LEARNING MODULE DEVELOPMENT ON COMPILING EXPOSITION AND ARGUMENTATION TEXT USING PROJECT-BASED LEARNING

Sakdiah Wati
University of Muhammadiyah Palembang, English Education Department, South Sumatra, Indonesia
Email: Sakdiahwati@gmail.com

Syafryadin
University of Bengkulu, Postgraduate Program of English Education, Bengkulu, Indonesia
Email: syafryadin@unib.ac.id

Eka Apriani
IAIN Curup (State College for Islamic Studies of Curup), Tadris of English Language, Bengkulu, Indonesia
Email: eka.apriani@iaincurup.ac.id

Abstract: This development research aims to develop and produce a learning module to compile an exposition text. Besides, this research and development also aim to describe the process of developing a material learning module, compiling an exposition text with a Project-Based Learning (PJBL) model for grade VIII SMP students, describing the feasibility of the module based on assessment and validation by media experts, material experts, linguists, and student trials. This research is included in the research category utilizing descriptive quantitative. The resulting quantitative data will be converted into qualitative data to describe the feasibility of the product being developed. The results of the research and development of the module show that the module developed is based on Tessmer's development with two main stages, namely the Preliminary stage which consists of the analysis and design stages, the Formative Evolution stage which consists of Self Evaluation, Prototyping, and Export Review. (Expert Test), One-To-One, Small Group, and Field Test. The validity of the learning module is seen based on the validation test, the results of the validation of media experts reach 75%, material experts 90%, and linguists 75% which can be categorized as valid. Based on product testing at the field test stage, the average score of students was 83.00 which could be categorized as good, while the results of the student response questionnaire obtained a score of 96% which could be categorized as very feasible. Based on the validation test, it can be concluded that the developed learning module can be used both in the student learning process independently and in the Indonesian language learning process, especially in the exposition text material of class VIII students in the class.

Keywords: *development; learning modules; exposition text; Project-Based Learning (PjBL) model*

INTRODUCTION

Learning is essentially a process of interaction of all situations around an individual. "Learning can be seen as a process that is directed towards goals and the process of acting through various experiences. Learning is also a process of seeing, observing and understanding something" (Sudjana in Rusman, 2016, p.1).

Learning activities are carried out by two actors, which are teachers and students. Teacher activity is teaching and student activity is learning. Teaching activity is not teach about the material but also character (Apriani, 2016; Apriani, 2017; Apriani, Supardan, Sartika, Suparjo, & Hakim, 2019). All of that is related to learning materials. Meanwhile, schools as an educational institution must be able to carry out teaching and learning processes or activities that involve students as a whole.

The learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills. Teachers are expected to develop the full learning capacity, learning competence, basic competence, and potential of students. Learning that is carried out is more student-centered, so that students participate in the learning process, can develop independent learning methods, play a role in planning,

implementing, assessing the learning process itself, so here the student's experience is prioritized in deciding the starting point of activities.

Based on the 2013 Curriculum for junior high school equivalent class VIII, one of the learning materials in the odd semester is exposition text. In this case, students are required to be able to understand to compile an exposition text both oral and written. Writing exposition text is contained in the 4th Core Competency, which is "Processing, reasoning and presenting in the field of the concrete (using, parsing, arranging, modifying, and making) and the abstract field (writing, reading, counting, drawing, and composing) related to development of what is learned in school independently, and is able to use methods according to scientific principles." However, the students' skills in writing exposition text were still lacking. This is because the teaching materials used are still limited. Schools do provide text books for students. However, students' knowledge is only limited to the textbook. Thus, students find it difficult to develop their ideas in writing text.

In the exposition text written by students, it is known that the students' abilities related to language are still low. There are errors in the use of Indonesian Spelling, such as commas (,), periods (.), Capital letters, and hyphens. Apart from mistakes in the Indonesian Spelling rule, there are also several other mistakes. The first mistake is in the form of a writing error such as shortening words. The word is shortened to "yg" (*yang*=which). Furthermore, the number of sentences in one paragraph does not meet the requirements of a paragraph. Even though writing a paragraph requires the main sentence and several explanatory sentences.

According to Kosasih, Engkos, and Kurniawan (2018, p.96), "An exposition text is a text that puts forward some arguments accompanied by facts." An exposition text can also be interpreted as a paragraph or an essay that contains some information in which the contents are written to explain or give meaning in a short, concise, and accurate writing style. " The text structure of the exposition generally consists of 4 main parts, that is the opening, content, argumentation, and reaffirmation.

