

# The Development of Exposition Text Digital Teaching Materials for 8<sup>th</sup> Grade Junior High School Students

Samsudin, Abdul Rozak, Dede Endang Mascita

Indonesia Language Education, Swadaya Gunung Jati University, Cirebon, Indonesia

## Email address:

samsudin06crb@gmail.com (Samsudin)

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**Abstract:** The purpose of this study is to explain the design of exposition text teaching materials using the *Flip PDF Corporate application*, and to explain the results of the implementation of it to 8<sup>th</sup> grade students of junior high school. The method used is a research and development method. This study used ADDIE which consists of five steps, namely analysis, design, development, implementation, and evaluation. The product of this research development is exposition text e-module teaching materials. The research began with an analysis of student and teacher needs for digital teaching materials for exposition texts, as well as an analysis of the basic competencies of exposition texts. From this research, the exposition text e-module teaching materials were developed through expert validation, including Indonesian language experts and digital media experts. The results showed that the design of exposition text teaching materials presented using the *Flip PDF Corporate* had an e-module structure consisting of; 1) Cover, 2) Identity of Teaching Materials, 3) Introduction, 4) Table of Contents, 5) List of Figures, 6) List of Tables, 7) Chapter I Introduction (description, prerequisites, objectives), 8) Chapter II Exposition Text (Reviewing the exposition text, presenting the exposition text, evaluating), 9) Chapter III Closing, 10) Bibliography, 11) Glossary, and 12) Author Profile. The results of the implementation of exposition text teaching materials using the *Flip PDF Corporate* showed that the test result score was an average of 79.50 above the KKM standard score and had a good classification score. This proved that all students passed the grades since they are above the KKM standard score. Based on the grade classification, there are 53% of students who have good grade criteria, and 47% of students have very good grade criteria. The results of the implementation based on student responses also showed that the score of the aspects of material quality and technical quality has good criteria.

**Keywords:** Digital Teaching Materials, E-Modules, Exposition Text

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## 1. Introduction

Prastowo [1] Teaching materials refer to all materials that can be arranged in the form of information, tools or texts that are arranged systematically, to obtain competencies that will be mastered by students and used in learning process activities with the aim of planning and reviewing the implementation of learning, for example text books, handout modules, model and package worksheets, audio teaching materials, interactive teaching materials and so on. Meanwhile, "according to Majid, teaching materials are all forms of materials used to assist teachers or *instructors* in carrying out teaching and learning activities in the classroom [8] ". The material in question can be in the form of written material. So, the teaching materials are only in the form of

written materials.

This shows that teaching materials are a very important component in facilitating the learning process, so educators must make innovative and interesting teaching materials in accordance with the industrial era 4.0, and everything is already using digital technology. Then educators must provide teaching materials that are practical and do not burden students during the learning process. Such as learning on expository text material which is considered abstract material since it aims to provide wider information to readers.

Exposition texts have an important role in learning, so the government has determined the text as a text that must be taught to 8<sup>th</sup> grade students. Learning refers to the existing curriculum set, namely the 2013 curriculum. The basic

competencies of exposition text learning in the 2013 curriculum are KD 3.6. Examining the content and structure of exposition texts in the form of popular scientific articles (environment, social conditions, and cultural diversity, etc.) listened to or read. Then in KD 4.6 Presenting ideas, opinions in the form of exposition texts in the form of 1) popular scientific articles (environment, social conditions, and/or cultural diversity, etc.) orally and in writing taking into account the structure, linguistic elements of language, oral aspects. Presenting has the same thing as the process of presenting or the process that must be carried out in presenting is writing. Writing activities are an integral part of the learning process.

Writing means organizing ideas systematically and expressing them explicitly, therefore teachers also play an important role in teaching writing activities to students so that they are able to write various texts. One of the things contained in the 2013 curriculum is exposition text. Exposition text is a text that has characteristics. The term exposition comes from the word *expos* which means "to give accompanied by analysis and explanation". As an exposition text, it begins by examining the structure and linguistics of the exposition text, and presents an assessment of the quality in the form of an exposition text by paying attention to the structure and linguistic elements in order to produce an exposition text.

Based on interviews with Indonesian teachers of 8<sup>th</sup> grade, it can be concluded that the exposition text is one of the texts that directs students to learn to write a text through structured writing and linguistic rules. Thus, students will be trained to understand the exposition text. However, it is not easy to make students understand how to make a correct exposition text. Therefore, the development of expository text teaching materials needs to be reviewed through the feasibility of the material must help students learn. It is also expected to help students learn and help educators to make the teaching process easier.

