



PROTEKSI ISI LAPORAN AKHIR PENELITIAN DOSEN PEMULA

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi pengabdian kepada masyarakat

LAPORAN AKHIR 2024

Rencana Pelaksanaan Penelitian Dosen Pemula: tahun 2024 s.d. tahun 2024

1. JUDUL PENELITIAN

PENGEMBANGAN E-MODUL DENGAN PENDEKATAN PROJECT-BASED LEARNING UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS MAHASISWA DALAM MENULIS ESAI

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Teknologi pendidikan dan pembelajaran	Green Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN BAHASA DAN SASTRA	Pendidikan Bahasa (dan Sastra) Inggris

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Dosen Pemula	Riset Dasar	50.000.000	2	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
HAPPY KUSUMA WARDANI 0708018402 Ketua Pengusul Universitas Qomaruddin	Dosen	Pendidikan Bahasa Inggris	Koordinator dan penanggung jawab seluruh kegiatan operasional penelitian, penyusunan instrument penelitian, pengembangan modul, pengolahan data, penyusunan laporan penelitian dan naskah publikasi	6701727
ELLYS KUMALA PRAMARTANINGTHYAS 0024118802 Anggota Universitas Qomaruddin	Dosen	Teknik Elektro	Membantu membuat instrument penelitian, membantu mengembangkan modul, membantu pengolahan data, membantu penyusunan laporan	6643398
TAUFIQUR ROHMAN 0710048804 Anggota Universitas Qomaruddin	Dosen	Teknik Informatika	Membantu membuat instrument, membantu pengembangan modul dan sebagai koordinator lapangan pelaksanaan uji coba	6771409

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
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4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
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Luaran				
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Nasional Terindeks SINTA 1-4	Accepted/Published	Jurnal nasional terakreditasi Sinta 2

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp40.430.000,00

Tahun 1 Total Rp40.430.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	transport, konsumsi, dll	OH	3	300.000	900.000
Pengumpulan Data	Uang Harian	Biaya Penelitian	OH	30	50.000	1.500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	biaya publikasi	Paket	1	6.000.000	6.000.000
Pengumpulan Data	HR Pembantu Lapangan	Transport, konsumsi, dll	OH	10	200.000	2.000.000
Analisis Data	Uang Harian	Transport dan konsumsi	OH	20	50.000	1.000.000
Pengumpulan Data	HR Pembantu Peneliti	Transport. Konsumsi, dll	OJ	2	3.000.000	6.000.000
Pengumpulan Data	Biaya konsumsi	Respondent (mahasiswa)	OH	80	30.000	2.400.000
Pengumpulan Data	Biaya konsumsi	Rapat	OH	30	50.000	1.500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya konsumsi rapat	konsumsi	OH	30	50.000	1.500.000
Analisis Data	Honorarium narasumber	Fee validator	OJ	2	2.000.000	4.000.000
Analisis Data	HR Pengolah Data	biaya analisis data penelitian	P (penelitian)	3	1.500.000	4.500.000
Pengumpulan Data	Biaya konsumsi	Respondent (dosen pengampuh mata kuliah Academic Writing)	OH	5	50.000	250.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa ruang untuk interview	Unit	2	200.000	400.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa ruang harian	Unit	20	200.000	4.000.000
Pengumpulan Data	Transport	Biaya transport	OK (kali)	30	50.000	1.500.000
Sewa Peralatan	Peralatan penelitian	Aplikasi Canva berbayar	Unit	1	800.000	800.000
Sewa Peralatan	Peralatan penelitian	Aplikasi Flipbook Maker berbayar	Unit	1	1.000.000	1.000.000
Bahan	Bahan Penelitian (Habis Pakai)	tinta printer	Unit	2	200.000	400.000
Bahan	ATK	kertas HVS	Paket	3	60.000	180.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa ruang untuk try out	Unit	3	200.000	600.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Penelitian ini berfokus pada pengembangan E-Module dengan pendekatan Project-Based Learning untuk meningkatkan keterampilan berpikir kritis mahasiswa dalam menulis esai. Dengan menggunakan metode R&D dan mengadopsi model ADDIE, modul elektronik ini mengintegrasikan fitur interaktif, multimedia, dan materi yang terstruktur. Melalui formulir validasi, para ahli mengonfirmasi kualitas modul dengan sedikit revisi untuk penyempurnaan desain tampilan. Tanggapan mahasiswa terhadap E-Module interaktif melalui kuesioner juga menunjukkan hasil yang positif. E-Module ini layak dijadikan sebagai media pembelajaran mandiri berbasis proyek untuk meningkatkan keterampilan berpikir kritis mahasiswa. Luaran wajib dalam penelitian ini adalah jurnal nasional terakreditasi Sinta 2. Luaran wajib penelitian ini telah berstatus ACCEPTED oleh Jurnal Kependidikan (JK) Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran yang diterbitkan oleh LPPM Universitas Pendidikan Mandalika (UNDIKMA) Mataram yang telah ditetapkan sebagai Jurnal Ilmiah Terakreditasi Peringkat 2 sejak tahun 2021 sampai tahun 2026 dengan ISSN: 2442-7667 (Online).

B. KATA KUNCI

E-modul; Project-Based Learning; keterampilan berpikir kritis; menulis essay; penelitian pengembangan

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Pengembangan e-modul dilakukan dengan metode R&D (Research & Development) sebagai metode utama penelitian dengan merujuk pada model ADDIE yang meliputi lima fase: 1) analisis; 2) design/perancangan; 3) development/pengembangan; 4) implementasi; dan 5) evaluasi. Adapun pelaksanaan setiap fase adalah sebagai berikut.

Fase Analisis

Penelitian dimulai dengan mempersiapkan instrumen untuk fase analisis, termasuk kuesioner dan wawancara. Fase ini bertujuan untuk mengidentifikasi kebutuhan siswa terkait materi dan model E-Module yang akan dikembangkan. Analisis kebutuhan mengungkapkan bahwa sebagian besar siswa sering menghadapi tantangan dalam mengorganisir ide secara kronologis, menemukan kata-kata yang tepat untuk tulisan mereka, membuat kesalahan tata bahasa, dan memerlukan panduan tentang dari mana harus memulai. Tantangan-tantangan ini menyebabkan siswa kesulitan mengekspresikan diri mereka secara efektif dalam Bahasa Inggris tertulis (1). Ketika mengerjakan tugas menulis, siswa sering kali terlebih dahulu menyusun tulisan dalam Bahasa Indonesia lalu menerjemahkannya ke Bahasa Inggris. Oleh karena itu, dalam menyelesaikan tugas menulis, siswa sering menggunakan alat berbasis AI seperti ChatGPT, Google Translate, dan DeepL untuk membantu mereka (2).

Ketika ditanya tentang sumber daya dari dosen, siswa mencatat bahwa dosen memberikan materi yang bervariasi tetapi menyatakan ketertarikan pada sumber belajar yang disesuaikan dan dikembangkan oleh dosen, seperti E-Module atau kombinasi modul cetak dan elektronik. Hanya sedikit siswa yang memilih modul cetak murni, karena mereka menyebutkan bahwa perangkat elektronik seperti ponsel sering menyebabkan distraksi, misalnya memeriksa media sosial selama sesi belajar. Pernyataan ini sejalan dengan penelitian sebelumnya yang menyoroti dampak penggunaan ponsel untuk keperluan pribadi dan akademis yang dapat mempersempit fokus belajar siswa (3).

Selanjutnya, Tabel 1 di bawah ini menyajikan kategori lain yang dicantumkan oleh siswa dalam kuesioner analisis kebutuhan.

Tabel 1. Hasil Analisis Kebutuhan Siswa untuk Pengembangan E-Module

	Category	Percentage
Level of Difficulty	Beginner	15%
	Intermediate	80%
	Advance	5%
Type of Essay	Biography	95%
	Process Essay	95%
	Comparison-Contrast Essay	95%
	Cause-Effect Essay	100%
	Book Review	75%
Theme	Movie Review	50%
	Food	95%
	Health	85%
	Environment	80%
	Vacation Spot	85%
	Education	80%
	Social media	75%

Berdasarkan hasil analisis kebutuhan pada Tabel 2, sebagian besar siswa (80%) memilih E-Module dengan tingkat kesulitan menengah. Hasil ini menunjukkan preferensi siswa terhadap materi yang relatif mudah dipahami. Hanya 15% siswa yang menginginkan materi pada tingkat pemula, sementara hanya 5% yang memilih tingkat lanjutan.

Jenis esai yang paling disukai oleh siswa adalah Esai Sebab-Akibat, dengan 100% siswa memilihnya. Jenis esai Biografi, Esai Proses, dan Esai Perbandingan-Kontras juga sangat diminati, masing-masing dengan preferensi

sebesar 95%. Di sisi lain, dua jenis esai lainnya, ulasan buku dan ulasan film, mendapatkan persentase yang lebih rendah, yaitu 75% untuk ulasan buku dan 50% untuk ulasan film.

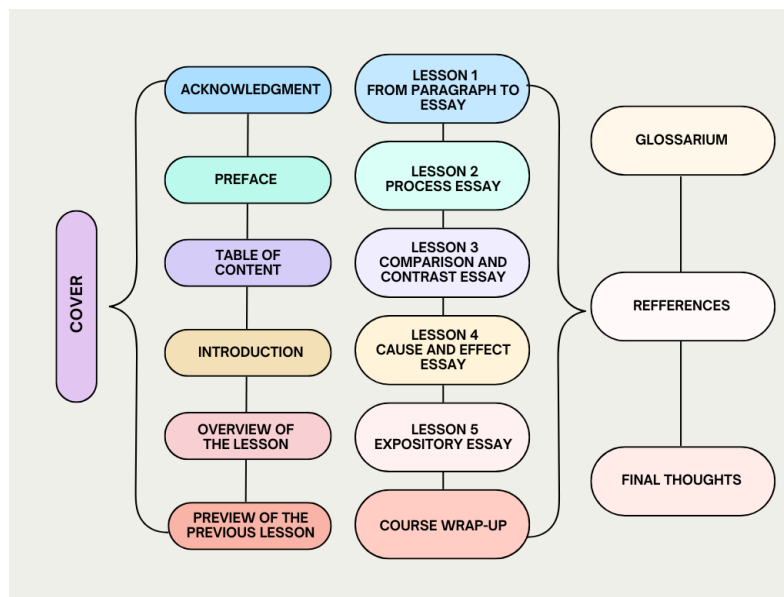
Mengenai tema, Makanan menjadi topik yang paling menarik bagi siswa, dengan tingkat ketertarikan sebesar 95%. Kesehatan dan Tempat Liburan juga populer, dengan masing-masing 85%. Tema lingkungan dan pendidikan juga memiliki permintaan yang cukup tinggi, sebesar 80%, sementara tema media sosial mendapat 75%. Hasil ini menunjukkan variasi tema yang diharapkan siswa dalam E-Module, dengan fokus pada topik yang relevan dan menarik.

Secara keseluruhan, preferensi siswa terhadap spesifikasi materi E-Module interaktif pada tingkat kesulitan menengah menunjukkan keinginan untuk konten yang seimbang, menantang tetapi tetap mudah diakses. Untuk jenis esai, Esai Sebab-Akibat menjadi yang paling populer dengan 100% peminat, diikuti oleh Biografi, Esai Proses, dan Esai Perbandingan-Kontras, masing-masing dengan 95% preferensi. Mengenai tema, siswa menunjukkan minat tertinggi pada Makanan (95%), dengan Kesehatan, Tempat Liburan, dan Pendidikan juga populer, menunjukkan preferensi terhadap topik-topik yang relevan dan menarik.

Fase Design/Perancangan

Desain wireframe disusun sebagai panduan dalam merancang E-Module interaktif pada tahap kedua ini. Wireframe adalah representasi visual berfidelitas rendah dari antarmuka suatu produk, yang menguraikan tata letak dan elemen utama untuk mempercepat proses desain (4,5). Dalam merancang E-Module interaktif, penggunaan wireframe membantu mengatur struktur, komponen, dan konten, serta memberikan tata letak dasar yang jelas sebagai panduan untuk tahap desain selanjutnya.

