

Essay Writing Module to Stimulate Students' Critical Thinking

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ABSTRACT

Today, using technology in teaching English online is a must for lecturers. It can facilitate student and lecturer interaction in the learning process and create an interactive and communicative classroom environment. Learning outcomes of essay writing by students are able to write essays well. To achieve learning outcomes, the lecturer must develop about teaching material. A module is the most suitable teaching material for students. A module is also useful for online learning. The purpose of this research was to create a module of essay writing that is valid, practical and effective and to gain the effect of a module in stimulating students' critical thinking. The method of this research is R and D (Research and Development); ADDIE Development; analysis, design, development, implementation and evaluation. Instruments of this research were Questionnaire and Writing Test. Data were obtained from the results of students' and lecturers' questionnaire responses, validity tests, and pre-test and post-test. Based on the results of module validity; design, material, and language, the results showed that the module had good validity. A pre-test and post-test were given to get the results of implementation of writing module in stimulating students' critical thinking. The Sample Paired-t test was 11.094 > t-table was 2.064. The results showed that the module improved critical thinking and writing skills.

Keywords: Writing Essay, Critical Thinking, Module

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INTRODUCTION

Teaching material is the most fundamental in the teaching learning process. Transforming knowledge cannot be achieved without teaching materials. In other words, teaching material is "Lecturer's sword". Teaching material is all materials (both information, tools, and texts) that are systematically arranged by lecturers. It has to be relevant and appropriate with the learning goals in the used curriculum. Writing is one of the fundamental ideas. Writing is expressing ideas (J. Harmer, 2007), (Widiati, 2016). Essay Writing is an activity where someone composes words and sentences to produce a coherent and purposeful work (Syam, 2020). These incorporate controls of sentence structure, format, content and vocabulary, and spelling. Additionally, writers have to be able to organize and

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combine information into a coherent and cohesive paragraph and text (Nunan, 2003). Writing is deemed one of the salient skills that learners need to master since it demands a more substantial in-depth knowledge of the grammar system and writing conventions than other receptive skills.

An essay is a formal, coherent and usually quite lengthy piece of informative and argumentative writing (Palmer, 2002). It means essay is the informative writing that talks the factual information. Essay consists of several parts; introduction Paragraph, main body, and conclusion (Palmer, 2002), (Richard: 2009). Generally, types of essays are descriptive, narrative, argumentative, persuasive, and expository. Moreover, others types are personal essay, heading essay, reflective essay, and essay criticism. Besides, essay has some elements. In writing essay, students must use unity, coherence and cohesion (Oshima and Hogue, 2006). Writing has some steps; Pre writing, drafting, revising, editing, and proofreading (Gustavsson & Hedlund, 2011), (Chittooran, 2015), (Hedge, 2000), (Coulmas, 2003), (Cooper, 1999), (Harmer, 2014).

Essay Writing does not only need creativity but also needs critical thinking. It is lined with Bloom's cognitive taxonomy, higher order thinking skill consists of the top three elements namely, analyzing, evaluating, and creating. This is lecturer's challenge to stimulate students to think critically in writing. To create a product, the students need to do some activities such as exploring, assessing, interpreting, synthesizing, and informing.

Critical thinking means establishing a relationship among objects or thoughts, encompasses a range of intellectual abilities including the ability to generate numerous ideas (fluency), produce ideas of various types (flexibility), build on existing ideas (elaboration), and produce original ideas (originality) (Avramenko et al., 2018). Critical thinking is an individual intellectual thinking skill including reflective and reasonable thinking that is focused on making a decision of what to believe or do. Critical thinking comprises reasoning, analyzing, problem solving, scientific thinking, judgment, and deciding accurately.

There are various studies have been conducted concerning this study. Those studies are about Writing and Module. (Syam, 2020) did the research entitle developing writing Module for the fourth semester Learners at English Department at State Islamic Institute of Palopo. He developed writing I Module. He found that 75% learners very agree with material presented Module. (Karimah, 2019) did the research about developing Basic writing Module; paper based and Android based operating system for second semester at university of Muhammadiyah Gresik. She developed about basic writing or other name with writing I through paper and android. She found that product give innovative contribution on basic writing subject.

