THE EFFECTIVENESS OF THE LEARNING MODULE FOR PROCEDURE TEXT WRITING SKILLS TO IMPROVE WRITING PROCEDURE TEXT SKILLS FOR CLASS XI STUDENTS AT 2 SMK CENTER FOR EXCELLENCE IN HOSPITALITY SECTORS IN KULON PROGO ACADEMIC YEAR 2021/2022

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ABSTRACT
A module is a book written with the aim that students can study independently without or with the guidance of a teacher (Abdul Majid). Meanwhile, in another view, the module is interpreted as a set of teaching materials that are presented systematically so that their use can be learned with or without a facilitator or teacher. Thus, a module must be able to be used as a teaching material as a substitute for the teacher's function. Teaching modules are arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development. So, teachers must understand the concept of teaching modules so that the learning process is more interesting and meaningful (Kemendikbud, 2020). This study aims to determine the effectiveness of the learning module to improve the ability to write procedural texts for class XI students at 2 SMK Centers of Excellence in the Hospitality sector. Quantitative research will be used to research and determine the effectiveness of module development. Respondents in this study were Class XI Hospitality students and teachers. The data collection technique used is a questionnaire method, pretest and posttest. Instrument reliability test was measured using SPSS. The effectiveness of the procedural text writing skill learning module to improve the procedural text writing skills of class XI students at 2 SMK Hospitalilty Sector Excellence Centers. The result data of students writing procedural texts showed that the average score before and after using the learning module increased from 78.16 to 85.09.

Key Words: Effectiveness, learning to write Procedure Text modules, Writing Skills.

1. INTRODUCTION
To develop a creative and innovative module, according to Andriani, special attention is needed in the preparation of procedures, facts, events, and ideas so that a continuity of thinking is obtained. This is done with the aim that readers can easily follow the ideas expressed, which in turn can interpret what they read.

In addition, there are a number of other aspects that need to be considered in developing creative and innovative modules. Referring to Rown-tree in Andriani, he revealed that there are nine important aspects in module development, namely: first, helping readers to find ways to learn the module, for example by repeating difficult passages. Second, explain what readers need to prepare before studying the module. Third, explain what is expected of readers after they finish studying the module. Fourth, give an introduction about how the reader faces or learns the module, for example how long it takes to learn a certain part or how to prepare to do the tasks asked in the module. Fifth, present the material as clearly as possible so that readers can relate the material

learned from the module to what they already know. Sixth, give support to readers so that they dare to try all the steps needed to understand the module material

Seventh, involve readers in exercises and activities that will make them interact with the material being studied. Avoid readers from activities that just read the material. Eighth, provide feedback (feedback) on the exercises and activities carried out by the reader. It is important for the reader to assess the level of success in understanding the material in the module. Ninth, help the reader to summarize and reflect on what he has learned after studying the module.

This module makes it easier for students to learn. This statement was further clarified by (Susanti, 2020) who stated that the provision of modules will also educate students to be independent, because everything is already available in the module. Usually, each student will need a different amount of time to understand the content of the module. The development of learning modules is adjusted to the school. Teaching modules are a number of media tools or means, methods, instructions, and guidelines that are designed systematically and attractively (Kemendikbud, 2020). The teaching module is an implementation of the flow of learning objectives developed from learning outcomes with the Pancasila student profile as the target. Teaching modules are arranged according to the phase or stage of development students, considering what will be learned with learning objectives, and based on long-term development. So, teachers need to understand the concept of teaching modules so that the learning process is more interesting and meaningful. The module that the researcher will develop is the class XI module of the New Paradigm Phase F curriculum, students have the language skills to communicate and reason according to goals, social, academic, and work contexts, students are able to understand, process, interpret, and evaluate information from various types of texts on various topics. Students are able to synthesize ideas and opinions from various sources. Students are able to write various texts to express opinions and present and respond to non-fiction and fiction information critically and ethically. Phase F based on the element of writing is that students are able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically, and creatively in the form of informational texts and/or fiction. Students are able to transfer one text to another for creative economic purposes. Students are able to publish the results of writing in print and digital media.

