

# Development of Official Letter Writing Module as Indonesian Language Training Teaching Material

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## Development of Official Letter Writing Module as Indonesian Language Training Teaching Material

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### **Abstract**

One of the teaching materials for Indonesian language training is writing official letters. The purpose of this study is to develop a module that is used for Indonesian language training activities. This research method follows the stages of Borg and Gall development research. The research stages include preliminary research, collecting data for compiling modules, designing products, validating the product, design revisions, product trials, and product revisions. At the validation stage, the module was assessed for its feasibility as teaching material by three experts, namely material experts, media experts, and practitioners. After the module is validated, a trial of using the module as teaching material is carried out. Respondents who took part in the counseling were selected using a simple random sampling method. Based on the research, the results of the feasibility assessment were obtained by validators, trial participants and Indonesian language instructors. The results of the assessment show that the value of the feasibility of the module based on aspects of module content, language, presentation of material and graphics is between 89-95% with very worthy criteria. So it can be concluded that after going through the assessment and trial stages, the official letter writing module is suitable for use as teaching material in Indonesian language extension activities.

**Keywords:** *Official Letter Writing Module; Indonesian Language Training; Teaching Material*

### **Introduction**

Indonesian language has a function as the formal language. It is use in the educational field and science and statutory language. To support the function of Indonesian language, it is necessary to develop Indonesian language in society. One of the Indonesian language development activities is through Indonesian language training`. The Indonesian language training activity is one of the programs of the Badan Pengembangan dan Pembinaan Bahasa which aim to refresh and increase the mastery of the Indonesian language obtained by the community through formal education in schools. In general, Indonesian language learning in schools provides theoretical material, while in Indonesian language training the material presented is practical.

One of the teaching materials in Indonesian language training is writing official letters. This material always gets a positive response from the participants because it is still often found writing errors in writing letters. Inconsistency and writing errors are often found in the writing of parts of the letter such as the letterhead, number, attachment, page, and date, and a carbon copy of the letter. The thing that is more fatal is if the error occurs in the body text of the letter. Errors in the use of language rules in the sentence content of the letter, for example the absence of a subject or predicate in a sentence can cause misunderstandings for the reader. An official letter should use correct and precise sentences without any double meaning. However, many letter writers are not aware of this error.

So far, Indonesian language training materials have been delivered to participants using slide media using the lecture method. After the activity ends, the material in the form of a slide is distributed to participants in the form of a soft file or the slide is printed. Materials that are shared in the form of soft files are vulnerable to damage or loss. In addition, slides only contain in the form of important points. Therefore, the author feels the need for a teaching material in the form of a module that can be distributed to participants. The module is also useful for studying independently because Indonesian language extension activities are not routine activities that can be repeated regularly.

Research on modules is not a new research in education field. In several studies, it is stated that the module was created to increase the effectiveness of the learning process. The module is made into more specific parts according to the competencies that must be mastered by students. Every time researchers always innovate in language teaching (Daely, 2020), (Oktavia et al., 2017), (Yuni, 2019), (Notodiharjo, 2019), (Himawan & Fathonah, 2020), and (Jayanti, Rani dan Diah, 2019) reviewed the development of modules for certain materials in Indonesian language teaching. Daely compiled a review material module for class XI Indonesian language learning for how to improve student competence. Oktavia developed an Indonesian spelling module for students at the University of Riau. This module has almost the same material as Indonesian spelling training, but this module is intended for students in the Indonesian MKU course. Next, Yuni developed a module that uses the 5M method, namely protecting, respecting, and preserving the environment by presenting a variety of materials for loving the environment to write poetry. Notodiharjo developed a module that was tailored to the needs of a training activity and Himawan developed a 21st century skills-based module or also known as 4 C skills. This module was then tested on students and asked for student and teacher responses in the form of a questionnaire. Research on the development of language learning modules in writing historical short stories was carried out by Jayanti, Rani and Diah. The teaching materials are in the form of historical short stories based on local wisdom.