This present study differed from those previous studies since my study aimed at developing Essay Writing Module. The project hopes enhancing the students' critical thinking in writing. To prefer learning outcome, it is challenging for lecturer and also students in learning. It caused, students need more explanation, guidance, and also monitoring from lecturers. Thus, the best solution is doing research and development about teaching material. Module is the most suitable teaching material for students. Module will facilitate students and lecturer in online and offline teaching learning. Then, it also supports implementation curriculum MBKM. Content of Module will be arranged based on students need. If the students have Module Essay Writing, they can learn by themselves in anywhere. Thus, the researcher attempted to answer the following questions: 1) How does

Development of Essay Writing Module valid, practice, and effective? 2) Does Essay Writing Module stimulate students' Critical Thinking?

METHOD

Method of this research is R and D (Research and Development). R and D means that research create or produce something and tests the effectiveness of that product (Sugiyono, 2017). The research activity to be carried out is to find out the initial state as a problem, then design and develop the product. The research steps will use ADDIE Development; analysis, design, development, implementation and evaluation. First is analysis step; identifying Learning Outcome (LO) and course achievement (CA) of Essay Writing subject. Then, identifying students' need and lecturer need toward teaching material of Essay Writing subject. Furthermore, the solution of the problem needs to be solved. Second is design step; designing, arranging/ compiling teaching material. Third is development step; doing validity test to identify the product valid or not. Validity test will be tested by validators. If the product is not valid, it will be revised until the product valid. Fourth is implementation step; implementing product on students. This step is done to get practicality and effectivity of teaching materials/Module. If teaching material is not practice and effective, it will be revised until practice and effective. It means that Module will be used by students and lecturer in teaching learning process. Fifth is evaluation Step; doing last test (achievement test) of teaching material to get students' response toward development and implementation of Module Essay Writing.

Population of this research was writing lecturer and third semester students of English Study Program University of Pasir Pengaraian. It was consisted of 25 students and one lecturer. The instruments of this research are Questionnaire and Writing test. Test is used to know students' Essay Writing achievement after using Module. Questionnaire was to get students' response in critical thinking. Then, it also to test validity of Module. The researcher gave the research instrument to the students. Data were collected from the result of students' response in questionnaire, validity test, and pre-test and posttest. Data were analyzed in descriptive qualitative and quantitative. Technique of analyze qualitative data through data explanation and data conclusion. Quantitative data will be analyzed by SPSS. Result of validity was analyzed based on experts' judgement and SPSS. Students' achievement test was analyzed by SPSS.

FINDINGS AND DISCUSSION

The result of research was carried out in five stages: analysis, design, development, implementation, and evaluation. The five stages regarding the effectiveness of developed Module. The following explained about the development research follows:

1. Analysis

In the analysis stage, the instructional problem was clarified, the instructional objectives and goals were established. The researcher gathered information about the students' needs, knowledge, critical thinking and writing skills. A needs analysis questionnaire was adapted for the purpose of exploring students' learning needs, writing experience and learning preferences. The questionnaire consists of 3 sections of a total of 45 items. The first section aims to obtain data about the participants' demographic data. Section two incorporates open-ended items which identifying students' writing experience and

problems such as planning or pre-writing, the writing process, grammar and punctuation. The items are accompanied with a five-point, Likert-type rating scale, ranging from 'very difficult' to 'very easy'. The completed questionnaires were then analyzed by SPSS.

a. Write up

The needs analysis results revealed that the students had difficulties in the overall writing process. The difficulties with using vocabulary (76.1%), editing (90.5%), paraphrasing (95.2%), spelling (84.5%) and writing a summary (90%).

b. Planning

With regard to planning a writing activity, the majority of students' responses ranged from very difficult and difficult. Students faced difficulties in generating (73%), organizing (85%) and linking ideas (65%). The students had many difficulties with planning writing activities.

c. Grammar

The students had problems with some grammatical structures such as the use of transitions, tenses, prepositions and articles which are 90%, 90.57%, 70% and 90.29% respectively.

d. Punctuation

The students had difficulties with using commas, colon semicolons, quotation mark, apostrophes, and parenthesis.

The needs analysis showed that students like some writing topics to be included in the Module as like as descriptive, narrative, cause- effect, persuasive, and argumentative/ giving opinion. Then, those had been incorporated in the Module. Some students (70%) preferred to see model paragraphs before starting on writing tasks. The students also like (81.9%) to receive feedback from classmates and lecturer on their writing production. All completely, the needs analysis significantly helped the researcher to learn about students' writing problems, background knowledge, and writing needs.