In the textbooks used by students, exposition text teaching materials are still lacking, both in terms of content and appearance. The text structure has not been described very clearly. Also, in exposition text learning, the emphasis is more on the skills to understand the content of the text, while writing skills are still lacking. This makes students less understanding and less able to develop ideas in writing an exposition text. The lack of attractiveness of the teaching materials provided was also a factor in the low skills of students in writing exposition texts. Learning that was previously teacher-centered can be transformed into student-centered learning. The teacher in this case acts as a facilitator.

According to Prawoto (2012, p.104), "Module is a book written with the aim that students can learn independently without or with teacher guidance." The module is an independent learning package that includes a series of learning experiences that are planned and designed systematically to help students achieve learning goals.

Learning with modules allows a student who has a high learning speed to have more abilities than others. Thus the module must be presented appropriately, in good and interesting language, so that students can learn to understand the material well even without the help of the teacher.

Learning modules can also be used anytime and anywhere, making it easier for students to learn and not depending on the subject teacher. Students can learn according to their respective abilities and learning speed so that the complete learning process can be carried out using the learning module. Besides, Lubis, Syahrul, Juita (2015) stated that learning modules can attract students' interest in learning with new teaching materials. Thus students will be helped in the learning process either independently or with the teacher.

The reason for the researcher taking the Project-Based Learning model is to be able to make students independent to play a more active role in solving a problem or task given by the teacher with a series of activities that allow students to be more active and quickly understand the material presented and be able to conclude the learning results that have been passed.

Dananjaya (2017) stated that the project-based model is to carry out tasks through a series of activities. The first activity is observing by counting, measuring, weighing, classifying, looking for relationships with time and space. Second, make hypotheses or predictions. Third, planning the implementation of activities. Fourth, interpret events in activities and analyze them. Fifth, conclude by describing the results or solving existing problems. Sixth, communicate it.

The learning steps in Project-Based Learning consist of:

Starting with the essential questions. Take a topic that corresponds to real-world reality and begin with an in-depth investigation. Essential questions are asked to provoke knowledge, responses, criticism, and ideas of students about the project theme to be taken.

Planning the project rules. Planning contains the rules of the game, selecting activities that can support in answering essential questions, by integrating as many subjects as possible, and knowing tools and materials that can be accessed to help complete the project.

Scheduling the activities. Educators and students collaboratively compile a schedule of activities in completing the project. This schedule is structured to find out how long it will take to work on the project.

Monitoring the progress of the student project. Educators are responsible for monitoring the activities of students while completing projects. Monitoring is done by facilitating students in each process.

Assessing student work. The assessment is carried out to help educators measure the achievement of standards, play a role in evaluating the progress of each student, provide feedback about the level of understanding that has been achieved by students, assist educators in developing subsequent learning strategies.

Evaluating the student experience. At the end of the learning process, educators and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences during the completion of the project.

Besides, the reason the researcher took the title of this study was to increase students' understanding and activeness in learning, so that students not only listen to the teacher's explanation, but students can form study groups to discuss learning, exchange ideas, and dare to express opinions. Like writing an exposition, students are assigned to make an essay about an event that is described in detail, both natural and other events.

Therefore, there need to be improvements in Indonesian language learning to improve student learning outcomes. Efforts to improve student learning outcomes in understanding the material is the development of teaching materials in the form of learning modules using models, methods, approaches, and learning strategies. One of them is by using a Project-Based Learning (PJBL) model.

Wena (2009) stated that the project-based learning model is innovative, and emphasizes contextual learning through a series of complex activities. According to BIE in Trianto (2014), the project-based learning model is a learning model that involves students in problem-solving activities and provides opportunities for students to work autonomously in constructing their learning activities and ultimately producing student work products with realistic values.

METHOD
According to Sugiyono (2015), the research method is a scientific way to obtain certain data, objectives, and uses. So, the research method is the method used by a researcher with a predetermined procedure. Arikunto (2014) stated a method is a way of studying a series of hypotheses using certain techniques and tools to achieve goals. This study uses the Research and Development (R & D) method.

