exposition texts using the From Text to Text (DTMT) method emphasizes mastery of the process of writing exposition texts through examples presented directly so that students can build a good initial concept of exposition texts.

## 2. METHODS

This research is part of development research. The development model applied in this research is the ADDIE model. The model was developed by Reiser and Mollenda (1990s) and adapted by Brach in 2009 to develop learning design. The ADDIE model has five stages, namely (1) analysis, identify the learning needs and objectives, (2) design, plan the structure and content of the teaching materials, (3) development, create the actual teaching materials, (4) implementation, apply the materials in learning to write exposition text in class X, and (5) evaluation, assess the effectiveness of the materials and make necessary revisions (Branch, 2009, p. 17). For two reasons, the ADDIE model was selected. The model can be revised and evaluated iteratively at every level in order to produce a workable and reliable final output. Writing instruction materials that follow the first phases of the ADDIE model are the second outcome of this research and development. These materials are created using needs analysis and preliminary investigations.

This study used a survey type of research. The survey was used to find out the problems in the classroom related to exposition text writing skills. The survey is part of the needs analysis. Needs analysis is part of the first stage in the ADDIE method. The analysis stage is used as initial information that forms the basis for developing writing teaching materials. The subjects were 1 Indonesian teacher of SMAN 1 Kunir and 10 students, 1 Indonesian teacher of SMA 1 PGRI Lumajang and 10 students, and 1 Indonesian teacher of SMA Muhammadiyah Lumajang and 10 students. Data were collected using the techniques of (1) observation, (2) interview and analysis of the writing of 10 students from each school, and (3) analysis of three Indonesian textbooks. Observations were conducted to understand classroom dynamics and student characteristics in learning to write exposition texts, interviews to gather detailed insights from teachers and students, and analyses of student writing and textbooks to evaluate current teaching materials. Interviews to gather detailed insights from teachers and students regarding students' exposition text writing skills. Analysis of students' writing is used to identify students' specific needs in writing exposition texts. The identification aims to determine students' skills in organising ideas, skills in writing opinion sentences and fact sentences, skills in developing arguments, and students' skills in using appropriate grammar and vocabulary. The analysis of the three Indonesian textbooks was used to assess the quality, methods, strengths and weaknesses of the materials, in order to develop teaching materials that are more effective and in line with students' needs.

In this study, the data analysis process used was the McDonough & McDonough model data analysis technique. McDonough & McDonough's model is suitable for analyzing teaching materials for writing exposition texts using the DTMT method in grade X high schools because it helps to collect and process qualitative data in a deep and orderly manner. This model directs data collection through interviews, observations, and documents, and then decomposes them gradually to find important themes and patterns. In this way, researchers can identify the strengths and weaknesses of teaching materials and ensure their findings are accurate, resulting in more effective teaching materials that meet the needs of students. The interviews were conducted with 1 Indonesian teacher of SMAN 1 Kunir and ten students, 1 Indonesian teacher of SMA 1 PGRI Lumajang and ten students, and 1 Indonesian teacher of SMA Muhammadiyah Lumajang and ten students. Interview activities were conducted to obtain research data on the need to analyze the development of teaching materials for writing exposition texts using the DTMT method.

### 3. FINDINGS AND DISCUSSION

In this section, the findings and discussions from the initial needs analysis will be presented. The findings and discussions are related to (1) learning observation, (2) teacher interviews, (3) student interviews and text analysis, and (4) textbook analysis. The four sections are explained as follows.

#### 3.1 Learning Observation

The development of teaching materials for writing exposition texts using the DTMT method is designed to improve the writing skills of grade X students. The observation stage was carried out by entering the classroom and following the learning process of writing exposition texts conducted by teachers and students at SMAN 1 Kunir, SMA 1 PGRI Lumajang, and SMA Muhammadiyah. There are three things from the results of the observations that have been made. First, students can follow the lessons but struggle with topic selection and logical sentence development. Second, only one textbook is used, which covers multiple language skills and lacks focus on writing exposition texts. Third, the writing process requires a gradual, continuous approach, which is constrained by the semester timeline. Fourth, teachers use appropriate methods but lack a structured approach to writing stages and feedback. The results of the writing that students have done rarely get suggestions or feedback on the information that has been written.

