THE DEVELOPMENT OF *VIDEO COMPACT DISK* MEDIA USING A SCIENTIFIC APPROACH FOR EXPOSITORY WRITING: A CASE IN INDONESIAN SENIOR HIGH SCHOOLS

Mohammad Amin
A Doctorate Student of Indonesian Language Education and Literature Department at Sebelas Maret University, Surakarta, Indonesia
Corresponding author, email: *aminabubakar7@gmail.com*

Prof. Dr. Andayani, M.Pd., Indonesian Language Education and Literature Department at Sebelas Maret University, Surakarta, Indonesia

Prof. Dr. Joko Nurkamto, M.Pd., Indonesian Language Education and Literature Department at Sebelas Maret University, Surakarta, Indonesia

Dr. Budhi Setiawan, M.Pd., Indonesian Language Education and Literature Department at Sebelas Maret University, Surakarta, Indonesia

Dr. Ngadiso, M.Pd., Indonesian Language Education and Literature Department at Sebelas Maret University, Surakarta, Indonesia

This research aims to describe the condition of learning media for writing expositions in accordance with the needs of teachers and students, the development of VCD learning media for writing expository texts using a scientific approach, and to test the effectiveness of VCD learning media for the expository writing using a scientific approach at senior high schools in Wonogiri Regency, Indonesia. This research used a research and development (R & D) approach. The data were analyzed qualitatively and quantitatively to know the effectiveness of the Indonesian language development model, and experiments set to conduct the pretest and posttest of control group designs. The results of this research prove that students and teachers need learning media manifested in the form of learning expository VCD texts that contain two or more exposition texts. In terms of form, the title used in the prototyped VCD learning of exposition text is *Writing exposition texts for senior high schools using a scientific approach* and the selected image is an expository text illustration with simple and casual colors. In terms of the content, the VCD learning of exposition text is equipped with a list of menu impressions consisting of an exposition text known as writing exposition texts for senior high schools using a scientific approach with a model of voice. The assessment results of expert lecturers and teachers show (1) a dimension of VCD learning of exposition texts that has three average values obtained from the teacher and the other three average values from the expert. The dimension of a VCD feature is good, (2) in terms of the VCD text menu dimension, three average values were obtained from the teacher and the other three average from the expert. In short, the text menu dimension on the VCD is good, and (3) on the VCD content dimension, three average values were obtained from the teacher, and the other three average values from the expert. The main menu dimension on the VCD is good.

Keywords: Learning media, VCD, writing exposition, scientific approach

INTRODUCTION

Writing is a language skill that plays a central role in developing students' creativity involving levels of cognitive, psychomotor, affective, and imaginative abilities. Tarigan (2008: 22) pinpoints that writing is to reduce or depict graphic representations of a language descriptively, so that others can read the graphic symbols and understand the language and graphic pictures comprehensively.

One of the writing skills well-known in the Indonesian language learning is writing expository texts. Through the exposition article, one can explain an event so as to increase the readers' knowledge. According to Slamet (2004: 103-104), exposition (the decomposition/explanation) is a variety of discourse that describes an event in order to increase the readers' knowledge. In writing the exposition, students have to develop materials or ideas in the form of articles, reports or other factual information and events related to knowledge. This is a part of syllabus, which is designed by the Indonesian language teacher especially in the class X.

The results of early observation at Wonogiri Senior High Schools prove that the number of students interested in writing is still relatively low resulting from the absence of appropriate learning media to foster the students' spirit to write. The students' low interest in learning is an obstacle for the learning process. Learning media are required to help teachers determine learning processes that focus on writing expository texts in a positive direction. Sudjana and Rivai (2005: 2) state that learning media can enhance students' motivation in the learning processes, and in turn, it is expected to enhance students' achievement as well.

One of the media used for exposition writing is a Video Compact Disk (VCD). As this disc tool is cheap, teachers and students can use it easily, and it has been tested over time to develop other media. According to Gagne (in Heinich, et al., 2006: 34), the use of media effectively deals with multimedia computers. Teachers seek to analyze learners, state of the art objectives, select methods, media and materials, use media, facilitate direct cooperation and evaluation. The use of this media will arouse students' learning interest. This is due to the increasing complex nature of learning, and a variety of learning goals are difficult to achieve if students merely rely on the teachers' explanations.

According to Shymlee (2012), the selection of VCD as a learning medium can improve teaching methods. The new era presents new challenges and duties to modern teachers. The tradition of language teaching has changed drastically with the inclusion of such a remarkable technology. Technology provides so many options that make teaching interesting and more productive in terms of improvement. Technology is one of the most significant choices of both social change and linguistics. Today, traditional teaching methods and stereotyped environments are not popular anymore while multimedia technology featuring audio, visual effects of animation naturally and humanly makes more access to information. In addition to abundant characteristics of information, time and space, multimedia technology offers a sense of reality and excellent functionality that fosters students' interest and motivation in their research and involvement in classroom activities.

Longe (2012) states that technology is an application of science to make the world more efficient. This study has shown that VCD learning is more effective for teaching the introductory part of instructional techniques to selected students from the Junior High School in Lagos State. Thus, despite the fact that students are in different areas with different cultural backgrounds, media instruction raises the same response from higher scores. VCD as an instructional medium can bypass socio-economic barriers and cultural age to improve human learning. Considering these results, instructional VCDs are an effective medium for secondary school students in Nigeria to ascertain and establish these facts for the country as a whole.