Research and development methods are research methods used to produce certain products and test the effectiveness of these products. The definition of development research according to Borg & Gall (in Sugiyono, 2015, p.407) is "A process used to develop and validate educational products." Following are the material steps presented in the following flowchart form:
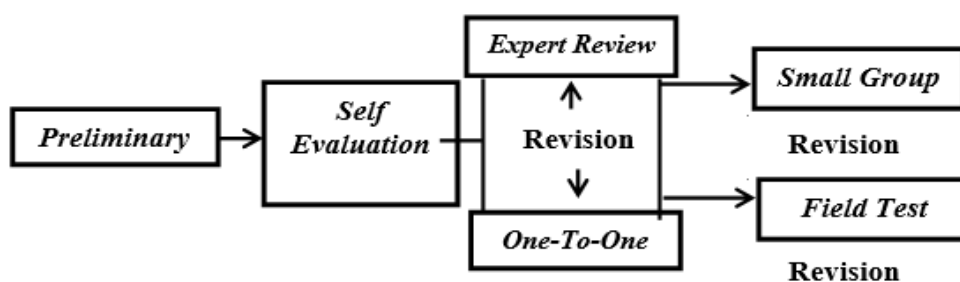

Figure 1. *Flowchart of Zulkardi's modification Tessmer (2002) for the research development stage (in Hendri, 2010, p.31)*

Based on the diagram above, this research goes through the following stages:

Preliminary stage
At this stage, it is divided into two stages.

Analysis. At this stage, the analysis of activities carried out is to analyze students, curricula, and textbooks. Then contact the teacher at the school and interview the teacher concerned and prepare scheduling and cooperation procedures with the classroom teacher used.

Design. At this stage the researcher designed a learning module with a Project-Based Learning model, the material was compiling the exposition text.

Formative evalution stage
The stages, among others:

Self evaluation. At this stage, self-assessment is carried out on the design of the learning module with the Project-Based Learning model, the results are referred to as prototype 1.

Prototyping. At the prototyping stage, prototype 1 went through several stages to produce a final product that was valid, practical, and had potential effects.

Export review. Products that have been designed, assessed, and evaluated by experts. These experts review the content, concepts, and language of each prototype. The meeting time with the experts is consulted with the experts. As proof of validation, a scribbled document/prototype is attached, as well as the expert's comments. Experts' suggestions are used to revise the tools being developed, to be tested.

One-to-one. The researcher tested the designs that had been developed on 1-3 students who became testers. The results of this implementation are used to revise the designs that have been made.

Small-group. The revised results from the difficulties experienced in the first prototype trial were used as the basis for revising the prototype and called the second prototype. Then the results were tested on the Small group. At this stage, the second prototype was tested on 5-8 students. Students are asked to provide comments on the developed module. The results of this implementation are used to revise before being tested at the Field test stage.

Field test. Suggestions and the results of testing the second prototype were used as the basis for revising the design of the third prototype. The revised results were then tried out on the research subject in this case as a field test.

At this stage, the final test will be carried out and the calculation of the scores obtained by each student to see the potential effects of the modules that have been developed.

Data collection technique
In this study, the data collection techniques used were documentation, walkthroughs, and learning outcomes tests.

Documentation. Documentation is a record of past events, documentation can take the form of writings, pictures, or monumental works of a person. This documentation data is in the form of photos in the learning process from Expert Review, one-to-one, and small groups.

Walkthrough. The design of teaching materials that have been made is given to the experts then the experts comment on the content, construction, and language of the teaching materials that have been made. The comments are used as a guide in the revision of the next student activity sheet.

Learning outcomes test. The test is used to obtain the potential effect of the module created, and to measure the level of understanding of the Indonesian language of students after learning using a module with the Project-Based Learning model. This test is given in the form of multiple-choice questions and essays which refer to indicators on the teaching materials contained in student activity modules.

Data analysis technique
In this study, the data analysis techniques used were documentation analysis, walkthrough analysis, and analysis of test result.

Documentation analysis. Analysis of the results of the documentation in the one-to-one and small group stages was used to analyze the practicality of these student activity sheets. The researcher analyzed at each meeting by looking at the students' answers from the questions given, correcting each answer, and seeing where the student's difficulties were. Analysis of this document is used to revise the teaching materials in the form of modules and to see the location of the students' difficulties in answering those contained in teaching materials in the form of student learning modules.

Walkthrough analysis. Based on the results of the walkthrough that was carried out at the Expert review stage, the expert provided input on the student learning module used, and the researcher conducted an analysis based on descriptive notes and suggestions from experts. This will be the basis for validating the product being made.