Based on the explanation above, companion teaching materials are needed to assist teachers and students in learning to write. The teaching materials should also present exercises that guide students in producing good exposition texts.

### **3.2 Interview with The Teacher**

The need for teaching materials for writing exposition texts is also based on the results of interviews with 1 Indonesian teacher from SMA PGRI Lumajang, 1 Indonesian teacher from SMAN 1 Kunir, and one teacher from SMA Muhammadiyah Lumajang. Three results were obtained during the interview. First, existing textbooks are insufficient for focused writing instruction. The learning presentation for writing exposition texts in the material consists of three to five pages, focusing on writing exposition texts and translating them into infographics. Therefore, there is a need for companion teaching materials that focus on improving exposition text writing skills. Second, students find writing complex and tedious, showing low interest. The obstacle is related to the lack of interest in learning to write. Third, students struggle with standardized language, sentence structure, and cohesive arguments. Due to these obstacles, Class X students are passive in learning to write. Students' writing abilities are also impacted by their low reading proficiency.

Based on this explanation, teaching materials for writing exposition texts with the proper method are needed. These materials should contain writing materials and exercises that gradually help build motivation and improve students' reading and writing literacy. They should also be tailored to the needs of students and the learning outcomes to be achieved.

### **3.3 Interviews with Students and Results of Analysis of Exposition Texts Written**

The need for teaching materials for writing exposition texts is also based on the results of interviews with 10 students from SMAN 1 Kunir, 10 students from SMA PGRI Lumajang, and 10 students from SMA Muhammadiyah Lumajang. The students selected were 5 female students and 5 male students from each school. The interviews were conducted face-to-face. Combine the findings from interviews and text analysis to show a comprehensive view of student challenges. First, students struggle with topic selection, leading to limited variety and depth in exposition texts. Second, many students use informal language and have difficulty structuring paragraphs. Third, low reading literacy negatively impacts writing skills. These difficulties caused the information they presented in the exposition text they wrote to be less well structured. Exposition text is a type of text that requires data or facts to support the arguments presented. This is so that the information conveyed can influence the reader.

Based on the above explanation, it can be concluded that improving students' writing skills requires a continuous process. The process must be gradually mastered by students. Teachers must be able to guide students in the writing process starting from determining the topic of the problem, collecting information relevant to the topic, compiling an exposition text outline, and developing an exposition text outline so that it becomes a complete and structured exposition text. The information presented can also be accounted for because it comes from reliable sources. The process is part of the teaching materials for writing exposition texts using the DTMT method. Students' writing skills are built based on the examples presented to be analyzed and then used as a reference to produce the same exposition text.

### **3.4 Results of the Analysis of Indonesian Textbooks**

As a basis for preparing teaching materials for writing exposition texts using the DTMT method, a review of teaching materials used by grade X teachers and students in Indonesian language learning has been carried out. There are three teaching materials used in learning to write grade X exposition

texts, including *Cerdas Cergas Berbahasa dan Bersastra Indonesia SMA/SMK Kelas X Kurikulum Merdeka* (Kemdikbudristek, 2021), *Kombi, Kompeten Berbahasa Indonesia untuk SMA/SMK Kelas X Kurikulum Merdeka* (Erlangga Publisher), and *Esensi Bahasa Indonesia untuk SMA/MA/SMK Kelas X* (Mediatama Publisher). The three teaching materials are arranged systematically and consistently, but several parts need to be refined related to writing exercises, especially on exposition texts. Three results were obtained based on the analysis of the three teaching materials.

First, in the *Cerdas Cergas Berbahasa dan Bersastra Indonesia SMA/SMK Kelas X Kurikulum Merdeka* (Kemdikbudristek, 2021), textbooks provide basic exposition text material but lack comprehensive writing exercises and focus on infographics. Learning to write exposition texts is contained in Chapter 2 with the sub-title Writing Exposition Texts on Simple Research Results as Material to Convey Social Criticism.