This research aims to provide products in terms of VCD learning media of exposition writing using a scientific approach. This research uses a VCD learning product development model which involves six stages, namely concept, design, collecting materials, assembly, trial, and distribution. In this research development, the procedures will describe the steps to be taken in making the learning products: developing a product analysis, an initial product, data collection, test instruments, validation of media experts and materials.

The purpose of this study, as previously formulated, is to describe the condition of learning media of expositions writing, the exposition writing media appropriate for the needs of teachers and students, the development of VCD learning media for exposition writing using a scientific approach, and to test the effectiveness of VCD learning for exposition writing using a scientific approach in accordance with the needs of teachers and students at senior high schools in Wonogiri Regency.

METHOD

This research used a research and development (R & D) approach. Sutama (2010: 183) points out that research and development is a powerful research strategy to improve practices. Research and development is a process or steps to develop a new product or refine an existing product that can be accounted for. Borg & Gall (in Sutama, 2010: 185-186) mention ten steps to implement research and development.

1. Research and data collection (research and information collecting). Measurement needs, literature studies, small-scale research, and value-judgmental considerations;

2. Planning. Developing a research plan, covering the capabilities required in conducting the research, formulating objectives to be achieved along with the research, design or research steps, the possibility of testing in a limited scope;

3. The development of product draft (developing a preliminary form of product). The development of learning materials, learning processes and evaluation instruments;

4. Preliminary field testing. Field trials (took place at 1 to 3 schools with 6 to 12 tests of subject teachers). During the trials, the observations, interviews and questionnaires were conducted;

5. Revise the test results (a main product of revision). Fixed test results.

6. Field testing (the main field testing). Testing is more widely at 5 to 15 schools with 30 to 100 trial subjects. Quantitative data of teachers' performance before and after using the tried model were collected.

7. Completion of product of field test result (an operational product revision). Improve the product of field test results.

8. Field implementation of tests (the operational field testing) took place at 10 to 30 schools involving 40 to 200 subjects. Testing is done through questionnaire, interview, observation and result analysis.

9. The final product of revision. Completion is based on input from the field implementation of tests.

10. Dissemination and implementation. The above-mentioned insights deal with reporting the results in professional meetings and in journals, working with publishers for publishing, and monitoring the spread for quality control.

To find out the effectiveness of the Indonesian language development model, experiments were conducted, i.e., comparing the situation before and after using a new system, or by comparing with the group that keeps using the old system (a pretest-postest control group design) (Sugiyono 2010: 303).

Arikunto (2010: 354) asserts that, in general, the research is conducted in two groups, one of which is an experimental group (the treatment) and a control group or a comparison group (the non-treatment subject). After the experiments are completed, the results of the two groups are processed by comparing the two meanings. For free random samples, the mean difference of test was calculated by using the t-test formula.

RESULT AND DISCUSSION

1. Data collection technique

Data collection techniques used in the product development phase are stated as follows:

Interview

In this interview, the researchers conducted interviews with the Indonesian language teachers to get insights of the gradual product that has been developed in this research.

Field Study

A field survey was conducted to collect data regarding the planning and implementation of the lesson. Data collection was done through interviews, documentary studies and observations of teachers' teaching time. The data collected includes perceptions, motivations and skills of teachers in learning, learning support factors such as facilities, media and learning resources. The data collected also includes aspects of students such as ability, attitude, and motivation to learn. The data obtained from the field survey referred to the theoretical or conceptual foundations concluded from the literature study results, and an initial draft of the product developed.

Data analysis technique

The validation test data obtained from both expert and user are analyzed qualitatively, reflectively, and categorically.

2. Findings of Media Needs Analysis of VCD Text Exposition Lesson

a. Description of Student Needs on VCD Media Profile of expository text learning

The students' needs for VCD media of exposition text includes three aspects, namely (1) the need for VCD media of expository text, (2) the required VCD media of expository text, and (3) students' expectation on VCD media of exposition text. The description of indicators for VCD media of expository text can be seen in table below.

Table 1
The VCD media of expository text learning

No	Aspects	Number of students	Answer	Number of students
1	Have students seen the slideshow of VCD media of exposition text learning?	30	Yes	6
			No	24
2	The provision of VCD media of exposition text learning in the field	30	Many	0
			Few	30
3	The students' response concerning the VCD media of exposition text learning in the field	30	Clear	6
			Less clear	24
			Others	0
4	The effectiveness of VCD media of exposition text learning in the field lapangan	30	Effective	4
			Less effective	0
			Others	26
5	Whether or not other textbooks, besides the VCD media of exposition text learning, are necessary or not	30	Necessary	24
			Unnecessary	6

Table 1 shows that many students need VCD media for text exposition learning because students find it difficult to find VCD media. By using the media VCD for exposition text learning, students are expected to understand the text of exposition. In addition to the VCD media for exposition texts learning, students need other teaching materials. This is evidently true that of the 30 students, 24 of them answer that they need for other teaching materials such as VCD textbooks for exposition texts learning to help them understand the VCD easily.

The required expository VCD media may include the needs indicator about the shape and needs of the media content. A description of the needs indicators of VCD forms for expository texts can be seen in the following table.

Table 2
The form of VCD media for the required exposition texts learning

No	Assessment aspects	Number of students	Response	Response Intensity
6	Title	30	Writing exposition texts using a scientific approach for senior high shools	11
			Learning VCD for exposition texts is one of the media of exposition texts learning	8
			The title is appropriate for the exposition text in it.	7
			Others	4
7	The suitability of colors	30	Bright and glaring	3
			Simple and casual	20
			Many colors	4
			Others	3
8	Pictures	30	People read exposition texts	12
			Illustrate the theme of stated exposition texts	13
			Abstract	1
			Others	4

The analysis of aspects in Table 2 indicates that the title used in prototype VCD for the exposition texts learning is *Writing Exposition Texts for Senior High Schools Using a Scientific Approach*. Students' expectations for VCD colors are simple and casual. Meanwhile, the selected image is an expository text illustration taken as a consideration to make the image beautiful and

interesting to the researcher who is trying to integrate students' various answers. An overview of the VCD text content for high school students can be seen in the table below.

