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DEVELOPING AN INTRODUCTION TO ESSAY WRITING COURSE'S TEXTBOOK BASED ON HOTS-TECH INTEGRATED WITH CM-PBL

by

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Abstract:

Despite many studies focusing on writing materials, few developed e-book writing materials for university students. This study aims to 1) analyze the students' and lecturers' needs related to the development of the Introduction to Essay Writing Course's textbook based on HOTS-Tech (Higher Order Thinking Skill-Technology) integrated with CM-PBL (Case Method-Project Based Learning) and 2) to develop an Introduction to Essay Writing Course's textbook based on HOTS-Tech integrated with CM-PBL. This study employs R & D with the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Participants in the current study are 35 university students and four lecturers. We employed instruments such as questionnaires, interviews, and observations. Data collection traces the ADDIE model, while the data analysis employs non-parametric statistics with a descriptive quantitative model. The result shows that the book adheres contents of the book, material presentation, presentation order, the balance of the chapter, language use, and layout. The activities should cover higher-order thinking skills (HOTS) under main categories; analyzing, evaluating, and creating. The current study implies that EFL university teachers embed technology and HOTS in the Essay Writing e-book to promote the techno-skill of the current generation.

Keywords: essay writing, textbook, higher-order thinking skill, technology, case method, project-based learning

Abstrak:

Meskipun banyak penelitian yang berfokus pada bahan tulisan esai, hanya sedikit yang mengembangkan bahan penulisan e-book untuk mahasiswa. Penelitian ini bertujuan untuk 1) menganalisis kebutuhan mahasiswa dan dosen terkait dengan pengembangan buku teks Mata Kuliah Pengantar Menulis Esai berbasis HOTS-Tech (Higher Order Thinking Skill-Technology) yang terintegrasi dengan CM-PBL (Case Method-Project Based Learning) dan 2) mengembangkan buku teks Mata Kuliah Pengantar Penulisan Esai berbasis HOTS-Tech yang terintegrasi dengan CM-PBL.

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Penelitian ini menggunakan R & D dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate) prosedur. Peserta dalam penelitian ini adalah 35 mahasiswa dan empat dosen. Kami menggunakan beberapa instrumen seperti kuesioner, wawancara, dan observasi. Pengumpulan data mengikuti model ADDIE, sedangkan analisis data menggunakan statistik non-parametrik dengan model kuantitatif deskriptif. Hasil penelitian menunjukkan bahwa buku tersebut mengandung isi buku, penyajian materi, urutan penyajian, keseimbangan bab, penggunaan bahasa, dan tata letak. Kegiatan pembelajaran harus mencakup keterampilan berpikir tingkat tinggi (HOTS) dengan kategori utama; menganalisis, mengevaluasi, dan menciptakan. Studi saat ini menyiratkan bahwa guru universitas EFL wajib menanamkan teknologi dan HOTS dalam e-book Penulisan Esai untuk mempromosikan keterampilan teknologi generasi saat ini.

Kata kunci: *penulisan esai, buku teks, kemampuan berpikir tingkat tinggi, teknologi, metode kasus, pembelajaran berbasis proyek*

INTRODUCTION

Developing the so-called EFL (English as Foreign Language) textbook has been essential to facilitate EFL students. Several studies have been conducted previously to construct practical and functional textbooks for EFL (Handayani & Aprilliandari, 2022; Hardiyanto, 2020; Milaningrum & Rahmawaty, 2019; Turmudi & Baihaqi, 2019). One is the study conducted by Handayani and Aprilliandari (2022), who developed a Bangka Belitung Cultural-Based English Textbook for Tourism Vocational Students. The textbook was integrated into the local culture to encourage students to develop better self-competence. Another study is the one conducted by Milaningrum and Rahmawaty (2019), who developed an English module for hospitality students to fulfill the students' needs in learning English using inquiry-based language learning. This module's contents focus on hospitality instead of general English, making it more suitable for vocational students. Besides, the study conducted by Hardiyanto (2020) also developed an e-book for pre-intermediate grammar in EFL classrooms. Lastly, another preliminary study was conducted by Turmudi and Baihaqi (2019), who developed Essay material development focusing on eligible content to include in the designing material English Essay. Henceforth, the current study has provided different and more efficient as the book was made in electronic form. The form of an e-book is more accessible as it is stored in a portable library.