**D. Menulis Teks Eksposisi Hasil Penelitian Sederhana Sebagai Bahan untuk Menyampaikan Kritik Sosial**

Menulis teks eksposisi hasil penelitian sederhana sebagai sumber penyampaian kritik sosial yang akurat.

Seperti yang sudah dibahas sebelumnya, anekdot merupakan salah satu cara untuk menyampaikan kritik terkait fenomena sosial yang terjadi. Agar kritik yang disampaikan bertanggung jawab, kalian harus memiliki data atau informasi yang valid terkait fenomena yang diangkat ke dalam teks.

Kali ini, kalian akan diajak untuk melakukan penelitian sederhana menggunakan metode survey sebagai bahan sebelum melakukan kritik. Hasil penelitian yang kalian lakukan dapat dituangkan dalam sebuah teks eksposisi laporan. Teks eksposisi laporan adalah teks yang menyampaikan sebuah gagasan atau temuan berdasarkan hasil sebuah penelitian atau peristiwa yang terjadi. Perhatikan langkah-langkah berikut.

1. Tentukan topik fenomena sosial yang akan kalian gali lebih dalam. Pilihlah topik yang kalian temui dalam kehidupan sehari-hari, contohnya kebiasaan membaca di sekolah.
2. Tentukan siapa atau apa yang akan menjadi responden atau sumber data penelitian kalian. Kalian dapat memilih teman-teman, keluarga, atau orang lain di sekitar kalian sebagai responden sesuai dengan topik yang diangkat. Semakin banyak responden penelitian, semakin valid hasil penelitiannya.
3. Rumuskan hal-hal yang ingin kalian ketahui dari topik yang dipilih dalam bentuk pertanyaan. Contoh pertanyaan yang dapat dibuat adalah, berapa jam yang kalian habiskan untuk membaca buku dalam sepekan? Buku apa saja yang kalian baca? Hal apa saja yang jadi pertimbangan kalian dalam memilih buku bacaan?
4. Tentukan cara pengambilan data. Apakah survey akan dilakukan dengan menyebarkan angket isian atau berupa wawancara.

Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X

5. Kumpulkan data sesuai dengan cara pengambilan data yang telah dipilih.
6. Olah data yang telah didapat. Kalian dapat mengolah data dengan menggunakan persentase, misalnya berapa persen yang menjawab A, B, atau C.
7. Sajikan data kalian dalam bentuk teks eksposisi laporan. Teks disajikan dengan struktur sebagai berikut:
  - a. Pernyataan pendapat  
Tuliskan pendapat kalian terhadap topik yang akan dibahas. Sampaikan pula pendapat kalian mengenai alasan pemilihan topik sehingga penting untuk dibahas.
  - b. Argumen/hasil penelitian  
Sampaikan hasil penelitian kalian dengan jelas. Kalian juga dapat menampilkan tabel, grafik, atau diagram untuk menunjukkan data yang diperoleh.
  - c. Penegasan ulang/simpulan  
Sampaikan simpulan atau penegasan pendapat kalian terhadap hasil yang sudah dibahas.

**Tabel 2.4 Tabel rancangan penelitian sederhana**  
Gunakanlah format berikut untuk merancang penelitian sederhana kalian.

Topik :	
Alasan memilih topik :	
Responden :	
Daftar pertanyaan :	1.
	2.
	3.
	4.
Instrumen yang akan digunakan :	angket/wawancara
Hasil penelitian:	
Simpulan:	

Selain dalam bentuk tertulis, teks eksposisi laporan kalian dapat juga dituangkan dalam bentuk infografik yang menarik. Berikut ini beberapa contoh infografik yang menyajikan data hasil penelitian.

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**Figure 2.** Materials and exercises for writing exposition texts

Figure 2. presents the exposition text material integrated with simple research. The research results obtained are used as data from the exposition text to be written. In Figure 2, the stages of writing an exposition text with simple research using the survey method are also briefly explained, and the format for writing an exposition text using simple research has also been presented. The writing lesson does not focus on writing exposition texts but on writing exposition texts as simple research. As the final result of the learning, the exposition text is an infographic.