Table 3
The required VCD text content for the exposition texts learning

No	Assessment Aspects	Number of Students	Response	Number of Students
9	Menu/presentation list	30	Necessary	27
			Unnecessary	3
10	Instructions for using the VCD	30	Necessary	22
			Unnecessary	8
11	The number of themes of understandable exposition texts	30	One	6
			More than two	24
12	The choice of themes of understandable exposition texts	30	Definition, process, classification, illustration, comparison and analysis of exposition text	20
			Classification, comparison and analysis of exposition text	6
			Classification and illustration of exposition text	3
			Others	1
13	Addition of sound model	30	One	8
			More than two	22
14	Whether or not the *backsound* is necessary	30	Necessary	29
			Unnecessary	1

The analysis of these aspects shows a prototype that is accompanied by a user's manual, a menu of impressions consisting of two or more exposition texts, and the VCD's exposition texts Definition, Process, Classification, Illustration, Comparison and Analysis, and Musical Instruments.

Students' hope and suggestion concerning the VCD media for exposition texts deal with the atractive design of cover, content and comprehensibility of the exposition texts. In addition, students hope that after making the VCD for this expository text, the circulation of VCD can be extended especially to schools because it is still rare to find the VCD for exposition texts learning.

B. *A Description of Teachers' Needs on the VCD Media Profile of Expository Texts Learning*

The teachers' needs for VCD media related to drama performances includes three aspects, such as (1) the needs for VCD media of expository texts learning, (2) VCD media for required expository texts learning, and (3) teachers' expectations on the VCD media for exposition texts. An overview of the VCD for expository texts learning can be seen in the following table.

Table 4
The VCD media for exposition texts learning

No	Aspects	Number of Teachers	Response	Response Intensity
1	Have teachers used the VCD media for exposition texts learning as part of textbooks in the expositions texts lesson?	3	Yes	0
			Never	3
			Others	0
2	The media used by teachers in the exposition texts learning.	3	*Power point*	0
			VCD media for exposition texts	0
			Others	3
3	Inhibiting factors in understanding exposition texts	3	Student	3
			Scarcity of textbooks	0
			Lack of textbooks-based knowledge	0
			Others	0
4	Students' response on the understanding exposition texts lesson.	3	Good	2
			Not good	0
			Others	1
5	The availability of VCD media for exposition text in the field	3	Many	0
			Few	1
			Others	2
6	The quality of VCD media for exposition text on sale	3	Good	0
			Low quality	1
			Others	2
7	Learning media are unnecessary in the exposition texts learning	3	Necessary	3
			Unnecessary	0
8	Textbooks being developed in the today's exposition texts learning.	3	VCD media for the exposition texts learning	3
			Exposition textbooks learning	0
			Others	0
9	Wheher the VCD media for musical illustation of the exposition texts are necessary or not	3	Necessary	3
			Unnecessary	0
10	The number of exposition text themes that must be included in the VCD media for exposition texts learning.	3	Only one	0
			Mor than two	3
11	The number of addition of sound	3	1 person	1
			2 people or more	2
12	Whether textbooks besides the VCD media for exposition texts learning are necessary or not	3	Necessary	3
			Unnecessary	0

Table 4 shows that the VCD media for exposition texts learning is rarely found, and even if

there is a VCD media for learning exposition text images, its content is still of poor quality. That is why, it is necessary to design an exposition text closely related to the VCD media that present interesting images and the content that are easily understood by students. Thus, the analysis of these aspects, in addition to the VCD learning of exposition, needs teaching materials other than VCDs in the form of supporting textbooks. The concept of needs analysis is accommodated or acted upon by researchers using textbooks.

In the aspect of VCD learning, the required exposition text includes parts of form and content. The shape section includes three indicators, namely 1) title, 2) cover color, and 3) cover image. Here is an overview of all three aspects of the assessment.

Table 5
The form of VCD media for exposition texts learning

No	Aspects	Number of Teachers	Responses	Response Intensity
13	The title of VCD media for exposition texts	3	Writing exposition texts for senior high schools using a scientific approach	2
			The VCD is used as learning media for exposition texts	0
			The title is based on the themes for exposition texts in the VCD.	1
			Others	0
14	Color is considered to be part of the VCD cover design for exposition texts learning	3	Bright and glaring	1
			Simple and casual	0
			More colors	0
			Others	2
15	Picture is considered to be the VCD cover for exposition texts learning	3	People read exposition texts	2
			The illustration of decided exposition texts	1
			Abstract	0
			Others	0

As Table 5 indicates, the title of the VCD for the exposition texts is *Writing Exposition Texts for Senior High Schools Using a Scientific Approach along with the Casual and Simple Color Design and Images Based on Illustrations of Exposed Text Themes*. Meanwhile, the content section covers three aspects of the assessment. For more details here is a description of all three aspects of the assessment.