E-Module terdiri dari beberapa komponen, antara lain kata pengantar, gambaran umum, indikator, materi pembelajaran, petunjuk pembelajaran, latihan, dan referensi (6,7). Oleh karena itu, dalam tahap desain ini, beberapa komponen E-Module interaktif mencakup halaman-halaman penting seperti sampul, ucapan terima kasih, kata pengantar, daftar isi, dan sebagainya. Diagram berikut menyajikan tata letak elemen desain dalam E-Module interaktif.



Gambar 2: Design Wireframe E-Module Interaktif

Setelah desain wireframe selesai dibuat, materi yang relevan dikumpulkan untuk membuat konten di setiap bab. Materi tersebut dipilih secara cermat dari berbagai sumber untuk memastikan kesesuaian dan relevansinya dengan tujuan pembelajaran. Materi dalam setiap pelajaran mencakup penjelasan, contoh esai, dan latihan untuk membantu siswa memahami materi (8). Gambar-gambar yang relevan juga ditambahkan untuk meningkatkan presentasi visual pada setiap bab. Gambar-gambar tersebut dipilih dan disesuaikan dengan tema di setiap bab untuk membuat E-Module interaktif menjadi lebih menarik dan atraktif bagi siswa.

Sebagai langkah terakhir dalam tahap desain, alat bantu berbasis aplikasi dipilih untuk mendukung pengembangan E-Module interaktif. Canva dan Aplikasi Book Creator digunakan untuk membuat E-Module. Canva memiliki fitur elemen interaktif yang membantu meningkatkan kualitas visual (9). Sementara itu, Aplikasi Book Creator adalah salah satu platform yang mendukung guru dan siswa dalam membuat buku. Versi daring dari Book Creator

awalnya hanya tersedia di iPad dan diluncurkan pada tahun 2011 (10). Melalui platform ini, guru dan siswa dapat mengeksplorasi berbagai kategori penulisan dengan menghasilkan buku bertema beragam (11). Aplikasi Book Creator adalah alat yang sangat berguna dalam lingkungan pembelajaran. Sebagai bantuan mengajar, guru dapat merancang materi yang interaktif dan menarik secara visual sesuai dengan rencana pelajaran mereka. Sebagai sumber belajar, aplikasi ini memungkinkan siswa mengeksplorasi pembuatan konten, meningkatkan kreativitas, literasi, dan keterampilan digital mereka dengan membuat buku digital. Aplikasi Book Creator berfungsi sebagai alat bantu mengajar dan sumber belajar. Platform ini memungkinkan guru dan siswa membuat buku yang diperkaya dengan berbagai elemen multimedia. Di Book Creator, pengguna dapat memasukkan gambar, teks, video, audio, musik, dan tautan yang meningkatkan interaktivitas dan keterlibatan siswa (12,13). Fleksibilitas ini memungkinkan konten yang sangat dapat disesuaikan, sehingga cocok untuk berbagai tema dan tujuan pembelajaran. Platform App Book Creator menjadikan pembuatan E-Module interaktif di perangkat elektronik lebih praktis dan efisien. Aplikasi ini mendukung desain yang praktis, integrasi elemen multimedia, dan navigasi yang mudah, sehingga memberikan pengalaman belajar yang lebih menarik dan mudah diakses. Selain itu, aplikasi ini dapat diintegrasikan dengan Canva untuk membuat E-Module menjadi lebih atraktif.

Fase Development/Pengembangan

Produk yang direncanakan diubah dari desain *wireframe* menjadi E-Module interaktif fungsional pada Tahap Pengembangan. Tahap ini mencakup proses penyisipan konten seperti materi, latihan, gambar, dan video. Latihan diintegrasikan dengan Google Forms untuk memungkinkan pengumpulan jawaban secara otomatis yang tercatat di Google Drive milik dosen, lengkap dengan identitas mahasiswa. Gambar-gambar dibuat dengan mengintegrasikan Canva dan AppBook Creator. Video yang ditautkan memberikan akses mudah ke sumber tambahan untuk meningkatkan pengalaman belajar.

Setelah produk dikembangkan, validasi ahli dilakukan untuk mendapatkan masukan. Validasi ahli diperlukan sebelum produk diimplementasikan di kelas. Tujuan dari validasi produk oleh beberapa ahli yang berpengalaman di bidangnya adalah untuk mengevaluasi produk yang dikembangkan agar memiliki kualitas yang baik melalui saran dan rekomendasi ahli (14,15). Rekomendasi dan masukan dari para ahli digunakan untuk meningkatkan kualitas produk, sehingga produk siap untuk diimplementasikan.

Hasil Validasi Ahli

Validator pertama adalah ahli IT yang memvalidasi aspek desain grafis dari E-Module. Beliau adalah dosen Administrasi Server dan Jaringan Komputer di salah satu universitas negeri di Blitar, Jawa Timur, Indonesia. Sementara itu, ahli kedua adalah ahli Pengajaran Bahasa Inggris (*English Language Teaching*). Beliau adalah dosen Bahasa Inggris di universitas ternama di Malang, Provinsi Jawa Timur, Indonesia, dengan keahlian khusus di bidang ICT dalam ELT. Validator kedua mengevaluasi kesesuaian materi dan penggunaan bahasa dalam E-Module.

Hasil validasi dari para ahli ditunjukkan dalam Tabel 2 dan Tabel 3 berikut.

Tabel 2. Rekapitulasi Hasil Validasi Ahli Desain Grafis

Aspects	Value	Category
Layout And Navigation	90	Very Good
User Interface Design	88	Good
Technology Compatibility	92	Very Good
Interactivity and User Engagement	83	Good

Tabel di atas merangkum hasil validasi desain grafis untuk E-Module interaktif, dengan fokus pada lima aspek utama. Pertama, aspek tata letak dan navigasi memperoleh skor 90 dan dinilai sebagai "Sangat Baik." Kedua, Desain Antarmuka Pengguna diklasifikasikan sebagai "Baik", sementara aspek kompatibilitas teknologi memperoleh nilai "Sangat Baik." Aspek Interaktivitas dan Keterlibatan Pengguna dinilai sebagai "Baik". Terakhir, aspek Kecepatan Akses dan Performa mendapatkan nilai "Sangat Baik," yang menunjukkan bahwa E-Module memiliki waktu muat yang cepat dan performa efisien, meminimalkan keterlambatan dan meningkatkan pengalaman pengguna. Secara keseluruhan, hasil ini menyoroti bahwa desain E-Module efektif, terutama dalam tata letak, kompatibilitas, dan performa, dengan potensi peningkatan kecil pada keterlibatan pengguna dan desain antarmuka.

Pada kolom komentar, validator pertama memberikan beberapa catatan penting. Pertama, tampilan E-Module dinilai menarik dan penuh warna; ilustrasi yang digunakan tampak jelas dan mudah terlihat. Kedua, tautan di

dalam halaman berfungsi dengan baik, dan konten dikemas secara ringkas dan cepat. Selanjutnya, navigasi pada perangkat komputer berfungsi baik dengan tombol panah pada keyboard, navigasi kiri dan kanan di peramban, atau drag menggunakan mouse. Navigasi pada perangkat seluler juga berjalan lancar menggunakan navigasi kiri dan kanan di peramban, dengan gestur swipe yang berfungsi mulus untuk membuka halaman berikutnya. Secara keseluruhan, validator ahli pertama menekankan bahwa E-Module sudah sangat baik dan siap diimplementasikan tanpa revisi lebih lanjut.

Table 3. Rekapitulasi Hasil Validasi Ahli Materi dan Bahasa

	Aspects	Value	Category
Material	Suitability	83	Good
	Accuracy	80	Good
	Critical Thinking	88	Good
	Organization	80	Good
	Presentation	83	Good
Language	Straightforward	83	Good
	Communicative	88	Good
	Interactive	90	Very Good
	Compatibility with Grammatical Rules	92	Very Good
	Compatibility with students' Development	88	Good

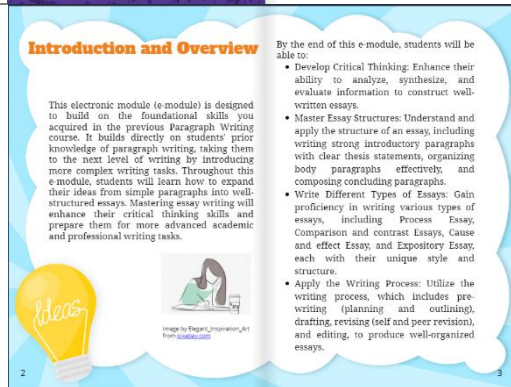
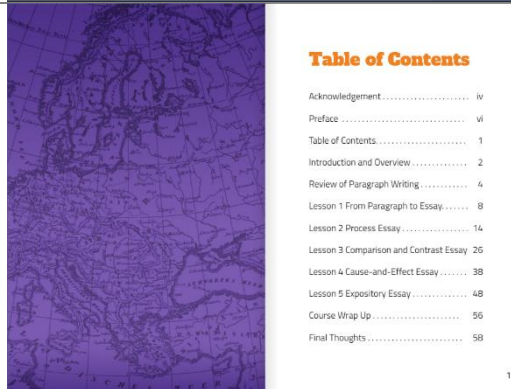
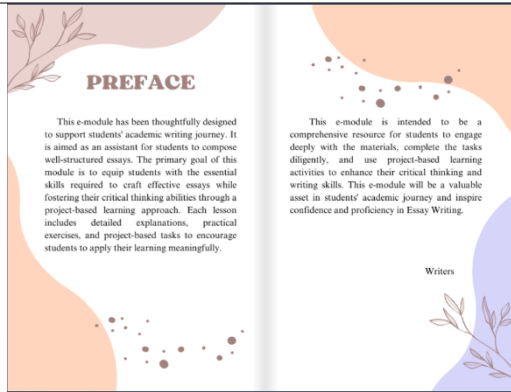
Tabel 3 menyajikan hasil validasi untuk aspek materi dan bahasa dari E-Module. Aspek materi mencakup kriteria seperti kesesuaian, akurasi, berpikir kritis, organisasi, dan presentasi. Sebagian besar aspek dalam kategori ini menerima penilaian "Baik", dengan berpikir kritis memperoleh skor tertinggi yaitu 88, yang menunjukkan bahwa konten mendukung pengembangan keterampilan analitis siswa. Kriteria bahasa meliputi kesederhanaan, kualitas komunikatif, interaktivitas, kesesuaian dengan aturan tata bahasa, dan kesesuaian dengan tingkat perkembangan siswa. Secara khusus, "Kesesuaian dengan Aturan Tata Bahasa" dan "Interaktivitas" memperoleh penilaian tertinggi, dengan skor masing-masing 92 dan 90, yang menunjukkan bahwa fitur-fitur ini sangat berkontribusi pada efektivitas modul dalam memfasilitasi komunikasi yang jelas dan keterlibatan. Secara keseluruhan, tabel ini mencerminkan bahwa baik aspek materi maupun bahasa telah disesuaikan dengan standar pendidikan.

Pada bagian komentar, validator ahli kedua mengakui bahwa E-Module interaktif ini dirancang dengan baik dan cocok untuk diterapkan di kelas, dengan revisi minor. Revisi tersebut meliputi penambahan **half-title** dan halaman judul setelah sampul, penyusunan konten secara logis dari yang sederhana hingga kompleks, serta peningkatan kejelasan dengan kalimat yang lebih singkat untuk meningkatkan keterlibatan. Ahli tersebut juga merekomendasikan untuk mengintegrasikan asesmen dengan umpan balik langsung guna memperkuat pembelajaran dan membantu siswa memahami konsep dengan lebih efektif.

Setelah menerima umpan balik dari para ahli, E-Module interaktif ini mengalami beberapa revisi berdasarkan saran para ahli untuk meningkatkan kegunaannya. Setelah proses produksi selesai, produk E-Module yang dikembangkan dipersiapkan untuk implementasi di kelas. Versi final yang mengintegrasikan semua penyesuaian dan perbaikan dirangkum dalam Tabel 4 di bawah ini. Tabel ini memberikan gambaran visual tentang fitur-fitur utama dari modul tersebut.

