

**DEVELOPING WRITING MATERIALS FOR THE TOURISM INTENSIVE COURSE
AT BUMDES SAMBIMULYO, YOGYAKARTA**

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ABSTRACT

Tourism is one of the contributing sectors to the economy in the Special Region of Yogyakarta. Tourist visits, both local and foreign, are never absent every year. Hence, tourism managers are required to have English language skills to improve the quality of the tourist attractions they manage. Currently, there is no English learning media aimed at tourist attraction managers, especially writing skills. Learning media developed are limited to formal education institutions. Whereas, the ability to write is one of the skills tourism managers must master. In managing tourist attractions, managers must be able to attractively provide information related to tourist sites. Hence, this research was conducted to develop and assess the feasibility of a writing learning module for tourism site managers, especially the managers of the Tebing Breksi area.

The process of developing a writing learning module adopts the ADDIE method which consists of analysis, design, development, implementation, and evaluation. The analysis process is conducted by semi-structured interviews with the staff coordinator, then designing the syllabus based on the results of the interview, followed by the material development process based on the syllabus that has been prepared. The learning module consists of three chapters adapted to three important posts ticket posts, information posts, and parking posts. In the implementation process, this study distributed three questionnaires given to experts; material expert, media expert, and tourism expert, and three questionnaires given to representatives of each post. The evaluation

process was carried out simultaneously with the implementation and obtained input from the expert assessment.

This research obtained an assessment from material experts with a score of 72, placing it in the “Good” category, media expert assessment with a score of 77.5, placing it in the “Good” category, and tourism expert assessment with a score of 70, placing it in the “Good” category. This study also obtained an assessment from the parking post with a score of 97.5 and classified as “Very Good,” the information post with a score of 80 and classified as “Good”, and the ticket post with a score of 100 and classified as “Very Good”. The writing learning module overall scored 82.83 and was categorized as “Very Good.” Thus, the writing learning module for the Tebing Breksi Administrators is feasible to use.

Keywords: *Writing, Material Development, English for Specific Purposes*

Introduction

Listening, speaking, reading, and writing are the four major abilities that English learners must master to be classified as proficient English speakers. Mastering writing abilities is regarded as the most challenging of the four fundamental English competencies (Salaxiddinovna, 2022). This is because a student needs to comprehend the structure of sentences in English and other comprehension abilities like grammar, phonetics, and vocabulary. The writing process in learning English takes a short time to produce logical sentences, frequently leading to writing blockages or the brain's incapacity to write assertions and develop thoughts. There is no question that the writing process in learning English takes a long time.

English proficiency in Indonesia, reported by EF Education, 2022, ranks 81st out of 111 countries studied. From a total score of 800, Indonesia only got half of that score, namely 469 or the equivalent of B1 in the Common European Framework for Reference, according to CNN Indonesia. Indonesia's low ranking in English proficiency is predictable about the quality of Indonesian writing in English. The low proficiency in English is due to the limited use of the foreign language in daily activities. English in this country is still considered a foreign language studied in educational institutions. The use of English in Indonesia is still limited to professional sectors, such as requirements to register for higher

education and legal matters (Panggabean, 2016). This is also reinforced by the political side of Indonesia, which does not recommend using English in everyday life, as stated in Undang-Undang Republik Indonesia Nomor 24 Tahun 2009 Tentang Bendera, Bahasa, Dan Lambang Negara, Serta Lagu Kebangsaan (2009) Article 25 paragraph (3):

Indonesian as the official state language, as referred to in paragraph (1), functions as the official state language, introduction to education, national-level communication, development of national culture, commercial transactions, and documentation, as well as a means of developing and utilizing science, technology, art, and the language of the mass media.

One of the central provinces in Indonesia, the Special Region of Yogyakarta, places the tourism sector as one of the driving factors for the region's economy. According to (Dhian Anggraini, 2022), the region's tourism, education, and support industries contribute 64.6% of the GRDP (Gross et al. in Aggraini, 2022). The most significant contributing sectors also provide a sizable multiplier effect, around 104.9 times, as reported by BPS 2019 and Bank Indonesia 2020. This can be interpreted as every increase or decrease in active demand in the DIY tourism sector by IDR 1 billion; the economic output will increase or decrease by IDR 104.9 billion. This data has proven that the tourism sector in Yogyakarta is one of the highest foreign exchange earners and has a significant impact on the DIY economy in every movement. The increased income of the DIY tourism sector is strongly influenced by visiting tourists. According to DIY BPS data for 2018, foreign tourists visiting Yogyakarta were dominated by tourists from Malaysia with 54,262 tourists, Singapore with 40,925 tourists, Japan with 40,686 tourists, Netherlands with 29,331 tourists, and America with 24,655 tourists. For positions 6 -10, many are dominated by tourists from China, Australia, Germany, France, and South Korea (Dhian Anggraini, 2022).