Besides, the researcher also provided validation questionnaires to experts to determine the validity category of the products that have been developed. To determine the percentage of validity from the results of the validation questionnaire, the following formula can be used:

$$P = \frac{\sum X}{\sum X_1} \; x \; 100\,\%$$

Source: Arikunto (2014, p.313)

Information:

P = Percentage of validity

$\sum X$ = The total score of the assessment answers

$\sum X$ = The total number of the highest answer scores

The validation criteria used in the validity of the study are presented in the following table:

Table 1. *Validation criteria*

No	Achievement Level	Qualification	Explanation
1	81-100%	Very good	Very feasible, no need to revise
2	61-80%	Good	Feasible, no need to revise
3	41-60%	Good enough	Less feasible, need to be revised
4	21-40%	Not good	Not feasible, need to be revised
5	<20%	Not very good	Not very feasible, needs to be revised

Source: Arikunto (2014, p.35)

Analysis of test result. Analysis of the test results at the field test stage was used to see the potential effects of the student learning module with the Project-Based Learning model. The student learning module that has been completed is then analyzed based on the predetermined scores on completing the learning module that the researcher has compiled and then observed in the following table.

Table 2. *Learning outcomes assessment category*

Student scores	Category
85 – 100	Very Good
75 – 84	Good
56 – 74	Enough
40 – 55	Deficient
0 – 39	Very Deficient

Source: Arikunto (2012, p.281)

FINDINGS AND DISCUSSION
Findings
This study are using Research and Development (R&D) model with developing learning module in the form of Project Based Learning (PJBL). There are two steps in this developing process. The first step is Preliminary that consist of: analyzing and designing. The second steps is Formative Evolution that consist of: Self Evolution, Prototyping, Export Review, One-To-One, Small Group and Field Test.

Preliminary step
Analysis
Students analysis. This research was conducted at SMP Negeri 01 Pemulutan Barat. Subject of the research wass students from VIII A class. The total number of the subject was 20 students (10 male dan 10 female).
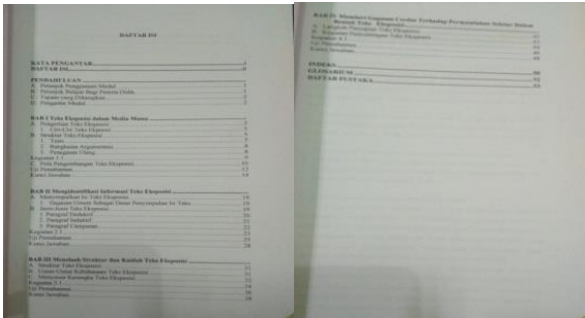
Curriculum analysis. Based on observation result, SMP Negeri 01 Pemulutan Barat has been using Kurikulum 2013 in their teaching-learning process. In this research, the researcher was focus on exposition text arrangement as a part of Bahasa Indonesia subject in K-13 curriculum.

Book and module analysis. Based on observation and interview result, Students from VIII grade at SMP Negeri 01 Pemulutan Barat have never usedlearning module a Project Based Learning model.

Teacher interview analysis. Interview conducted with the Bahasa Indonesia teacher was conducted at SMP Negeri 01 Pemulutan Barat, her name was Eva Tamala, S.Pd. Based on interview result, the researcher found some points, the limited number of modules that are provided so that students find it difficult to learn independently by using it, and most students find some difficulties to understand the material and answer of the evaluation questions that contained in the module for the reason that the explanation of the material is too short and monotonous.

Design

Tabel 3. *Initial design of project based learning module*

No	Explanation	Picture
1	Front Cover	
2	Table of Content	
3	Initial display of each chapter	
4	Back cover	