Tabel 4. Produk Akhir E-Module Interaktif

Components	Display	Page Number
Cover		
Half-Title		i
Title Page		ii-iii
Acknowledgment		iv-v



Lesson 1 From Paragraph to Essay

8 – 13

LESSON 1 From Paragraph to Essay

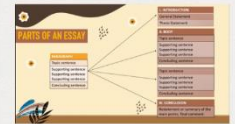
- Objectives:**
At the end of this lesson, students will be able to:
1. Identify the components of an essay.
 2. Differentiate between a paragraph and an essay in terms of structure.

An essay is a composition consisting of paragraphs that develop a particular subject. Therefore, an essay can be created using the methods demonstrated in the preceding chapters dealing with writing single paragraphs.

THE DIFFERENCES BETWEEN A PARAGRAPH AND AN ESSAY

PARAGRAPH	ESSAY
A paragraph is a group of related statements that a writer develops about a subject.	An essay is a group of writing that has more than one paragraph.
A paragraph must have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence.	An essay is divided into three parts: an introductory paragraph, the body paragraphs, and the conclusion (concluding paragraph).

Parts of an essay
An essay, like a paragraph, has a clear structure. It begins with an introductory paragraph that grabs the reader's attention and introduces the reader to the topic of the essay. The paragraph consists of the introductory sentences and the thesis statement. Body paragraphs follow the introductory paragraph. They aim to develop and support the idea in the thesis statements with specific details. The essay ends with a concluding paragraph summarizing the main ideas and restating the thesis statement. Its purpose is to bring the essay to a conclusion that gives the reader a sense of completeness.



Click here to get more detailed information about parts of an essay

FROM PARAGRAPH TO ESSAY...

Exercise 1
Decide which statements are suitable as the thesis statements.

EXERCISE 1
Decide which statements are suitable as the thesis statement.

Lesson 2 Process Essay

16 – 25

LESSON 2 Process Essay

- Objectives:**
At the end of this lesson, students will be able to:
1. Comprehend the purpose and the structures of the process essay.
 2. Write a process essay through outlining, drafting, revising, and editing.

A process essay explains how something is done step by step. It can explain how to perform a task (e.g., baking a cake) or describe how something works (e.g., how a car engine functions).

- Two Types of Process Essays:**
1. **Directional Process Essays:** provide instructions for the reader to perform a task. The directional process aims to enable readers to do something or duplicate some process after following the directions. Example: "How to bake a cake" "How to create a blog"
 2. **Informational Process Essays:** explain how something works, how something was made, and how an event occurred without the reader needing to perform the task. Readers are not expected to be able actually to repeat or duplicate the process explained, but they should be able to understand the process. Example: "How solar panels generate electricity" or "How a laser is used in medical procedures"

- Let's Practice.**
Identify each topic as directional and/or informational.
1. How to install a gas stove in a kitchen
 2. How Dr. Jonyo Solik developed the polio vaccine
 3. How to send an email
 4. How to send a text
 5. How to repair a car
 6. How to lift and a job application
 7. How photosynthesis works

Transition Signals for Process Essay
Transitions are words that connect the steps in paragraphs. They show the relationship between steps to make the order clear. Here are commonly used transition signals for the Process Essay.

Commonly Used Transitional Expressions for Process

afterward	before	initially	to begin
at	begin by	later	until
as soon as	charting	meanwhile	upon
at first	finally	next	when
at last	first, second, third, etc.	now	while
at this point	following		

Model Essay 1
How to Make Pulu Cake: A Traditional Indonesian Treat

Pulu Cake is a traditional Indonesian delicacy, especially popular in Java. It is known for its distinctive shape and appealing taste. This cake has become a favorite street food in many regions in Indonesia. Despite its simplicity, Pulu Cake reflects Indonesia's rich local wisdom. Though not as commonly found as Indonesian staples, it remains a beloved traditional treat. Pulu Cake can be easily made at home in less than 30 minutes.

First, gather the necessary ingredients: 200g of flour, 100g of sugar, 200ml of water, 1 egg, 100ml of oil, and 100ml of cooking oil. Preheat the oven to 180°C. In a large bowl, mix the flour and sugar. Gradually add the water and mix until the mixture is smooth. Crack the egg into the mixture and mix well. Add the oil and mix until the mixture is thick. Grease a 15cm round pan with cooking oil. Pour the mixture into the pan and smooth the top. Bake for 20-25 minutes. Let the cake cool in the pan for 5 minutes. Cut the cake into 8 slices. The cake is ready to be served. Enjoy your Pulu Cake!

Lesson 3 Comparison and Contrast Essay

26 – 37

LESSON 3 Comparison and Contrast Essay

- Objectives:**
At the end of this lesson, students will be able to:
1. Comprehend the purpose and the structures of the comparison and contrast essay.
 2. Write a comparison and contrast essay through outlining, drafting, revising, and editing.

A comparison and contrast essay explores the similarities (compare) and differences (contrast) between two subjects. These subjects could range from people, events, concepts, or objects. By exploring the points of comparison and contrast, the essay helps readers understand the relationship between the two subjects, highlighting how they are alike or distinct from each other.

- The main goal of this essay is to analyze similarities and differences to understand each subject better.**
- The comparison focuses on **what is alike**.
 - Contrast focuses on **what is different**.

Examples of Comparison & Contrast Essays:

- Comparing two historical figures (e.g., Martin vs. Rosa Parks)
- Comparing two technologies (e.g., Windows vs. Mac)
- Comparing two countries' cultures, work ethics, and educational systems.

Structure of a Comparison & Contrast Essay
Block and point-by-point methods are commonly used structures for comparison and contrast essays. The **block method** introduces information about the first item in the earlier section. The second item is discussed in the following section. In contrast, the **point-by-point method** integrates the presentation of both items simultaneously in this method, each point about the first item is immediately followed by a corresponding point about the second item. This approach allows for a clear, ongoing comparison between the discussed subjects.

Block Method	Point-by-Point Method
1. Introduction	1. Introduction
2. Subject 1 (40 points)	2. Point 1 Subject 1 vs. Subject 2
3. Subject 2 (40 points)	3. Point 2 Subject 1 vs. Subject 2
4. Conclusion	4. Point 3 Subject 1 vs. Subject 2
	5. Conclusion

Transition Signals for Comparison and Contrast Essay
Transition signals in comparison and contrast essays are necessary because they show the comparison or the contrast. Here are commonly used transition signals for the Comparison and Contrast Essay.

Transitional Expressions Showing Comparison

again	just as
also	just like
and	and
as well as	likewise
both	similarly
each	equally
equally	double to
Furthermore	
In addition	the same
In the same way	too

Transitional Expressions Showing Contrast

although	nevertheless
but	on the contrary
despite	on the other hand
even though	otherwise
even if	still
except for	though
however	unlike
in contrast	while
instead	yet

Lesson 4 Cause and Effect Essay

38 – 47

LESSON 4 Cause-and-Effect Essay

- Objectives:**
At the end of this lesson, students will be able to:
1. Comprehend the purpose and the structures of the cause-and-effect essay.
 2. Write a cause-and-effect essay through outlining, drafting, revising, and editing.

The cause-and-effect essay explores the reasons (causes) behind why certain events or situations occur and the consequences (effects) that result from them. This type of essay focuses on logical reasoning skills by demonstrating how one action or decision leads to subsequent results.

- The primary objective of a cause-and-effect essay is to illustrate the relationship between why something occurred (cause) and what happened as a result (effect).**
- Cause: Answers the question, "Why did this happen?"
 - Effect: Answers the question, "What occurred as a result?"
- Examples of Cause-and-Effect Essays:**
- The causes and effects of air pollution.
 - The effects of social media on mental health.
 - The causes of climate change and its impact on global weather patterns.

Structure of a Cause-and-Effect Essay
Cause-and-effect essays can be organized in different ways.

1. **Cause-First Structure:** focuses on causes.
2. **Effect-First Structure:** focuses on effects.
3. **Chain Structure:** each cause leads directly to its corresponding effect in this structure, forming a sequential chain of cause-effect relationships.

Cause-First Structure	Effect-First Structure	Chain Structure
1. Introduction	1. Introduction	1. Introduction
2. Causes	2. Effects	2. Cause - Effect 1
3. Effects	3. Causes	3. Cause - Effect 2
4. Conclusion	4. Conclusion	4. Conclusion

Transition Signals for Cause-and-Effect Essay
Here are commonly used transition signals for the Cause-and-Effect Essay.

Causes	Effects
because	as a consequence of
causes, caused by	as a result of
the reason ...	consequently
since	then
	therefore

Model Essay 1
Rising Temperatures in Gresik Regency Area

Over the past few years, Gresik Regency has experienced a significant increase in temperatures and humidity, which has affected the region's productivity and overall lifestyle (such as energy, industry, and general health). Several factors contribute to this environmental change, including the rise of industrial plants, a lack of policy concerning forest conservation, and the loss of hills due to quarry mining.

One major cause is the increase in industrial activity. Gresik has seen a boom in factories producing cement, insecticides, and antibiotics, all contributing to industrial waste, including carbon dioxide and industrial fumes. These pollutants degrade air quality and intensify the greenhouse effect, leading to rising temperatures and global warming.

Additionally, the rapid industrial growth has yet to be matched by efforts to maintain green areas or conserve forests. This lack of a crucial role in absorbing carbon monoxide and releasing oxygen through photosynthesis, helps to reduce air pollution. However, local authorities' poor management and a lack of commitment toward natural conservation have led to the degradation of Gresik's green spaces, exacerbating the rise in temperatures.

Lesson 5 Expository Essay

LESSON 5 Expository Essay

Objectives:

- At the end of this lesson, students will be able to:
1. Complete the paper and the structure of the expository essay.
 2. Write an expository essay through outlining, drafting, revising, and editing.

An expository essay is a type of writing that explains, describes, or informs the reader about a topic clearly and objectively. It focuses on delivering facts, logic, and information without including the writer's personal opinions or emotions. The primary objective of an expository essay is to provide information.

Common types of expository essays:

1. **Biography**
Definition: A factual account of someone's life.
Purpose: To inform the reader about a person's life factually and engagingly.
Example Outline:
 - **Introduction:** Basic information about the person
 - **Body:** Only the background, significant achievements or turning points, contributions to society or a particular field.
 - **Conclusion:** Impact and legacy.
2. **Book Review**
Definition: A book analysis discussing its themes and writing style.
Purpose: To give readers an informed opinion about the book.
Example Outline:
 - **Introduction:** Title, author, and brief overview of the book's genre and theme.
 - **Body:** Summary and evaluation of the writing style and themes.
 - **Conclusion:** Overall opinion on the book and a recommendation.
3. **Movie Review**
Definition: An objective film review analyzing and critiques a film.
Purpose: To help readers decide whether or not to watch the film.
Example Outline:
 - **Introduction:** Title, director, release year, and genre.
 - **Body:** Summary of the plot, analysis of the characters and acting, Evaluation of cinematography, direction, and other artistic elements.
 - **Conclusion:** Personal opinion on the film and a recommendation.

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Model Essay 1 (Biography)

Biography of Elon Musk

Elon Musk has some widely recognized names around the world for his groundbreaking contributions to technology and innovation. Born in Pretoria, South Africa, on 28 June 1971, Musk became one of the wealthiest individuals on the planet, with an estimated net worth of around \$34 billion as of April 2022 (Forbes, 2022). He is the CEO, CTO, and product architect of Tesla, Inc., a company known for revolutionizing the electric car market.

Elon Musk was born to a Canadian mother, Maya Musk, a model from Saskatchewan, Canada, and a South African father, Errol Musk, who worked as an electrical engineering graduate and senior. After his parents divorced in 1980, Elon lived with his father in Pretoria. Even as a child, Musk showed a strong interest in reading and learning. At just ten years old, he began studying computer engineering, and by the age of 13, he had taught himself programming, creating and selling the code for a video game to a computer magazine.

Musk's academic career was equally impressive. In 1992, after studying for two years at Queen's University in Kingston, Ontario, he transferred to the University of Pennsylvania, where he earned a bachelor's degree in economics and a second bachelor's degree in physics. His passion for innovation and business continued to flourish, and he has achieved significant success throughout his career.

Among his many accomplishments, Musk was listed as one of Time magazine's 100 most influential people in the world in 2013. He also received the Intel Design Award for the Tesla Roadster in 2007, a vehicle that set new standards for electric cars. In 2010, he was appointed to the board of trustees at the California Institute of Technology.

