

ABSTRAK

Setiawati, Fransiska Putri. 2018. *Pengembangan Modul Menulis Esai Argumentatif Berperspektif Logika Toulmin dan Paradigma Pembelajaran Pedagogi Reflektif pada Program Studi Farmasi Universitas Sanata Dharma*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Masalah yang diangkat dalam penelitian ini mengenai tingkat keterampilan menulis esai argumentatif mahasiswa yang masih rendah. Penelitian ini bertujuan untuk menghasilkan modul pembelajaran menulis esai argumentatif berperspektif Logika Toulmin dan Paradigma Pembelajaran Pedagogi Reflektif pada mata kuliah bahasa Indonesia di Program Studi Farmasi, Universitas Sanata Dharma guna meningkatkan keterampilan mahasiswa dalam menulis esai argumentatif.

Penelitian ini merupakan jenis penelitian pengembangan atau *Research & Development* (R&D) menurut Borg dan Gall (dalam Sugiyono, 2015). Modul pembelajaran “Seni Menulis Esai Argumentatif” dikembangkan melalui enam tahapan pengembangan. Keenam tahapan itu antara lain, penelitian dan pengumpulan informasi, pengembangan produk, uji validasi, revisi produk tahap I, uji coba produk, dan revisi produk tahap II.

Hasil penelitian berdasarkan keenam tahapan tersebut antara lain; (1) Berdasarkan hasil tes menulis esai argumentatif, mahasiswa belum mampu membuat esai argumentatif dengan baik, benar dan sesuai dengan kaidah penulisan esai argumentatif; (2) Pengembangan bahan ajar modul ini dilakukan dengan menentukan judul, tujuan, pemilihan bahan, penyusunan kerangka, dan pengumpulan bahan yang relevan dengan materi menulis esai argumentatif. (3) Uji validasi dilakukan dengan melibatkan dosen ahli dan dosen pengampu mata kuliah bahasa Indonesia, dan mahasiswa peserta mata kuliah bahasa Indonesia di Program Studi Farmasi, Universitas Sanata Dharma. Kelayakan modul yang dinilai meliputi empat aspek, yaitu isi/materi, penyajian, bahasa dan kegrafikan; (4) Revisi tahap I meliputi (a) perbaikan kompetensi dasar, (b) penambahan materi, (c) pemberian sumber pada gambar/ilustrasi yang digunakan, (d) perbaikan ejaan sesuai PUEBI, (e) perbanyak contoh, (f) perbaikan kesalahan pengetikan, dan (g) peningkatan tata letak modul; (5) Hasil esai tugas *post-test* mahasiswa meningkat dibandingkan hasil esai tugas *pre-test*.; (6) Hasil revisi tahap II yaitu (a) penambahan materi (b) perbaikan tata letak tulisan, dan (c) perbaikan dalam memilih gambar/ilustrasi.

Berdasarkan hasil analisis validasi, modul pembelajaran “Seni Menulis Esai Argumentatif” memperoleh hasil akumulasi skor rata-rata sebesar 4,41 dengan persentase kelayakan sebesar 88%. Jadi, modul pembelajaran “Seni Menulis Esai Argumentatif” sangat layak digunakan sebagai panduan belajar mahasiswa dalam menulis esai argumentatif.

Kata kunci : Modul, Esai Argumentatif, Logika Toulmin, Paradigma Pedagogi Reflektif (PPR)

ABSTRACT

Setiawati, Fransiska Putri. 2018. *The Development of Module in Argumentative Essay Based on Toulmin's Logic and The Paradigm of Reflective Pedagogy in Pharmacy Study Program, Sanata Dharma University.* Thesis. Yogyakarta: Indonesian Language Literary Education Study Program, Department of Language Education and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

The problem raised in this study involves a low student argumentative essay. The purpose of this research is that the researcher is able to develop a module of writing an argumentative essay in perspective with Toulmin's Logic and The Paradigm of Reflective Pedagogy (PPR) in Bahasa Indonesia course in Pharmacy Study Program of Sanata Dharma University in order to improve students' skills in writing the argumentative essay.

This research uses Research and Development method according to Brog and Gall (from Sugiyono, 2015). The research refers to the 10 stages of Brog and Gall that have been simplified into 6 stages; research and information gathering, product development, validation test, first-stage product revisions, product trials, and second-stage product revisions.

The results of research based on these six stages, that is; (1) Based on the result of writing an argumentative essay, the student has not been able to make an argumentative essay properly, correctly and in accordance with the rules of writing an argumentative essay; (2) The data is collected from interview with the course lecturer; class and course lecturer observation; questionnaires; product validation by experts, lecturer and student; and pre-test and post-test as steps to test the product. (3) Validation test is done by involving expert lecturers and lecturers of Indonesian Language course, and students of Indonesian Language course in Pharmacy Study Program, Sanata Dharma University. The eligibility of the assessed module includes 4 aspects, namely content, presentation, language, and gradability; (4) The first phase revisions include (a) improving basic competencies, (b) adding material, (c) providing resources to the illustrations used, (d) improving spelling according to PUEBI, (e) multiplying examples, (f) typing errors, and (g) improvements to module layout; (5) The result of the post-test student's essay is increased compared to the result of the pre-test task essay; (6) The second phase revision result is (a) the addition of material (b) improvement of the writing layout, and (c) improvement in choosing the drawing/illustration.

Based on the result of validation analysis, learning module entitled "Seni Menulis Esai Argumentatif" gained an accumulation of validation result is accumulated and obtained an average score of 4.41 with the category "very good" and has an eligible percentage of 88.64%. Therefore, module entitled "Seni Menulis Esai Argumentatif" is feasible to be used as a learning guideline for students in writing an argumentative essay.

Keywords: Module materials, writing an argumentative essay, Toulmin's Logic, The Paradigm of Reflective Pedagogy (PPR)