The difficulties experienced when learning to write exposition texts are educator who uses 8<sup>th</sup> grade textbooks in which there is no additional material regarding exposition texts that will be studied by students. This also does not help students tend to be less enthusiastic about teaching materials that are still text books and the existing materials do not support their knowledge. In order to make learning more interesting and students are willing to learn to write expository texts individually or in groups. In addition, educators find it difficult to develop interesting teaching materials that are appropriate for industry 4.0 based on technology that can be accessed outside the network. The utilization of off the network since educators need a lot of time to take an active and creative role in making teaching materials that students enjoy without spending network access fees. Therefore, students are directed and guided to understand the exposition text material and create comfort when writing exposition texts. To present an exposition text, students must go through a long learning process or are not directly proficient in writing exposition text. This process

will affect the end of the process of student learning outcomes. For this reason, it is necessary to develop teaching materials that direct students to produce an exposition text. Based on these problems, it is necessary to develop digital exposition text teaching materials in the form of E-modules.

The results of Herawati & Muhtadi [4] research showed that e-modules interactive class XI IPA SMA according to material experts and media experts is in the category good. In general, the application of interactive e-modules is categorized in the very good category and get a positive response from students. There is a difference in learning achievement between pre-test and post-test after using the interactive chemistry e-module with  $\text{sig} < 0.05$ .

According to Muzijah *et al.* [7] in his research, it showed that e-modules with the *exe-learning* application, it is suitable to be used to train students' scientific literacy. The validity of the e-module is categorized as very valid, the practicality of the e-module is based on student response questionnaires obtained practical categories, and the effectiveness of e-modules was based on tests learning outcomes obtained an N-Gain score of 0.41 which is categorized as effective. Similar to Fitriani & Indriaturrahmi [3] stated that the e-module for Indonesian subject which is developed is very feasible as a learning resource to be applied on students.

Based on this background, this study tried to develop digital teaching materials E-Module text exposition Using *Flip PDF Corporate*

## 2. Theoretical Framework

### 2.1. E-Modules

Digital teaching materials are a set of materials or media that are systematically arranged for *online* and *offline* where the sources can be obtained from visual aids, audio, multimedia, animation, computers and networks in the form of e-books or e-modules [9].

Herawati & Muhtadi [4] asserted that electronic modules (*e-modules*) are digital teaching materials that have a general display design like a text module in general, but the content inside is equipped with various media components, namely text, images, videos, animations, and use interesting color proportions.

Asmi *et al* [2] confirmed that E-modules are one example of technological developments that can improve the quality of the learning process. His research showed that the e-module he developed was effective in improving learning outcomes and strengthening student character.

According to Smaragdina *et al* [11], the advantages of e-module teaching materials are considered to be able to provide a different learning experience for students, as well as increase students' motivation to learn the materials provided. In addition, this teaching material also has the potential to be integrated with digital devices and internet technology which is very popular with the digital native generation.

## 2.2. Exposition Text

According to Kosasih [5] Exposition text is a text that presents opinions or ideas from the point of view of the writing and serves to convince other parties that the arguments presented are true and based on facts.

According to Alwasilah [1] in his book explained that exposition text is writing whose main purpose is to clarify, educate, or evaluate a problem. The author intends to provide information or give instructions to the reader.

Furthermore, according to Sugono [13] exposition is a writing that attempts to explain, convey, and describe something that can expand or increase the knowledge of its readers as clearly as possible.

Based on the three opinions above, it can be seen that there are differences regarding the expository text but also there are similarities so that the author can draw the conclusion that exposition text, the researcher is able to conclude that the exposition text is a text that explains about a knowledge in which consists arguments and facts presented briefly, concisely, and clearly by the author.

Exposition is a form of subject that attempts to describe an object as a result of emphasizing the view or knowledge of the reader. This discourse is used to clarify the form and nature of an object, for example expressing the meaning of culture, communication, technological development, economic growth to the reader. Exposition is also a sense to express how the relationship of an object to another, or can be used by a writer to analyze the structure of an item, the character of an individual, or situation.

## 3. Methods

The procedure for developing this research followed the well-known work steps of the ADDIE (*Analysis, Design, Development, Implementation and Evaluation*) approach (Branch, 2019). The research steps include (1) Analysis (*Analysis*), (2) Design (*Design*) (3) Development (*Development*) (4) Implementation (*Implementation*) (5) Evaluation (*Evaluation*) [12].