Elon Musk's life is a testament to the power of persistence, learning, and innovation. His early exposure to technology, combined with relentless hard work and creativity, helped shape him into one of the most influential entrepreneurs of our time. His story inspires and reminds us that determination and effort make remarkable achievements possible.

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Course Wrap-Up

Course Wrap-Up

Key Takeaways from the Module

Throughout this module, you have explored the fundamental elements of essay writing, building on your previous knowledge of paragraph writing. Here's a recap of the essential skills and concepts you've learned:

1. **From Paragraph to Essay:** You transitioned from writing basic paragraphs to structuring essays with clear introductions, body paragraphs, and conclusions.
2. **Process Essays:** You learned to explain a process in clear, logical steps.
3. **Comparison and Contrast Essays:** You compared and contrasted two subjects, organizing your ideas effectively.
4. **Cause and Effect Essays:** You identified the causes of events or situations and explained their effects.
5. **Expository Essays:** You explored various expository forms, such as biographies, book reviews, and movie reviews, presenting factual and objective information.

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Final reflection

As you wrap up this module, take a moment to reflect on your learning journey. This final reflection will help you recognize your progress and set goals for continued improvement.

Reflection Prompts

1. How did your writing improve since the start of this course?
- Consider specific areas like thesis development, organization, and clarity of ideas.
2. What challenges did you face during the writing process, and how did you overcome them?
- Reflect on when you struggled with outlining, drafting, revising, or editing.
3. Which types of essays did you find most challenging, and why?
- Think about which essay structure or topic was hardest to tackle and what strategies you used to succeed.
4. How did your review and self-assessment from your progress paper "writing" surface on the feedback you received and how it helped you refine your essay.
5. What are your goals for future writing projects?
- Set a few achievable writing goals, such as improving transitions, expanding your vocabulary, or mastering a specific type of essay.

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Glossaries

1. **Bamboo Molds:** Cylindrical molds made from bamboo, used to shape and steam Putu Cake, giving it its distinct size and appearance.
2. **Body Paragraphs:** The main section of an essay that includes details and steps for completing the process or explaining how something works.
3. **Directional Process Essay:** A type of process essay that gives instructions to help the reader perform a task or duplicate a process. Example topics: "How to make a cake" or "How to create a blog".
4. **Grated Coconut:** Fresh coconut that is finely shredded, commonly used as a topping, or filling, in traditional Indonesian desserts like Putu Cake.
5. **Informational Process Essay:** A type of process essay that explains how something works or is made without expecting the reader to perform the task. Example topics: "How solar panels generate electricity" or "How a laser is used in medical procedures".
6. **Introductory Paragraph:** The opening paragraph of an essay that introduces the topic and purpose, capturing the reader's attention.
7. **Pandan Paste:** A green paste made from pandan leaves, known and used in Southeast Asian desserts for flavor and color.
8. **Process Essay:** An essay that explains a sequence of steps in order to complete a task or understand how something functions.
9. **Putu Cake:** A traditional Indonesian treat made with rice flour, pandan paste, and grated coconut. Known for its unique base a cake or "how to create a blog".
10. **Rice Flour:** A fine flour made from rice, commonly used in glutinous rice cooking and traditional Indonesian desserts like Putu Cake.
11. **Steamer:** A kitchen tool or appliance used to cook food through steam. In the Putu Cake recipe, bamboo molds are steamed in a steamer to cook the dough.
12. **Transition Signals:** Words or phrases that connect steps in a process to show the order of actions. Examples include afterward, next, first, second, and finally.

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At the
end of
each
chapter

Final Thought

Congratulations on completing the module! By applying the skills and strategies you've learned, you're now better equipped to tackle future writing challenges. Essay writing is a valuable communication and critical thinking tool, and your ability to craft well-organized, insightful essays will serve you well in academic, professional, and personal contexts. Keep practicing, and remember that writing is a continuous journey of growth and self-expression.

At the
end of
the
module

Tabel 4 menampilkan E-Module interaktif yang telah direvisi berdasarkan umpan balik dari para ahli. E-Module final terdiri dari lima bab utama—"From Paragraph to Essay," "Process Essay," "Comparison and Contrast Essay," "Cause-and-Effect Essay," dan "Expository Essay." Setiap bab mencakup penjelasan komprehensif, contoh esai, latihan dengan tautan pengumpulan, referensi, dan glosarium. Bagian tambahan seperti sampul, halaman judul, ucapan terima kasih, kata pengantar, dan daftar isi juga disediakan, bersama dengan pengantar, gambaran umum pelajaran, dan kesimpulan. E-Module interaktif ini sekarang siap untuk diimplementasikan di kelas dan dievaluasi oleh siswa.

Fase Implementasi

Tahap implementasi, yang merupakan tahap keempat dari model ADDIE, melibatkan penerapan E-Module yang telah divalidasi dalam mata kuliah *Academic Writing* dengan 23 mahasiswa yang memiliki pengalaman sebelumnya dalam penulisan esai. Para peserta dibimbing untuk mengeksplorasi E-Module interaktif tersebut. Mereka menunjukkan keterlibatan aktif dan antusiasme selama sesi diskusi mengenai materi yang diberikan. Selama fase implementasi E-Module interaktif, mahasiswa juga diminta memberikan tanggapan melalui kuesioner. Pertanyaan kuesioner mencakup empat aspek utama: kualitas aplikasi, desain visual modul (tampilan), relevansi dan penyajian materi, serta manfaat penggunaan E-Module dalam mata kuliah *Essay Writing*. Hasil dari tanggapan mahasiswa ini dibahas pada fase evaluasi, yang merupakan tahap terakhir dari model ADDIE.

Fase Evaluasi

Pada tahap terakhir, data yang dikumpulkan dari tanggapan mahasiswa pada tahap sebelumnya dievaluasi. Hasil tanggapan mahasiswa yang ditunjukkan dalam Tabel 6 memberikan wawasan tentang pandangan mahasiswa terhadap kualitas modul, tampilan, materi, dan manfaatnya. Hasil tanggapan mahasiswa tersebut disajikan pada tabel di bawah ini.

Tabel 5. Tanggapan Mahasiswa terhadap Pengembangan E-Module

Aspect	Criteria	VG	G	F	P
Quality of the application	Content completeness	87%	13%	-	-
	Effectiveness	74%	26%	-	-
	Flexibility of the usage	78%	22%	-	-
	Ease of use	65%	31%	4%	-
	Ease of accessing links included in the E-Module	70%	26%	4%	-
	Quality of audio narration in the E-Module	65%	17%	9%	9%
Display	Display consistency	74%	22%	4%	-
	Suitability of font type and size in the E-Module	30%	57%	13%	-
	Consistency in font usage	26%	74%	-	-
	Clarity of presented images	65%	35%	-	-
	Attractive images	70%	26%	4%	-
	Suitable background color	61%	22%	17%	-
	Ease of reading text	43%	43%	12%	-
	Suitable text color	48%	48%	4%	-
	Layout of text	52%	39%	9%	-
	Organization of the content	65%	26%	9%	-
Materials	Materials suitability	91%	9%	-	-
	Materials complexity	65%	26%	9%	-
	Essay model	70%	26%	4%	-
	Vocabulary used in the essay model	65%	35%	-	-
	Images or illustrations suitability	61%	30%	9%	-
	Materials are presented from simple to more complex activities	57%	43%	-	-
	Sentence and paragraph structure	78%	22%	-	-
Benefits	Improve student understanding	83%	17%	-	-

Increase student interest in learning	70%	26%	4%	-
Increase motivation in learning	83%	13%	4%	-
Support independent learning	70%	26%	4%	-
Encourage critical thinking	70%	30%	-	-

Data dalam Tabel 5 menunjukkan dukungan kuat dari mahasiswa terhadap E-Module interaktif. Kelengkapan materi (87%) dan efektivitas (74%) mendapat penilaian "Sangat Baik," sementara fleksibilitas, kemudahan penggunaan, dan aksesibilitas tautan juga memperoleh penilaian tinggi. Tampilan dipuji karena konsistensi dan daya tarik gambar, meskipun ukuran font, warna, dan keterbacaan mendapatkan tanggapan yang beragam. Materi memperoleh tanggapan positif, dengan kecocokan materi yang mendapat penilaian tertinggi (91%). Manfaat yang diperoleh termasuk pemahaman yang lebih baik (83%) dan motivasi (83%). Secara keseluruhan, modul ini efektif dalam mendorong pembelajaran dan keterlibatan. Hasil ini memperkuat temuan penelitian sebelumnya yang menunjukkan bahwa E-Module interaktif membantu mahasiswa dalam memahami materi, memotivasi mereka untuk belajar karena tampilan yang menarik, dan mendorong pembelajaran mandiri (16).

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta unggah bukti dokumen ketercapaian luaran melalui BIMA.

Luaran wajib dalam penelitian ini adalah jurnal nasional terakreditasi Sinta 2. Luarannya penelitian ini telah berstatus ACCEPTED oleh Jurnal Kependidikan (JK) Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran yang diterbitkan oleh LPPM Universitas Pendidikan Mandalika (UNDIKMA) Mataram yang telah ditetapkan sebagai Jurnal Ilmiah Terakreditasi Peringkat 2 sejak tahun 2021 sampai tahun 2026 dengan ISSN: 2442-7667 (Online).

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta unggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat unggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (Fundamental, Pascasarjana, PKDN, Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Tidak ada mitra dalam penelitian ini.

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Kendala dalam penelitian ini adalah saat fase implementasi beberapa mahasiswa memiliki resistansi terhadap teknologi baru, karena penggunaan E-module memerlukan adaptasi yang signifikan. Walaupun mayoritas mahasiswa memberikan umpan balik yang positif terhadap penggunaan E-modul, pengoperasiannya masih dianggap terlalu rumit oleh sebagian kecil mahasiswa.

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Ada beberapa skenario yang dapat dilakukan untuk penelitian selanjutnya. Penelitian ini memiliki potensi yang signifikan untuk pengembangan lebih lanjut. Dalam hal ini, skenario pertama untuk penelitian mendatang adalah menyempurnakan E-Module interaktif yang telah dikembangkan dalam penelitian ini dengan mengintegrasikan sumber multimedia tambahan dan fitur interaktif lainnya untuk meningkatkan efektivitasnya. Dengan mengintegrasikan elemen gamifikasi dan media untuk kolaborasi penulisan, diharapkan E-modul interaktif yang akan dikembangkan pada penelitian selanjutnya dapat meningkatkan keterlibatan mahasiswa dan mendorong mahasiswa untuk tidak hanya berpikir kritis tapi juga berpikir kreatif.

Sedangkan untuk skenario kedua adalah mengembangkan web-based modul dengan mengintegrasikan lebih banyak fitur berbasis AI yang dapat memberikan umpan balik terhadap tulisan mahasiswa secara otomatis (Automated Corrective Feedback). Fitur ini diharapkan mampu menganalisis kesalahan tata bahasa, ejaan, dan struktur kalimat secara real-time, sehingga mahasiswa dapat langsung memahami area yang perlu diperbaiki. Selain itu, web-based modul juga akan dirancang untuk memberikan rekomendasi peningkatan kosakata dan gaya penulisan yang sesuai dengan konteks akademik. Dengan adanya fitur ini, mahasiswa diharapkan dapat lebih mandiri dalam memperbaiki tulisan mereka, meningkatkan kemampuan berpikir kritis, serta mempercepat proses pembelajaran menulis akademik. Hal ini juga sejalan dengan upaya untuk memanfaatkan teknologi berbasis AI dalam mendukung pendidikan yang lebih efisien dan adaptif.