2. Design

In the design stage, overall, all of blueprint Module created/ showed. The Module was designed to enhance the critical thinking and writing skills. Figure 2, below displays what the students will be able to do upon successful completion of the Module.

3. Development

The development phase included creating and organizing the Module. The Module was designed to teach to students' needs and writing objectives. As a result, the content of the Module strictly selected and regulated the Module into 10 chapters. Each chapter has its objectives which conform to the general objectives of the Module.



Figure 1. The general objectives of the Module

Table 1. Module chapters and objectives

Module Objectives	
<p>Chapter1</p> <ul style="list-style-type: none"> • To learn how to organize information into groups. • To learn how to organize different elements within a group. • To identify irrelevant information in a group of sentences. • To learn rules of capitalization and punctuation • To use present simple tense in a paragraph • To learn subject-verb-agreement • To learn simple adjective clause • To use relative pronouns in definitions 	<p>Chapter6</p> <ul style="list-style-type: none"> • To learn how to write a cause-effect paragraph. • To use transitions in cause-effect writing • To identify and avoid sentence fragments
<p>Chapter2</p> <ul style="list-style-type: none"> • To learn the three major features of a paragraph (topic sentence and controlling idea, supporting sentences and concluding sentence). • To learn how to write compound sentences • To use signal words to organize ideas. • To learn how to use transition words 	<p>Chapter7</p> <ul style="list-style-type: none"> • To understand how paragraphs and essays are related. • To understand the basic steps in writing an essay. • To practice writing different types of essays
<p>Chapter3</p> <ul style="list-style-type: none"> • To learn how to write a process paragraph. • To learn how to write main idea of paragraph • To learn how to write supporting sentences. • To organize a paragraph using a chronological order. • To learn how to write an opinion paragraph. • To identify facts and opinions. • To learn how to give examples 	<p>Chapter8</p> <ul style="list-style-type: none"> • To learn how to write an expository essay. • To learn language of exposition. • To draw a logical conclusion
<p>Chapter4</p> <ul style="list-style-type: none"> • To learn descriptive language. • To learn how to order adjectives. • To learn how to use sensory words in descriptive paragraphs. • To learn how to describe people. • To learn how to describe things. • To learn how to describe places. 	<p>Chapter9</p> <ul style="list-style-type: none"> • To learn how to write persuasive essay. • To learn language of persuasion. • To formulate an argument with counterargument. • To draw a logical conclusion
<p>Chapter5</p> <ul style="list-style-type: none"> • To write a narrative paragraph. • To organize events in a chronological order. • To use connecting words for narration. • To use simple past tense in a narrative paragraph 	<p>Chapter10</p> <ul style="list-style-type: none"> • To learn how to write an argumentative essay. • To learn language of argumentation • To formulate an argument with counter argument. • To draw a logical conclusion

The Module was carefully and systematically organized to introduce stimulating and practical writing tasks. The total number of hours allotted for teaching the Module is 30 hours.

Table 2. Displays the Module delivery plan

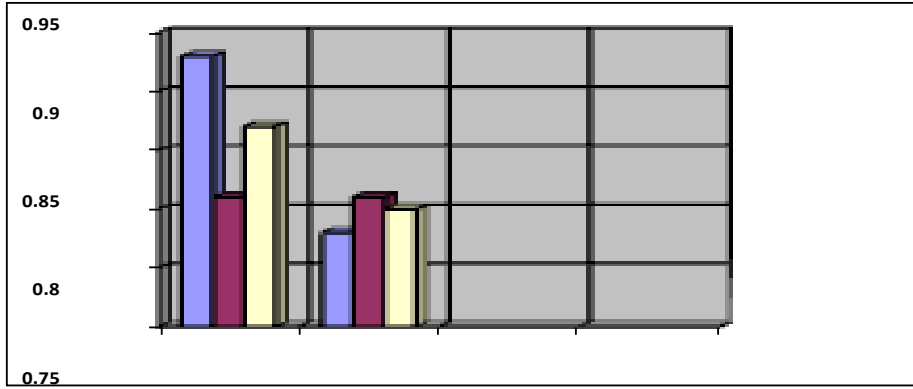
Chapter	Topic	Number of Hours	Week
1	Getting Started: Elements of Good Writing	2	1
2	Paragraph Writing	2	2
3	Definition Paragraphs	2	3
4	Descriptive Paragraphs	2	4
5	Narrative Paragraphs	4	5,6
6	Cause-effect Paragraphs	4	7,8
7	Essay Writing	2	10
8	Expository Essay	4	11,12
9	Persuasive Essay Writing	4	13,14
10	Argumentative Essay	4	15,16
Total: 30 Hours			