Second, in *Kombi, Kompeten Berbahasa Indonesia untuk SMA/SMK Kelas X Kurikulum Merdeka* (Erlangga Publisher), there is a need for more practical and engaging teaching materials that cover all stages of writing. In this book, exposition text learning is contained in chapter 3 with the subheading Writing, Converting Exposition Texts to Other Texts. The teaching material contains four examples of exposition texts with the same theme. The examples presented are to build the initial concept of exposition text. The following learning activity is understanding information by answering some of the questions. Group activities are presented in the section identifying the exposition text's structure and linguistic rules. Writing exposition text is done individually by looking at the infographics presented.

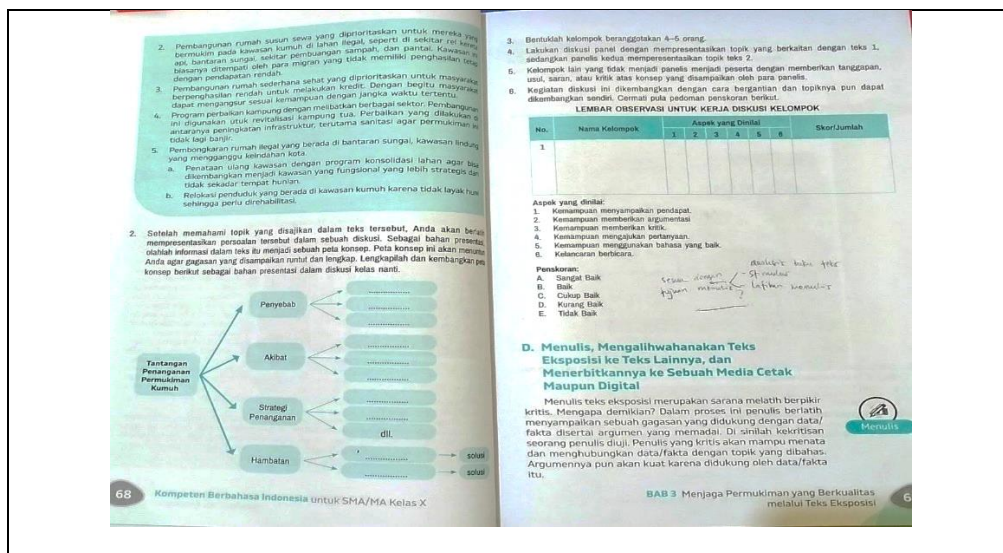


Figure 3. Materials and exercises for writing exposition texts

Figure 3 shows the material in this textbook, which refers to the textbook published by Kemdikbudristek. However, the difference is that in Kombi's textbook, the exposition text material is presented more fully, which includes listening, evaluating, and creating exposition text information. The exposition text of the research results is created into infographics as the final result of the students' exposition text.

Third, in *Esensi Bahasa Indonesia for SMA/MA/SMK Class X* (Mediatama Publisher), learning to write exposition texts is found in chapter 2 with the subtitle Writing Exposition Texts of Research Results. This textbook provides basic exposition text material but lacks comprehensive writing exercises. There is a need for more practical and interesting teaching materials that cover all stages of writing. This is because the practice of writing exposition texts in this book, learners are directed to present data through interesting infographics, tables, diagrams, or graphs.