The number of tourist arrivals to Yogyakarta has increased because of bureaus supporting tourism, such as travel agents and tour guides, and new tourism management organizations have emerged. The increasing number of foreign tourist visits requires

tourism workers to master basic English skills. This is not easy, considering that only some levels of Indonesian society receive quality language learning, and English proficiency in Indonesia still needs to improve. In the tourism sector, the most required basic skills in English are speaking (100%), listening (75%), writing (25%), and reading (25%) (Puspitasari, 2018). Although not as important as speaking and listening, writing skills are still something that tourism industry players must master.

There are no autonomous learning methods for mastering English, such as modules, handouts, and web learning, for tourism managers (Suriaman et al., 2018). Learning modules at schools and other formal institutions are still the only ones that may be accessed independently. Many people need help with the diversity of written language, which differs from spoken language. Students struggle to convey ideas, utilize suitable terminology and grammar, write logical sentences, and so on within formal schooling (Syam, 2020). Students struggle with writing because they lack internal motivation (Oktarina et al., 2018). The writing skills learning module was designed by Syam (2020) with the title “Developing Writing Module for the Fourth-Semester Learners of the English Department at the State Islamic Institute of Palopo” using the Research and Development research methodology using the ADDIE model. In this research, the learning module was aimed at fourth-semester students of the English Department at Palopo Islamic University. In other words, learning development and innovation are still limited to formal educational institutions and are accompanied by experts (teachers). Difficulty in writing down ideas certainly does not only occur in the student environment. Ordinary people not even directly exposed to English in their daily lives certainly have the same problems. This is made difficult by the absence of media that suits their needs, such as the need for learning materials to manage a tourist destination.

There was a demand for English language learning media that can be examined independently for tourist sector developers in this research, which is BUMDES (*Badan Usaha Milik Desa*) Sambimulyo, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta. This research was conducted in the BUMDES (*Badan Usaha Milik Desa*) Sambimulyo area because, in the past year, foreign tourists began showing interest in visiting these tourist attractions. Based on the Sambimulyo BUMDES' data recap, foreign tourist visits throughout 2023 were 1,956 tourists. In addition, there is

a partnership between BUMDES (*Badan Usaha Milik Desa*) Sambimulyo and English Language Education Universitas Ahmad Dahlan, the researcher addressed the learning module to the management of BUMDES (*Badan Usaha Milik Desa*) Sambimulyo. A request was made to provide modules for intense courses. The learning modules employed differ from those used in official educational institutions. As a result, in this study, the researcher created relevant learning modules for writing skills adapted to the demands of tourist development business players.

Research Methodology

This research is included in the type of research and development referring to previous research conducted by (Sakkir et al. (2021)). The research and development method used by Sugiyono (2014) is an activity and research activity to determine the basic needs of users (needs analysis), which is then continued with activities to develop a product based on previously known needs, according to Borg & Gall (1983) Research and Development methods have two main objectives: 1) To develop a product and 2) To test the effectiveness of a product. Based on these two main objectives, this research follows the first objective: to develop a module containing writing materials for a tourism-intensive course.

To achieve this goal, researchers will adopt the ADDIE model, which has five stages of material development. Following Branch (2010), the ADDIE model is an acronym for Analysis, Design, Developing, Implementation, and Evaluation. The basis for choosing this development model is based on the ADDIE concept, which focuses its instructional design on individual learning. In other words, implementing ADDIE will facilitate performance-based learning, a student-centered learning approach facilitated by educators to create appropriate learning collaboration.

This research developed a learning module containing writing materials for Tebing Breksi administrators in the Bumdes Sambimulyo Area, Sambirejo, Selomartani, Kalasan, Sleman Regency, Special Region of Yogyakarta.

Research Findings

This section presents the analysis and interpretation of data received by an interview and questionnaire.

