

Expository Learning Strategy: Definition, Goal, Profit and Procedure

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ABSTRACT: Expository learning strategy is a series of learning activities that emphasize the delivery of facts, ideas and important information to students sourced from textbooks, references, or personal experiences using lecture techniques, demonstrations, and study reports. This strategy aims to provide knowledge and skills that are considered important to students. There are two main advantages of this strategy, namely in terms of time and supervision. This learning strategy is more appropriate to explain the relationship between several concepts and is more suitable to be applied to fifth and sixth grade students. The expository learning strategy procedure consists of three stages, namely (1) at the introduction stage the teacher conveys the main points of the material to be discussed and the learning objectives to be achieved, (2) at the presentation stage, the teacher conveys the learning material with lectures and questions and answers, then followed by a demonstration to clarify the material presented and end with the delivery of the exercise, (3) at the closing stage the teacher carries out an evaluation in the form of tests and follow-up activities.

KEYWORDS: Expository Learning Strategy, Definition, Goal, Profit, and Procedure

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I. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning process so that students actively develop their potential optimally so that students can have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the nation's community and country.

In order for students to develop their potential optimally, it is necessary to choose the right learning strategy. Because basically there is no single strategy that is most appropriate for achieving all objectives and in all situations and conditions. There are many types of learning strategy. One type of learning strategy is expository learning strategy. For this reason, this paper will examine expository learning strategy which include definition, goal, profit and procedure for expository learning strategy.

II. DEFINITION OF LEARNING STRATEGY

In general, strategy is a tool, plan, or method used to complete a task (Beckman, 2004). In the context of learning, strategy relate to approaches in the delivery of material in the learning environment. For this reason, the strategy must be adapted to the stated learning objectives (Gerlach and Ely, 1971). According to Miarso (2004), a learning strategy is an overall approach to learning in a learning system, in the form of general guidelines and a framework of activities to achieve the general objectives of learning, which are elaborated from the view of certain philosophies and / or learning theories.

Seels and Richey (1994) state that learning strategy is the details of the selection of the sequencing of events and activities in learning, consisting of methods, techniques and procedures that enable students to achieve goals. Kauchak and Eggen (1993) define learning strategy as a set of activities carried out by the teacher to achieve certain goals.

From these limitations, it can be understood that the learning strategy is a general pattern of learning activities, a series of teacher-student actions in realizing effective learning events to achieve a particular learning goal. As a pattern of teacher-student activity, the learning strategy contains a number of components that form a link in a container called a learning pattern.

Dick and Carey (1996) view learning strategy as an explanation of the general components of a variety of learning materials and procedures that will be used together with these materials, to produce a particular learning outcome for students. Components of the learning strategy, namely pre-learning activities, presentation of information, student participation, tests, and follow-up. Meanwhile, according to Miarso (2004), components or elements commonly found in learning strategy include general objective learning, techniques, organizing learning activities, learning events, learning sequences, assessments, management of learning activities / classes, place or setting, and time.

In planning the learning strategy, there are five stages that must be passed, namely selecting the media according to the objectives, sorting and grouping objectives, planning pre-learning, tests, and follow-up activities, planning the presentation of information and student participation in each part of the lesson, and determining activities for the lesson and estimating the time needed for each lesson.

From these opinions it can be concluded that the learning strategy is essentially concerned with; (1) sequence of learning activities, namely stages that need to be passed / followed in the presentation of learning material, (2) learning methods or techniques, namely technical procedures for organizing materials and managing students in the learning process, (3) learning media, namely equipment and learning materials used as media of the learning process, and (4) role definition, namely the division of roles (functions) between teacher and students in the learning process.

In the learning process, the four components become a unified whole to form a particular learning. Based on these components, it can be identified an learning pattern or vice versa to develop a particular learning pattern can be constructed from these components. So what is meant by a learning strategy is the overall general pattern of teacher-student activities in realizing effective learning events to achieve goals, formed by a blend of the sequence of activities, methods and learning media used, and defining the roles between teacher and students.

III. EXPOSITORY LEARNING STRATEGY: DEFINITION, GOAL, PROFIT, AND PROCEDURE

Definition of Expository Learning Strategy

The term expository comes from the concept of exposition, which means to provide an explanation. In the context of exposition learning is a strategy used by the teacher to say or explain facts, ideas, and other important information to students (Jarolimek and Foster, 1981).

In expository learning strategy, the teacher seeks subject matter to be taught from various sources, then the teacher processes it and summarizes it and may also be a chart. In front of the students the teacher explains the concepts and students just accept it, then record it. Therefore, expository learning strategy tend to emphasize the delivery of information sourced from textbooks, references or personal experiences using lecture techniques, demonstrations, and study reports (Gerlach and Ely, 1971).

Based on the description above it can be concluded that the expository learning strategy is a strategy that emphasizes the delivery of facts, ideas and important information to students sourced from textbooks, references, or personal experiences using lecture techniques, demonstrations, and study reports.

Goal and Profit of Expository Learning Strategy

One of the goals of expository learning strategy is to provide knowledge and skills to students (Jarolimek and Foster, 1981). Knowledge and skills that are considered important for students such as information relating to science, mathematics, social studies, health, safety and others can often be done efficiently and effectively by using expository learning strategy. In addition, this learning strategy is more appropriate to explain the relationship between several concepts and is more suitable to be applied to fifth and sixth grade students.