Formative evaluation
Self evaluation
Self evaluation are conducted to comprehend whether the learning module are appropriate with Basic Competence (KD), Comp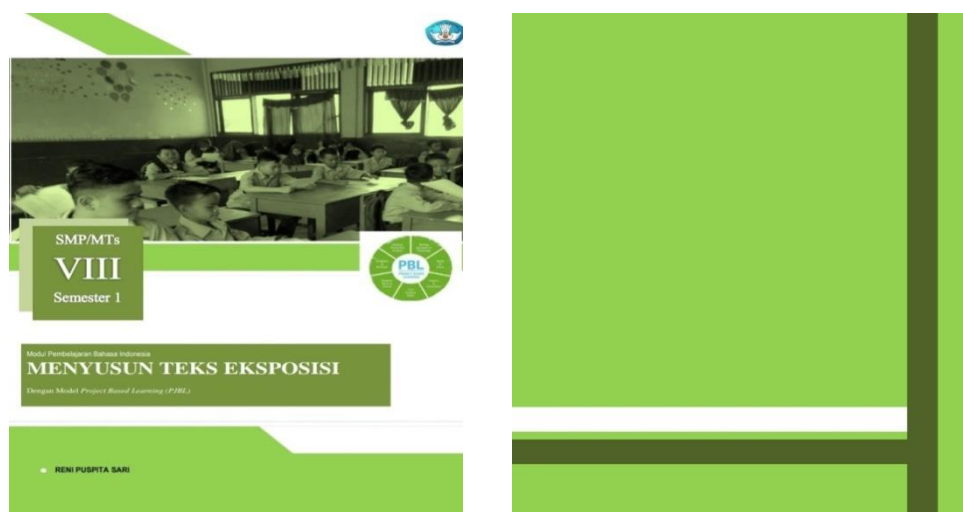etence Achievement Indicator (IPK), Project Based Learning characteristics and the principle of *Ejaan Bahasa Indonesia (EBI)* or not. From the researcher's assessment, the result of this module was appropriate. The result of this step were named Prototype 1.

Expert review

Table 4. *Expert suggestion on module (Walkthrough)*

Experts	Suggestions
Muslimin, S.Pd., M.Pd	1. Adjust the cover to the context of the PJBL in everyday life 2. Give the answer key in every practice question 3. Page variations, Header and Footer are adjusted to the characteristics of the PJBL model. 4. For each group activity question, give an interesting picture and in accordance with the PJBA context.
Eva Tamala, S.Pd	1. In every discussion of the material give an example so that it is easy to understand. 2. Distinguish the questions that are done in groups with those that are done individually. 3. Give each chapter a mind mapping
Dr. Sakdiah Wati, M.Pd	1. Use language that is easy for students to understand 2. Modify the sub-material 3. Add index and glossary 4. The domain of the source is clarified 5. Use communicative language so that students understand more quickly

Product revision

Picture 1. *Design revision result*
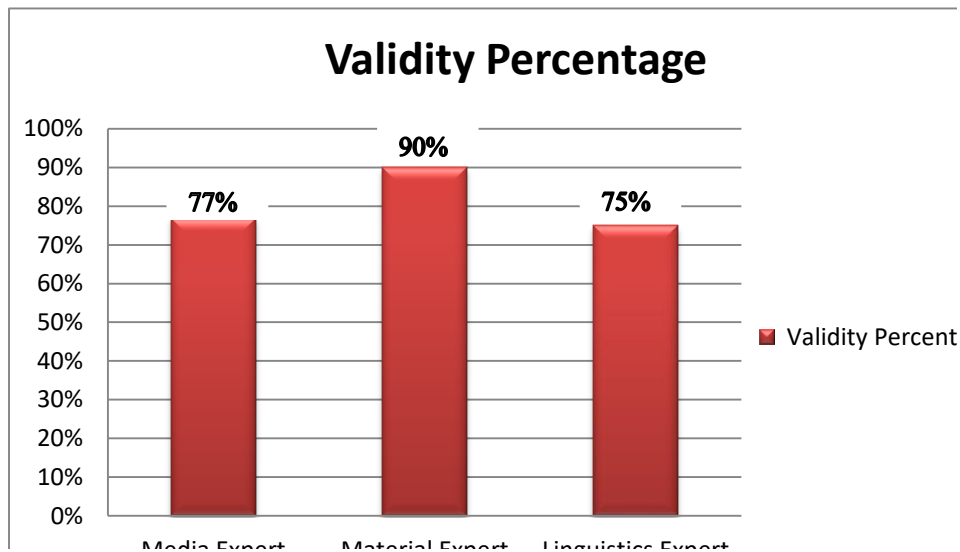
Product validity

Validity Percentage

Figure 2. *Comparison of validity result by media expert, material expert, and linguistics expert*

One-to-one test

Tabel 5. *Students' suggestion on one-to-one test*

Name	Suggestions	Explanation
Tatia Syalsyabila	1. Make the material clear and give any example so that easy to understand. 2. Give any advice and guidance for every test with new variation.	Have Revised