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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UNIVERSITAS QOMARUDDIN

PENGEMBANGAN E-MODUL DENGAN PENDEKATAN PROJECT-BASED LEARNING UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS MAHASISWA DALAM MENULIS ESAI

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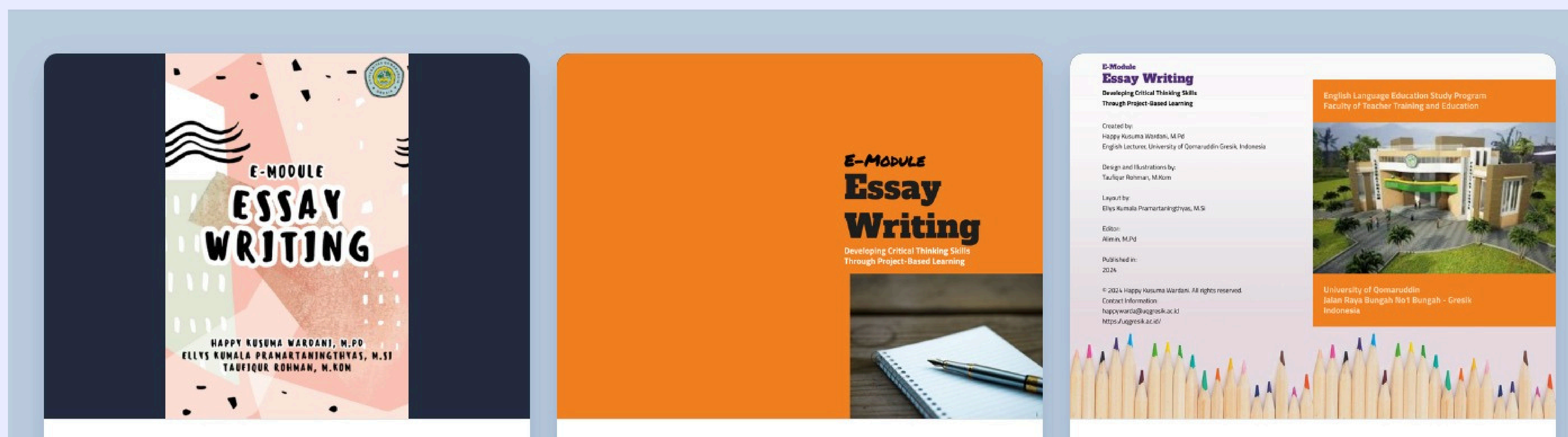
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RINGKASAN

Penelitian ini berfokus pada pengembangan E-Module dengan pendekatan Project-Based Learning untuk meningkatkan keterampilan berpikir kritis mahasiswa dalam menulis esai. Dengan menggunakan metode R&D dan mengadopsi model ADDIE, modul elektronik ini mengintegrasikan fitur interaktif, multimedia, dan materi yang terstruktur. Melalui formulir validasi, para ahli mengonfirmasi kualitas modul dengan sedikit revisi untuk penyempurnaan desain tampilan. Tanggapan mahasiswa terhadap E-Module interaktif melalui kuesioner juga menunjukkan hasil yang positif. E-Module ini layak dijadikan sebagai media pembelajaran mandiri berbasis proyek untuk meningkatkan keterampilan berpikir kritis mahasiswa.

KATA KUNCI

E-Module; Project-Based Learning; kemampuan berpikir kritis ; menulis esai



Gambar 1. Ilustrasi hasil penelitian



Development of Interactive E-Module to Foster EFL Students' Critical Thinking in Essay Writing

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Abstract: The present research focuses on developing an interactive E-Module to enhance critical thinking among EFL students in academic writing, specifically essay writing. Employing R&D and adopting the ADDIE model, the electronic module integrates interactive features, multimedia, and structured materials. Through validation forms, experts confirmed the module's quality with minor areas for refinement in display design. Students' responses to the interactive E-Module through the questionnaire also exhibited positive results. Overall, experts and students perceived interactive E-Module as a valuable tool for fostering creative thinking and independent learning.

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Introduction

Educational improvement is closely linked with technological advancement, which leads to multiple innovations. The ongoing evolution of technology drives efforts to enhance the utilization of technological resources in the educational process (Maharcika et al., 2021). This transformation has shifted traditional classrooms into modern, dynamic, and interactive environments, moving away from monotonous teaching methods that can diminish students' enthusiasm. Therefore, there is a pressing need for innovative approaches to integrate technology into education to boost students' engagement in learning activities (A. P. Islami et al., 2021). Furthermore, learning activities now extend beyond merely preparing lessons and implementing face-to-face teaching procedures (Fahrurrozi et al., 2023).

Technology has also revolutionized how English is taught and learned in today's digital age. Technological devices are now integral to the classrooms, offering students a contented environment for learning English. They promote interactive learning and provide authentic materials for students to practice their language skills (Alakrash & Razak, 2021; Altun & Hasan, 2021; Anggeraini, 2020). In addition, integrating technology into EFL classrooms positively affects language acquisition, as students tend to be more motivated when working with modern devices than with traditional textbooks (Nagy, 2021; Solikhah, 2023). This advancement provides a valuable foundation for reforming and exploring new English teaching models in the modern era.

Despite the benefits of technology, many EFL students in Indonesia, particularly at the tertiary level, still need to foster their critical thinking skills in academic writing. Writing is inherently complex and demanding, requiring considerable effort, time, and patience (Maru

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et al., 2020; Rao, 2017; Wardani, 2011). Students must process information, develop ideas, and articulate them into coherent sentences while adhering to grammatical rules to ensure clarity for their readers (Mayekti et al., 2022; Nunan, 2003; Sa'adah, 2020). Additionally, effective writing necessitates the ability to convey knowledge clearly and concisely (Sari et al., 2024) and express personal perspectives with logical reasoning (Novia et al., 2024). Writing skills are often used to assess student progress and indicate academic success (Ramadhanti & Yanda, 2021). Consequently, writing activities demand a structured process and dedicated effort to communicate messages effectively. Beyond grammar, students must also possess critical thinking skills to convey information and present their opinions.

Traditional teaching methods frequently emphasize repetitive memorization rather than analytical thinking, which leaves students unprepared to formulate coherent arguments or critically engage with texts. Although there is a growing emphasis on developing critical thinking skills in Indonesian education, students' overall critical thinking ability still needs improvement (Fadhilah & Thahir, 2023; Sarwanto et al., 2021). Primary and secondary education students usually focus primarily on recall rather than analytical reasoning (Wibowo et al., 2018). Furthermore, commonly applied learning strategies have yet to support the enhancement of critical thinking skills due to their conventional nature and lack of technological integration (Supriyatno et al., 2020). The tedious and unengaging teacher-centered approach further hinders the cultivation of critical thinking skills, resulting in poor learning outcomes and misunderstandings of key concepts (Fadhil et al., 2021). Therefore, developing critical thinking skills in schools early on is crucial, as these abilities are not innate but cultivated through targeted learning activities.

Critical thinking is a vital skill of the 21st-century skill that must be nurtured in higher education to prepare students to become thoughtful citizens (Susanti & Rachmajanti, 2023). Students need critical thinking skills to apply theoretical knowledge learned in class and to seek supporting opinions for that theory. Critical thinking skills help students learn, enhance cognitive growth, and boost competencies to make learning more effective and impactful (Nurdyansyah et al., 2024). Those with these skills can consistently verify information and derive conclusions (Jaenudin et al., 2020). Therefore, by developing these skills, students can better comprehend complex concepts and apply their knowledge effectively to achieve academic and personal goals. As higher-level learners, EFL university students should cultivate critical thinking abilities to address various challenges and propose solutions to issues they encounter.

Students' critical thinking skills can be effectively developed by using engaging teaching materials and resources that leverage technological advancements (Vaghela & Parsana, 2024). E-learning platforms are part of the technological advancements. These platforms can boost student motivation by providing accessible content that allows for effective engagement with learning resources (Syahrial et al., 2019). E-learning has gained popularity in recent years due to its flexibility, enabling teachers and students to interact despite challenges related to time and space (Wardani & Zakiah, 2021). Alongside E-learning, electronic modules (E-Modules) have emerged as valuable teaching tools designed to support Project-Based Learning initiatives (Sagita et al., 2021).

E-Modules serve as alternative digital-based learning mediums aimed at helping students achieve desired learning outcomes. They promote student independence by offering interactive features such as animations or videos, easier navigation, and immediate feedback through tests or quizzes (Suarsana & Mahayukti, 2013). By utilizing E-Modules, teachers facilitate students with the learning approach through interactive modules that present not



only text, but also sound, images, films, and videos (Mulyadi et al., 2020). While E-Modules share similarities with traditional printed modules, they are more engaging due to their dynamic presentation styles that facilitate independent learning. Consequently, E-Modules should be designed for easy access via personal computers, laptops, or mobile devices without limitations related to time or distance (Nisrina et al., 2021).

Interactive E-Module is a type of modules that combines text and images in which the digital publishing process allows these modules to be accessed on electronic devices to enhance flexibility and interactivity in self-directed learning (Wijaya & Vidiанти, 2020). Besides, interactive E-Modules are designed for self-paced learning and structured to meet specific learning goals by providing navigational links for accessing various activities, materials, assignments, images, videos, and project tasks to enhance student engagement (Manzil et al., 2022). Likewise, McNamara et al. cited in Nurhikmah et al. (2021) claimed that interactive E-Modules significantly enhance students' critical thinking skills while promoting greater autonomy in skill development. This approach empowers students to actively engage with learning materials independently.

Prior studies have highlighted some advantages of E-Modules in fostering a more effective and engaging learning environment. Suarsana and Mahayukti (2013) created an E-Module to enhance Mathematic students' critical thinking skills based on the Plomp model. The E-module was created using eXe software, a freeware program available for download at <http://eXelearning.org>. Their study revealed that the E-Module was of good quality to improve students' critical thinking skills to a high level, and students responded very positively to the developed E-Module.

Similarly, research by Fadhilah and Thahir (2023) focused on developing an E-Module to enhance the Biology students' critical thinking. The E-Module was designed using the Alessi & Trollip model and developed with Kvisoft Flipbook Maker. Their findings showed that the E-Module demonstrated strong validity and practicality, making it suitable for learning. Furthermore, the use of project-based learning E-Modules has the potential to improve students' critical thinking skills significantly.

Furthermore, prior studies have also explored the use of E-Modules in the EFL context. For instance, Susanti and Rachmajanti (2023) developed an E-Module to enhance students' critical thinking skills in a blended learning format for the English Language Teaching Methods course. The results indicated that E-Modules in a blended learning setting can significantly improve the critical thinking skills of English student-teachers, as it allows them to learn anytime and anywhere.

Given the numerous studies that have developed E-Modules for EFL and non-EFL university students, addressing the gaps in existing research is crucial. This study introduces a novel approach by creating an E-Module to enhance students' critical thinking skills in essay writing. Unlike previous research, this E-Module will be designed by integrating two online applications, Canva and App Book Creator, rather than relying on a single platform. This integration aims to create a more dynamic and interactive learning experience. Moreover, including interactive features from various platforms makes E-Modules more engaging in catering to different learning styles and broadening the educational experience (Ende et al., 2022). Considering prior research, the novelty of the present research is expected to empower students' critical thinking skills by providing a structured yet interactive learning environment that promotes engagement and effective writing practices.

Research Method

Research and Development (R&D) was employed as the method of this research. One type of development method in R&D is the ADDIE model proposed by Molenda (2003). ADDIE is the acronym for the development process, comprising five phases: 1) Analysis Phase, 2) Design Phase, 3) Development Phase, 4) Implementation Phase, and 5) Evaluation Phase (Ilmiah et al., 2024; Mayaneta et al., 2024). The ADDIE model is suitable and adaptable for developing effective media that can be applied to educational settings due to its effective approach to addressing real-world educational needs and enriching educational practices (Abuhassna et al., 2024; N. I. Islami et al., 2024). This synergy supports the integration of interactive E-Modules in EFL classrooms to optimize students' motivation and their learning outcomes. Therefore, this research adopted the ADDIE model due to its suitability in developing an interactive E-Module to foster EFL students' creative thinking in writing essays. The ADDIE model's phases are visually represented in the figure below.