Writing procedure texts must be in accordance with the structure and linguistic rules. The structure of the procedure text consists of titles, objectives, materials/tools, procedures/stages. In the procedure/stages section there are linguistic characteristics, namely; use numbering, use command words and use words that describe conditions. So the text structure and linguistic rules cannot be separated in procedure text. One form of learning to write that must be achieved. Mahsun defines procedure text as a type of text that directs or teaches about predetermined steps (Mahsun, 2014). Thus, this type of text emphasizes the aspect of how to do something, which can be in the form of experimentation or observation. In the learning process at SMK, it is adjusted to the field of work or in accordance with the chosen major. Procedure text materials include; understanding, characteristics, stages of compiling procedure text, things to consider, procedure text structure (goals, steps, conclusions), objectives, types of procedure text, linguistic rules of procedure text.

Regarding the uniqueness in developing teaching modules for writing procedural texts for class XII in the independent curriculum, researchers are interested in carrying out research through development research. This is because the new curriculum is still being treated at driving schools

or centers of excellence. Therefore, the researcher will develop a Procedure Text Learning Module with the Flipped Classroom Media e-Learning Learning Model for class XI at X SMK Hospitallity Sector Excellence Center in Kulon Progo for the 2021/2022 academic year.

2.METHODS

This study uses a descriptive quantitative design. According to Sugiyono (2019: 13) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, Sampling techniques are generally carried out or certain samples, Sampling techniques are generally carried out randomly, sample collection generally done randomly, data collection using assessment instruments, data analysis is quantitative, statistical with the aim of testing hypotheses. Quantitative research will be used to research and determine the effectiveness of module development. Respondents in this study were Class XI Hospitality students and teachers. The data collection technique used is a questionnaire method, pretest and posttest. The instrument reliability test was measured using SPSS.

3.RESULTS AND DISCUSSION

3.1 Research result

(1) Results of Writing Procedure Text
The table below shows the data on the results of writing procedural texts for Indonesian language subjects.

Table.1, Data on the Results of Writing Student Procedure Texts

	Before	**After**
Average	78,16	85, 09
The highest score	82	89
Lowest value	75	81

The data on the results of writing procedure texts showed that the average score before and after using the learning module increased from 78.16 to 85.09.

3.2 Discussion

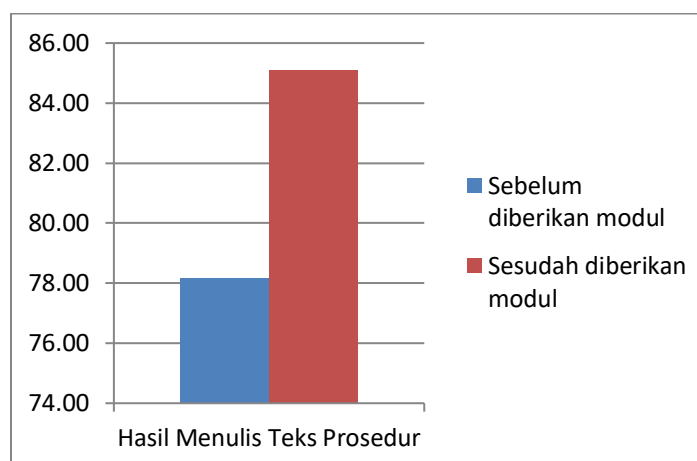(2) Analysis of the Results of Writing Procedure Text
The results of students' writing procedure texts showed that there were differences in the improvement of students' writing procedure texts. The table below shows a comparison of the results of writing procedure text.