1. Developing a Writing Module for Tebing Breksi Administrators

This development research adopted the ADDIE method with development procedures 1) analysis stage, researchers conducted interviews aimed at knowing the material needs needed by Tebing Breksi Administrators. 2) design stage, the researcher designs the learning module concerning the product specifications that have been made. 3) development stage, researchers developed learning modules following the design and material design that had been adjusted to the needs. 4) implementation stage, researchers apply the learning module that has been developed to determine the feasibility of the product. 5) evaluation stage, researchers analyzed the shortcomings and advantages of the learning module to suit the needs of Tebing Breksi administrators.

a. Analysis Stage

Based on an interview with Tebing Breksi staff coordinator on January 5, 2024. The things that need to be considered to develop a writing learning module for Tebing Breksi Administrators are that the material includes common expressions that commonly occur at ticket posts, information posts, and parking posts and the learning module must also be a guideline book for users.

Thus, the writing learning module for Tebing Breksi Administrators contained more examples and expressions than theories and practice questions because this module would be more useful as a guideline book for the officers in the three posts, information post, parking post, and ticket post. The writing learning module should also contain how to ask and answer questions, make announcements, and describe objects. In addition, expressions commonly used when guiding tours were also added to the module to make it easier for users to communicate when necessary.

b. Design Stage

The writing learning module for Tebing Breksi Administrators consists of three chapters containing the following resources, according to the interview with the coordinator of Tebing Breksi Administrators. Based on that, the learning module for Tebing Breksi Administrators was divided into three chapters: Welcoming Guests, Describing Objects, and Guiding Tourists. The third chapter is described in detail in nine (9) sessions.

- 1) Chapter 1: Welcoming Guests with two sub-materials, there were asking and answering questions and how to write the announcement.
- 2) Chapter 2: Describing Objects with two sub-materials, there was a theory of description text and the introduction of adjectives commonly used in tourism areas.
- 3) Chapter 3: Guiding Tourists with two sub-materials, there were introductions of sentences commonly used to guide tourists and how to write an itinerary.

c. Development Stage

The process of creating the product came next, following information gathering regarding the materials required for this writing learning module. Three specialized chapters made up the Tebing Breksi administrator writing learning package. How to ask and answer inquiries, as well as how to make announcements in specific circumstances, were covered in the first chapter. The second chapter was devoted to object descriptions, emphasizing descriptive language and an adjective list. A list of typical sentences and terms used to guide tourists can be found in the third chapter. This learning module was reviewed by specialists and revised before being tested on Tebing Breksi's Administrators.

d. Implementation Stage

This study used a questionnaire during the implementation phase to assess the effectiveness and feasibility of the developed writing learning module. Two groups of people participated in the testing of the writing learning module's implementation process: Tebing Breksi Administrator members who served as users' test subjects and experts who would evaluate and offer feedback on the media, content, and material's alignment with tourism theory. This research has used Arifin's (2013) theory in Ulfah and Sukma (2020)

to process the four types of surveys in this stage to calculate the final score. The goal of the expert testing phase was to get opinions and assessments from specialists. The expert assessed the writing module on three aspects; material, media, and tourism. The assessor in this study is Mr. Saeful Effend, M. Pd. B. I as a lecturer of English Education at UAD and has capabilities in these three aspects.

The module users, Tebing Breksi Administrators, were the next group to get the module after expert feedback and evaluation. At this point, Tebing Breksi's hectic visitation schedule interfered with the implementation process. After receiving approval from the Tebing Breksi Administrators coordinator, the implementation was done independently in accordance with the intended post, information post, parking post, and ticket post in order to circumvent the delay in the research process. A staff representative was assigned to each post to receive the learning module, test one of the exercises, and then complete the associated questionnaire to provide an assessment.

The data from the questionnaire was processed to ascertain the feasibility of the writing learning module for Tebing Breksi Administrators once the evaluation results from both sides were received. This study adopted the formula from Arikunto (2011) in Ulfa and Sukma (2020) to calculate the feasibility of the writing learning module.

Thus, the implementation procedure of the writing learning module involved both experts and module users. On Monday, May 6, 2024, the expert assessment for this writing learning module was acquired. The users' implementation was conducted on Monday, May 13, 2024.

e. Evaluation

The evaluation process in this study refers to the total feasibility assessment of the writing learning module from the questionnaire that has been distributed. Based on the calculation following the formula from Arikunto (2011) in Ulfa and Sukma (2020), the writing learning module received a score of 82, 83 and fell into the category of “Very Good.”

This indicates that the Tebing Breksi Administrators' writing learning module was appropriate for usage.