Table 6
The Content of VCD for exposition texts learning

No	Aspects	Number of teachers	Response	Response Intensity
16	Whether music illustration in the VCD for exposition texts is necessary or not	3	Necessary	3
			Unnecessary	0
17	The number of exposition texts in the VCD media for exposition texts	3	One only	1
			Two or more	2
18	The number of addition of sounds	3	1 person	1
			2 people or more	2

The teachers' expectation is that (1) VCD learning of exposition texts can increase students' learning interest in understanding expository texts, (2) improve an understanding for exposition texts,

(3) inspire and motivate teachers and students to learn Indonesian especially writing skills for exposition texts, (4) create VCD learning of exposition texts creatively and innovatively to facilitate the learning of exposition texts through a scientific approach.

2. Principles of VCD Development as Part of Expository Texts Media for Students of Class X

A. Principles of the VCD Media Development as Expository Texts Media

The VCD learning media for expository texts is developed by considering the following generally accepted principles.

1) The Principles of Attracting and Exciting

2) The Convenience Principle

3) Flexibility Principle

4) Innovation Principles

5) The Relevance Principle

6) The Principle of Creativity

B. Principles of using media VCD learning for exposition texts Exposition texts as expository text media:

1) The Convenience Principle

2) Innovative and Creative Principles

3) Prototype VCD of Text Exposition

A. Materials for Media VCD learning of exposition texts

The materials used in making the VCD learning of exposition texts in the form of exposition texts are videoshooted. The exposition texts used in the manufacture of this medium are set to generate the definition and exposition processes.

B. The production process of the VCD media learning of exposition texts

On this stage of production process of VCD learning for exposition texts, the researchers undertake activities during the production processes. More importantly, the researchers describe several activities, namely (1) the formation of a production team, (2) the process of engaging the exposition texts into the script, and (3) the shooting.

C. Postproduction (the editing processes of VCD learning media for exposition texts)

The VCD editing processes involved SPARKOL VIDEO SCRIBE, ADOBE AFTER EFFECT CS 4, COREL X5, and PHOTOSHOP CS4 programs. This process consists of four stages: (1) inserting the video, (2) inserting the audio, (3) adding the text, (4) producing the VCD.

4. Assessment and advised improvement of prototype VCD media for exposition texts learning

Based on limited trials conducted to 3 teachers and 2 experts, the following research results are obtained. The assessment includes three dimensions, namely 1) VCD display, 2) text menu, and 3)

main menu/contents.

In the first dimension of VCD learning media for exposition texts, the average value obtained from the teacher is worth 3 and from the expert is worth 3 as well. As the second average value is worth 3, the dimension of VCD profile is good.

In addition to the assessment, some suggestions for improvements are needed. The VCD background color should be brightened and the highlighted image is the theme of expository text instead of the voice. The second dimension is the VCD text menu, and the average value obtained from the teacher is worth 3 and from the expert is worth 3. Based on these two values, the average value is worth 3, and it can be concluded that the text menu dimension on the VCD is good.

Referring to this assessment, several suggestions for improvements to this dimension are: (1) the font size on the enlarged envelope, (2) the color of the letters is brightly colored, and (3) the lyrical text at a glance on the video is fully listed by given varying effects.

The third dimension is the content of VCD in which the average value obtained from the teacher is worth 3 and from the expert is worth 3. Thus, the average value is 3 and it can be concluded that the main menu dimension of the VCD is good.

In general, some suggestions for improvements given by teachers and experts on teaching materials for reading textbooks of expositions consist of (1) the background colors of the VCDs are clarified and created by using more interesting designs; (2) music illustrations are replaced with the soft ones and slowed down sounds, (3) the size and color of the font are enlarged and given an attractive effect with bright colors, and (4) in the back of the VCD is a text of the VCD.

The assessment conducted by the supervisor shows the overall good VCD although some improvements are needed such as the use of greetings addressed to teachers or education practitioners. In addition, things that need to be fixed are the writing of letters, clauses, and cover that is tailored to the changes on the VCD cover.

After assessing the VCD media for the exposition texts involving high school students of class X, teachers and experts, the results indicate improvement of the VCD media of this text and all suggestions are meant to serve as a basis of improvement. However, not all of them are realized because researchers have their own concepts and judgments in making revisions or improvements for the VCD media learning of exposition texts. In addition to the suggestions, improvements are also based on creative ideas of researchers.

First, the dimensions of the VCD display. The improvements within the VCD display are: (1) the color change on the cover that becomes brighter, (2) the size change and the font color of the title, and (3) the change in the cover image highlighted by the exposition text theme. Improvements for the VCD media of expository texts are labeled and covered, as seen in figures 1 and 2 below.

Before improvement   After Improvement

Figure 1. The Profile of VCD before and after Improvement

Before Improvement   After Improvement

Figure 2. The Size and Font Color Change before and after Improvement

The VCD covers are designed, only slightly different from the color of the image on the VCD. Colors before improvements appear less bright and conspicuous, and after improvements the blue color is somewhat conspicuous. In addition, the theme of contents of exposition texts is more highlighted in the form of umbrella festival drawings. Changes to the VCD text may vary, for example, its font background color is changed from black to yellow. The color is selected by researchers because it is bright and easy to read.

5. Test Results of Learning VCD Model Development

A. Limited Test

1) Results of the VCD Development Based on Limited Trial at Senior High Schools

A) Limited Trial 1

The experimental activity is limited to the development of a scientific compensation video (VCD) approach to writing exposition texts at Senior High School (SMA) held on Wednesday, November 2, 2016, for 90 minutes (1 x meetings), from 08.30 AM to 10.00 AM WIT. A limited trial

was conducted in the Language Laboratory of SMA Negeri 1 Jatisrono, Wonogiri District. The implementation of limited trial 1 was assisted by the Indonesian Subject Teachers, Yani Purwanti, S.Pd. in the first semester during the 2016/2017 academic year, class X MIPA 1, involving 30 students.