Table 2, Improving Student Procedure Text Writing Results

Average Score of Procedure Text Writing Results	
Before	**After**
78,16	85,09

For more details, the data analysis of the results of improving students' writing procedural text results can be seen in the diagram below:

Procedure Text Writing Result Improvement **Chart**

Data from the results of writing procedure texts show that there is an increase in the ability to write procedural texts of Indonesian language subjects before being given a module, the average is 78.16 and after being given a module it becomes 85.09. In the Hospitality class there was an increase in the average ability of the results of the ability to write procedural texts 6, 93. Therefore, based on the results of writing procedure texts, students in Indonesian lessons could be declared effective in improving students' writing procedural texts.

3.3 Data Analysis of the Effectiveness of Learning Module Development with t-test
The data obtained shows that there are differences in the results of writing procedure texts after the learning module is given. To find out whether there is a difference in the results of writing procedure text after the module is given, a t-test is carried out. Before the t-test is carried out, the data must meet the prerequisite test, namely the normality test.

The normality test of the results of writing procedure texts in this study was carried out using the one-sample Kolmogorov-Smirnov test on the IBM SPSS Statistics 21 program. The data were declared to be normally distributed if they had a significance (p) > 0.05. Table 18 below shows the results of the normality test for writing procedure text after treatment.

Table 3, Normality Test Results of Writing Procedure Text Before and After being given a Learning Module

No.	Trial Group/Class	Condition	Value Significance		Information
			Kolmogorov Smirnov	Shapiro-Wilk	
1.	Hospitality Class	Before	0,161	0,247	Data normal
		After	0,200*	0,290	Data normal

Based on the results of the normality test, the data from the ability to write procedure texts, after treatment, each had a significance value $(p) > 0.05$, the data from the results of writing procedure texts were declared to be normally distributed.

a. Hypothesis Testing with Paired Sample t-Test
Paired t-test was carried out after the normality test and homogeneity test were met. Paired t-test was carried out to find out whether there were differences in the data variables resulting from writing procedure text before and after being given the module

The hypothesis that was tested for the data variable learning outcomes of writing procedure text was as follows.

Ho : There is no difference in the data on the results of writing procedural texts for students before and after participating in learning with the module

Ha : There are differences in the data on the results of writing procedural texts for students before and after participating in learning with the module

The criteria for acceptance and rejection of Ho at a significance level of 0.05 is if the significance is > 0.05 then Ho is accepted, if the significance is < 0.05 then Ho is rejected. Table 20. below shows the results of paired t-test data on the results of writing procedure text before and after participating in learning with the module.

Table 4, Paired T-Test Results Data Writing Procedure Text Before and After Giving the Module

No.	Paired t-test group	Condition	Value Significance	Information
1.	Hospitality Class	Before	0,000	There is a difference
		After		

Based on the results of the paired t-test, the significance value <0.05 is 0.000. Thus, Ho is rejected and Ha is accepted, so it can be concluded that there is a difference in the data on the results of writing procedure text before and after following the module learning with a significance value (p) < 0.05, which is 0.000.

Therefore, based on paired t-test, writing learning modules can be declared effective to improve students' writing procedure text results.

4. CONCLUSION

Based on the results of research and discussion on the effectiveness of the development of the Procedure Text Learning Module with the Flipped Classroom Media e-Learning Learning Model for class XI at the SMK Hospitallity Sector Excellence Center in Kulon Progo for the 2021/2022 academic year is the effectiveness of the procedure text writing skills learning module to improve text writing skills procedures for class XI students at 2 Vocational High Schools Center for Excellence in the Hospitalilty Sector. The result data of students writing procedural texts showed that the average score before and after using the learning module increased from 78.16 to 85.09. The results of the research on the development of modules to improve students' writing skills in procedural text materials have been effective. Students are expected to always improve their academic abilities in accordance with the ability to keep up with technological developments and advances. The learning module for writing procedure text can be used as an alternative teaching material that can help students and teachers in the learning process. This research is limited to an operational trial involving only two schools, so further research and dissemination with a wider sample is necessary.

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