

Development of English Learning Module to Improve Student Critical Thinking Ability at The Faculty of Law University of Prof. Dr Hazairin, S.H.

¹Yosi Marita, ²Siti Masitah, ³Friang Br. Haloho

^{1,2}English Education Study Program, Faculty of Teacher Training and Education University of Prof. Dr. Hazairin, SH Bengkulu
E-mail: yosi@unihaz.ac.id

ABSTRACT

The academic world requires English language skills to lead students to understand science that continues to develop to improve quality human resources in facing globalization competition. English proficiency is one of the places for developing human resource evaluations that must be managed interactively and professionally. English proficiency is one of the places for developing human resource evaluations that must be managed interactively and professionally. Learning and modules are two things that complement each other. Learning will take place effectively equipped with learning media. Therefore, it is very necessary to produce a product of teaching materials in the form of modules that are not only intellectual but also can create students to be more creative and innovative. The development of learning modules used ADDIE development. ADDIE has a five-stage model development among others : Analyze (Analyze), Design (Design), Develop (Develop), Implement (Apply), and Evaluate (Evaluate). The assessment of learning modules for material experts was divided into 4 aspects. The results of the assessment of each aspect showed the different average score. In the Feasibility of contents, the average score was 3.7, it means it was "Feasible". Linguistic component aspect had score of 3.4, it was in "Feasible" category. The aspect of the assessment component obtained an average score of 3.1 that means it was in "Feasible" category. Meanwhile, in graphic component aspect, it was obtained 3.6 which that it was in "Feasible" category. The results of the material expert assessment showed total average score of 3.45 out of a maximum score of 4. Based on the feasibility category of the English learning module, the module was included in the "Feasible" category.

Keyword: Development, Module, Critical Thinking

ABSTRAK

Dunia akademik membutuhkan kemampuan Bahasa Inggris untuk mengantar mahasiswa memahami keilmuan yang terus berkembang guna meningkatkan sumber daya manusia yang berkualitas dalam menghadapi persaingan globalisasi. Kemampuan Bahasa Inggris menjadi salah satu tempat pengembangan evaluasi sumber daya manusia yang harus dikelola secara interaktif dan profesional. Pembelajaran dan modul adalah dua hal yang saling melengkapi. Pembelajaran akan berlangsung secara efektif dilengkapi dengan media pembelajaran. Oleh karena itu sangat perlu dosen menghasilkan suatu produk bahan ajar berupa modul yang bukan hanya mencerdaskan tetapi juga dapat menciptakan mahasiswa untuk menjadi lebih kreatif dan inovatif. Pengembangan modul pembelajaran menggunakan pengembangan ADDIE. Prosedur pengembangan model lima tahap diantaranya Analyze (Menganalisis), Design (Merancang), Develop (Mengembangkan), Implement (Menerapkan), dan Evaluate (Mengevaluasi). Penilaian modul pembelajaran untuk ahli materi terbagi menjadi 4 aspek. Hasil penilaian masing-masing aspek mendapatkan rerata skor yang berbeda-beda. Pada aspek kelayakan isi didapatkan rerata skor 3,7 yang berarti masuk dalam kategori "layak". Pada aspek komponen kebahasaan didapatkan skor 3,4 yang berarti masuk dalam kategori "layak". Aspek komponen pengkajian mendapatkan rerata skor sebesar 3,1 yang berarti masuk dalam kategori "layak". Sementara pada aspek komponen kegrafisan didapatkan 3,6 yang berarti masuk kategori "layak". Hasil penilaian ahli materi secara keseluruhan mendapatkan rerata skor total sebesar 3,45 dari skor maksimal 4. Berdasarkan kategori kelayakan modul pembelajaran Bahasa Inggris, maka ,modul termasuk dalam kategori "layak".

Kata kunci: Pengembangan, Module, Berpikir Kritis

INTRODUCTION

English course is one of the General Courses in university that must be followed by all students. This course is carried out with the purpose of equipping students to have active communication skills in English. Therefore, English has become a very important aspect in academic and professional world. The academic world requires English language skills to lead students to understand science that continues to develop to improve quality human resources in facing globalization competition. English proficiency is one of the places for developing human resource evaluations that must be managed interactively and professionally. Therefore, English language skills must be mastered by students both orally and in writing. Based on the researcher initial observations, English language skills possessed by students at the Faculty of Law, Prof. University. Dr. Hazairin, SH need the improvement. It is signed by the results of the TOEFL score in 2020 that was between 370-400. TOEFL is one of the requirements for college graduation with a score of 450. It means that the student achievement process has not achieved maximum results. It is caused by the low mastery of vocabulary so students find it difficult to compose English sentences properly and correctly, as well as the inability of students to understand the text. The other cause is the provision of English material is more focused on Structure and tends to be general (General English). For some students, it is very difficult to understand various kinds of concepts and theories (Marita & Fetriani, 2020).

