

Characteristics of Revising High School Students' Exposition Text In Schematic Perspective

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Abstract. Schemata are functionally related to revising, both formal and linguistic schemas and are dynamic. Therefore, it is important to conduct research in revising the exposition text from a schemata perspective for high school students. Collecting data through interviews, observations, and revision tests, using interactive model analysis techniques, namely data collection, data presentation, reduction, conclusion drawing, and verification, as well as checking the validity of the findings (triangulation, member check, and audit trials). Students revise by rereading each idea that meets the structure of the text, compiling rules (punctuation, letters, and words) and sentences. At this stage, errors related to linguistic aspects arise. Students revise the exposition text through two characteristics, namely direct characteristics that are carried out during and after writing, while indirect features are carried out after writing.

Keywords: characteristics of revising exposition text; high school students; schemata

1 Introduction

The term schema was used by Jean Piaget in 1926 and brought about a change in developmental theory. Anderson developed schema theory into education, while Rumelhart developed schema into a systemic and integrated theory [1]. That schemata play a role in understanding perception, speech, reading, remembering, learning, and reasoning. This shows that schemata play a role in understanding concepts and procedures related to material in the student learning process, as well as learning to write, especially revising. As a process, revising is functionally related to the author's schemata [2].

Part of the problem of revising arises because the schemata is not activated by the teacher [3], [4], whereas in writing the schemata contains the information needed for the writing process [5]. Therefore, the failure of understanding in writing may be caused by the initial schemata or prior knowledge or initial understanding which is the capital of thinking [6]. From the results of the literature study, we found that there were no publications regarding the characteristics of students in revising exposition texts from a schema perspective. In a similar case but focuses on prewriting, which finds a functional relationship between schema and prewriting [7]. Activation of schemata

and peer assessment has succeeded in improving descriptive writing skills in elementary school students [8].

The exposition text was chosen because students can reconstruct ideas freely [9]. In addition, through exposition text students can describe their main thoughts, ideas, and ideas that can expand the reader's knowledge, and are factual genres [10]. Exposition texts are classified in a variety of discourses. The purpose is to explain, convey, or explain something to the reader in order to expand or increase their knowledge and views [11]. As a text, exposition has a different social purpose, both rhetorical structure, word choice and grammar according to purpose. Thus, this study aims to reveal the characteristics of revising exposition texts in high school. To disclose the involvement of the scheme in revising? How is each student's schemata when revising the exposition text?

2 Method

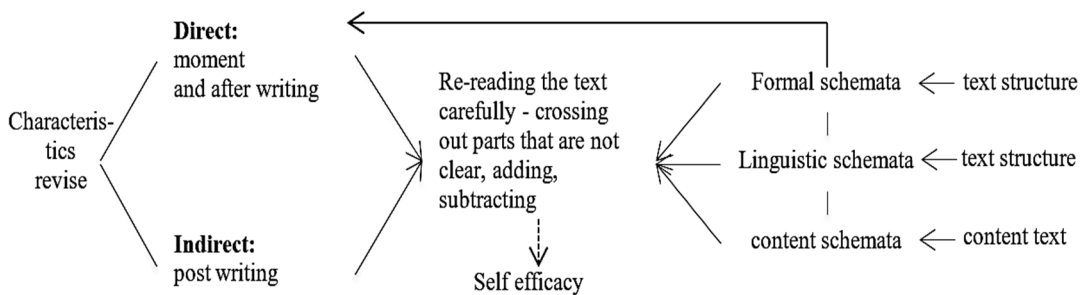
This type of research is qualitative [12], with a case study approach in class X SMA Negeri Ternate, totaling 119 and 6 data did not meet the requirements, so the research subjects became 113. Data collection used interviews, observations, and revising tests, as well as interactive model analysis techniques, followed by triangulation, examination members, and trial audits. Data analysis includes data reduction, data presentation, and drawing conclusions/verification [13].

2.1 Finding

Schemata revised students' exposition texts with two characteristics, namely direct and indirect revision using formal schemas, content, and linguistic schemas.

2.2 Characteristics of Revising Schemata

The direct feature is carried out at the time of writing and after writing, while the indirect feature is the revision feature that is carried out after writing. Both are done by reading the writing that has been produced. Students do the editing stage at the revision stage, so that students carry out two activities at the same time at the revision stage.



Characteristics of Revising Exposition Text Schemes

The percentage of schemata characteristics of *direct revision* and *indirect revision* of exposition text is described in Table below.