Small group test

Tabel 6. *Students comments in small group step*

No	Name	Comments	Explanation
1	Student 1	There are many interesting picture	
2	Student 2	So many practice that make me understand about material	
3	Student 3	This module is easy to understand	
4	Student 4	Display of this module is interesting	
5	Student 5	There are some question that hard to understand	Have Revised
6	Student 1	The materials are easy to understand	

Field test

Tabel 7. *Rekapitulation of VIII grade students' questionnaire responses*

No	Name	Assessment Indicators			Score	Percentage	Category
		1	2	3			
1	Student 1	22	22	12	56	93%	Strongly Appropriate
2	Student 2	24	22	12	58	96%	Strongly Appropriate
3	Student 3	24	22	12	58	96%	Strongly Appropriate
4	Student 4	24	21	12	57	93%	Strongly Appropriate
5	Student 5	23	22	12	57	93%	Strongly Appropriate
6	Student 6	23	22	12	57	93%	Strongly Appropriate
7	Student 7	23	22	12	57	93%	Strongly Appropriate
8	Student 8	24	22	12	58	96%	Strongly Appropriate
9	Student 9	24	23	12	59	98%	Strongly Appropriate
10	Student 10	24	23	12	59	98%	Strongly Appropriate
11	Student 11	23	24	12	59	98%	Strongly Appropriate

12	Student 12	24	22	12	58	96%	Strongly Appropriate
13	Student 13	24	22	12	58	96%	Strongly Appropriate
14	Student 14	24	23	12	59	98%	Strongly Appropriate
15	Student 15	24	23	12	59	98%	Strongly Appropriate
16	Student 16	24	22	12	58	96%	Strongly Appropriate
17	Student 17	24	24	12	60	100%	Strongly Appropriate
18	Student 18	23	23	12	58	96%	Strongly Appropriate
19	Student 19	23	23	12	58	96%	Strongly Appropriate
20	Student 20	24	23	12	59	98%	Strongly Appropriate
				Total	**1162**	**96%**	**Strongly Appropriate**

Discussion

The learning product developed by the researcher in this study is the student learning module. However, the material discussed as a whole in this module is only limited to exposition text material that is adjusted to basic competencies, competency achievement indicators, and in accordance with the characteristics of the Project-Based Learning model. The research method used by researchers is the development method according to Tessmer which consists of two major stages, that is Preliminary (Preparation) and Formative Evolution (Evaluation Format).

At the Preliminary stage, the researcher collected data and information about the curriculum and modules used. At the initial information collection stage, the researcher analyzed students by observing the class. After that, the researcher made observations about the curriculum used, the learning modules, and the learning tools used in the learning process.

The results of the student analysis stage obtained information about the students' ability to understand the exposition text. Before using the exposition text module students tended to have difficulty understanding the material and were less active in learning activities due to the lack of examples in the previous module. However, after using the exposition text module that has been developed, the students become more active and understand the material in the learning. This result in line with Insyasiska, Zubaidah, & Susilo (2015) who said that *Project Based Learning* design can increase students' motivation, creativity and critical thinking. This can be seen from the test results of students who get an average score of 83.00 and can be categorized as good and in accordance with the learning objectives.

After analyzing the students, the researcher analyzed the curriculum used. The results obtained at this stage are that the researcher knows the Basic Competence and Competency Achievement Indicators which will be used as a reference in preparing the module material to be developed. Students understand it easier because the material in the developed module is arranged systematically according to the basic competencies of the exposition text material.

Furthermore, the researcher also analyzed the textbooks and modules used by conducting interviews with Indonesian teachers regarding problems related to the learning module and constraints in the learning process. The results of the interview regarding the learning module were obtained information about the students' lack of understanding of the material caused by a lack of explanation of each material contained in the module so that there is a need for innovation so that learning runs more effectively and efficiently. Modules that have been developed contain material that is clearer and more complete than the previous modules. Besides, the existence of activity and exercise questions accompanied by examples also makes it easier for students to understand more about the exposition text material.

Based on the results of the textbook analysis and interviews that have been conducted, the researcher makes the initial design and design of the learning module. The arrangement of the learning module is oriented towards the characteristics of the Project-Based Learning model. *Project Based Learning* is an approach that accentuates learning in the form of long-term activities that are interdisciplinary, student-centered and assimilated with real-world issues and practices (Solomon, 2008). In this module, there are several practice activities and answer sheets for students to solve problems/questions. The concept of the questions contained in the module is adjusted to the characteristics of the PJBL model to make it easier for students to understand the material being taught. Also, the concept and customized design will motivate students to be more active in learning.

