Developing ESP E-Module Course Design Based on Canva for Law Students

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ABSTRACT. This research aims to design and develop an e-module based on the Canva application, and to measure the validity of e-modules for legal English courses. This research uses Research and Development (R&D) research with the ADDIE model with five stages: first is analyzing problems, potentials, and needs. The second is designing to determine a Canva Digital application used, the design/theme of the e-module, and the format. The third stage is developing the design that has been previously designed by being developed through the Canva Digital application. In addition, at this stage, a validation test is carried out for the validators, namely material experts, linguists, and media experts to determine the feasibility of the E Module that has been designed and developed. The fourth stage is Implementation. In this stage, a practicality test and effectiveness test are carried out on law students of Bina Bangsa University. The final stage is evaluation, at this evaluation stage, is the stage of implementing digital Canva-based E-Module improvements that have been given input by material experts, linguists, and media experts. Quantitative and qualitative data were employed to collect the information. The finding reveals the average score for eligibility assessment results is 91,79 %, the average score for practicality assessment results is 91,86 %, and the average score for effectiveness is 84,66. In conclusion, the eligibility assessment is classified as "Very Eligible," the practicality assessment derived from the lecture and student practicality questionnaires is classified as "Very Practical," and the effectiveness assessment derived from the evaluation activities is classified as "Very Effective." E-module teaching materials can be utilized by lecturers as an alternate method of transmitting information on the ESP to law students, allowing lecturers to provide information in a manner that captures students' attention. The e-module was still developed utilizing an online connection, which presented a challenge for students who did not have consistent access to the internet. For the upcoming research, it is strongly suggested that an electronic module be developed that can be accessed either online or off.

Keywords: *ESP, E-Module, Law, Canva*

INTRODUCTION

English is a universal language used in the world of technology, education, politics, business, and so on. Moreover, in the era of globalization, of course, foreign language skills are needed, especially English. Mastery of English is very important in communicating and understanding texts, especially for students who are not majoring in English. Therefore, to achieve mastery of English for students who are not majoring in English, English for Specific Purposes (ESP) courses are given which are designed according to the disciplines of each study program (Wengrum & Nurhartanto, 2021). Teaching English to students who do not have an English background is

known as English for Specific Purposes (ESP). ESP is English for special purposes. Since the early 1970s, ESP has been one of the well-known and developed fields of applied linguistics. According to (Yaumi, 2012) ESP is more likely to learn the language in context rather than language structure (grammar). Therefore, the context and use of language in certain situations related to certain fields can stimulate the spirit of ESP learning (Imansari & Sunaryantiningsih, 2017). The role of English courses is very large, especially when students use media, tools, or machines with English as the language of instruction. ESP materials and syllabi and objectives must be designed and developed based on the needs of students and graduate users(M. Rusmala, 2018). So the ESP approach is a bottom-up approach. In addition, when students have graduated from college and enter the world of work, usually international companies or industries need human resources who have good foreign language skills.

From the results of observations, interviews, and discussions with several lecturers who teach English courses, it was found that there were no mutually agreed upon teaching materials so that the material provided would be different in different classes by the lecturers, there were no teaching materials that were adjusted to the demands of competence required at the time. global market. Lecturers have difficulty in teaching English for Specific Purpose (ESP) because the material is in the broad field of law, the limitations of textbooks. After all, most textbooks are published abroad where the level of difficulty is high so the material is not by the needs of the student's ability level(Surani & Kusumawati, 2018) . Lecturers as material supervisors are required to be able to choose materials and develop materials so that students can achieve the competencies that are expected to be able to compete in industry 4.0 competition(Surani, 2019). The development of English for Specific Purpose (ESP) teaching materials for law students at Bina Bangsa University, especially the law faculty, is currently very much needed, considering the needs of the global market that allows foreign companies to enter Indonesia. In addition, when students have graduated from college and enter the world of work, usually international companies or industries need human resources who have good foreign language skills(Mastin Rusmala, 2018).

Educational technology used in classroom learning can help students become active and interact well, especially in the current Covid 19 pandemic situation. Media and technology are needed to be integrated into English courses for the to develop and use Specific Purpose teaching materials (ESP) so that students can better understand the material and access digital modules easily, anytime and anywhere. Based on the e,xplanation above, a digital module is needed, especially for students who are not majoring in English to support an effective and efficient teaching-learning process both face-to-face and online. gave birth to a new term, namely electronic modules or better known as e-modules (Winatha, 2018). The use of the Canva application can cr e-module learning media with attractive designs. The Canva application as one of the free and paid online applications based online can be used to design learning media with several available templates.