Based on previous research, it can be concluded that the module is made for a specific purpose, as an additional reference or as teaching material. Module discusses a material in more depth so that readers can understand the material independently. Related to this, Indonesian language training is not carried out continuously with a regular system. The training cannot be carried out periodically at a certain place because the implementation of the extension depends on the provisions made by Badan Pengembangan dan Pembinaan Bahasa. Therefore, we need a teaching material that can be studied independently when there is no training program

Indonesian language training should ideally be adapted to the needs of the target. In general, the need for training targets can be divided into three groups, namely, for teaching, administrative, and journalistic purposes. Based on the experience of activities that have been carried out by the Kantor Bahasa Provinsi Lampung, the need for teaching purposes is relatively dominant. Therefore, Indonesian language training for teachers is carried out more than for other professional fields. Teachers need professional support to improve their ability to teach.

The Indonesian training language teacher has previously been mentioned as one of the targets of Indonesian language training participants because Indonesian language teachers are the spearhead of

Indonesian language correction for the younger generation. In the Indonesian class VII teaching materials, there is material for writing official letters. Therefore, the researcher assumes that the Indonesian junior high school teacher as one of the targets for becoming a training participant also requires a letter writing module. This was revealed from the questionnaire that the researchers shared via google form. The respondents who filled out this questionnaire were Indonesian junior high school teachers. Most of the respondents stated that they had participated in Indonesian language training activities and they did not provide teaching materials in the form of books or modules related to training materials. Therefore, all respondents answered the question by stating that they needed a module for writing official letters. In addition to the Indonesian language teacher, the researcher also distributed a questionnaire needs analysis of the module to Indonesian language instructors at the Lampung Provincial Language Office. The instructor also welcomes the researcher's initiative to compile a module for writing official letters

Based on the preliminary study data, the researcher formulated two important things to compose the module, namely the process of compiling the module and assessing the feasibility of the module as teaching material. This formulation makes it easier for researchers to formulate research steps.

### Research Methods

Research on the development of Indonesian language training teaching materials follows the steps of Borg and Gall development research. (Sugiyono, 2016). The stages of the Borg and Gall research have 10 stages, but this research was carried out until the 7th stage due to limited time, energy, and research costs. The seven stages of the research are 1) collecting potential problems carried out by conducting a preliminary study, 2) collecting data for compiling the module, 3) designing the module, 4) module validation, 5) module revision, 6) testing, and 7) the final product, module for writing official letters for Indonesian language teachers at the junior high school.

The data for this module includes a) preliminary study data in the form of need analysis data of teachers and instructor for the official letter writing module, b) literature study data in the form of references and government agency official letters used as examples of the use of language rules in official letters, c) assessment data the feasibility of the module from the validator, and d) assessment data the feasibility of the module from the teacher as respondent and instructor.

The feasibility assessment data in the form of a feasibility assessment questionnaire includes four aspects, namely the feasibility of content, presentation of material, language, and graphics. Each aspect consists of several assessment indicators with a value range of 1-4. The highest score is a score of 4 with very feasible criteria if 76-100% of the module content is in accordance with the assessment indicators. Score 3 with appropriate criteria if 50-75% of the content of the module is in accordance with the assessment indicators. Score 2 with the criteria not eligible if 25-49% of the content of the module is in accordance with the assessment criteria. And the lowest score is 1 with very inappropriate criteria if the content of the module is less than 25% in accordance with the assessment criteria. To calculate the value of the feasibility of the module, the researcher uses a Likert scale formula, namely by adding up the score given by the assessor divided by the maximum value and multiplied by 100%.

### Result and Discussion

The results of this study are the development of Indonesian language training teaching materials in the form of a module for writing official letters and an assessment of the feasibility of the module by material experts, media, and practitioners as well as the results of the assessment of respondents from the module trial participants and Indonesian language instructors who were giving maturity in this activity.



### **Development of Official Letter Writing Module**

- a The development of the official letter writing module begins with gathering potential problems by carrying out a preliminary study, namely distributing a questionnaire to analyze the needs of Indonesian language teachers at the junior high school and Indonesian language instructors on the official letter writing module. The purpose of the preliminary research is to find out the opinions of teachers and Indonesian language instructors on the module. The preliminary study was carried out by distributing questionnaires via google form to teachers and direct interviews with Indonesian language instructors. The result of the preliminary study is that teachers and the instructors need a module for writing official letters for Indonesian language training activities.
- b Furthermore, the researcher conducted a literature study collecting theories on the development of teaching materials, module preparation, Indonesian language counseling, and writing official letters, and examples of letters that will be used as examples of questions in the module. Researchers took reference to the theory of teaching materials from various sources, that written by (Prastowo, 2011), (Depdiknas, 2008), (Sangkono dkk., 2003), (Ika, 2013), and (Widodo dan Jasmadi, 2008). These experts state that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the expected goals in teaching.