The next stage is the Formative Evolution stage, this stage consists of several stages, that is Self Evaluation, Expert Review, Small Group,

and Field Test. At the Self Evaluation stage, the results are obtained in the form of an initial design of the learning module being developed. The initial design at this stage is called Prototype 1 which will be used in the expert validation test stage (Expert Review).

In the Expert Review stage, prototype 1 that has been made is then given to experts consisting of media experts, material experts, and linguists and is assessed based on the aspects contained in the validation questionnaire. The result of the score obtained becomes a reference for determining the validity category of the module being developed. The score obtained from the media expert validation test was 111 (75%), the material expert's assessment obtained a score of 145 (90%), and the linguist's assessment was 21 (75%). Based on the scores of the three validators, if accumulated, the overall score obtained from the expert validation test results is 277 (88%) and is included in the very good category. The results of the expert's assessment (Expert Review) become the basis for revising prototype 1. The results of the revised prototype 1 are called prototype II.

After the module made was valid according to the experts, the researcher then conducted the first try out on students in small groups. Based on the Small Group trial, the results obtained were in the form of student opinions about the modules used. Some students said that there were practice questions that were difficult to understand and solve. This is a reference for researchers to improve the module so that it can make it easier for students to learn. The revised results from this stage are called Prototype III, which will be the final prototype at the field test stage.

Field testing is the final stage of this research. This stage was carried out in two meetings with a total of 20 students at SMP Negeri 01 Pemulutan Barat. At this stage, the researcher distributes questionnaires and questions to students and explains the usefulness of the learning modules that have been distributed.

The first meeting was held on Thursday, July 16, 2020. At the first meeting, the researcher conducted learning activities using a learning module with the Project-Based Learning model and gave students an explanation of the exposition text material contained in the module. Furthermore, the second meeting was held on Saturday, July 18, 2020, the researcher explained the exposition text material then the researcher gave the students questions related to the exposition text material. After students finish the given questions, the researcher gives a questionnaire in the form of an assessment sheet. Students are asked to provide an assessment of the learning module with the Project-Based Learning model on the student response questionnaire sheet that has been provided.

During the final ability test, most students made mistakes in answering test question number 4. In these questions, students were asked to name the elements that need to be considered in editing the exposition text. However, students consider that the elements that need to be considered in editing the exposition text are the same as the language elements of the exposition text. This is a reference for the researcher to make several revisions to the questions contained in the learning module to make it easier for students to understand. The results of the revision of the field test stage are the final results of the learning module being developed.

The results of the Field test stage are the final prototype form in the form of a learning module with a valid and practical Project-Based Learning model. This can be seen from the results of the student response questionnaire analysis during the field test. The learning module with the Project-Based Learning model got a total score of 1,162 from the total maximum score of 1,200. The total score is presented to be 96% and it can be categorized that the learning module with the Project-Based Learning model developed is very good and practical..

In the Indonesian language learning process using the Exposition Text Learning Module with the Project-Based Learning Model, the researcher provided the module sheet that has been developed to students and then explained the material contained in the module briefly and clearly. When the researcher explained the material, the student's response looked good and enthusiastic in learning activities. In addition to explaining the material, researchers also provide opportunities for students to ask questions and express their opinions.

At the first meeting, several students asked about the material in the learning module. Most of the students asked about how to determine the sentences included in the thesis, a series of arguments, and reaffirmation in an exposition text. Then the researcher gave an example and allowed the student to try to analyze one of the examples of the exposition text contained in the module.

After students understood the material that has been described, the researcher divided the

students into 4 groups of 5 people each and asked students to analyze one example of the exposition text contained in the learning module. Each group discussed determining the parts included in the exposition text.

These activities help students to think critically and exchange opinions with their friends, then find solutions and work together to solve problems through several processes such as the discussion process and then re-examine the problems that have been resolved before being collected and assessed by the educator. This is in accordance with the characteristics of the Project-Based Learning model delivered by Ravitz, Hixson, English, and Megendoller (2012) who confirmed that PjBL can improve several skills such as critical thinking, problem solving, communication skills, collaboration skills, and creativity.

The effect of the learning module with the PJBL model on student learning outcomes can be seen from the final test in the field test trial. Learning module with a valid PJBL model was then tested on research subjects, that is students of class VIII A SMP Negeri 1 West Pemulutan. At each meeting, students complete the questions contained in the learning module and at the third meeting, students are given final ability test questions to measure how much effect the learning module has.