B) Limited Trial 2

A limited trial 2 was implemented by applying a prototype video compact disc (VCD) called. *Writing Exposition on Types of Expositions.* The implementation of this limited trial 2 was conducted in the Language Laboratory Room, SMA Negeri 1 Jatisrono Wonogiri on Wednesday, 9 November 2016, for 90 minutes (1 x meeting), from 08.30 AM to 10.00 AM WIT. The implementation of the limited trial 2 was assisted by the Indonesian subject teacher, Ibu Yani Purwanti, S.Pd. who handled the class X MIPA 1 semester 1 (2016/2017), involving as many as 30 students.

At the end of the second limited trial, the researchers asked the teacher to provide multiple choice test questions, to find out progressive learning outcomes after using VCD as an exposure learning medium. Thus, there are significant differences in pre-test and post-test results. The VCD learning media for exposition texts using a scientific approach is quite effective in improving students' exposition learning outcomes at SMA Negeri 1 Jatisrono Wonogiri.

B. Test Area

The broad test is a continuation of the limited test conducted to ensure the feasibility of VCD media development outcomes that have met the needs of the learning media required by students and teachers. The broad test was conducted at three schools, namely SMA Negeri 1 Wonogiri, SMA Negeri 3 Wonogiri, and SMA Pancasila I Wonogiri. In the broad test, the researchers analyzed the achievement of learning outcomes before and after using VCD media. The results of a different test analysis show that learning outcomes before and after using VCD media prove improved. It can be said that the development of VCD media contributes something crucial to the learning achievement of Indonesian especially expository discourse writing, and the VCD media development seems effective.

6. Discussion

A. The excellence of VCD media of exposition texts for high school students in the Class X

Teaching materials designed by researchers have advantages, both in terms of form and content. When compared to existing expository texts of VCD media, this media is clearly more effective than usual. In addition to its dedication to senior high school students of class X, this media seeks to help students understand the exposition texts easily, so that the desirable results will be better. In terms of shape, the VCD is very practical, portable and attractive.

In the initial concept of this study, the VCD media of exposition texts was developed to give students greater opportunities to understand expository texts and provide a visualization of the expository texts content in that students capture the contents of the exposition texts. In terms of content, the VCD is an audiovisual media that students will use to understand and remember its content more easily. The VCD media is regarded as a quite effective media for exposition texts. Another advantage is that it can be used by the teacher to introduce the VCD form of learning media and the actual exposition texts and can facilitate learning processes to be more interesting.

B. Disadvantages of VCD of Exposition Texts for High School Students in Class X

Regardless of having advantages, a VCD of exposition text has certain flaws. Still, it is lack of VCD learning exposition texts, namely the content of VCDs is very simple both from the way of reading and the background of exposition texts presented in the video, so that the level of satisfaction as a teaching material depends on the students and teachers themselves.

CONCLUSION AND SUGGESTION

Conclusion

In general, teaching materials aimed to appreciate exposition texts for high school students of class X can be developed into a VCD form of learning media of exposition texts. The VCD media of exposition texts learning for high school students of X class can be used as an alternative to supplement the expository text learning media. This expository text's VCD media contains exposition texts that are filmed in accordance with the needs of senior high school students of class X. The media contains 6 exposition texts namely the exposition of coffee making process theme, the exposition of classical texts on the growth of trade in Solo, the exposition of illustrations theme related to the area of traffic rules, the exposition texts of Archaeological Museum of Sangiran, the exposition of analyzing the texts of the Rupiah's devaluation. The covers and profiles of VCD media are made interesting to motivate students in learning. The theme in the exposition text becomes a basic concept of the profile and VCD cover.

These conclusions are related to the students' needs for VCD learning of exposition texts, assessment of prototype VCD learning of exposition texts, and improvements to prototype VCD learning of exposition texts, as follows.

First, students and teachers need learning media called a VCD learning media for exposition texts embodied in the form of learning expository VCD texts that contain two or more exposition texts. Exposition texts required by the students of class X are the ones that may vary in themes ranging from the processes of making coffee, trade growth in Solo, the illustration of texts on the area of traffic rules, the comparison texts concerning Sangiran Archaeological Museum, the analysis text of the cause of the Rupiah's devaluation.

Second, the VCD profile of expository texts learning consists of two parts, namely in terms of form and content. In terms of form, the title used in the prototyped VCD learning of exposition texts is *Writing Exposition Texts for Senior High Schools Using a Scientific Approach* and the selected image is an expository text illustration with simple and casual colors. In terms of the content, the VCD learning of exposition texts is equipped with a list of menu impressions, consisting of an exposition text called *Writing Exposition Texts for Senior High Schools Using a Scientific Approach* along with its model of voice.

Third, the teachers' and experts' assessments of prototyped VCD video media of expository texts for high school students of class X show that (1) the VCD learning media of exposition texts has an average value of 3 (obtained from the teachers) and the average value of 3 (obtained from the experts). Thus, dimension of the VCD profile is good, (2) in terms of the VCD text menu dimension, the average value obtained from the teacher is worth 3 and from the expert is worth 3. Thus, the text menu dimension on the VCD is good, and (3) in terms of the VCD content dimension, the average value obtained from teacher is worth 3 and from the expert is 3. Therefore, the main menu dimension of the VCD is good.

The improvements of prototyped VCD media of expository texts for senior high school students of class X show (1) a dimension of cover box of VCD for exposition texts is totally designed to be a replacement. However, it still uses an initial concept of displaying both the theme of the video and a two-reader model, (2) the expository texts' VCD box cover, (3) the text menu dimension with additions and improvements in terms of colors composition and size.