The Module provides opportunities for peer-evaluation or peer editing. It enhanced students' writing skills as the explicitly or implicitly comment on their peers' writing production so they could reinforce their own writing skills and contribute to develop their friends' writing skills as well. In this Module, students learned to think critically about their choices of words, paragraphs organization and unity, cohesion and clarity, purpose, and writing topic. Moreover, the Module developed students' critical thinking skills via argumentative essay writing. An argumentative essay is a kind of essay which introduced arguments about two sides of an issue, argument and counter argument.

4. Validity Test

To get validity of Module, the researcher used content validity. It was consisting of two parts; Module design, Module material, and Module language validity. First is Module design validity. It is a validation of the resulting product design. The validation of this Module design was carried out by two expert Module design validators. The validation of this Module design has three aspects; didactic, construction, and technical requirements. The results of the assessment of each aspect given by the validator were analyzed and showed in the following graph:

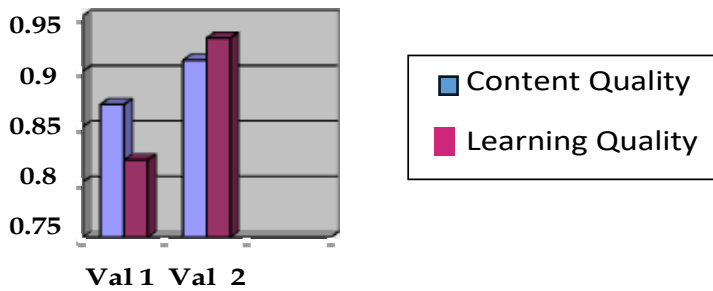
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Graph 1 Module Design Validity

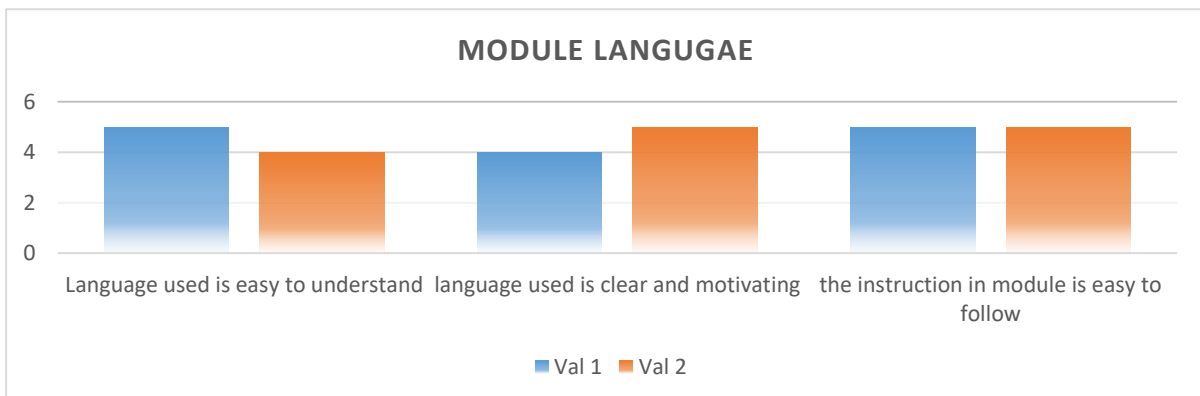
The results of the validity test analysis for Module design experts obtained an average aspect given by the validator of $0.82 > 0.667$, so Essay Writing Module was included in the Valid category.

Second is material validation. The validation carried out by material experts was reviewed from the aspect of content quality and learning quality. In carrying out its validity, material experts review the material in Essay Writing Module, then the validator gives a value to the material. Validation also was analyzed and showed as following graph;



Graph 2 Module Material Validity

In the aspect of content quality, the percentage is 0.91, while the learning quality is 0.93. The results of the validity test analysis for material experts obtained an average aspect given by validator 1 and validator 2 of $0.88 > 0.667$, so the Essay Writing Module was valid.