The potential effect of the learning module with the Project-Based Learning model is reflected in the students' final scores during the final ability test in the field trial stage. A total of 12 students obtained results that could be categorized as very good with an average value obtained of 85, and 8 students obtained results that could be categorized as good with an average value of 80. The results of the final ability test scores of these students also showed that the average final score of students is 83.00 which means that student learning outcomes are categorized as good. It means that PjBL is effective in enlarging knowledge, especially in science and social discipline as well as language learning (Quint and Condliffe, 2018). Based on the analysis of the learning module with the Project-Based Learning model products that have been developed have a potential effect on student learning outcomes.

CONCLUSION
Based on the results of research and discussion, the following conclusions were obtained:

Based on the development process, it is also found that the developed module has the characteristics of Self Contained (complete) because it contains learning material that is completely discussed in the module. Also, the potential effects resulting from module development also affect student learning outcomes. This is illustrated by the results of the students' final ability test on the exposition text material individually. It can be seen that of the 20 students there are 12 students (60%) including the very good category and 8 students (40%) including the good category. Overall the average ability of students who are research subjects is 83.00. Based on the student learning outcomes criteria, the test results obtained by students were in the good category.

Learning modules developed in this study are categorized as valid. This is illustrated by the results of the validator's assessment, where all validators state both based on content (material according to basic competencies and indicators), construction (according to the characteristics of the Project-Based Learning method), and language (according to Indonesian spelling rules).

The practicality of the module can be seen from the results of observations in the small group trial where students can solve the questions given. The modules that are made can be used properly, are easy to read, and are understood by students.

REFERENCES
Apriani, E. (2016). A New Literacy: The role of technology to develop student's character. *Ta'dib: Journal of Islamic Education (Jurnal Pendidikan Islam), 21*(1), 59-72.

Apriani, E. (2017). The misuse of ICT by students: the effects of phornography and the teacher solutions. *Tadrib, 1*(2), 185-203. Retrieved from http://jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1046.

Apriani, E., Supardan, D., Sartika, E., Suparjo, S., & Hakim, I. N. (2019). Utilizing ICT to develop student's language ethic at Islamic university. *POTENSIA: Jurnal Kependidikan Islam*, *5*(1), 1- 14.

Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Solomon, B. G. (2008). Project based learning: A primer. *Technol. Learn. 23*(6), 3.

Dananjaya, U. (2017). *Media Pembelajaran Aktif*. Bandung: Nuansa.

Hendri, E. (2010). Guru berkualitas: Profesional dan cerdas emosi. *Jurnal Sang Guru.* http://file.upi.edu/. Accessed on January 2nd, 2020

Insyasiska, D., Zubaidah, S., & Susilo, H. (2015). Pengaruh project based learning terhadap motivasi belajar, kreatifitas, kemampuan berpikir kritis, dan kemamppuan kognitif siswa pada pembelajaran biologi. *Jurnal Pendidikan Biologi, 7*(1), 9–21.

Quint, J. and Condliffe, B. (2018). Project-based learning: A promising approach to improfing student outcomes. Mdrc Build. Knowledge to Improv. Socal Policy, no. January, pp. 1–2, 2018.

Kosasih., Engkos., & Kurniawan. (2018). *Jenis-Jenis Teks.* Bandung: Yrama Widya

Lubis, M.S., Syahrul., & Juita, N. (2015). *Pengembangan modul pembelajaran bahasa indonesia berbantuan peta pikiran pada materi menulis makalah siswa kelas XI SMA/MA.* Jurnal Bahasa, sastra, dan Pembelajaran Universitas Negeri Padang. Accessed on January 2nd, 2020.

Ravitz, J., Hixson, N., English, M., and Megendoller, J. (2012). Using project based learning to teach 21 st century skills: Findings from a statewide initiative Jason Ravitz Buck Institute for Education. Paper presented at Annual Meetings of the American Education Research Assosiation, 2012.

Prawoto, A. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Yogyakarta: Diva Press.

Rusman. (2016). *Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru.* Jakarta: PT Rajagrafindo Persada.

Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R Dan D.* Bandung: Alfabeta.

Trianto. (2014). *Model Pembelajaran Terpadu Teori dan Praktek.* Jakarta: Prestasi Pustaka Publisher

Wena, S. (2009). *Perencanaan dan Desain Sistem Pembelajaran.* Jakarta: Kencana