Suggestion

First, the teacher should develop an expository text learning media to improve students' ability in comprehending exposition texts, which are interesting, fun, and not boring, so that students can achieve the desirable competencies. The VCD media of exposition texts can be used as a medium in the learning processes to understand exposition texts.

Second, it is necessary to develop the VCD media for the expository texts learning to correct the deficiencies in the existing expository texts of VCD media.

Third, further research is needed to test the effectiveness of expression texts pertaining to VCD media for senior high school students of class X.

REFERENCES

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi* [Research Procedures A Practical Approach Revised Edition]. Yogyakarta: Rineka Cipta.

Heinich, R., M, M., Russel, J. D., dan Smaidino, SE. (2005). *Instructional Technology and Media for Learning. English Edition.* New Jersey: Pearson Prentice Hall.

Slamet St. Y. (2004). *"Pengaruh Orientasi Pembelajaran dan Kemampuan Penalaran Terhadap Keterampilan Menulis Bahasa Indonesia".* Disertasi [*"The Influence of Learning Orientation and Reasoning Ability on Indonesian Language Writing Skills". A Dissertation*]. Jakarta: Program Pascasarjana UNJ.

Sudjana, N. dan Rivai, A. (2005). *Media Pengajaran* [Teaching Media]. Bandung: Sinar Baru.

Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* [Quantitative, Qualitative Research Methods and R&D]. Bandung: Alfabeta.

Sutama. (2010). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, PTK, R&D* [Quantitative, Qualitative Educational Research Methods, Classroom Action, R & D]. Surakarta: Fairuz Media.

Tarigan, H. G. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa* [Writing as a Language Skill]. Bandung: Angkasa.

Abdurrahman, M. (2010). *Pendidikan Bagi Anak Berkesulitan Belajar.* Diterbitkan atas kerjasama antara Departemen Pendidikan dan Kebudayaan dengan Penerbit Rineka Cipta. Jakarta.

Ahmadi, I. K.; Amri, S. & Elisah, T. (2011). *Strategi Pembelajaran Sekolah Terpadu*. Jakarta: PT. Prestasi Pustakaraya.

Akhadiah, S., Ridwan, Sakura, M. G, A. (1998). *Pembinaan Kemampuan Menulis Bahasa Indonesia.* Jakarta: Penerbit Erlangga.

Aman, I., Awal, N.M., Jaafar, M.F. (2014). Discourse Strategies of Science and Technology Academic Texts: A Malay Language Account. *Procedia - Social and Behavioral Sciences*, 136 (2014) 344 – 349.

Anas, A. (2013). Konsep Pendekatan Dan Metode Pembelajaran Bahasa Indonesia. *Jurnal Paedagogia* Vol. 2, Nomor 1, hlm. 1-24.

Andayani. (2014). *Pendekatan Saintifik & Metodologi Pembelajaran Bahasa Indonesia*. Surakarta: Yuma Pustaka.

Andayani. (2015). *Problem dan Aksioma: dalam Metodologi Pembelajaran Bahasa Indonesia*. Yogyakarta: Deepublish.

Anderson, J. (2005). IT, *E-learning, and Teacher Development. International Education Journal* ERC2004, Special Issue, 2005, 5(5), 1-14. ISSN 1443-145© 2005 *Shannon Research Press.*

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010*. Yogyakarta: Rineka Cipta.

Ariningsih, N.E., Sumarwati, S. K. (2012). *Analisis Kesalahan Berbahasa Indonesia Dalam Karangan Eksposisi Siswa Sekolah Menengah Atas. BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya Volume I Nomor 1, April 2012, ISSN 12302-6405*

Arsyad, A. (2005). *Media Pembelajaran.* Jakarta: PT Raja Grafindo Persada.

Chaeruddin. (2004). *Media Membantu Mempertinggi Mutu Proses Belajar.* Buletin Perbukuan Vol. 10. Jakarta: Depdiknas.

Connor, Ulla. M. F. (1990). *The Teaching of Topical Structure Analysis as A Revision Strategy for ESL Writers,* dalam *'Second Language Writing'* pp 126-137.

Cox, C. (1999). *Teaching Language Arts: a Student-and Response - Centered Classroom.* USA

Darmawati. (2015). Peningkatan Keterampilan Menulis Wacana Eksposisi Menggunakan Media Berita dalam Koran Siswa Kelas X Nautika B SMK Pelayaran Samudera Nusantara Utama Palopo. *Jurnal Pendidikan, Pengajaran Bahasa dan Sastra ONOMA*, Vol. 1, No.1, hlm. 70-78.

Departemen Pendidikan dan Kebudayaan. (2005). *Teknologi Instruksional Buku HIC. Materi Dasar Pendidikan Program Akta Mengajar V.* Jakarta : Dirjen DiktiPPIPT.

Dix, K. (2005). *Are Learning Technologies Making a Difference? A Longitudinal Perspective of Attitudes. International Education Journal* ERC2004, Special Issue, 2005, 5(5), 15-28. ISSN 1443-145© 2005 *Shannon Research Press.*

Djali, P. M. (2008). *Pengukuran dalam Bidang Pendidikan.* Jakarta: Grasindo.

Ghozali, I. (2001). *Aplikasi Analisis Multivariate dengan Program SPSS.* Semarang: Badan Penerbit Universitas Dponegoro.

Ghufron, A. (2006). *Pendekatan Penelitian dan Pengembangan (R&D) di Bidang Pendidikan dan Pembelajaran.* Yogyakarta : Universitas Negeri Yogyakarta.