Some previous studies about development e-modul have beencone ducted, ofmodule as (Dewi et al., 2019) herdy focuses on the usage of mobile learning-based E-Modules as interactive media with result e-module based on mobile learning as interactive media boosts students' motivation and English skills at SMAN 1 Nan Sabaris in 2019/2020. The progress is seen in the students' speaking/listening, structure, reading, and writing mean scores from cycle one to cycle two. The next study (Efendi, 2021) shows point total of 81 for the value of validation in the positive category. The fact that the product e-module passed all of the validation tests indicates that it can be used. In another study from (Syaprizal, 2021), A contextual-based English module product that can improve class X students' speaking skills at SMA Negeri 1 Murata Beliti scored 80.18 from material expert validators, 70.67 from linguists, and 89.72 from media experts. Students' speaking skills can be improved with contextualized English learning modules. Speaking averages 0.48. those studies examine specific method teaching through developing an e- module for general English,

that's to be a gap with the following research that only focusing developing an e-module for law students as ESP class based on Canva online application.

Based on the description of the problem above, it is necessary to provide the right solution to overcome these problems, one of which is developing teaching materials that require students to read and understand the material before the lecture begins. The development of teaching materials carrian ed out is the develop of E-Module teaching materials which requie students to read and undofta and the matericoursesividually and help them understand the English for Specific Purpose (ESP) material. The purpose of this research is to develop English for Specif,ic for Purpose (ESP) e-moorderusing Canva E-module, and measure the validity for legal English course. E-module is an electronic version of the module where access and use are carried out through electronic devices such as computers, laptops, tablets or even smartphones, in ordet to improve understanding of legal English courses that meet valid criteria in terms of content and constructs as well as practical criteria.

METHOD

The type of research used in this study is research and development research (R&D). Research and development is a method used to research something, then produce a product that will later be tested for validity (Sugiyono, 2017). The research model used in this research is ADDIE development research (Analysis, Design, Development, Implementation, Evaluation).

The main purpose of this development model is to develop an effective and efficient product. The steps of this development model are: (1) The first step is to analyze the problems, potentials and needs of the ESP E-Module. (2) Determine an a,pplication to be used, namely the onnva Digital application, and determine the design/theme of the E-Modul along with the format in it. (3) Develop a previous design by developing it through the Canva Digital application. In addition, at this stage a validation test is carried out by the validators, namely material experts, language experts, and media experts to determine the feasibility of the E

Figure 1. Modify ADDIE Model

Module that has been designed and developed. (4) At the implementation stage, practicality and effectivenes, tests are carried out at the law faculty of Bina Bangsa University. In this practicality test stage, lecturers and students are given a practicality questionnaire to determine the practicality of the E-Module that has been developed. At this stage the results of the development are applied in the learning process to determine the effect on the quality of learning. This effectiveness test is carried out by carrying out an evaluation available in the E Module that has been given by getting an average score of >75 (Widyastuti & Susiana, 2019. (5) At the evaluation stage, implementing the improvement of the digital Canva-based E Module which has been given input by material experts, linguists, and media experts.
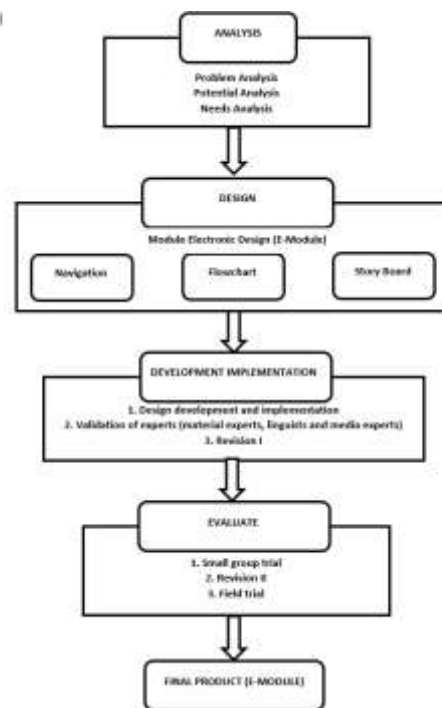
The data analysis technique used by the researcher is quantitative and qualitative data. Quantitative data were obtained from scoring scores from the validation assessment sheets of material experts, linguists, and media experts, as well as practicality questionnaires given to lecturers and law students. Qualitative data were obtained from input/suggestions given by material experts, language experts, and media experts.