In the analysis stage, the author examined the exposition text material from various sources. Arranging the teaching materials, especially to be applied to software (*Flip PDF Corporate*), reviewing research methods, and reviewing the results of previous studies. The author collected data in the form of exposition texts based on the results of the analysis of themes about the environment which will be some examples of texts on the learning media. Furthermore, the analysis is in accordance with the selected KD that is 3.6 and 4.6 (presenting exposition text according to linguistic rules and structure). Next step is to make product preparations, which is teaching materials for writing exposition texts using the *Flip PDF Corporate interactive media*. The author also analyzed the needs of teaching materials, in order to prepare e-module teaching materials using *Flip PDF Corporate*.

At the *Design* stage, the author designed teaching

materials in *Flip PDF Corporate* software. The design or concept of teaching materials is as follows:

- a) The first page of the contents of the media cover (title, school level, and student identity column).
- b) The second page of the content of competencies that must be achieved (KI and KD, learning objectives, and concept maps), building context, exposition text material (exposition text structure, linguistic characteristics of the exposition text, examples of exposition text, and true/false quizzes, linguistic matching and essays), exercises, use of buttons and instructions for using exposition text teaching materials. The exercise section contains practice questions, competency tests, and learning evaluations.

At the *Development* stage, the author carried out the developments which included validation of teaching materials to experts in Indonesian language teaching materials, especially at the 8th grade junior high school level. The validation is carried out to determine the feasibility of teaching materials, namely:

1. The validation of teaching materials is carried out by language experts and digital teaching materials. Exposition text writing material is expertly validated by Indonesian subject teachers. Digital teaching material products in the form of E-Modules using *Flip PDF Corporate* are validated by digital teaching materials experts.
2. Revisions obtained based on input from research validators of teaching material experts and digital teaching material experts (e-modules) using *Flip PDF Corporate*.

At the *implementation* stage, the author carried out the implementation stages, namely, 1) Field trials to 8<sup>th</sup> grade students of SMPN 3 Plered, at this stage the product will be tested on students as potential users or users of the product. This is to determine the effectiveness of exposition text teaching materials using *Flip PDF Corporate* and the needs of students in lessons using these teaching materials, 2) Collecting test data on student learning outcomes and response questionnaires, and 3) Conducting data analysis on test results.

At the *evaluation* stage, the author will evaluate products that have been tested in the field. Using the evaluation stage aims to determine the results of the products tested in the field. This can be obtained from student response questionnaire sheets and test results of writing exposition texts on teaching materials that have been developed using *Flip PDF Corporate*. Conducting evaluation aims to improve the product to be better and easier to use.

In this study, the data collection technique used was in the form of a questionnaire assessment sheet for teaching materials and student learning outcomes tests. Observation is an activity to observe the learning process in the classroom to obtain an overview of the teacher's activities before and after applying the exposition text e-module teaching materials during learning process. Questionnaire is used as a data collection technique which is in written

form. Questionnaire is a data collection technique in the form of questions asked by the author in written form and were answered by the respondents in written form as well [14]. The author will use a questionnaire as an instrument to collect data. The results of the questionnaire are in the form of assessment scores and suggestions for improvement which can be re-analyzed and described qualitatively. The questionnaire compiled by the author is a validation questionnaire by expert lecturer. Tests are generally used to measure student learning outcomes, especially learning outcomes related to mastery of teaching materials and teaching objectives. This test was conducted by the author to obtain data and information about student achievement on certain subjects in teaching and learning activities. The test is an instrument to measure learning achievement. In this case, the test is used as a data collection tool to measure students' ability in writing fantasy story texts [11].

## 4. Results and Discussion

### 4.1. Design of Exposition Text E-Module Teaching Materials Presented by Using the Flip PDF Corporate

The results of the development carried out by the author showed that the exposition text teaching material design has an e-module structure consisting of; 1) Cover, 2) Identity of Teaching Materials, 3) Introduction, 4) Table of Contents, 5) List of Pictures, 6) List of Tables, 7) Chapter I Introduction (description, prerequisites, objectives), 8) Chapter II Exposition Text (Reviewing the exposition text, presenting the exposition text, evaluating), 9) Chapter III Closing, 10) Bibliography, 11) Glossary, and 12) Author Profile.