The current study seeks to provide e-books for university students. Therefore, there are several objectives to achieve. First, analyze the students' and lecturers' needs related to developing the Introduction to Essay Writing Course's textbook based on HOTS-Tech (Higher Order Thinking Skill-Technology) integrated with CM-PBL (Case Method-Project Based Learning). Second, develop an Introduction to Essay Writing Course textbook based on

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HOTS-Tech integrated with CM-PBL. With these objectives, we expected valuable contributions to knowledge and the practical purpose of teaching materials.

Although previous studies have a similar concern to this study, that is, to develop a textbook for EFL learners, there has been amply for those textbooks integrated into online materials. The developed book in this study is produced not only in print but also in digital versions. Besides, the textbook in this study provides online materials and a digital exercise sheet. Producing the textbook in two versions is to make it more accessible. Besides, the students will do the activities provided in the book digitally.

On the other hand, if the circumstance forces the class to be held online, like during the pandemic, digital versions can still be used. Furthermore, to meet the needs of High Order Thinking Skills, the book was designed to be more interactive and serve more activities to facilitate the students' practice of their skills (Margana & Widyanoro, 2017). Those efforts are the implementation of the CM-PBL (Case Method and Project-Based Learning) method that must be applied at the University recently (Astawa et al., 2017). In brief, the gaps between the previous studies and the current concern to develop.

Based on the Guidebook for Main Performance Indicators (*IKU- Indikator Kinerja Utama*) of State Universities published by the Directorate General of Higher Education (*Dirjen Dikti*), the application of Case Method (CM) and Project-Based Learning (PBL) is included in the 7th IKU, namely Collaborative and Participatory Classes. In this case, the Case Method learning criteria include students acting as "protagonists." They are trying to solve a case; students conduct case analysis to build solution recommendations, assisted by group discussions to test and develop solution designs; and the class is actively discussing, with the majority of the conversations being conducted by students (Cakmak & Akgün, 2017). Lecturers only facilitate by directing the discussion, asking questions, and observing (Roell, 2019). Meanwhile, PBL requires students to think critically and scientifically and learn independently. It provides real learning situations where students are asked to work on a project that will provide permanent experience and knowledge (Oktarin & Wengrum, 2021). Therefore, this study is guided by two research questions as follows.

1. What are the needs of students and lecturers in developing the Introduction to Essay Writing Course's textbook based on HOTS-Tech (Higher Order Thinking Skills-Technology) integrated with CM-PBL (Case Method-Project Based Learning)?

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2. How are the steps to develop an Introduction to Essay Writing Course textbook based on HOTS-Tech integrated with CM-PBL (Case Method-Project Based Learning)?

METHOD

Design

The study employed research and development (Gall et al., 2003) and product development concept research under a specific ADDIE procedure (Branch, 2009). Thus, the type of research used in this study was development research, and the development model used was the ADDIE model (Aldoobie, 2015). The ADDIE model included five stages: Analyze, Design, Develop, Implement, and Evaluate (Agustina & Efendi, 2021). The ADDIE stages can be viewed in the following figure.

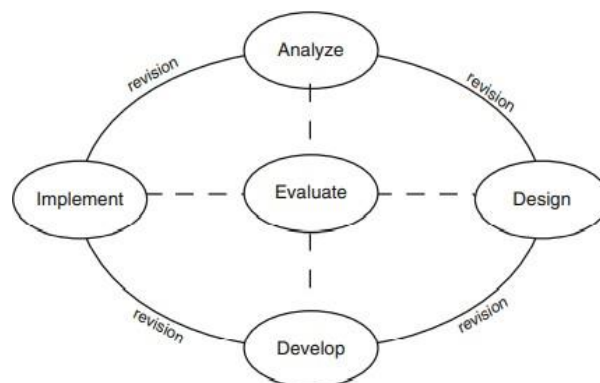


Figure 1. ADDIE Development Model Stages

Participant

The participants of this study were the students and the lecturers of the Introduction to Essay Writing Classes in the English Department, Faculty of Education and Teacher Training, Universitas Tidar. This study employed 35 undergraduate students and four lecturers. The situation is English as foreign language as also studied by previous researchers.