2. Data Feasibility

The feasibility of the writing learning module being developed for Tebing Breksi Administrators was evaluated using several data. Three questionnaires from module users as well as questionnaires from media, tourism, and material experts provided the data. Below is an explanation of the data analysis and explanation.

a. Material Expert Validation

Material expert validation was obtained by filling out a validation sheet questionnaire by an approved expert validator. The material validation was conducted to assess the feasibility and suitability of the writing learning module material for Tebing Breksi Administrators before it was implemented. The material expert validation questionnaire sheet contained eleven statement items. The data from the material expert validation is described in the table below.

Table 1 Data from Material Expert Validation Test Results

No	Criteria	Assessment Score	Maximum Score
1.	The developed material contains writing material.	3	4
2.	The material developed can improve the writing skills of learners.	3	4
3.	The developed material contains the benefits of writing skills.	3	4
4.	The material developed increases learners' interest in learning to write.	3	4
5.	The material is developed in accordance with the learning objectives.	3	4
6.	The developed material is easy to understand	3	4
7.	The material is developed according to the needs of learners.	4	4
8.	The language used is clear and easy to understand	3	4

9.	The language used is in accordance with the learner's goals.	3	4
10.	Sentence structure is easy for learners to understand	2	4
11.	Language used communicatively	2	4
Total Score		32	40
Total score percentage		100%	

Source 1 processed data

The results of the material expert validation were processed based on the scoring guidelines in the form of a percentage adapted from Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \quad \longrightarrow \quad S = \frac{32}{44} \times 100\%$$

$$S = 72\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the media expert validation questionnaire according to Arifin's theory (2013) is 44, while the score obtained from this research is 32. Based on the calculation according to the formula above, the percentage score obtained is 72%. This means that the material in the writing learning module received an assessment with the category "Suitable for Use with Revision (LDR)" with "Good" criteria by the material expert validator.

b. Media Expert Validation

Media expert validation was obtained by filling out a validation sheet questionnaire by an approved expert validator. Media validation was conducted to assess the feasibility

of media related to the design, module form, and layout of the writing learning module for Tebing Breksi Administrators before it was implemented. The media expert validation questionnaire sheet contained ten statement items. The data from the media expert validation are described in the table below.

Table 2 Data of Media Expert Validation Test Results

No	Criteria	Assessment Score	Maximum Score
1.	The physical shape of the module is attractive.	3	4
2.	The module can be carried anywhere and is simple to use.	3	4
3.	The module uses only a few letter combinations.	3	4
4.	The title colour of the module contrasts with the background colour of the single.	4	4
5.	Proportional module fonts, regarding headings, subtitles, and supporting text, are more dominant than module shapes.	4	4
6.	The module does not use excessive font variations.	3	4
7.	The image used corresponds to the material.	2	4
8.	The appearance of the module is attractive.	3	4
9.	The instructions inside the module are easy to understand.	3	4
10.	Consistent layout	3	4
Total Score		31	40
Total score percentage		100%	

Source 2 processed data

The results of the material expert validation were processed based on the scoring guidelines in the form of a percentage adapted from Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \longrightarrow S = \frac{31}{40} \times 100\%$$

$$S = 77,5\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the media expert validation questionnaire according to Arifin's theory (2013) is 40, while the score obtained from this research is 31. Based on the calculation according to the formula above, the percentage score obtained is 77.5%. This means that the media in the writing learning module received an assessment with the category "Worth Using with Revision (LDR)" with "Good" criteria by the media expert validator.

c. Tourism Expert Validation

The Tourism expert validation was obtained by filling out a validation sheet questionnaire by an approved expert validator. Tourism validation was conducted to assess the suitability of the material with the tourism theory of the writing learning module for Tebing Breksi Administrators before it was implemented. The tourism expert validation questionnaire sheet contained ten statement items. The data from the tourism expert validation is described in the table below.

Table 3 Data of Tourism Expert Validation Test Result

No	Criteria	Assessment Score	Maximum Score
1.	Learning modules in accordance with the conditions of tourism managers.	3	4
2.	Learning modules according to the needs of tourism managers.	3	4

3.	Learning materials in the module support the improvement of writing skills for tourism managers.	3	4
4.	Learning materials in the module improve writing practice skills for tourism managers.	3	4
5.	The material in the module is explicit and engaging.	3	4
6.	The material in the module corresponds to tourism theory.	2	4
7.	Learning module material does not take much time to be implemented.	2	4
8.	Learning module material can be studied on the sidelines of tourism activities.	3	4
9.	The writing material in this module can be implemented by tourism administrators.	3	4
10.	The writing material in this module can be a reference to start writing to develop tourism destinations.	3	4
Total Score		28	40
Total score percentage		100%	