Heinich, R., Molenda, M., Russel, J. D., & Smaidino, S.E. (2005). *Instructional Technology and Media for Learning. English Edition.* New Jersey: Pearson Prentice Hall.

Hidayah, N. (2014). Pendekatan Pembelajaran Bahasa Whole Language. *Terampil*, Vol 3, Nomor 3, hlm. 77-91.

Hosnan, M. (2014). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia.

Hyland, K. (2004). *Genre and Second Language Writing.* Ann Arbor: The University of Michigan Press.

Iskandarwassid & Sunendar, D. (2008). *Strategi Pembelajaran Bahasa.* Bandung: PT. Remaja Rosdakarya.

Jabbar, K. A., Choy, A. O. J., & Lim, L. (2013). Effects of experiencial-based videos in multidisciplinary learning. *Australian Journal of Education Technology 2013, Vol. 19 No.4* hal.537-547.

Kartono. (2009). *Menulis Tanpa Rasa Takut, Membaca Realitas dengan Kritis.* Yogyakarta: Kanisius.

Kellog, R. T. (2008). *Training Writing SkiU: A Cognitive Developmental Per spedive* dalam *'Journal of writing Research' pp 1-26.*

Kemendikbud. (2013). Diklat Guru Dalam Rangka Implementasi Kurikulum 2013 Mata Diklat: 2. Analisis Materi Ajar Jenjang: SD/SMP/SMA Mata Pelajaran; *Konsep Pendekatan Scientific.*

Keraf, G. (1995). *Eksposisi: Komposisi Lanjutan II* [Exposition: Advanced Composition II]. Jakarta: Gramedia Widiasarana Indonesia.

Keraf, G. (2004). *Komposisi* [Composition]. Ende, Flores: Nusa Indah.

Keraf, G. (2012). *Media Komunikasi Pembelajaran* [Learning Communication Media]. Jakarta : Kencana Prenada Media Group.

Keraf, G. (2007). *Dasar-dasar Keterampilan Menulis* [Basic Writing Skills]. Bandung: Angkasa.

Keraf, G. (2009). *Diksi dan Gaya Bahasa* [Diction and Language Style]. Jakarta: Gramedia Pustaka Utama.

Kridalaksana, H. (1982). *Kamus Linguistik.* Jakarta: PT Gramedia Pustaka Utama.

Lestari, R. (2006). *Ringkasan dan Pembahasan Soal Bahasa Indonesia SMP*. Jakarta: Puspa Swara.

Longe, I.M. (2012). Effects of Video Compact Disc (DVD) based instructions on students' learning outcomes in an introductory technology class in Nigerian secondary schools. *African Journal of Computing & ICT,* 5(4), 69-72.

Magno, C. (2009). *Self-Regulationand Approaches to Learning in English Composition riting.* dalam *'TESOL Journal vol. 1, pp. 1-16.* Manila: De La Salle University.

Maharani, Y. S. (2015). Efektivitas Multimedia Pembelajaran Interaktif Berbasis Kurikulum 2013. Indonesian Journal of Curriculum and Educational Technology Studies, Vol. 3, No. 1, hlm. 31-40.

Mastan, M. E. & Maarof, N. (2014). ESL learners' self-efficacy beliefs and strategy use in expository writing. *Procedia - Social and Behavioral Sciences,* 116 (2014) 2360 – 2363.

McCrimmon, J. (1984). *Writing with a Purpose*. Boston: Houghton Mifflin Company.

Muhtarom. (2010). *Pengaruh Penggunaan Compact Disc Of Math (Cd-M) Sebagai Media Pembelajaran Matematika Terhadap Hasil Belajar Siswa Kelas XSMA Negeri 2 Mranggen* Volume 1 no 1 Maret 2010.

Muslimin. (2011). Perlunya Inovasi Dalam Pembelajaran Bahasa Dan Sastra Indonesia "Solusi Mengatasi Problem Klasik Pengajaran Bahasa dan Sastra di Sekolah". *Jurnal Bahasa, Sastra, dan Budaya*, Vol. 1, No. 1, hlm. 1-8.

Nuraeni, L. (2012). *Keefektifan Penggunaan Media VCD "Upin dan Ipin" dalam Pembelajaran Menulis Cerita Pada Siswa Kelas 5 SDN Malangbong 2 Kecamatan Malangbong Garut.* Makalah, Program Studi Pendidikan Bahasa dan Sastra Indonesia Sekolah Tinggi Keguruan Ilmu Pendidikan (STKIP) Siliwangi Bandung.

Nurgiyantoro, B. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra.* Yogayakarta: BPFE.

Nurjanah, N. (2005). "Penerapan Model Belajar Konstruktivisme dalam Pembelajaran Menulis Bahasa Indonesia". *Bahasa & Sastra*. April 2005. Volume 5, Nomor 1. Hlm. 58-68. Bandung: FBS Universitas Pendidikan Indonesia.

Nurkamto, J. (2012). *Research dan Development.* Pasca Sarjana IKIP PGRI Madiun.

Nurudin. (2007). *Dasar-dasar Pemdisan.* Malang: UMM.

Parrot, M. (1993). *Teaching: Developing Skill.* United Kingdom: Cambridge University.

Permendiknas no 23. (2006). *Standar Kompetensi Lulusan.* Jakarta: Depdiknas

Pfister, C. C., White, D. L., & Masingiia, J. O. (2004). *Using multimedia case studies to advance pre-service teacher knowing. International Education Journal* ERC2004, Special Issue, 2005, 7(7), 948-956. ISSN 1443-1475© 2005 *Shannon Research Press.*

Rias, R. M. & Zaman, H. B. (2013). *Understanding the role of prior knowledge in a multimedia learning application. Australian Journal of Education Technology 2013, Vol. 19 No. 4* hal.537-547.