Instrument

The instruments used in this study were questionnaires, interviews, and observations. Questionnaires, interviews, and observations were used to determine the needs of students and lecturers for the Introduction to Essay Writing Textbook based on Higher Order Thinking Skills- Technology that was integrated with Case Method and Project-Based Learning.

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Questionnaires were given to thirty-five (35) students in the Introduction to an Essay Writing course and four (4) lecturers in the Introduction to an Essay Writing course. The questionnaire consisted of several questions covering aspects related to the needs of students and lecturers for the Introduction to Essay Writing Textbook based on HOTS Tech integrated with Case Method and Project-Based Learning. Interviews were addressed to ten students and four lecturers to strengthen the data from the questionnaire. This interview contains several supporting questions to scrutinize the needs of students and lecturers more deeply for the Introduction to Essay Writing Textbook based on HOTS Tech, which was integrated with Case Method and Project-Based Learning. Observations were carried out in the Introduction to an Essay Writing course at ELITA (E-Learning Universitas Tidar) related to the materials given to students. With this observation, we can find the materials that need to be developed and used as textbooks.

Data Collecting Technique

In collecting the data, this study applied ADDIE procedures as follows.

1. Analyzing

In this stage, we analyzed the needs, abilities, and problems students or teachers face in the learning process and analyzed learning objectives and outcomes (Widyastuti & Susiana, 2019).

2. Designing

In this second stage, we designed an assessment for the design or topic to be developed, chose a form or design, and made a product development strategy (Iswati, 2019).

3. Developing

In this third stage, we developed the textbook based on the results of the first and second stages (Hajati & Amaliah, 2022).

4. Implementing

In this fourth stage, we applied the product that had been developed (Wibawa et al., 2021). There were three (3) essential points in implementing the textbook, which included socializing the textbook to teachers and students and regulating the learning environment in learning activities with the developed book to be applied.

5. Evaluating

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In this last stage, the textbook that has been applied was evaluated (Dwitiyanti et al., 2020). There are two types of evaluation, namely formative and summative evaluation.

Data Analysis Technique

In analyzing the data, the data were analyzed qualitatively and quantitatively. Qualitative data in this study were observations, interviews, and documentation. The data were analyzed descriptively and supported by a literature review or theories underlying this study (Turmudi, 2021). Quantitative data were in the form of a questionnaire in which the results were analyzed using descriptive statistics to gain the percentage. In addition, we employed Mendeley Desktop to arrange the references (Turmudi, 2020).

RESULT AND DISCUSSION

Results

1. Students and Lecturers' Needs in Developing the Textbook for Introduction to Essay Writing class

This research was addressed to determine what students and lecturers need as the need analysis to design the Introduction to Essay Writing textbook based on HOTS Tech integrated with Case Method and Project-Based Learning. The data analysis showed that students and lecturers needed a textbook in demand for meaningful learning. From the student's perspective, they needed comprehensive and applicable materials that could be used during the course and afterward. Students felt it challenging to absorb the materials because they could not find the critical functions for their learning. At the same time, the lecturers needed constant and reliable materials to make a qualified outcome of the course. It is necessary since the textbook was designed to be regularly used yearly. Besides, students and lecturers needed the textbook to be more digitally accessible and provide the materials to construct High Order Thinking Skills (HOTS). In short, the textbook must involve related factual cases and more project-based activities to build High Order Thinking Skills (HOTS).

In addition, the students and lecturers revealed that it was essential to integrate students' critical thinking and digital literacy through the implementation of Case Method and Project Based Learning in the textbook. In integrating the aspects, four components were emphasized to be included in designing the textbook, which covered contents, presentation of

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materials, language, and layout in the textbook. The first domain is the textbook contents or the materials needed to fulfill the course's learning objectives, facilitate students' learning achievement, and develop students' higher-order thinking skills.