The function of teaching materials is a guide for teachers in the learning process, a guide for students to direct all their activities in the learning process, and an evaluation tool for achievement or mastery of learning outcomes. (Mujiono, 2014) and (Kosasih, 2021). The module systematics includes a map of the position of the module, a glossary, Chapter I which consists of an introduction, module description, prerequisites, instructions for use, competence, and ability checks. Chapter II consists of study planning and learning activities. In learning activities there are sub-chapters of objectives, material descriptions, task summaries, formative tests, and answer keys. Chapter III consists of Evaluation which contains all questions related to the material in learning activities, and answer keys. (Daryanto, 2013)

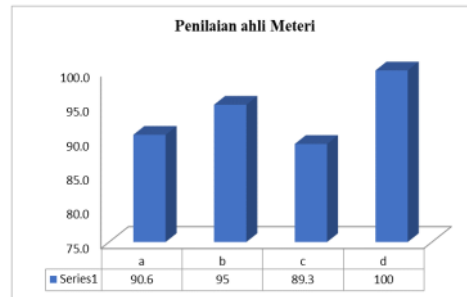
Indonesian language training materials were obtained from several references published by the Badan Pengembangan dan Pembinaan Bahasa (Junaiyah, H.M. dan Arifin, 2001) and (Setiyanto, 2008). Furthermore, references to writing official letters were obtained from the following references: (Arifin, 1996), (Badan Pengembangan dan Pembinaan Bahasa, 1991), (Finoza, 2010), (Sriyanto, 2018). The theory of Indonesian language rules is obtained from (Kementerian Pendidikan dan Kebudayaan Indonesia, 2018), (Moeliono, 2017), and Pemedikbud Number 3 of 2021 concerning Writing Official Manuscripts of the Ministry of Education and Culture

- c Designing an official letter writing module

The first stage of designing the official letter module is designing the module position map and glossary. Next, arrange learning activities in the module, namely regarding official letters, official letter formats, writing parts of official letters, and the use of Indonesian in official letters. Each learning activity has subsections of learning objectives, material descriptions, summaries, assignments, formative tests, and answer keys. Next Chapter IV is evaluation. This section contains all sample questions from all learning activities and answer keys. Next last is closing. Furthermore, there is a bibliography and biodata of the module compilers. On the front cover is written the title of the module, the name of the author, department, faculty, university and year of publication. The inside cover or French page is written with the module title, author's name, validator's name, department, faculty, university, and year of publication. On the back cover, a brief description of the official letter writing module is written.

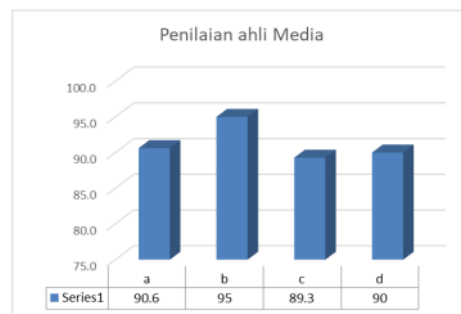
### Properness of Official Letter Module

The properness of the official letter writing module as teaching material was assessed by three experts, namely material experts, media experts, and practitioners. Each expert assesses four aspects of properness, namely the feasibility of content, presentation of material, language, and graphics. The first is the assessment of material experts that researchers can describe in the following diagram.