Source 3 processed data

The results of the tourism expert validation were processed based on the scoring guidelines in the form of a percentage adapted from Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \quad \longrightarrow \quad S = \frac{28}{40} \times 100\%$$

$$S = 70\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the media expert validation questionnaire according to Arifin's theory (2013) is 40, while the score obtained from this research is 28. Based on the calculation according to the formula above, the percentage score obtained is 70%. This means that the suitability of the material with tourism theory in the writing learning module was assessed with the category "Suitable for Use with Revision (LDR)" with "Good" criteria by the tourism expert validator.

d. Implementation Evaluation Results by Information Post

The assessment at the implementation and evaluation stages took representatives from the information post to provide an assessment of Chapter 1 of the Announcement section. The questionnaire sheet for the assessment of the implementation and evaluation of this learning module contained ten statement items. Data from the assessment of the implementation and evaluation of the learning module are described in the table below.

Table 4 Module Implementation and Evaluation Assessment Results by Information Post

No	Criteria	Assessment Score	Maximum Score
1.	Kesesuaian pemilihan kombinasi warna dan media.	3	4
2.	Bahan yang digunakan modul tahan lama.	2	4
3.	Bahan yang digunakan modul tidak mudah rusak.	3	4
4.	Bahan yang digunakan modul mudah didapatkan.	3	4
5.	Materi sesuai dengan kebutuhan BUMDES Sambimulyo dalam meningkatkan kemampuan menulis.	3	4
6.	Bahasa yang digunakan mudah dipahami.	3	4

7.	Materi yang diberikan sesuai dan mempermudah belajar mandiri.	2	4
8.	Modul bersifat fleksibel dan mudah dibawa ke mana-mana.	3	4
9.	Modul pembelajaran mudah digunakan.	3	4
10.	Modul pembelajaran mudah dipelajari	3	4
Total Score		32	40
Total score percentage			100%

Source 4 processed data

The results of the assessment of the implementation and evaluation of the module were processed based on scoring guidelines in the form of percentages adapted from Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \quad \longrightarrow \quad S = \frac{32}{40} \times 100\%$$

$$S = 80\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the module implementation and evaluation assessment questionnaire according to Arifin's theory (2013) is 40, while the score obtained from this research is 32. Based on the calculation according to the formula above, the percentage score obtained is 80%. This means that the writing learning module was rated as "Good" by the Tebing Breksi Area information post officers.

e. Implementation Evaluation Results by Parking Post

The assessment at the implementation and evaluation stages took representatives from the parking lot to provide an assessment of Chapter 1 of the Announcement section. The questionnaire sheet assessing the implementation and evaluation of this learning module contained ten statement items. Data from the assessment of the implementation and evaluation of the learning module are described in the table below.

Table 5 Module Implementation and Evaluation Assessment Result Data by Parking Post

No	Criteria	Assessment Score	Maximum Score
1.	Kesesuaian pemilihan kombinasi warna dan media.	4	4
2.	Bahan yang digunakan modul tahan lama.	4	4
3.	Bahan yang digunakan modul tidak mudah rusak.	4	4
4.	Bahan yang digunakan modul mudah didapatkan.	4	4
5.	Materi sesuai dengan kebutuhan BUMDES Sambimulyo dalam meningkatkan kemampuan menulis.	3	4
6.	Bahasa yang digunakan mudah dipahami.	4	4
7.	Materi yang diberikan sesuai dan mempermudah belajar mandiri.	4	4
8.	Modul bersifat fleksibel dan mudah dibawa ke mana-mana.	4	4
9.	Modul pembelajaran mudah digunakan.	4	4
10.	Modul pembelajaran mudah dipelajari	4	4
Total Score		39	40
Total score percentage			100%

The results of the assessment of the implementation and evaluation of the module were processed based on scoring guidelines in the form of percentages adapted from

Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \longrightarrow S = \frac{39}{40} \times 100\%$$

$$S = 97,5\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the module implementation and evaluation assessment questionnaire according to Arifin's theory (2013) is 40, while the score obtained from this research is 39. Based on the calculation according to the formula above, the percentage score obtained is 97.5%. This means that the writing learning module was rated as "Very Good" by the parking lot attendants of the Tebing Breksi area.

f. Results of Implementation Evaluation by Ticket Post

The assessment at the implementation and evaluation stages took representatives from the ticket post to provide an assessment of Chapter 1 of the Announcement section. The questionnaire sheet assessing the implementation and evaluation of this learning module contained ten statement items. Data from the assessment of the implementation and evaluation of the learning module are described in the table below.