Identification of the law students need related to the use of English, especially for graduates of the Faculty of Law, Prof. University. Dr. Hazairin, SH can be supported by the alumni data. The information received from graduate users is that if the English Language Instructor provides reading skills related to civil law, then he or she must be able to know the texts that must be read by students when they enter to the world of the civil law profession. As a result, in order to suit the demands of students learning English, a lecturer must create an English learning module as part of the learning process. The module is a collection of learning resources that are organized systematically and include competencies that students will master through learning activities. Learning and modules are two complementary concepts. Learning will take place more successfully with the aid of learning media. As a result, lecturers must build a product of instructional materials in the form of modules that is not only academic but also can inspire students to be more creative and imaginative. In addition to lecturers, students, learning methods, and assessments, the learning module is a key component in teaching and learning activities.

The learning module developed in this research is oriented towards English for Specific Purposes and can be adapted to the students need. This module is designed in a contextual form to increase student curiosity and makes meaningful learning process (Hutchinson, T and Waters: 1987. Development of English learning modules can help students interested in learning with the purpose of students being able to think critically. Therefore, the development of The English module is expected to know student critical thinking so that students are able to explore and understand English well and are able to analyze ideas towards a more specific direction, select, identify, study, and grow them towards a more perfect direction. The primary objective of learning by applying this approach is to help the students to be able to master English appropriately in accordance with the needs respectively (Marita et al., 2019).

Jaja (2012:58) emphasized that critical thinking is a student ability to analyze ideas and then select and identify them to make a decision. Critical thinking is an ability of thinking to train someone in understanding and analyzing a problem then solving the problem and extracting information from various sources of teaching materials. According to Tilaar (2011:17) related to modern education, critical thinking is an ideal goal in education because it prepares students for real life. Preparing students for real life does not mean giving them

something that is ready but involving students in fulfilling their own development and direction of their own development (Ennis: 2005).

English is primarily utilized in the legal industry for oral and written communication with overseas clients. When dealing with oral communication with clients, the form takes the form of creating a letter of agreement in two languages (Indonesian and English) or interpreting (interpreting). Legal English has gained increasing attention as it has evolved. Legal English is loaded with language and legal terms during the learning process. This is deemed adequate for students to prepare themselves while dealing with overseas customers from various legal systems. As a result, the English taught at the Faculty of Law should be English tailored to the needs of students in order to prepare them for life after graduation. For example, English at the Faculty of Law should be related to English for Law, which employs material with vocabulary in English. In this instance, English teaching is critical to be implemented, since graduates must be able to master English in order to generate quality human resources. As a result, knowledge and skills in English relevant to their area will give students with the ability to comprehend English sources relevant to their field (Hutchinson, T and Waters: 1987)

In response to the problem's results, it is critical to review the English teaching materials employed. The idea is to match students' demands with the subject of science that they are now capable of. Many factors influence the adequacy of student demands, including students' roles and professionalism, the completeness of the curriculum and syllabus, the perfection of teaching materials and lecture materials, the availability of facilities and infrastructure, and student enthusiasm. The construction of the English learning module begins with the planning, implementation, and assessment stages of learning. At the learning planning stage, the syllabus, lesson plans, and content of the module materials are developed to increase student thinking. Adapting the syllabus, lesson plans, and current learning modules to add or alter teaching material activities based on student needs is an easy way to design a learning plan that aids learning implementation.