The second domain, the presentation of textbook materials, must be highlighted. The lecturers and students viewed that the textbook must include systematic presentation, book order presentation, and textbook chapters. Considering the lecturers' and students' needs, the textbook provided a systematic presentation. For instance, each chapter in the textbook consisted of at least a motivational part, Introduction, and content. The motivational part was presented in the form of pictures, illustrations, photographs, history, sentence structure, or examples of use in everyday life that were under the topic to be discussed. The introductory part covered the prerequisite material for guiding the students to understand the subject that will be explored. The content reflected the materials that were included in the content feasibility sub-component. The order presentation of the developed textbook had the flow of inductive or deductive thinking. The flow of inductive thinking was to make conclusions from data or facts, while the flow of deductive thinking was to state the truth of a proposition. Furthermore, prerequisite material was presented before the subject matter so students could understand the topic. Moreover, the developed textbook chapters were presented proportionally while considering the course learning outcomes.

The third domain, the use of language in the textbook, needed to cover seven aspects reflecting language's feasibility. The language must be 1) communicative, (2) dialogical and interactive, (3) straightforward, (4) coherence in the flow of thought, (5) coherence, (6) conformity with correct English rules, (7) used terms and symbols or symbols that are appropriate to student development. In short, the developed textbook in this study covered the seven textbook feasibility domains. The fourth domain, the textbook layout, must be highlighted, considering the lecturers' and students' needs. The layout arrangement was essential because it presented the artistic side in print media, such as a book. The primary purpose of compiling a layout was to present the elements of images and text in a way that communicated and made it easier for the reader to accept the information presented.

2. ADDIE Stages to Develop an Introduction to Essay Writing Course textbook based on HOTS-Tech integrated with CM-PBL (Case Method-Project Based Learning)

Based on the need analysis, we designed the textbook's content to align with the

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lesson plan. The topics in the lesson plan were classified into chapters and designed with two to four topics for each chapter. In practice, one chapter in the textbook could be delivered in more than one meeting. Therefore, more activities would be essential in enriching students' writing skills. Furthermore, the contents were developed in such a way as to meet the need for constructing High Order Thinking Skills (HOTS). Factual issues were involved in every topic to develop students' critical thinking. At the end of each topic, project-based activities were added to reflex students' case-based learning. The case method and the project-based activities were integrated with digital sources to make them more accessible.

The textbook development was based on the ADDIE concept (Branch, 2009). The ADDIE includes five stages: analyze, design, develop, implement, and evaluate, which could be viewed as follows.

a. Analyzing

In analyzing stage, we carried out a need analysis of the lecturers and students of the Introduction to Essay Writing course related to preparing textbooks. Based on the needs analysis results, lecturers and students viewed that it was necessary to pay attention to aspects of the preparation of textbooks and the need to integrate technology into the material presented in the textbooks.

b. Designing

In the designing stage, we designed or compiled a textbook based on the results of the lecturers' and students' need analysis in the Introduction to Essay Writing classes.

c. Developing

In the developing stage, we developed materials for textbooks concerning the lesson plans for the Introduction to an Essay Writing class. The following were the materials in the textbook entitled "Writing is like a Hamburger: An Introduction to Essay Writing."

Chapter 1 The Concept of Writing, Writing Organization, and Writing Convention

Chapter 2 Part of Speech

Chapter 3 Introduction of Essay

Chapter 4 Writing the Introduction, Body, Conclusion, and References

Chapter 5 Comparison and Contrast Essay

Chapter 6 Cause and Effect Essay

Chapter 7 Giving Good Writing Feedback

d. Implementing

In the implementation stage, we used the textbook as the learning material in the Introduction to Essay Writing class.

e. Evaluating

In the evaluation stage, we asked about the perception of students and lecturers toward the advanced textbook. The perceptions and judgment referred to the textbook evaluation, which focused on the contents, presentation of materials, language, and layout in the textbook. Based on the judgment, the lecturers and students agreed that the textbook has already integrated HOTS, the use of technology, Case Method, and Project Based Learning. Therefore, the benefits and drawbacks of the textbook were also explored for the improvement and revision of the textbook.

To give a general overview of the developed textbook, below is a sample of the textbook entitled "Writing is like a hamburger: An introduction to essay writing."