Richard, J. C. (1990). *The Language Teaching Matrix.* USA: Cambridge university Press.

Rijlaarsdam et. al. (2008). *Observation of Press in Learning to Write,* dalam *'Journal of Writing and Research'* 1 (1) pp. 53-83. Amsterdam: University of Amsterdam.

Ripai, A. (2012). Pengembangan Teknik Berpikir Berpasangan Berbagi Pembelajaran Menulis Teks Drama Yang Bermuatan Nilai-Nilai Pendidikan Karakter Pada Mahasiswa Pendidikan Bahasa Dan Sastra Indonesia. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol. 1, No. 2, hlm. 150-156.

Saberan, R. (2012). "Penggunaan Media Audio Visual dalam Meningkatkan Motivasi Dan Hasil Belajar Siswa". *Lentera Jurnal Ilmiah Kependidikan*, Vol. 07 No. 02: 1-19.

Sadiman, A. S., Rahardjo, A. H., & Rahardjito. (2005). *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya.* Jakarta: PT Raja Grafindo Persada.

Salleh, S. M. (2011). *Use of Information and Communication Technology in Enhancing Teaching and Learning.* Universiti Teknologi MARA Sarawak, Malaysia Journal International Education Studies, Vol. 4, No. 2(May, 2004).

Samsudin, A. (2012). Peningkatan Kemampuan Menulis Eksposisi Berita Dan Menulis Eksposisi Ilustrasi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca Dan Menulis. *Jurnal Penelitian Pendidikan*, Vol. 13 No. 2, hlm. 1-11.

Sanaky, H. AH. (2009). *Media Pembelajaran*. Yogyakarta: Safiria Insania Press.

Sanjaya, W. (2012). *Media Komunikasi Pembelajaran.* Jakarta: Kencana Prenada Media Group.

Sanjaya, W. (2008). *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana.

Sanjaya, W. (2009). *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP).* Jakarta: Kencana

Sardiman, AM. (2012). *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: PT Raja Grafindo Persada.

Sari, I. R. (2014). Bahasa Pertama Siswa Sman Titian Teras Has Dalam Keterampilan Menulis Teks Eksposisi. *Pena*, Vol. 4, No. 2, hlm. 61-67.

Semi, A. (1990). *Menulis Efektif* Padang: Angkasa Raya.

Semi, A. (2007). *Dasar-Dasar Keterampilan Menulis.* Bandung: Angkasa.

Simamora, Ns. R. H. (2009). *Buku Ajar Pendidikan dalam Keperawatan*. Jakarta: EGC.

Siswanto, J. (2011). *Compact Disk Online (CD-O) Sebagai Multimedia Interaktif Pembelqfaran Fisika Berbasis Proyek* Jumal Pendidikan. JP2F, Vol. 21 April 2011.

Slamet St. Y. (2004). *"Pengaruh Orientasi Pembelajaran dan Kemampuan Penalaran Terhadap Keterampilan Menulis Bahasa Indonesia".* Disertasi. Program Pasca Sarjana UN J.

Soenarwan. (2008). *Pendekatan Sistem dalam Pendidikan.* Surakarta: Sebelas v   Maret University Press.

Sudjana, N. & Rivai, A. (2005). *Media Pengajaran.* Bandung: Sinar Baru.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung : Alfabeta.

Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Sukinah. (2013). Meningkatkan Aktivitas Dan Hasil Belajar Siswa Kelas VIII-D Smp Negeri 33 Surabaya Dalam Pelajaran Matematika Melalui Media Berbantuan Komputer. *E-Jurnal Dinas Pendidikan Kota Surabaya*, Volume 3, hlm. 1-16.

Sulaiman, A. H. (1998). Media *Audio Visual.* Jakarta: PT. Gramedia

Sumarlam. (2010). *Analisis Wacana*. Surakarta: Pustaka Cakra Surakarta.

Suparno, M. Y. (2008). *Keterampilan Dasar Menulis.* Jakarta: Universitas Terbuka.

Susilana, R. & Riyana, C. (2009). *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan dan Penilaian*. Bandung: CV. Wacana Prima.

Sutama. (2010). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, PTK, R&D*. Surakarta: Fairuz Media.

Sutikno, M. S. (2009). *Belajar Pembelajaran Upaya Kreatif dalam Mewujudkan Pembelajaran yang Berhasil*. Bandung: Prospect.

Suwandi, S. (2011). *Model-model Assesmen dalam Pembelajaran.* Surakarta: YumaPustaka.

Suyanto & Asep, D. (2012). *Bagaimana Menjadi Calon Guru dan Guru Profesional.* Yogyakarta: Multi Presindo.

Shymlee, S.D. (2012). Technology in English language teaching and learning: an analysis. *International Conference on Language, Medias and Culture*, IPEDR. Vol. 33 (2012) IACSIT Press, Singapore.

Tarigan, H. G. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa.

Waluyo, H. J. (2003). *Filsafat Ilmu.* Salatiga: Widyasari Press

Yunus, Melor Md, Nordin, Norazah, Salehi, Hadi, Sun, Choo Hui, dan Embi, Mohamed Amm. (2013). *Pros and Cons of Using ICT in Teaching ESL Reading and Writing.* Universiti Kebangsaan Malaysia (UKM), 43600 Bangi, Malaysia Journal International Education Studies; Vol. 6, No. 7; 2013.