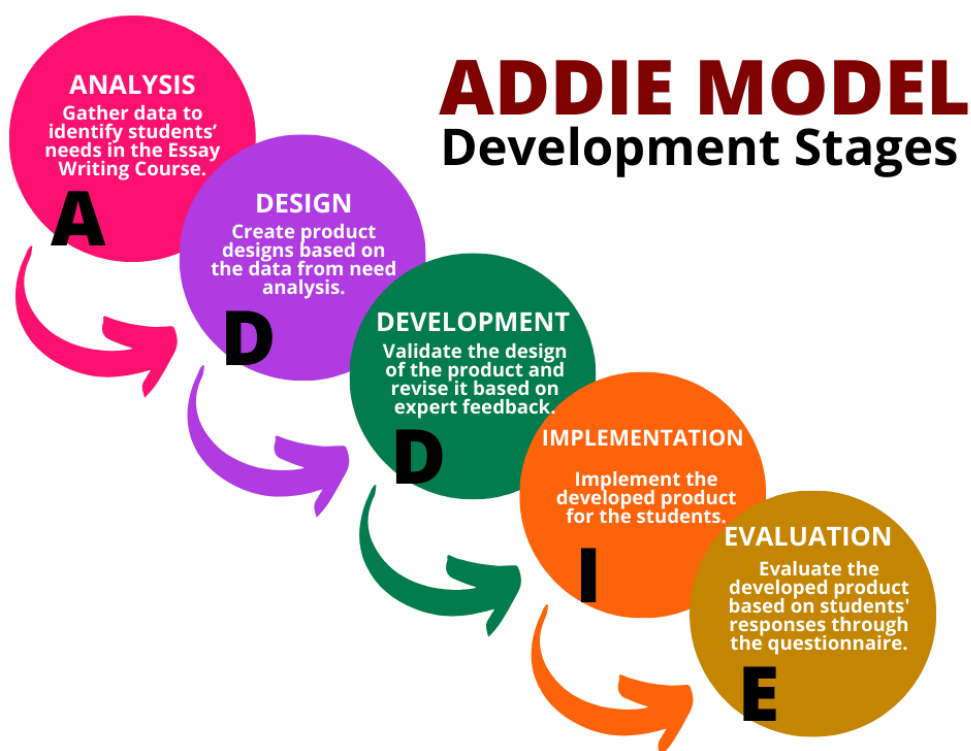


Figure 1: ADDIE Model Development Phases

This research was conducted with 23 EFLs from the English Language Education Program at Universitas Qomaruddin Gresik. Purposive sampling was used, and participants were selected based on their enrolment in an Academic Writing course and prior completion of an Essay Writing course. The research data gathered through need analysis questionnaires was used to guide designing the interactive E-module.

The data obtained from the expert validators was employed through validation sheets to measure the quality of the E-Module. The quality of the developed E-module is controlled by quantitative data based on the following conversion.



Table 1. Conversion of E-Module Quality

Value	Category
Below 50	Poor
50 – 69	Fair
70 - 89	Good
90 -100	Very Good

(Kemendiknas, 2010)

In addition to the data from expert validation, the data from student responses were collected during the implementation phase using questionnaires. The questionnaires used a Likert Scale with four response options: Very Good, Good, Fair, and Poor. This structure aimed to simplify the decision-making process for students while accurately capturing their levels of support and perceptions of the interactive E-Module.

Result and Discussion

This section presents the development process of the interactive E-Module for enhancing EFL students' critical thinking in essay writing using the ADDIE model. Each stage phase is described in detail to demonstrate how the module was created to foster critical thinking skills.

Analysis Phase

The research began with preparing instruments for the analysis phase, including questionnaires and interviews. This phase aims to identify students' needs regarding the materials and the E-Module model to be developed. The needs analysis revealed that most students often face challenges in organizing ideas chronologically, finding appropriate words for their writing, making grammatical errors, and needing guidance on where to start. These challenges result in the students' struggling to express themselves effectively in written English (Khofifa et al., 2024). When working on writing assignments, students often initially compose in Indonesian and then translate their work into English. Therefore, in accomplishing their writing assignments, students frequently use AI tools such as ChatGPT, Google Translate, and DeepL for assistance (Zulfa, 2023).

When asked about their lecturer's resources, students noted the lecturer provided varied materials but expressed interest in customized learning resources developed by the lecturer as an E-Module or a combination of print and electronic modules. Only a few students preferred a purely printed module, as they mentioned that electronic devices, like mobile phones, often lead to distractions such as checking social media during study sessions. This statement aligns with the previous research by Elliot (2022), who highlighted the effect of using mobile phones for personal and academic purposes, which can narrow students' focus.

Furthermore, Table 2 below presents the other categories listed by the students in the needs analysis questionnaire.

Table 2. Results of Students' Needs Analysis for E-Module Development

	Category	Percentage
Level of Difficulty	Beginner	15%
	Intermediate	80%
	Advance	5%
Type of Essay	Biography	95%
	Process Essay	95%



Theme		
	Comparison-Contrast Essay	95%
	Cause-Effect Essay	100%
	Book Review	75%
	Movie Review	50%
	Food	95%
	Health	85%
	Environment	80%
	Vacation Spot	85%
	Education	80%
	Social media	75%

From the needs analysis results in Table 2, most students (80%) preferred an E-Module with an Intermediate level of difficulty. This result indicates the students' preference for relatively straightforward material. Only 15% of students wanted material at the Beginner level, while only 5% chose the Advanced level.

The most preferred type of essay among students was the Cause-Effect Essay, with 100% of students selecting it. Biography, Process Essay, and Comparison-Contrast Essay were also highly favored, each with a 95% preference. On the other hand, two other types of essays, book reviews, and movie reviews, received lower percentages, with 75% for book reviews and 50% for movie reviews.

Regarding themes, Food was the most appealing topic for students, with 95% interest. Health and Vacation Spot were also popular, with 85% each. The themes of environment and education also had a relatively high demand, with 80%, while social media had 75%. This result shows the variety of themes students expect in the E-Module, focusing on relevant and engaging topics.

Overall, students' preferences for the specifications of interactive E-Module materials at an intermediate difficulty level indicate a desire for balanced content that is challenging yet accessible. For essay types, Cause-Effect essays were the most popular, with 100% interest, followed closely by Biography, Process, and Comparison-Contrast essays, each with 95% preference. Regarding themes, students showed the highest interest in Food (95%), with Health, Vacation Spots, and Education also being popular, suggesting a preference for relatable and engaging topics.

Design Phase

Wireframe design was structured as the guideline for designing the interactive E-Module during this second phase. A wireframe is a low-fidelity visual representation of a product's interface, outlining the layout and main elements to expedite the design process (Kurniasih et al., 2024; Santoso, 2024). In designing an interactive E-Module, wireframing helps organize the structure, components, and content, providing a clear, foundational layout that guides further design stages. E-Module comprises several components: preface, overview, indicators, learning materials, learning instructions, exercises, and references (Latri, 2023; Marto, 2021). Therefore, in this design stage, some components of the interactive E-Module included essential pages like the cover, acknowledgment, preface, table of contents, etc. The figure below provides the diagram of layout design elements within the interactive E-Module.

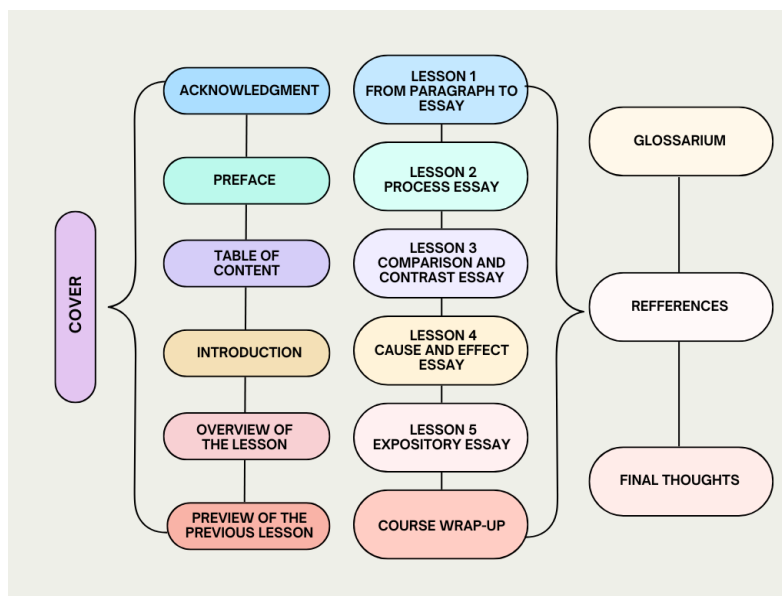


Figure 2: Wireframe of Interactive E-Module

After the wireframe design had been made, relevant materials were gathered to create content for each chapter. Those materials were carefully selected from various sources to ensure their appropriateness and relevance to the course objective. The materials in each lesson include explanations, model essays, and exercises, to assist students in comprehending the materials (Adawiyah & Anwar, 2021). Relevant images were also supplemented to enhance the visual presentation of the materials in each chapter. They were selected and adjusted to fit each chapter's theme to make the interactive E-Module more engaging and visually appealing for students.

As the last step of the design phase, the app-assisted tools were decided to support the development of an interactive E-Module. Canva and App Book Creator were employed to create the E-Module. Canva features interactive elements (Gultom et al., 2024). The App Book Creator is one platform that supports teachers and students in bookmaking. The online version of Book Creator was originally only available on iPads and launched in 2011 (Fitria, 2024). With this platform, teachers and students can creatively explore various author categories by producing books on diverse themes (Marques et al., 2023). The Book Creator app is a valuable tool in teaching and learning environments. As a teaching aid, educators can design interactive and visually engaging materials tailored to their lesson plans. As a learning resource, it enables students to explore content creation, enhancing their creativity, literacy, and digital skills by building their digital books. The Book Creator app functions as a teaching aid and a learning resource. The platform enables teachers and students to create books enriched with various multimedia elements. In Book Creator, users can incorporate images, text, video, audio, music, and hyperlinks, enhancing interactivity and engagement (Brekke, 2020; Schäfer, 2023). This flexibility allows for highly customizable content, making it suitable for diverse educational themes and objectives. The App Book Creator platform makes interactive E-Modules on electronic devices straightforward and efficient. It enables practical design, integration of multimedia elements, and seamless navigation, providing a more engaging and accessible learning experience. This app can also be integrated with Canva to make the E-Module more attractive.



Development Phase

The planned product was transformed from the wireframe design into a functional interactive E-Module in the Development Phase. The stage includes inserting the content, such as materials, exercises, images, and videos. Exercises are integrated with Google Forms to allow submissions to be automatically recorded in the lecturer's Google Drive, complete with student identifiers. The images are made by integrating Canva with AppBook Creator. Linked videos provide easy access to additional resources for an enhanced learning experience.

After the product was developed, experts validated the developed product to obtain reviews. Expert validation is required before the product is implemented in the classroom. The purpose of product validation by several experts who are experienced in their fields is to evaluate the products developed so that the product has good quality by getting expert suggestions (Indriani & Astuti, 2023; N. I. Islami et al., 2024). Experts' recommendations and input were used to improve the quality of the product so the product is ready to be implemented.

The results of expert validation

The first validator was an IT expert who validated the design graphic aspects of the E-Module. He was a Server Administration and Computer Networking lecturer at a state university in Blitar, East Java, Indonesia. Meanwhile, the second expert was an expert in English Language Teaching. She is an English lecturer at a well-known university in Malang, East Java Province, Indonesia, and her expertise is ICT in ELT. The second expert assessed the materials' suitability and the language usage in the E-Module. The validation results from experts are depicted in Table 3 and Table 4 below.

Table 3. The Recapitulation of Design Graphic Validation Results

Aspects	Value	Category
Layout And Navigation	90	Very Good
User Interface Design	88	Good
Technology Compatibility	92	Very Good
Interactivity and User Engagement	83	Good
Access Speed and Performance	92	Very Good

The table above summarizes the design graphic validation results for the interactive E-Module, focusing on five main aspects. First, the layout and navigation aspect achieved a score of 90, which was rated as "Very good." Secondly, the User Interface Design was classified as "Good", and the technology compatibility aspect was rated "Very Good." Interactivity and User Engagement rated as "Good." Finally, Access Speed and Performance was rated as "Very Good," indicating that the E-Module loads quickly and performs efficiently, minimizing delays and enhancing user experience. Altogether, these results highlight that the E-Module design is effective, particularly in layout, compatibility, and performance, with the potential for minor enhancements in user engagement and interface design.