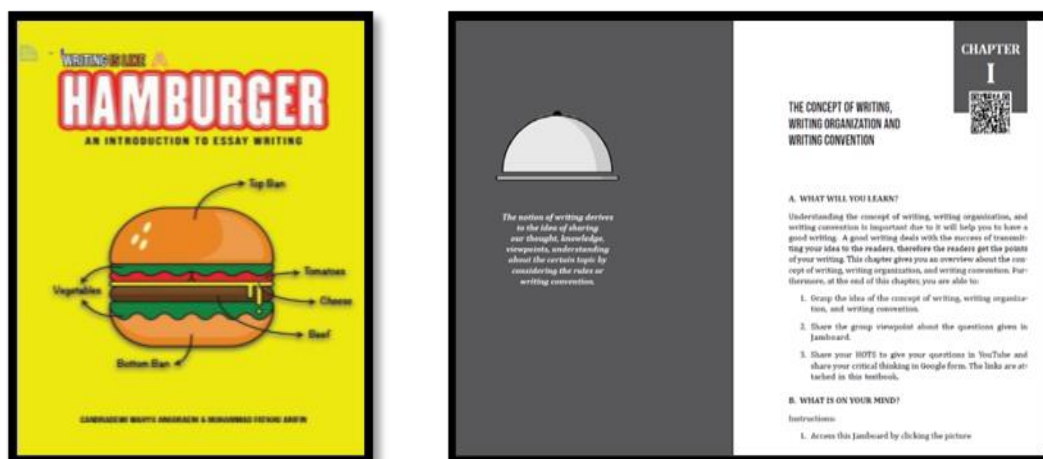


Figure 1. Sample of Cover and Chapter I

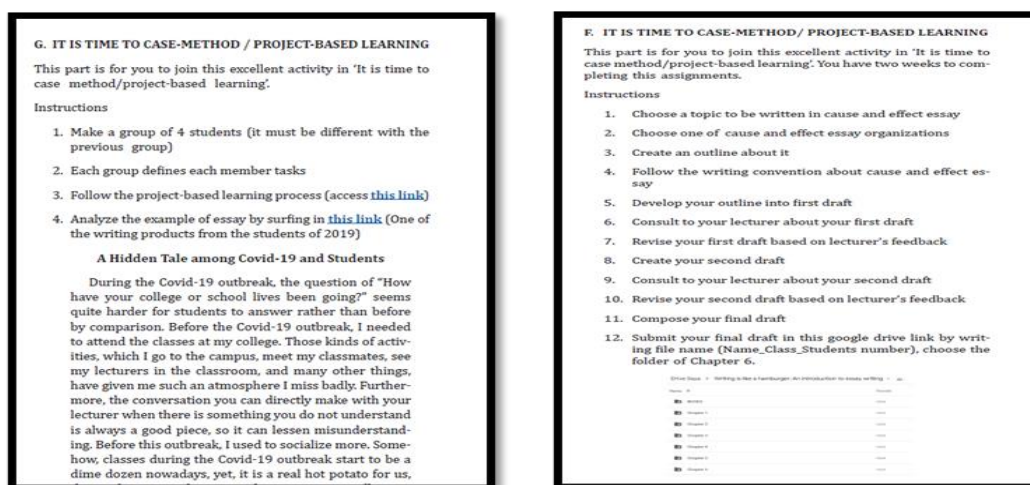


Figure 2. Sample of the Assignment for HOTS, Case Method/Project-based Learning

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Discussion

The current results of this study contend that it is important to highlight the need for analysis of lecturers and students and to implement ADDIE as a product development concept for designing and developing a textbook. The results of this study are in line with the previous studies. For instance, Dwitiyanti et al. (2020) reveal that the ADDIE model solves the students' problems in remembering the unit conversions by developing an Android-based Physics unit conversion application. Besides, the Android-based Physics unit conversion application has been suspiciously developed, and it can be inferred that it benefits students and teachers. Moreover, Iswati (2019) proves that the ADDIE procedure for developing an ESP coursebook is used to solve the problem of lacking an ESP coursebook based on the institution's needs. By implementing ADDIE, Iswati's study reveals that the language, content, tasks, learners, and the learning as the coursebook's elements have a good evaluation. In contrast, the element of the coursebook visual needs improvement.

Previous studies have explored each component of integrating HOTS-Tech, Case Method, and Project Based Learning in the developed textbook. Margana and Widyanoro (2017) prove that the developed English textbook with HOTS encourages students to develop higher-order thinking skills, leading to creativity and self-regulated learning practices. It can be inferred that the HOTS aspect in the developed textbook promotes the students' self-regulated learning strategy in their learning environment. In addition, Saputri (2021) finds that a HOTS textbook cover analyzing level (C4), evaluating level (C5), and creating level (C6).