Expository learning strategy provide two main advantages, namely in terms of time and supervision (Jacobson, Eggen, and Kauchack, 1989). Through expository learning strategy the material can be quickly conveyed and accepted by students. More than that this learning strategy is relatively necessary in learning followed by the number of students that are too large for other approaches to use.

Procedure in Expository Learning Strategy

According to Romiszowski (1984), expository learning strategy take place through several stages as follows. First, the presentation of information. Presentation of this information can be done with lectures, exercises, or demonstrations. Second, a mastery test and restatement if deemed necessary. Third, it provides an opportunity for application in the form of examples and problems, with an increasing number and degree of difficulty. Fourth, provide opportunities for the application of new information in real situations and problems.

Meanwhile, according to Ausubel, before the presentation of lessons in the expository learning strategy the advanced organizer was used (Tomei, 2004). Advanced organizer is a preliminary statement by explaining the overall organizational scheme of knowledge or material to be presented. An advanced organizer usually includes the main ideas and concepts from the lesson and shows how these ideas and concepts are related to each other (Ormrod, 2000).

The main function of an advance organizer is to bridge the gap between what students already know and what students need to know before students can learn about tasks that are meaningful (Ausubel, Novak, and Hanesian, 1978). This is in line with the opinion of Ormrod (2000) which states that the advance organizer serves to provide support for new information and optimize learning.

In expository learning strategy the teacher is an important source of data as well as an important component in the learning process. The teacher arranges the learning program and the teacher also determines the books and learning materials that will be used. In addition, the teacher also plays a role in guiding students to get the correct answers as demanded in the curriculum. Teacher directions and explanations in expository learning strategy must be clear so that students can understand them. Questions and unclear explanations can confuse and hinder student learning (Jarolimek and Foster, 1981).

Meanwhile, students in expository learning strategy are expected to be able to achieve the learning demands built by the teacher. These demands include reading material, answering questions, and showing skills that are considered important. Students can be and are often very active in expository learning, but their learning activities are directed towards achieving predetermined results (Jarolimek and foster, 1981).

According to Jarolimek and Foster (1981), students obtain information and skills from the learning resources used, in particular, learning materials compiled by teachers, textbook authors and others. Some standard learning resources that can and often are used in expository learning strategy are films, pictures, encyclopedias, libraries, and community resources.

In addition, students are expected to be mentally ready to accept what the teacher gives or follow what the teacher will program. Teachers usually carry out experiments by demonstrating something to explain certain concepts, principles, laws, and / or theories. For example, in learning science / science, teachers usually explain a concept or law narratively through lectures, then prove the law through demonstrations and then explain the application of the law in daily life.

Therefore, it can be said that in expository learning strategy teachers tend to use active learning process controls, while students accept and follow what is programmed and presented by the teacher. Furthermore, expository learning strategy are more teacher-centered learning processes, the teacher being the main source and source of information (Jacobson, Eggen, and Kauchack, 1989). In expository learning strategy, media such as educational videos and visual aids are used to support the explanations given by the teacher. Visual aids that can be used in expository learning strategy include; physical examples, drawings, diagrams, and maps. According to Ormrod the addition of verbal explanations with visual aids will increase the effectiveness of storing information in long-term memory and making it easier to get it back (Ormrod, 2000).

Although expository learning strategy use methods other than lectures and are complemented or supported by the use of media, the emphasis remains on the process of receiving knowledge (reception learning) rather than on the process of finding and constructing knowledge.

Expository learning strategy however may not be abandoned altogether in the learning process. Learning to accept concepts is the basis for learning at a high level, without mastering the concepts correctly and adequately it is impossible to learn discovery and inquiry (Carin and Sund, 1989). So expository learning strategy are learning strategy that emphasize the process of deduction, pointing to the strategy that teachers normally use in actual learning practices in the field.

Based on the description above it can be said that the learning procedures in expository learning strategy are as follows; (1) at the preliminary stage the teacher conveys the main points of the material to be discussed and the learning objectives to be achieved, students listen and record things that are considered important, (2) at the presentation stage on the material the teacher conveys the learning material with lectures and questions and answers, then proceed with a demonstration to clarify the material presented and end with the delivery of the exercise, (3) at the closing stage the teacher carries out an evaluation in the form of tests and follow-up activities such as assignments in order to improve and stabilize or deepen the material.

IV. CONCLUSION

Expository learning strategy is strategy that emphasize the delivery of facts, ideas and important information to students sourced from textbooks, references, or personal experiences using lecture techniques, demonstrations, and study reports. One of the goals of expository learning strategy is to provide knowledge and skills that are considered important to students. Expository learning strategy provide two main advantages, namely in terms of time and supervision. This learning strategy is more appropriate to explain the relationship between several concepts and is more suitable to be applied to fifth and sixth grade students.

In implementing the procedure for expository learning strategy is as follows; (1) at the preliminary stage the teacher conveys the main points of the material to be discussed and the learning objectives to be achieved, students listen and record things that are considered important, (2) at the presentation stage on the material the teacher conveys the learning material with lectures and questions and answers, then proceed with a demonstration to clarify the material presented and end with the delivery of the exercise, (3) at the closing stage the teacher carries out an evaluation in the form of tests and follow-up activities such as assignments in order to improve and stabilize or deepen the material.

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