RESULT AND DISCUSSION

Result

The development of the English for Specific Purpose (ESP) E-Module with Canva to improve understanding of English material for Law students, compiled into a brief explanation below:

The ESP E-Module based on Canva consists of fourteen units. Reading, writing, speaking, and listening are all covered in each subject. The reading component largely consists of pre-reading, reading comprehension, and vocabulary problems related to the content of the text. However, certain reading sections include additional real-world texts and exercises. The writing section includes certain structures and phrase patterns ranging from the easiest to the most difficult problems. In the meantime, the students are provided models and examples, which are then followed by practical activities delivered in a variety of ways. The listening section includes a listening drill using actual material. The resources have been grouped and graded by the student's language levels. Because a module serves a vital purpose for both instructors and students, the creation of a module entails the consideration of particular aspects that are prerequisites in and of themselves. (Kusumawati, 2018) states that the amount of comprehension that students have of the material will improve if they use the module that corresponds to the characteristics of the students as well as the learning objectives. In Figure 2, the cover of the ESP E-Module is based on Canva. In this initial view, the ESP Ethe -module contains the module title, author's identity.

Figures 2, and 3 show a display of the material in the Canva-based ESP E-Module for law students. The material in the ESP E-Modul is material within the scope of law, which is tailorexcelo the needs of law students. The material contained in this Canva-based E-Module is integrated online with links to learning resources such as Youtube, Websites, and other browsers, allowing students to get learning resources other than text, online exercises, audio and even videos related to the material. is in the ESP E-Module. This will help students learn independently and continuously without being limited by space and time. It is also supported by (Fatoni & Surani, 2022) Students could have access to a wide variety of educational resources thanks to the diversity of platforms offered by online learning media.
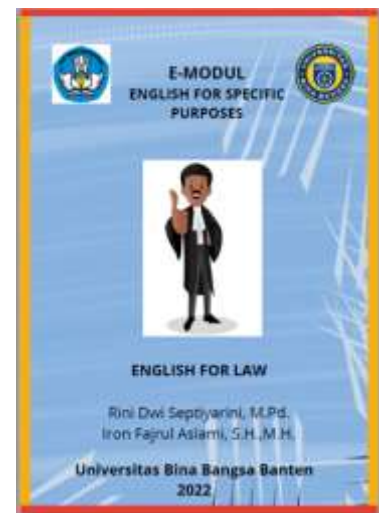

Figure 2. Cover of ESP E-Module-based Canva

Figure 3. Material display

The next stage is the development stage. At this stage validation is carried out to validators consisting of material expert validators, media experts and language experts. The following is a recap of the results of the validation questionnaire from the validator. The results of the feasibility assessment obtained from the results of the assessment of material experts, linguists, and media experts are shown in table 4 as follows:

Table 1. Eligibility Assessment Results

No	Validator	Score
1	Material Expert	89,85%
2	Language Expert	88,67%
3	Media Expert	96,87%
	Average	91,79%

Based on the results from table 1, the average value obtained from the experts obtained the results of 91.79% with a very decent category. This shows that Canva's ESP-based E-Module for Law students is considered very feasible. The results of the practicality assessment of the Canva-based ESP E-Module for law students are carried out by providing a practicality questionnaire to second-semester lecturers and law students to find out the practicality of the Canva-based ESP E-Module that has been created. The results of the practicality assessment are shown in table 2 as follows:

Figure 3. Example integrated material display

Table 2. Practicality Assessment Results

No	Respondent	Score
1	Lecturer	93,78%
2	Law Student	89,94%
	Average	91,86%

From the results of table 2 above, the average value of the practicality questionnaire sheet for lecturers and law students in semester 2 is 91.86%. This shows that the Canva-based ESP E-Module for law students is very practical. To find out the results of the effectiveness of the Canva-based ESP E-Module for law students that has been developed by the researcher, a law student learning outcome test is conducted by doing the exercises that are available on the ESP E-Module. The average value taken from 6 law students with low, medium and high abilities obtained the result of 84.66. So that the effectiveness of the Canva-based ESP E-Module for the second semester law students is declared effective.