The textbook integration of Case Method and Project Based Learning must be highlighted to promote students' critical literacy. Case Method needed to be used as it requires the students to organize their thought to solve the problems (Roell, 2019). Furthermore, as Writing is a productive skill, Project Based Learning must be included to enhance the students' writing proficiency (Alotaibi, 2020). PBL has been shown to boost students' enthusiasm, confidence, creativity, self-directed learning, and collaborative learning and increase teachers' teaching motivation (Astawa et al., 2017). Referring to the virtues of inserting Case Method and Project Based Learning, the developed textbook helps write instructions.

Considering the results of this current study and previous studies, it can be inferred that the use of ADDIE as a product development concept for designing and developing a textbook is appropriate to be implemented to solve instructional problems and to create

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meaningful learning. The aspects of HOTS, the use of technology, and the integration of Case Method and Project Based Learning provides virtues for students and teachers to create a practical classroom ecology.

The textbook in this study has been successfully developed because it fulfills the lecturers' and students' needs and learning achievement. As Anasy (2016) contends that the textbook materials must be adjusted to the learning achievement, it is crucial to consider the learning achievement aspect for developing writing textbooks. In addition, the material used in the textbook includes the aspects to develop students' essay writing skills by considering the writing convention. The developed textbook is easily used because it has a systematic order of the textbook materials. It is in line with Febriyani et al. (2020) mentioned that it is pivotal for the textbook to provide structured materials, and therefore it is easy to be used.

Finally, the current study aligns with previous studies with different methods of collecting data. For example, Handayani & Apriandari (2022), Hardiyanto (2020), Turmudi & Baihaqi (2019) who employed other than ADDIE procedures and different level and level of subjects. In conclusion, the current study present novelty that offers new perspective for target university students.

CONCLUSION AND SUGGESTION

Conclusion

This study is intended to discover the students' and lecturers' needs for the development of the Introduction to Essay Writing Course's textbook based on HOTS-Tech (Higher Order Thinking Skill-Technology) integrated with CM-PBL (Case Method-Project Based Learning) and 2) to develop an Introduction to Essay Writing Course's textbook based on HOTS-Tech integrated with CM-PBL. The textbook entitled "Writing is like a hamburger: An introduction to essay writing" is urgently needed to support the instruction of the Introduction to an Essay Writing class. Both students and lecturers of the Introduction to Essay Writing course need an easy-accessed textbook. For that reason, this textbook was designed to be integrated with the use of digital sources to make it more accessible by using the ADDIE model to meet the need of both students and lecturers of the Introduction to an Essay Writing class. Therefore, it is suggested that the lecturers and students get introduced to the Essay Writing class. Both must use the textbook because it integrates the required

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instructional method to meet the Main Performance Indicators for Public Universities (*Indikator Kinerja Utama, or IKU*). The IKU requires teachers and students to collaborate and participate in the class using the Case Method or/and Project Based Learning.

Limitation

This study's limitation lies in the number of students as research participants, the learning theories underlying this study, and the research method. The research participants of students were only 35 students, and they were in one out of four classes. For the following research, it is better to have more than 1 class as the research participants to gain rich data. This study has not yet amply exposed to the learning theory or theories implemented. Students, lecturers, teachers, and subsequent researchers must explore sociocognitive, sociocultural, social-semiotic, and identity perspectives to develop a textbook. They also must adhere to other learning theories, such as activity theory and complexity theory, in conducting this kind of study as the scaffolding to develop the textbook. Regarding the research method used, another research design can be used to develop textbooks, such as Design Development Research and Ethnography Participatory Action Research., to enrich the data of the textbook's development stages.

Implication

This study contributes to developing the research design's theoretical, practical, and pedagogical implications. Theoretically, the results of this study will enrich the theories of textbook development, particularly for writing textbooks that are integrated with critical thinking, technology, case method, and project-based learning. Practically, this study's results can be implemented as a reference for writing lecturers to develop the Introduction to Essay Writing Course textbook and for students to use the developed textbook. Pedagogically, the results of this study will provide virtues from knowledge and practice for writing lecturers to develop the Introduction to Essay Writing Course textbook and for students to use the developed textbook.

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