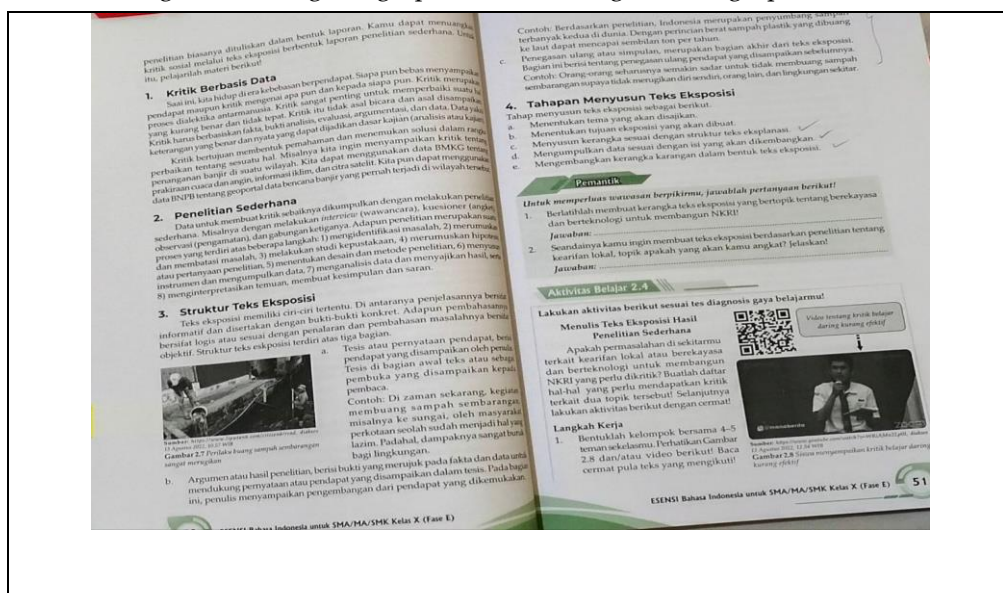


Figure 4. Writing exposition text from simple research

Figure 4, the presentation of material in this textbook, refers to the textbook published by Kemdikbudristek. In the Essence textbook, the exposition text material is one of the texts that function as a medium to convey social criticism. The exposition text in the textbook is translated from the

anecdote text. The final result of writing exposition text in this textbook is a simple research exposition text. The results of the teaching materials review were reinforced by observations and interviews with Indonesian language teachers at SMA PGRI Lumajang, SMAN 1 Kunir, and SMA Muhammadiyah Lumajang. The results of these observations and interviews are (1) the primary exposition text teaching material used is a package book from Kemdikbudristek, (2) students need a process in building good exposition text writing skills, (3) require teaching materials for writing exposition texts as a companion textbook so that, (4) teaching materials for writing exposition texts should help students in improving writing skills that are packaged attractively and practically, (5) teaching materials for writing exposition texts are enriched with writing exercises from the pre-writing, writing, and post-writing stages.

To support the development of teaching materials for grade X students, it is essential to align these resources with their learning needs and cognitive development. The application of appropriate instructional strategies is crucial to fostering students' writing proficiency, particularly in expository text writing. Writing teaching materials that are specifically designed for grade X students should be engaging, contextually relevant, and scaffolded to meet their diverse learning styles. According to Graham (2018), tailored instructional materials that reflect students' real-world experiences and interests can significantly enhance their motivation and engagement in writing tasks.

The implementation of the Direct Text Manipulation Technique (DTMT) is particularly promising in improving students' writing skills. DTMT focuses on actively engaging students in the process of manipulating and organizing text, which can lead to a deeper understanding of the structure and components of expository writing. Research has shown that when students are given opportunities to directly interact with and manipulate text, they develop stronger analytical skills and a better grasp of logical sequencing in their writing (Olson & Land, 2020). The DTMT method supports these cognitive processes by breaking down the complexities of writing into manageable tasks, thereby improving overall writing performance.

Furthermore, teaching strategies incorporating active learning techniques, such as DTMT, have significantly enhanced students' ability to organize and present information clearly and coherently in expository texts (Harris & Graham, 2019). By using DTMT, educators can help students develop essential skills in structuring their ideas, using appropriate transitions, and employing a logical progression of thoughts, which are key elements of expository writing.

#### 4. CONCLUSION

This study concluded that the current Indonesian textbooks used for teaching expository text writing do not adequately support the development of students' writing skills in this genre. The absence of well-structured writing exercises in these textbooks hampers students' ability to acquire critical skills necessary for composing coherent and argumentative expository texts. It is evident that teaching materials designed with careful consideration of students' needs and learning characteristics can provide a more solid foundation for enhancing their writing proficiency, particularly in writing structured and logically organized exposition texts.

A limitation of this study is that it relies on preliminary data collected from earlier research. Additionally, the study is focused solely on the writing skills of grade X students, which may limit the generalizability of the findings. Future research should involve a more representative sample and be conducted over a longer duration. Moreover, developing more diversified teaching materials to cater to students with varying levels of ability and interest is recommended to ensure broader applicability and effectiveness.

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