The material expert assessment on the aspect of the module content (a) has several assessment indicators, namely the systematics of the modules arranged systematically, the module material has theoretical and practical value related to official letter writing material, the material does not contain elements of racial discrimination, the content of the module is in accordance with the learning objectives, and the content of the module is in accordance with the material needed to have the competence to write official letters. The value of the aspect of the content of the module is 90.6 with very decent criteria. Aspect assessment (b) is the properness of the language which includes indicators related to the use of Indonesian in the module. The material expert rated the language properness of this module as 95 with very decent criteria. Aspect (c), the feasibility of presenting the material includes several indicators related to the feasibility of the systematic presentation of the material on the module. The presentation aspect of the material was assessed by a material expert at 89.3 with very decent criteria. Finally, the assessment of the graphic aspects related to the appearance of the module as a book or teaching material. The material expert assesses the graphics of the 100 official letter writing module with very decent criteria. Overall the material expert's assessment by calculating the average assessment of the four aspects of the official letter writing module is 93.7 or with very decent criteria. Therefore, it can be concluded that the material expert assessed that the module material for writing official letters had met the criteria for being very worthy as teaching materials for Indonesian language training.

The properness evaluation by media experts is of the use official letter writing module as a medium or teaching material in Indonesian language training. The researcher's evaluation of media experts can be described in the following diagram:



Media expert assessment on (a) the feasibility aspect of the module content consists of several indicators, namely the module format is in accordance with the module systematic rules, the material is according to the learning objectives, the questions presented can be used as a competency measurement tool, and the module content has theoretical and practical values. according to the material needed by the participants of the counseling. The value of the feasibility of the content of the module by media experts is 90.6 with very decent criteria. Furthermore, the language feasibility value (b) is 95 with very proper criteria. This means that the language or sentences used in the module are very communicative so that they are easy for readers to understand. The value of the feasibility of presenting the material (c) measured from its feasibility as a teaching medium is 89.3 with very decent criteria. This means that the appearance of the module as a medium or teaching material is very appropriate for its appearance to be used as teaching material for Indonesian language training. The graphic feasibility assessment is 90 with very feasible criteria. This means that the module display is 90% in accordance with the assessment indicators listed in the questionnaire. The average value of the feasibility of this module is 91.2 with very properness criteria.

further assessment is given by the practitioner. It can be seen in the following diagram.



The practitioner is a senior trainer at Badan Pengembangan dan Pembinaan Bahasa. He pays special attention to the use of Indonesian language rules. Aspects of feasibility (a) the content of the module is assessed at 90.6 with very decent criteria. The aspect of language feasibility (c) is assessed as 85 which is still in the very feasible range. Parktisi gave a lot of advice about the rules of Indonesian sentences and the choice of words in the sentences in the module. Furthermore, the graphic rating is 75 with proper criteria. Based on the practitioner's assessment, the average value of the feasibility of the module is 88.7 which is still in the very feasible criteria.

After being assessed by experts, the module was revised according to expert suggestions and criticism. Then, the module was tested on Indonesian training language activities through zoom meetings. The respondents of this activity were 16 teachers who had attended training. The instructure are extension workers from the Lampung Provincial Language Office. The following is the assessment given by respondents and the instructor.

No	Aspek	Hasil	
		skor	kriteria
1	Kelayakan isi	95,7	Sangat layak
2	Kelayakan kebahasaan	95,1	Sangat layak
3	Kelayakan penyajian materi	95,3	Sangat layak
4	Kelayakan grafika	95,7	Sangat layak
Rata-rata		95,4	Sangat layak

Based on the assessments of the instructor and training participants, the official letter writing module has 95.7% content feasibility, 95.1% linguistic feasibility, 95.3% material presentation feasibility, and 95.7% graphic assessment. Overall, based on the four feasibility aspects, the module for writing official letters is 95.4% of the modules in accordance with the assessment indicators or the criteria are very feasible.

The final process of developing this module is a revision according to the advice of instructor and respondents. In the end, the module has been compiled and can be used for Indonesian language training.

### Conclusion

The development of the official letter writing module has been carried out with the stages of development research, collecting potential problems, collecting research data, compiling modules, validating modules, revising modules according to validator suggestions, testing modules, and final revision. The assessment of the feasibility of the module was given by three validators, namely material, media, and practitioner validators. Based on the validator's assessment, the official letter writing module is feasible to be used as teaching material in Indonesian language training.

The Indonesian language training module can be used as teaching material to help Indonesian language instructors in counseling activities for writing official letters. This module can also be useful as a reference for teachers in teaching writing official letters in schools. This research resulted in an Indonesian language training module for writing official letters in printed form. This research can be continued to develop a training module in the form of an electronic module.

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