In the comment section, the first validator noted some points. Firstly, the E-Module display is attractive and colorful; the illustrations are clear and visible. The links on the page function well, and the content is packaged concisely and quickly. Moreover, navigation on



computer devices works well using the arrow keys on the keyboard, left and proper navigation in the browser, or by dragging with the mouse. Navigation on mobile devices also works well using the left and right navigation in the browser, with swipe gestures functioning smoothly to open the next page. Overall, the first expert validator highlighted that the E-Module is excellent and ready to be implemented without further revisions.

Table 4. The Recapitulation of Materials and Language Validation Results

	Aspects	Value	Category
Material	Suitability	83	Good
	Accuracy	80	Good
	Critical Thinking	88	Good
	Organization	80	Good
	Presentation	83	Good
Language	Straightforward	83	Good
	Communicative	88	Good
	Interactive	90	Very Good
	Compatibility with Grammatical Rules	92	Very Good
	Compatibility with students' Development	88	Good

Table 4 presents the validation results for the materials and language aspects of the E-Module. The material aspect covers criteria such as suitability, accuracy, critical thinking, organization, and presentation. Most aspects in this category received a rating of "Good," with critical thinking scoring highest at 88, indicating that the content supports the development of students' analytical skills. Language criteria include straightforwardness, communicative quality, interactivity, compatibility with grammatical rules, and compatibility with student development levels. Notably, "Compatibility with Grammatical Rules" and "Interactivity" received the highest ratings, scoring 92 and 90, respectively, indicating these features contribute enormously to the module's effectiveness in facilitating clear communication and engagement. Overall, the table reflects that both materials and language aspects are well-aligned with educational standards.

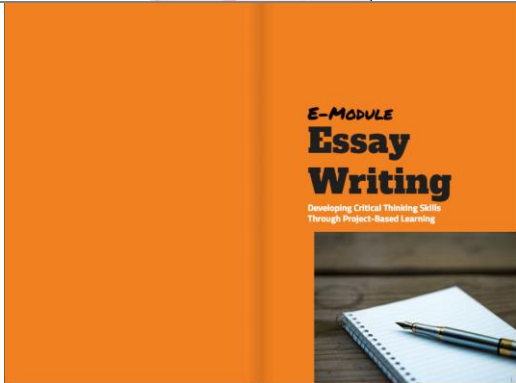
In the comment section, the second expert validator acknowledged that the interactive E-Module is well designed and suitable for classroom implementation, with minor revisions. These include adding a half-title and title page after the cover, structuring content logically from simple to complex, and enhancing clarity with concise sentences to improve engagement. The expert also recommended incorporating assessments with immediate feedback to reinforce learning and help students understand concepts more effectively.

After receiving expert feedback, the interactive E-Module went through several revisions based on the experts' suggestions to improve its usability. Once the production process was finalized, the developed product of the E-Module was prepared for classroom implementation. The final version, which integrates all adjustments and enhancements, is



summarized in Table 5 below. This table provides a visual overview of the module's key features.

Table 5. The Final Product of Interactive E-Module

Components	Display	Page Number
Cover		
Half-Title		i
Title Page		ii-iii
Acknowledgment		iv-v



<p>Preface</p>		<p>vi-vii</p>
<p>Table of Contents</p>		<p>1</p>
<p>Introduction and Overview of the E-Module</p>		<p>2 – 3</p>
<p>Review of the previous lesson</p>		<p>4 – 7</p>



Lesson 1 From Paragraph to Essay

8 – 13

LESSON 1 From Paragraph to Essay

Objectives
 At the end of this lesson, students will be able to
 1. Identify the components of an essay
 2. Differentiate between a paragraph and an essay in terms of structure

An essay is a composition comprising many paragraphs that develop a particular subject. Therefore, an essay can be created using the methods discussed in the preceding chapters dealing with writing single paragraphs.

THE DIFFERENCES BETWEEN A PARAGRAPH AND AN ESSAY

PARAGRAPH A paragraph is a group of related statements that a writer develops about a subject. A paragraph must have a topic sentence, and some paragraphs also have a concluding sentence.	ESSAY An essay is a series of writing that has more than one paragraph. An essay is divided into three paragraphs, the body paragraph, and the conclusion (concluding paragraph).
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Parts of an essay
 An essay, like a paragraph, has a clear structure. It begins with an introductory paragraph that grabs the reader's attention and introduces the reader to the topic of the essay. The paragraph consists of introductory sentences and the thesis statement. Body paragraphs follow the introductory paragraph. They aim to develop and support the idea in the thesis statement with specific details. The essay ends with a concluding paragraph summarizing the main ideas and reinforcing the thesis statement. Its purpose is to bring the essay to a conclusion that gives the reader a sense of completeness.

Click here to get more detailed information about parts of an essay

FROM PARAGRAPH TO ESSAY...

Exercise 1
 Decide which statements are suitable as the thesis statements.

EXERCISE 1
 Decide which statements are suitable as the Thesis Statement.

Lesson 2 Process Essay

16 – 25

LESSON 2 Process Essay

Objectives
 At the end of this lesson, students will be able to
 1. Comprehend the purpose and the structures of the process essay
 2. Write a Process Essay through outlining, drafting, revising, and editing

A process essay explains how something is done step by step. It can explain how to perform a task (e.g., using a calculator or describe how something works (e.g., how a car engine functions)).

Two Types of Process Essays
 1. **Directional Process Essays** provide instructions for the reader to perform a task. The directional process aims to enable readers to do something or duplicate some process after following the directions. Example: "How to bake a cake," "How to create a blog"
 2. **Informational Process Essays** explain how something works, how something was made, and how an event occurred without the reader needing to perform the task. Readers are not expected to be able actually to repeat or duplicate the process explained, but they should be able to understand the process. Example: "How solar panels generate electricity" or "How a laser is used in medical procedures"

Let's Practice.
 Identify each type on directional and informational
 1. How to read gas gauges in a fuel tank
 2. How Dr. Jonas Salk developed the polio vaccine
 3. How Henry Ford developed the automobile
 4. How lightning forms
 5. How to send a parcel
 6. How to repair a clock
 7. How to fill a public application
 8. How photocopiers work

Transition Signals for Process Essay
 Transition signals are words that connect the steps in paragraphs. They show the relationship between ideas to make the order clear. Here are commonly used transition signals for the Process Essay.

Commonly Used Transitional Expressions for Process

afterward	before	initially	to begin
as	begin by	later	until
as soon as	during	next	when
at last	finally	next	while
at last	first, second, third, etc.	now	while
at this point	following	then	

Model Essay 1
How to Make Pulu Cake: A Traditional Indonesian Treat
 Pulu Cake is a traditional Indonesian delicacy, especially popular in Java. It is known for its distinctive shape and appealing taste. This cake has become a favorite street food across many regions in Indonesia. Despite its simplicity, Pulu Cake reflects Indonesia's rich local wisdom. Though not as commonly found nowadays, it remains a beloved traditional treat. Pulu Cake can be easily made at home by following these steps:
 First, gather the necessary ingredients: 100 grams of flour, 200 milliliters of water, 3 tablespoons of oil, brown sugar for filling, and grated coconut for topping. Mix the flour and water in a bowl of your choice to create the dough. Add the oil and mix until the mixture is smooth. Gradually incorporate the hot flour and mix in the hot water, ensuring the mixture is neither too dry nor too wet. The mixture should be thick enough for a smooth, consistent texture.
 Next, prepare the mold, which is traditionally made from bamboo tubes and about 40 cm in diameter and 60 cm long. The dough should be rolled halfway with the rice flour mixture, add a layer of brown sugar, and then coat each side with rice flour and honey. Roll the dough until the Pulu Cakes are fully coated. Once done, remove the cakes from the bamboo mold and lay them with honey gapan coconut flour on a clean flat tray.

Lesson 3 Comparison and Contrast Essay

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LESSON 3 Comparison and Contrast Essay

Objectives
 At the end of this lesson, students will be able to
 1. Comprehend the purpose and the structures of the comparison and contrast essay
 2. Write a Comparison and Contrast Essay through outlining, drafting, revising, and editing

A comparison and contrast essay explores the similarities (comparison) and differences (contrast) between two subjects. These subjects could range from people, events, concepts, or objects. By analyzing the points of comparison and contrast, the essay helps readers understand the relationship between the two subjects, highlighting how they are alike or distinct from each other.
 The main goal of this essay is to analyze similarities and differences to understand each subject better.
 • The comparison focuses on **what is alike**
 • Contrast focuses on **what is different**.

Examples of Comparison & Contrast Essays:
 • Comparing two historical figures (e.g., Martin vs. Donald Trump)
 • Comparing two technologies (e.g., Windows vs. Mac)
 • Comparing two countries' cultures, work ethics, and educational systems.

Structure of a Comparison & Contrast Essay
 Block and point-by-point methods are commonly used structures for comparison and contrast essays. The **block method** introduces information about the first item in the earlier section. The second item is discussed in the following section. In contrast, the **point-by-point method** organizes the presentation of both items simultaneously. In this method, each point about the first item is immediately followed by a corresponding point about the second item. This approach allows for a clear, ongoing comparison between the discussed subjects.

Block Method

1. Introduction	2. Point 1 to Subject 1
2. Subject 1 all points	3. Point 2 to Subject 1
3. Subject 2 all points	4. Point 3 to Subject 2
4. Conclusion	5. Conclusion

Transition Signals for Comparison and Contrast Essay
 Transition signals in comparison and contrast essays are necessary because they stress the comparison or the contrast. Here are commonly used transition signals for the Comparison and Contrast Essay.

Transitional Expressions Showing Comparison

again	just as
also	just like
and	likewise
as well as	likewise
both	neither
each	neither
equally	similar to
Furthermore	
in the same way	in the same way
in the same way	too

Transitional Expressions Showing Contrast

although	nevertheless
but	on the contrary
despite	on the other hand
although	otherwise
even though	still
except for	though
however	whereas
in contrast	while
instead	yet

Lesson 4 Cause and Effect Essay

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LESSON 4 Cause-and-Effect Essay

Objectives
 At the end of this lesson, students will be able to
 1. Comprehend the purpose and the structures of the cause-and-effect essay
 2. Write a cause-and-effect essay through outlining, drafting, revising, and editing

The cause-and-effect essay explores the reasons (causes) behind why certain events or situations occur and the consequences (effects) that result from them. This type of essay helps students' logical reasoning skills by demonstrating how one action or decision leads to subsequent results.
 The primary objective of a cause-and-effect essay is to illustrate the relationship between why something occurred (causal) and what happened as a result (effects).
 • Cause: Answers the question, "Why did this happen?"
 • Effect: Answers the question, "What occurred as a result?"
 Examples of Cause-and-Effect Essays:
 • The causes and effects of air pollution.
 • The effects of social media on mental health.
 • The causes of climate change and its impact on global weather patterns.

Structure of a Cause-and-Effect Essay
 Cause-and-effect essays can be organized in different ways.
 1. **Cause-First Structure:** Focuses on causes
 2. **Effect-First Structure:** Focuses on effects
 3. **Chain Structure:** Each cause leads directly to its corresponding effect. In this structure, forming a sequential chain of cause-effect relationships.

Block Method

1. Introduction	2. Point 1 to Subject 1
2. Subject 1 all points	3. Point 2 to Subject 1
3. Subject 2 all points	4. Point 3 to Subject 2
4. Conclusion	5. Conclusion

Transition Signals for Cause-and-Effect Essay
 Here are commonly used transition signals for the Cause-and-Effect Essay.

Causes

because	as a consequence of
causes, caused by	as a result of
the reason ...	consequently
since	then
	therefore

Model Essay 1
Rising Temperatures in Greek Region: A Case Study
 Over the past few years, Greece has experienced a significant increase in temperature and humidity, which has affected people's productivity and even their health. Several factors contribute to this environmental change, including the rise of industrial plants, a lack of policy concerning forest conservation, and the rise of solar panel energy.
 One major cause is the increase in industrial activity. Greece has seen a rise in factories producing cement, iron, steel, and aluminum, all contributing to industrial waste, including carbon dioxide and other greenhouse gases. These pollutants degrade air quality and intensify the greenhouse effect as smog gets trapped in the atmosphere, raising local temperatures.
 Additionally, the rapid industrial growth has yet to be matched by efforts to control greenhouse gas emissions. This plays a crucial role in absorbing carbon monoxide and releasing oxygen through photosynthesis, helping to reduce air pollution. However, local authorities' poor management and lack of commitment toward forest conservation have led to the degradation of Greece's green spaces, exacerbating the rise in temperatures.