Graph 3. Module Language Validity

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The results of the validity test analysis for language, experts obtained an average aspect given by validator 1 and validator 2 of $4.6 > 0.667$, so the Essay Writing Module was valid.

5. Implementation

The students were given 3 chapters of the Module which aim to enhance students' critical thinking and writing skill. The students' writing skill was assessed by Writing rubric score and students' critical thinking was assessed by Questionnaire. The researcher implemented pretest and posttest. Pre writing achievement test as a diagnostic test in order to find out the weakness points students faced. Then, at this stage, students were trained as to how to develop their essays. Last, posttest given to get students' achievement after using Module.

6. Evaluation

In last step is getting students' response toward development and implementation of Module Essay Writing. Researcher gave Questionnaire. The result as follows;

Table 3. *Student Responses to Essay Writing Module and Critical Thinking*

Selected Survey Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
Essay Writing Module is important in writing learning	71%	23%	6%	0
I wish there were a Essay Writing Module	64%	29%	7%	0
Module help to develop my own ideas, thoughts and writing.	67%	33%	0	0
Module motivate me to write essay	65%	20%	15%	0

The table describes about students' response toward Module. The result is percentage average over 65% Module is useful for students in Essay Writing.

Table 4. *Lecturer's Response to Essay Writing Module and Critical Thinking*

Selected Survey Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
I think that Essay Writing Module ought to be taught in writing class	66%	32%	4%	0
Essay Writing Module enhances students' minds and helps them with critical thinking.	72%	24%	0	0
I use Essay Writing Module in my classes.	67%	20	13%	0
I think if students had Module, they would write essay better papers and more critical pieces in my class.	52%	28%	0	0

The table shows about lecturer's response to Essay Writing Module and critical thinking. The result is percentage average over 80% Module enhanced students' critical thinking.

Table 5. Result of Students' Writing Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	70.76	25	8.032	1.6065
	PostTest	74.76	25	8.232	1.6464

Table 6. Paired Samples Test

		Paired Differences	t	df	Sig. (2-tailed)			
		Mean						
		Std. Deviation						
		Std. Error Mean						
		95% Confidence Interval of the Difference						
		Lower	Upper					
Pair 1	PreTest - PostTest	-4.00000	1.80278	.36056	-4.74415 -3.25585	11.094	24	.000

The writing pretest scores showed the obtained mean score was 70.76. in whereas the mean score 74.76 in the posttest. It means that there was a significant improvement in the students' writing skill. This indicated that the writing Module significantly improved the students' writing skills. The standard deviation of the pre- test 8.032 and the posttest 8.232 were fairly big signifying significant difference between the group's performance in both the pretest and posttests. The paired t-test was 11.094 whereas t-table was 2.064. Then, Sig. 2 tailed was $0.000 < 0.005$. Totally, it could be concluded that there was a statistically significant mean difference between the students' scores in the two tests and writing Module gave effect on students' critical thinking. Students dominate the discussion. Students were able to work together. They were able to provide and receive feedback from peers or other team members in order to perform the writing tasks effectively; edit others' writing production and give constructive feedback; share credit for good notions with others; acknowledge and appreciate others' skills, experiences, contributions and creativity; listen to and acknowledge the opinions, and ideas of others. With regard to collaboration aspects in the Module, the students indicated that working with classmates, whether in pairs or groups, was interesting and useful. Collaborative writing helped the students to exchange ideas and share meanings of new words. They also mentioned that writing was no longer a frightening or boring experience.

CONCLUSIONS

The paper used ADDIE model with five stages; Analysis, Design, Development, Implementation, and Evaluation. Validation of the Module consisted of three parts; design, content/material, and language validation. The validity results showed that the Module has good validity. A pretest and posttest were given to get the result of implementation of writing Module in stimulating students' critical thinking. The Paired sample t-test was

11.094 > t-table was 2.064. The results showed that the Module improved critical thinking and writing skills. The researcher hopes that the process of Module design development incorporating the evaluation methods and results, will prove useful for to the Essay Writing lecturers and to the other researchers who have the interest to develop similar Module.

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