The cover display of the exposition text e-module consists of the author's name, the title of the e-module, and the cover image of the exposition text. While the function *tool* consists of zoom which functions to zoom in and out, the left and right arrows if using a PC then have the function to open to the next and previous pages, whereas on an android smartphone to open the previous and next pages only use a touch to the left and right on each e-module page.

The table of contents page, there are arrow keys to the right and left that function to enter the next page or the previous page, by touching the page to the left or right if using an android smartphone.

The display on the introductory Chapter I page consists of image media content, and text content. The text content contains; description, prerequisites, content competencies, basic competencies, and final objectives. The page displays for chapter 2 of the exposition text consists of exposition material text content, image media, flood news video media, Cirebon coastal garbage news video media, and interactive evaluation question content.

Exposition text content consisting of basic competencies and learning objectives. As well as having flood news video

content that must be identified and analyzed the content, structure and linguistic rules of the exposition text. The video content of trash news on the coast of Cirebon which aims to determine the ideas or opinions of the exposition text, design and develop the framework of the exposition text.

The content of interactive evaluation activities by using the "click answer" button allows students to work on these questions. These questions give instructions to students, namely; 1) make ideas or opinions about pictures of trash scattered in the classroom, 2) design an exposition text framework based on the ideas or opinions that students have made, with reference to the structure of the exposition text, 3) develop an exposition text framework that students have made by paying attention to the language rules, and 4) analyze the contents of the exposition text that students have made based on its structure.

The results of the development of exposition text teaching materials are in line with the opinion of Prastowo [8], stated that technically, e-modules are structured into four structures, namely: 1) The title of the e-module, contains the name of the module of a particular subject or theme. 2) General instructions, containing an explanation of the steps to be taken in learning, covering basic competencies; subject; achievement indicators; reference; learning strategies; describes the approach, the step method used in the learning process; learning activity sheets; instructions for understand the steps of learning activities; and evaluation. 3) e-module material, contains an explanation of the material being taught. 4) Evaluation, to measure student competence.

Supported by Lilis *et al* [6], stated that E-module teaching materials have seven characteristics including: 1) E-modules can be used on laptops, notebooks, or PCs *offline*, 2) E-modules can be used by educators, students, independently or publicly, 3) This E-module attracts attention, is easy to operate, helps understanding the material, helps students independently, students can learn according to their abilities and desires since they can control the learning process themselves, 4) This E-module can make it easier for students to practice independently by following the available learning video steps, 5) E-module teaching materials are supported by materials that have been adapted to the core competencies and basic competencies of the 2013 revised 2018 curriculum, 6) Key Formative test answers for each sub-topic are displayed after students answer all the questions presented so that students can measure themselves the level of competence that has been achieved, 7) Students can fill out formative tests repeatedly as a form of exercise to achieve maximum results.

Reinforced by the opinion of Rozak *et al* [9] in their research that teaching materials Digital has advantages, including: the presence of image, sound, and video features learning and supporting icons that make teaching materials more interesting for students used.

**Table 1.** Recapitulation of the validation results of the exposition text e-module teaching materials.

Rated aspect	number of items	Validation Score	Average	Criteria
E-Module Size	2	9	4,5	very good
E-Module cover design	9	3.5	3,9	Good
E-Module content design	9	3.8	4.2	Very good

Validation results of teaching materials E-Module exposition text (Table 1) conducted by learning media experts showed that the validation of the size of the E-Module for the exposition text material has very good criteria,

the validation of the cover design of the exposition text E-Module has good criteria, and the validation of the content design of the exposition E-Module has very good criteria.

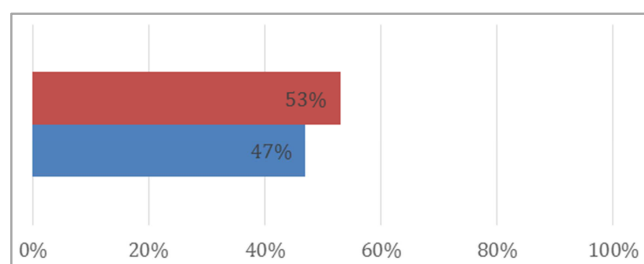
**Table 2.** Recapitulation of the validation results of exposition text material content on digital teaching materials.

Validated aspect	number of items	Validation Score	Average	Criteria
content eligibility	11	47	4,3	very good
Presentation eligibility	10	41	4.1	Good
language assessment	11	40	3.6	Good

The results of the validation of the content of the exposition text material (Table 2) on teaching materials in the form of E-Modules were carried out by Indonesian content experts. Demonstrate content feasibility validation, presentation feasibility, and language assessment on exposition text material in digital modules (E-Modules), all of which have good criteria.