Table 1. Characteristics of Schemata Revising Exposition Text

Characteristics	The number of students	Percentage
Direct: moment-after	41	36%
Indirect: after	72	64%
JUMLAH	113	100 %

The recapitulation of the results of the schemata characteristics revises the exposition text according to the indicators, namely: 1) students organize the main and explanatory ideas completely and systematically with a very appropriate category 29 (25.75%) students, 71 (62.8%), students, less appropriate 13 (11.50%) students, not appropriate 0 (0%) students, 2) students arranging sentences and paragraphs in the content of the text to be effective and coherent with the very appropriate category 22 (19.46%) students, according to 66 (58, 40%) students, less appropriate 25 (22.12%) students, not appropriate 0 (0%) students, 3) students write the title according to the content of the text with a very appropriate category 84 (74.33%) students, appropriate, 29 (25.66%) students, less appropriate and not appropriate 0 (0%) students, and 4) students write the rules (letters, words, punctuation marks) correctly with the very appropriate category 19 (16.81%) students, according to 53 (46.90%) students, not appropriate 41 (36.28%) students, and not appropriate 0 (0%) students.

2.2 Schemata Function in Revising

Content schemata, linguistics, formal schemata are used to revise and edit written results. Content schemata function to improve the content of the text, linguistic schemata function to improve grammatical aspects, formal schemata are used to correct the structure of the text. Improving the content in the form of arranging the structure of the text (theses, arguments, and recommendations), while the grammatical aspect includes improving the writing of words, sentences, paragraphs, and punctuation marks in theses, arguments, and recommendations. The revised schemata is done by rereading the writing carefully while crossing out parts that are not clear, both in terms of content and grammatical aspects. The content schemata is used to organize the main ideas and explanatory ideas.

3 Discussion

The characteristics of revising texts for students are generally (100%) the same, namely revising by reading and reviewing the text that has been produced, namely the structure (thesis, argumentation, and affirmation/recommendation). Formal schemes are used to check the structure of the text, content schemes to check the content of the text, and linguistic schemes to correct spelling.

Revising is done by rereading it until the writing is believed to be appropriate [14]. The goal is to find out mistakes related to spelling, diction, and sentences [15]; in order to understand the

meaning and contents well. However, what the students did for this purpose was not as expected [16]. In contrast to the research conducted, our findings were revised directly or indirectly.

Students believe the pattern of direct and indirect revision is better. The revision activity is carried out in one stage, namely the writing stage, of course it is different if it is carried out at each stage. The difference is, when writing students focus on developing problems and focus back on revision when revising. This is not in line with the general knowledge that revisions are made after the writing process. In fact, putting revisions at the rewrite stage [17]. The revision process is at the editing stage, namely self-editing, peer-editing, and authority-editing [18].

Sentence revision is done to get the use of sentences that are precise and straightforward, so that they arrange them according to function, do not repeat words, and avoid special terms. Straightforward intended to make it easier for the reader [19]. Spelling editing is carried out on lowercase and capital letters, as well as the use of punctuation marks. These components are functionally closely related to the purpose of writing, framing ideas, and finding material for writing. Language errors can occur from two sources, namely intralingual factors (first language interference) and interlingual factors [20]. Errors in writing expository text occur in aspects of the rules (punctuation marks, letters), words, and word forms, as well as prepositions, and conjunctions [21]. Language errors in the aspect of the rules are categorized as error factors; both in sentence structure and in terms of rules. For example, an error in using a comma (,) conjunction 'so and because of that' writes the subject; uppercase and lowercase letters. Meanwhile, errors at the logical level, namely the presentation of invalid data and information to support arguments [22].

That aspects of the rules and syntax are still a problem in writing students. However, the findings of other studies have not been seen and categorized as characteristics. Thus, in contrast to our findings. Meanwhile, linguistic characteristics that tend to appear at the revising stage are words such as to describe the details of the problem and the connectors are, are, and, or, and also to connect one word to another, phrase to phrase, sentence to sentence; nouns for everything, as well as adverbs [23].

4 Conclusion

Students revise the exposition text through two characteristics, namely Direct characteristics, which are carried out during and after writing, while Indirect characteristics are carried out after writing. Formal schemata are used to revise, i.e. rearrange the structure; using content schemata to organize the scope and suitability of content with the topic of the problem, and linguistic schemata to organize mechanical and sentence aspects. Revision activities are carried out by students by reading the entire text of the thesis-arguments-reaffirmation/recommendations. Although the results of the revision in this aspect are not perfect. This happens because knowledge of rules, writing prepositions, prepositions, and sentences according to function by is still low. The process of learning to write for students in high school should pay attention to the characteristics of the schemata they have. It is intended that the process and results of learning to write, especially revising as expected.

However, students make revisions not on the basic schemata they have. The basic schemata are schemata that arise because of strong self-confidence. For example, sentence structures that

define and provide characteristics. Because, if these two sentences are revised, it can cause difficulties in understanding the text. The same goes for the arguments used. This shows that the linguistic schemata and content schemata can be changed if it is believed to be changed. This characteristic appears as a tendency of schemata in revising the exposition text.

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