METHODOLOGY

The development of learning modules used ADDIE development. According to Dick and Carry (1996), ADDIE has a five-stage model development among others : Analyze (Analyze), Design (Design), Develop (Develop), Implement (Apply), and Evaluate (Evaluate). ADDIE is a product development concept with the purpose to develop good quality English teaching materials by taking into account three aspects, namely valid, practical, and effective. Making products using the ADDIE process is one of the most effective tools.” The design of learning module development using the ADDIE model is based on the following reasons: the stages in product development of the ADDIE model are more coherent and consist of validation and trial stages namely :

Analyze the Characteristics of MKU English Teaching Materials

At this stage, the main activity is analyzing student characteristics by reviewing relevant theories as needed through interviews with deans and English lecturers. In this step, the researcher made observations through interviews and analyzed various potentials that may support the implementation of teaching materials development activities, such as needs analysis, student analysis, material analysis, and task analysis. The data collection and information about the object of research to faculty students of . Law. At this stage, the researcher collected data or information to plan and prepare teaching materials.

The Design of MKU English Teaching Materials

Researchers designed syllabus/RPS and conducted learning modules. According to Andi Prastowo (2014), The preparation of the design is as follows: 1) Prepare reference books related to English material. 2) Develop map of the needs of teaching materials aimed to know the materials compiled. 3) Prepare the design of teaching materials for students of the Faculty of Law.

Development of MKU English Teaching Materials Oriented To Improve Students Critical Thinking Ability

The validation by Experts Learning tools were then validated by device experts and material experts. Lecturers as experts in tool test validation and material testing. The assessment on the tool test includes the use of language, table colors, and writing in accordance with English rules. Then the assessment on the test material in the form of Grammar and Reading Text. According to (Utami & Marita, 2019) subject contains exercises to explain the concept of advanced reading for students, which includes the material: the importance of surveying, taking notes, reading fiction and critical reading. Assessments, criticisms, and suggestions from experts were then set as references or guidelines to improve learning tools.

Trial Design

The learning module trial intends to generate direct feedback from the user on the teaching materials developed.

a. Expert validation

Lecturers carried out expert validation to provide assessments, input suggestions and criticisms for initial product development and validate teaching materials before disseminated. Observation sheets and questionnaires given to experts must go through an empirical validation process and be tested for reliability. For the validation of the questions, observations and questionnaire items were calculated using the moment of product correlation and using Cronbach's alpha formula to calculate the reliability. It was adjusted to the validation results from expert lecturers by considering the validity of the content and constructs. The calculation used the SPSS computer program. The following is a developed pretest-post-test design .

Table 1. Research Design

Group 1	R	O	X	O
Group 2	R	O		O
Group 3	R		X	O
Group 4	R			O

Description :

R: Experiment Class

X: Control Class

O: Tests and questionnaires (pretest and posttest)

b. Limited Trial

A limited trial was carried out by applying English learning tools for the Faculty of Law in universities to determine the feasibility of the tool :

The steps of field trial :

1. Initial ability test (pretest) of critical thinking is a test with the description answers to measure the effectiveness of teaching materials using a questionnaire. The homogeneity

value of the experimental class and the control class given the treatment was obtained from the results of the pretest and questionnaire.

2. The experimental class applies tools developed, while the control class applies tools that can be applied in higher education.
3. Test students critical thinking skills using post-test questions. Post-test aims to determine the increase in ability.

c. *Field Trial*

The improvement were carried out on the learning tool after validation. In this stage was carried out on students then comparing the increase between the pretest and post-test. Based on the evaluation results, good learning resulted the good learning and can be accounted for.

FINDING AND DISCUSSION

Finding

To know the feasibility of the English learning module by the experts, validation of the material was carried out by two expert lecturers from English Department of the University of Prof. Dr. Hazairin SH and Soekarno Fatmawati State Islamic University Bengkulu. The questionnaire used consisted of 48 assessment items with a score range of 1-4. The assessment aspects by material include content feasibility, linguistic components, presentation components, and graphic aspects. The assessment scores obtained through a questionnaire were then averaged into an assessment score with a range of 1-4. The results of the average score obtained were then categorized as the feasibility level according to the table. The data obtained by the material expert can be seen as follows:

Table 2: Assesment Results of Expert

Assesment Aspect	Expert Score 1	Expert Score 2	Average	Category
Content Eligibility Component	3,6	3,8	3,7	Feasible
Language Component	3,4	3,4	3,4	Feasible
Assessment Component	3	3,2	3,1	Feasible
Graphical Component	3,6	3,6	3,6	Feasible
Average			3,45	Feasible