The validator provided a lot of input on the exposition text E-Modul teaching materials. The input included, 1) Media experts suggested that the front cover of the e-module be revised with better and more attractive images and appearance, so that students would not be bored in participating in Indonesian learning the subject matter of exposition texts through e-module teaching materials. 2) The media content of flood news images on the e-module should be changed to video media. In line with the input of Indonesian language experts which is stated that the flood news image media in the e-module should be changed to video media, so that students can more easily identify, analyze the content, structure, and linguistic rules of the news exposition text. 3) The Indonesian language expert also suggested that the evaluation questions could be improved to be more interactive with online media, thereby deepening the analysis of the exposition text through practice questions. Expert validation sheet can be seen in the attachment.

#### 4.2. Results of Implementation of Exposition Text E-Module Teaching Materials Using Flip PDF Corporate Application

**Figure 1.** Classification of Learning Outcomes Values The.

The result of the implementation of exposition text e-

module teaching materials that are presented using the *Flip PDF Corporate* showed the test results with an average of 79.50 above the KKM standard score and has a good classification score. This proved that all students' grades passed the KKM standard score. Based on the grade classification (Figure 1), there are 53% of students who have good grade criteria, and 47% of students have very good grade criteria.

The implementation results also showed that the grade aspects of material quality and technical quality have good criteria. In terms of the quality of teaching materials, the exposition text e-module showed that the material being taught was easy to understand by students, the sentences in the exposition text can be understood by students, the order of presentation in the exposition text e-module using *Flip PDF Corporate* makes learning very precise, the text e-module Exposition using *Flip PDF Corporate* makes students more active, and according to students learning by using the *Flip PDF Corporate* did not take long to understand the exposition text material.

The technical quality and appearance aspect showed; the display on the exposition text e-module using *Flip PDF Corporate* is very beautiful; the exposition text in the exposition text e-module using *Flip PDF Corporate* is legible; the quality of images, illustrations, text, and sound in the exposition text e-module using *Flip PDF Corporate* is very good; practice questions have excellent assessment feedback; the composition of the color combination used in the digital module is very good; navigation inside the digital module (E Module) is easy to use; Sub-subject material in the exposition text e-module using *Flip PDF Corporate* is easily accessible via a PC computer or via an Android smartphone, making students interact faster.

This is in line with the opinion of Asmi *et al* [2], that the advantages of E-Module 1) are able to foster motivation for students; 2) The existence of an evaluation that allows teachers and students to know which parts have not been completed or have been completed; 3) Lesson materials can be broken down so that they are more evenly distributed in one semester; 4) Study materials are arranged according to academic level; 5) Can make the module more interactive

and dynamic than the print module which is more static; and 6) Can use video, audio, and animation to reduce the high verbal element of the print module.

## 5. Conclusion

Based on the results of research and development of e-module exposition text material, first, the design of the exposition text teaching materials presented using the *Flip PDF Corporate* has an e-module structure consisting of; 1) Cover, 2) Identity of Teaching Materials, 3) Introduction, 4) Table of Contents, 5) List of Figures, 6) List of Tables, 7) Chapter I Introduction (description, prerequisites, objectives), 8) Chapter II Exposition Text (Reviewing the exposition text, presenting the exposition text, evaluating), 9) Chapter III Closing, 10) Bibliography, 11) Glossary, and 12) Author Profile. While the validation results of the exposition text E-Modul teaching materials carried out by learning media experts showed the E-Modul size validation for the exposition text material has very good criteria, the validation of the cover design of the exposition text E-Module has good criteria, and the validation of the E-Module content design exposition has very good criteria. While the results of the validation of the content of the exposition text material on the teaching materials showed the validation of the feasibility of the content, the feasibility of the presentation, and the assessment of the language of the exposition text material in the digital module (E-Modul), all of which have good criteria.

Second, the implementation results of expository text teaching materials using the *Flip PDF Corporate* showed that the test result score is an average of 79.50 above the KKM standard score and has a good classification grade. This proved that all students' grades passed above the KKM standard score. Based on the grade classification, there are 53% of students who have good grade criteria, and 47% of students have very good grade criteria. The results of the implementation based on student responses also show that the value of the aspects of material quality and technical quality has good criteria.

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