Table 6 Module Implementation and Evaluation Assessment Results Data by Ticketing Post

No	Criteria	Assessment Score	Maximum Score
1.	Kesesuaian pemilihan kombinasi warna dan media.	4	4
2.	Bahan yang digunakan modul tahan lama.	4	4

3.	Bahan yang digunakan modul tidak mudah rusak.	4	4
4.	Bahan yang digunakan modul mudah didapatkan.	4	4
5.	Materi sesuai dengan kebutuhan BUMDES Sambimulyo dalam meningkatkan kemampuan menulis.	4	4
6.	Bahasa yang digunakan mudah dipahami.	4	4
7.	Materi yang diberikan sesuai dan mempermudah belajar mandiri.	4	4
8.	Modul bersifat fleksibel dan mudah dibawa ke mana-mana.	4	4
9.	Modul pembelajaran mudah digunakan.	4	4
10.	Modul pembelajaran mudah dipelajari	4	4
Total Score		40	40
Total score percentage			100%

Source 6 processed data

The results of the assessment of the implementation and evaluation of the module were processed based on scoring guidelines in the form of percentages adapted from Arifin's theory (2013: 229) in Ulfah & Sukma (2020). The calculation is described in the following formula:

$$S = \frac{B}{N} \times 100\% \quad \longrightarrow \quad S = \frac{40}{40} \times 100\%$$

$$S = 100\%$$

Information:

S = Score searched

B = Number of scores

N = Maximum number of scores

The maximum score of the module implementation and evaluation assessment questionnaire according to Arifin's theory (2013) is 40, while the score obtained from this research is 40. Based on the calculation according to the formula above, the percentage score obtained is 100%. This means that the writing learning module was rated as "Very Good" by the ticketing officer of Tebing Breksi Area.

g. Learning Module Assessment Analysis

The completed assessment scores from material, media, and tourist experts as well as module users were processed into data for the learning module assessment study. The purpose of this analysis was to evaluate the feasibility of Tebing Breksi Administrators' writing learning module. This study employed a scale from Arikunto and Cepi (2014) in Ulfah and Sukma (2020) to determine the qualifying requirements of the learning module. The table that follows explains the eligibility requirements.

Table 6 Table 6 Percentages Criteria by Arikunto and Cepi (2014)

Range of Values	Score	Criteria
80 – 100	4	Very good
61 – 80	3	Good
41 – 60	2	Enough
21 - 40	1	Less

The presentation of the results of the data analysis is described in the table below.

Table 7 Results of the Data Analysis

No	Assessment	Value	Category
1	Media Expert	72	Good
2	Material Expert	77, 5	Good
3	Tourism Expert	70	Good
4	Information Post	80	Good
5	Parking Post	97, 5	Very Good
6	Ticket Post	100	Very Good
Total		497	
Average		82, 83	Very Good

Based on the table above, there were six types of writing learning module assessments. The calculation of the average feasibility of the writing learning module for Tebing Breksi's Administrators was adapted from Arikunto (2011) in Ulfa and Sukma (2020). The average calculation is described in the following formula:

$$x = \frac{\sum x}{N} \quad \longrightarrow \quad x = \frac{497}{6}$$

$$x = 82,83$$

As a result of the scores obtained from the formula above, the average assessment of the writing learning module for Tebing Breksi's Administrators is 82, 83. This shows that the writing learning module was suitable for use with the criteria of "Very Good."

Conclusions

Based on the research and data analysis conducted regarding developing writing learning module materials for Tebing Breksi Administrators, some things can be concluded.

1. The development process of the writing learning module for Tebing Breksi administrators adopted the ADDIE development theory which includes analysis, design, development, implementation, and evaluation.
2. The material expert's assessment received a score of 72, placing it in the "Good" category; the media expert's assessment received a score of 77.5, placing it in the "Good" category; and the tourism expert's assessment received a score of 70, placing it in the "Good" category. The next stage is to make the writing learning module accessible for users after it has been revised. At this point, the parking post scored 97.5 and was classified as "Very Good," the information post scored 80 and was classified as "Good," and the ticket post scored 100 and was classified as "Very Good." After all, the writing learning module received a score of 82.83 and was categorized as "Very Good." Thus, the writing learning module for Tebing Breksi Administrators is suitable for use.