The assessment of learning modules for material experts was divided into 4 aspects. The results of the assessment of each aspect showed the different average score. In the Feasibility of contents, the average score was 3.7, it means it was "Feasible". Linguistic component aspect had score of 3.4, it was in "Feasible" category. The aspect of the assessment component obtained an average score of 3.1 that means it was in "Feasible" category. Meanwhile, in graphic component aspect, it was obtained 3.6 which that it was in "Feasible" category. The results of the material expert assessment showed total average score of 3.45 out of a maximum score of 4. Based on the feasibility category of the English learning

module, the module was included in the "Feasible" category. The diagram of the results of the material expert assessment can be seen in the following diagram:

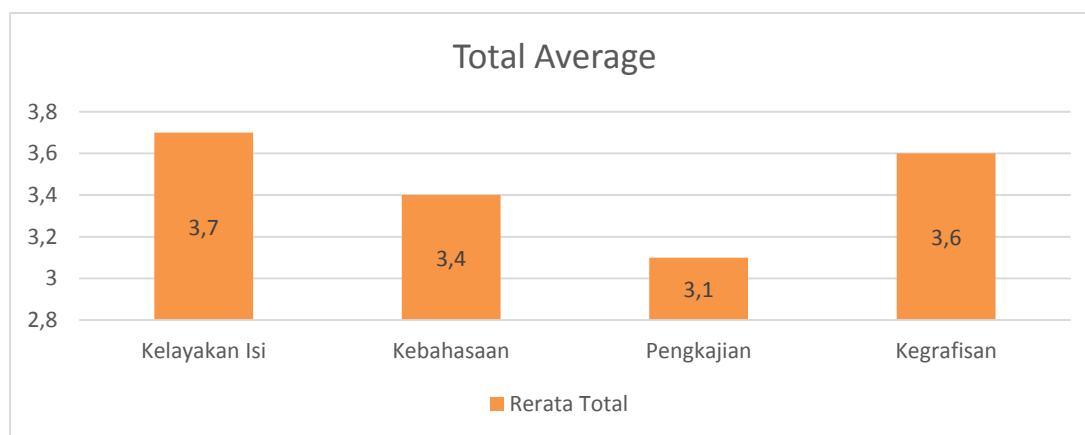


Diagram 1: The Results of Expert

Discussion

The teaching materials used are in the form of learning modules by revising or adding ESP material to the discussion of the material contained in it, by fulfilling a number of textbook eligibility criteria, namely the feasibility of content, presentation, graphics, and oriented towards increasing students' critical thinking skills. By thinking critically, students will be trained to observe the situation, raise questions, formulate hypotheses, make observations and collect data and provide conclusions. Critical thinking also trains students to think logically and is very important to help students develop their talents, train concentration and focus on problems and think analytically. In the text there are complete concepts, ideas, thoughts or ideas, which can be understood by students (in written texts) or listeners (in spoken texts), without any doubt. The texts referred to in this study are descriptive texts and expository texts. Descriptive text is a variety of discourse that describes or describes something based on the impressions of the author's observations, experiences, and feelings. While the expository text is a discourse that is informative in explaining something. The reason the author chooses descriptive and exposition text is because the author can present a reading material to attract students to want and like to read and can think critically in answering questions.

The results of the assessment of each aspect get a different average score. In the aspect of content feasibility, an average score of 3.7 is obtained, which means it is included in the "feasible" category. In the aspect of the linguistic component, a score of 3.4 was obtained, which means it is included in the "feasible" category. The aspect of the assessment component gets an average score of 3.1 which means it is included in the "feasible" category. Meanwhile, in the aspect of the graphic component, it was obtained 3.6 which means that it is in the "decent" category. The results of the material expert's assessment as a whole got an average total score of 3.45 out of a maximum score of 4. Based on the feasibility category of the English learning module, the module was included in the "feasible" category. Jaja (2012:58) emphasized that critical thinking is a student ability to analyze ideas and then select and identify them to make a decision.

CONCLUSION

The teaching materials used are in the form of learning modules by the addition of ESP material to the discussion by fulfilling a number of textbook eligibility criteria such as

the feasibility of content, presentation, graphics, and with the orientation of increasing student critical thinking skills. By thinking critically, students can observe the situation, raise questions, formulate hypotheses, make observations and collect data and provide conclusions. Critical thinking also trains the students to think logically and it is necessary to help students develop their talents, train concentration and focus on problems and think analytically. The total average score of 3.45 out of a maximum score of 4. Based on the feasibility category of the English learning module, the module is included in the "feasible" category.

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