Lesson 5
Expository Essay

LESSON 5 Expository Essay

Objectives:
 At the end of this lesson, students will be able to:
 1. Compare the purpose and the structure of the expository essay.
 2. Write an expository essay through outlining, drafting, revising, and editing.

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An expository essay is a type of writing that explains, describes, or informs the reader about a topic clearly and objectively. It focuses on delivering facts, logic, and information without including the writer's personal opinions or emotions. The primary objective of an expository essay is to provide information.

Common types of expository essays

1. Biography
Definition: A factual account of someone's life.
Purpose: To inform the reader about a person's life factually and engagingly.
Example Outline:
 • **Introduction:** Basic information about the person.
 • **Body:** Early life and background, significant achievements or turning points, contributions to society or a particular field.
 • **Conclusion:** Impact and legacy.

2. Book Review
Definition: A book analysis discussing its themes and writing styles.
Purpose: To give readers an informed opinion about the book.
Example Outline:
 • **Introduction:** Title, author, and brief overview of the book's genre and theme.
 • **Body:** Summary and evaluation of the writing style and themes.
 • **Conclusion:** Overall opinion on the book and a recommendation.

3. Movie Review
Definition: An objective film review analyzing and critiquing a film.
Purpose: To help readers decide whether or not to watch the film.
Example Outline:
 • **Introduction:** Title, director, release year, and genre.
 • **Body:** Summary of the plot, analysis of the characters and acting, evaluation of cinematography, direction, and other artistic elements.
 • **Conclusion:** Personal opinion on the film and a recommendation.

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Course Wrap-Up

Course Wrap-Up

Key Takeaways from the Module

Throughout this module, you have explored the fundamental elements of essay writing, building on your previous knowledge of paragraph writing. Here's a recap of the essential skills and concepts you've learned:

1. From Paragraph to Essay: You transitioned from writing basic paragraphs to structuring essays with clear introductions, body paragraphs, and conclusions.
2. Process Essays: You learned to explain a process in clear, logical steps.
3. Comparison & Contrast Essays: You compared and contrasted two subjects, organizing your ideas effectively.
4. Cause & Effect Essays: You identified the causes of events or situations and explained their effects.
5. Expository Essays: You explored various expository forms, such as biographies, book reviews, and movie reviews, presenting factual and objective information.

Final reflection

As you wrap up this module, take a moment to reflect on your learning journey. This final reflection will help you recognize your progress and set goals for continued improvement.

Reflection Prompts

1. How has your writing improved since the start of this course?
 - Consider specific areas like thesis development, organization, and clarity of ideas.
2. What challenges did you face during the writing process, and how did you overcome them?
 - Reflect on when you struggled with outlining, drafting, revising, or editing.
3. Which type of essay did you find most challenging, and why?
 - Think about which essay structure or topic was hardest to tackle and what strategies you used to succeed.
4. How did peer review and self-assessment help you improve your writing?
 - Reflect on the feedback you received and how it helped you refine your essays.
5. What are your goals for future writing projects?
 - Set a few personal writing goals, such as improving transitions, expanding your vocabulary, or mastering a specific type of essay.

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Glossaries

1. Bamboo Molds: Cylindrical molds made from bamboo, used to shape and steam Putu Cake, giving it its distinct size and appearance.
2. Body Paragraphs: The main section of an essay that includes details and steps for completing the process or explaining how something works.
3. Directional Process Essay: A type of process essay that gives instructions to help the reader perform a task or complete a task or understand how something functions.
4. Grated Coconut: Fresh coconut that is finely shredded, commonly used as a topping or filling in Indonesian desserts like Putu Cake.
5. Informational Process Essay: A type of process essay that explains how something works or is made without expecting the reader to perform the task. Example topics: "How solar panels generate electricity" or "How a laser is used in medical procedures."
6. Introductory Paragraph: The opening paragraph of an essay that introduces the topic and purpose, capturing the reader's attention.
7. Flanjan: Paste: A green paste made from pandan leaves, known for its fragrant aroma and often used in Southeast Asian desserts like Flanjan and color.
8. Process Essay: An essay that explains a sequence of steps in order to complete a task or understand how something functions.
9. Putu Cake: A traditional Indonesian treat made with rice flour, pandan paste, and grated coconut. Known for its unique baba-a-cake" or "How to create a blog."
10. Rice Flour: A fine flour made from rice, commonly used in glutinous rice cooking and traditional Indonesian desserts like Putu Cake.
11. Steamer: A kitchen tool or appliance used to cook food through steam. In the Putu Cake recipe, without expecting the reader to perform the task. Example topics: "How solar panels generate electricity" or "How a laser is used in medical procedures."
12. Transition Signals: Words or phrases that connect steps in a process to show the order of actions. Examples include opening paragraph of an essay that introduces the topic and purpose, capturing the reader's attention. Finally.

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At the end of each chapter

Final Thought

Congratulations on completing the module! By applying the skills and strategies you've learned, you're now better equipped to tackle future writing challenges. Essay writing is a valuable communication and critical thinking tool, and your ability to craft well-organized, insightful essays will serve you well in academic, professional, and personal contexts. Keep practicing, and remember that writing is a continuous journey of growth and self-expression.

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At the end of the module

Table 5 showcases the revised interactive E-Module, refined based on expert feedback. The final E-Module consists of five main chapters—"From Paragraph to Essay," "Process Essay," "Comparison and Contrast Essay," "Cause-and-Effect Essay," and "Expository Essay." Each chapter includes comprehensive explanations, model essays, exercises with submission links, references, and glossaries. Additional sections such as a



cover, title page, acknowledgment, preface, and table of contents are also provided, along with an introduction, lesson overview, and concluding thoughts. The interactive E-Module is now ready for classroom implementation and student evaluation.

Implementation Phase

The implementation phase, the fourth stage of the ADDIE model, involved applying the validated E-Module in an Academic Writing course with 23 students with prior experience in essay writing. These participants were guided to explore the interactive E-Module. They demonstrated active engagement and enthusiasm during the discussions on the materials. During the implementation phase of the interactive E-Module, the students were also asked to respond through questionnaires. The questions cover four key aspects: the application's quality, the module's visual design (display), the materials' relevance and presentation, and the benefits of using the E-Module in the Essay Writing course. The results of the students' responses are discussed in the evaluation phase, which is the last phase of the ADDIE model.

Evaluation Phase

In the last stage, the data gathered from students' responses in the previous stage were evaluated. The results of students' responses shown in Table 6, provide insights into the students' views on the module's quality, display, materials, and benefits. The results of the students' responses is presented in table below.

Table 6. Students' Responses on the E-Module Development

Aspect	Criteria	VG	G	F	P
Quality of the application	Content completeness	87%	13%	-	-
	Effectiveness	74%	26%	-	-
	Flexibility of the usage	78%	22%	-	-
	Ease of use	65%	31%	4%	-
	Ease of accessing links included in the E-Module	70%	26%	4%	-
	Quality of audio narration in the E-Module	65%	17%	9%	9%
Display	Display consistency	74%	22%	4%	-
	Suitability of font type and size in the E-Module	30%	57%	13%	-
	Consistency in font usage	26%	74%	-	-
	Clarity of presented images	65%	35%	-	-
	Attractive images	70%	26%	4%	-
	Suitable background color	61%	22%	17%	-
	Ease of reading text	43%	43%	12%	-



	Suitable text color	48%	48%	4%	-
	Layout of text	52%	39%	9%	-
	Organization of the content	65%	26%	9%	-
Materials	Materials suitability	91%	9%	-	-
	Materials complexity	65%	26%	9%	-
	Essay model	70%	26%	4%	-
	Vocabulary used in the essay model	65%	35%	-	-
	Images or illustrations suitability	61%	30%	9%	-
	Materials are presented from simple to more complex activities	57%	43%	-	-
	Sentence and paragraph structure	78%	22%	-	-
Benefits	Improve student understanding	83%	17%	-	-
	Increase student interest in learning	70%	26%	4%	-
	Increase motivation in learning	83%	13%	4%	-
	Support independent learning	70%	26%	4%	-
	Encourage critical thinking	70%	30%	-	-

The data in Table 6 highlights strong student support for the interactive E-Module. Content completeness (87%) and effectiveness (74%) were rated "Very Good," while flexibility, ease of use, and link accessibility also received high ratings. The display was praised for consistency and image attractiveness, though font size, color, and readability saw mixed feedback. Materials earned positive responses, with suitability rated highest (91%). Benefits included improved understanding (83%) and motivation (83%). Overall, the module is effective in fostering learning and engagement. The result strengthens the result of prior research that interactive E-Modules assist the students in comprehending the materials, motivate them in learning due to its attractive display, and foster independent learning (Wijaya & Vidiанти, 2020).

Conclusion

The developed product of the interactive e-module effectively meets the objectives of fostering creative thinking and enhancing essay-writing skills among EFL students. The module aligns closely with the research goals by integrating engaging materials, logical content progression, and interactive features. Positive validation from experts and student feedback underscores its usability, effectiveness, and ability to boost motivation and promote independent learning. The findings demonstrate that the module significantly enhances comprehension, creativity, and critical thinking, fulfilling its intended purpose.



Recommendation

There is significant potential for further enhancement related to the present research. Future research could refine the interactive e-module by incorporating additional multimedia resources and interactive features to boost its effectiveness. Integrating gamification elements and real-time collaborative writing tools could enhance student engagement and promote creative thinking.

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Accreditation SINTA 2 based on the Decree of the Directorate General of Higher Education, Research, and Technology of Indonesia **Number : 0385/E5.3/KI.02.00/2022**

LETTER OF ACCEPTANCE

Number: 119/PB/L1/UNDIKMA/2024

On the behalf of the JK Editorial Team, we are pleased to inform that your paper with entitled : *“Development of Interactive E-Module to Foster EFL Students’ Critical Thinking in Essay Writing”*, written by **Happy Kusuma Wardani***, **Ellys Kumala Pramartaningthyas**, **Taufiqur Rohman**, & **Alimin** (Universitas Qomaruddin, Indonesia) has been *Accepted* and will be proceed to be published in Jurnal Kependidikan (SINTA 2 – DOAJ), Vol. 11 No. 1 – (issue) March 2025 (E-ISSN: 2442 – 7667) and will be available online on <https://e-journal.undikma.ac.id/index.php/jurnalkependidikan>.

We congratulate for your achievement. The technical issues about the publication will be informed later. Thank you!

Kindest Regards,
Executive Editor,

Muhammad Arief Rizka
Scopus ID: 57207963915

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Etc.



SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama : HAPPY KUSUMA WARDANI M.Pd

Alamat : Jl. Raya Bancaran No. 02

berdasarkan Surat Keputusan Nomor 0459/E5/PG.02.00/2024 dan Perjanjian / Kontrak Nomor 109/E5/PG.02.00.PL/2024 mendapatkan Anggaran Penelitian PENGEMBANGAN E-MODUL DENGAN PENDEKATAN PROJECT-BASED LEARNING UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS MAHASISWA DALAM MENULIS ESAI Sebesar Rp.40.430.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

No	Uraian	RAB 100%	Realisasi
1	Bahan Pembelian ATK dan bahan penelitian (habis pakai) untuk perlengkapan penelitian dan FGD,	Rp.580.000	Rp.681.500
2	Pengumpulan Data HR responden, HR pembantu lapangan, HR pakar, akomodasi	Rp.15.150.000	Rp.13.722.500
3	Analisis Data HR pembantu peneliti	Rp.9.500.000	Rp.11.200.000
4	Sewa Peralatan Sewa ruang dan alat penunjang penelitian	Rp.6.800.000	Rp.6.800.000
5	Pelaporan Luaran Wajib Laporan penelitian dan luaran wajib Sinta 2	Rp.8.400.000	Rp.8.026.000
6	Lain-lain	Rp.0	Rp.0
Realisasi (100 %)			Rp.40.430.000

2. Jumlah uang tersebut pada angka 1, benar-benar dikeluarkan untuk pelaksanaan kegiatan Penelitian dimaksud.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

GRESIK, 28-12-2024, Ketua



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