Discussion

Canva-based E-module design research for English Law courses including English for Specific Purpose, for new semester 2 law students to the design and development stage that focuses on validity and practicality testing. The results show ththe at the design and development of Canva-based ESP E-modules is very feasible, very practical, and effective for use in the learning process of law students' English law courses. The result is in line with (Dewi et al., 2019) study that the English Specific Purpose e-module was very practical to use with a total score of 79.8%. The media and technology needed to be integrated into English courses for a specific purpose or English for, Specific Purpose (ESP) so that students better understand the material and access modules easily(Wengrum & Nurhartanto, 2021).

Product validation is carried out by two validators on the material, media and language contained in the Canva-based ESP E-Module. Although the average results of the two validators are in the valid category and are very feasible to use, the digital module must still go through the process of improvement because there are still some errors and shortcomings in some parts. The
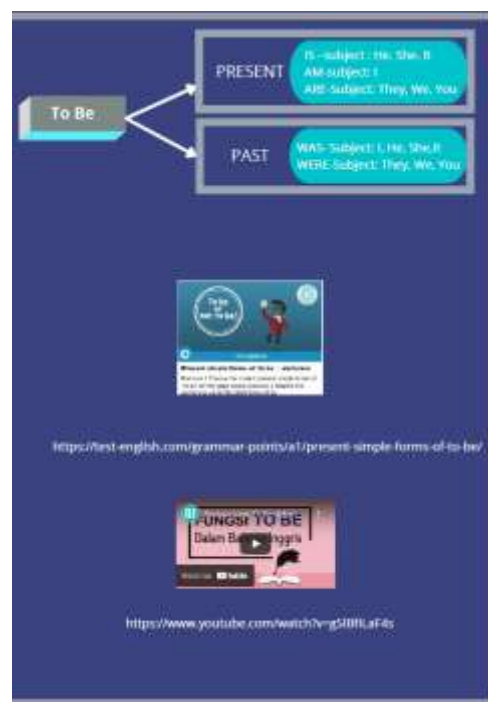
revisions from the two learning experts are; 1) there is still a grammatical writing mechanism error, 2) the source of each reading text and video has not been included, 3) the display of the digital module is still not suitable, 4) the font size of the sub-topics should be smaller than the topic letters, 5) the color contrast should be given to the main menu display.

The practicality of developing Canva-based ESP E-modules by distributing questionnaire es to 6 law students and English colleagues shows that the Canva-based ESP E-Module design is very practical. This is because the resulting digital-based module has a simple appearance, broad presentation of material in accordance with ESP English Law for law students, and is practically used anytime and anywhere in a flexible sense. (Efendi, 2021) E-module is feasible to use and applied for teaching and learning speaking. For self-study or reference purposes, materials need to be complete, well laid out, and self-explanatory. Given the predominantly practical characteristic of their field of study (Aurelia & Aurelia, 2020).

The development used is the development using the ADDIE model. The feasibility analysis of the product developed by the researcher is declared "Very Eligible" so that the E Module developed can be used in learning. The practicality analysis obtained from the practicality questionnaire of teachers and students is stated to be "Very Practical" so that it can be used in learning. The analysis of the effectiveness of the Canva Digital-Based E Module obtained from the results of student evaluation questions is included in the "Very Effective" category so that the developed E Module can be used in learning. When the course is designed to connect to their future needs, learners would be more highly motivated and more committed to learning (Yang, 2020).

CONCLUSION

The Development of Canva-based ESP E-Module for English Law courses using the ADDIE model. The product analysis developed by the researcher was declared "Very Appropriate" The ESP E-Module developed could be used in English Law courses. The practicality analysis obtained from the practicality questionnaire filled out by course lecturers and students was declared "Very Practical" so that it could be used in lectures. The analysis of the effectiveness of the Canva-based E-module obtained from the evaluation of students who took E-Modu ESP and did the exercises showed the category "Very Effective" so that the Canva-based E-Module could be used in lectures and to improve the understanding of law students in Law English course material. This e-module assisted learners to expand their ability in the English language in the law department.

The e-module was still developed utilizing an online connection, which accessed a challenge for students who did not have consistent access to the internet. For the upcoming research, it is strongly suggested that an electronic module be developed that can be accessed either online or off. It is possible to lessen the constraints imposed by the use of digital technology if e-learning courses are developed both with and without the use of the internet (Sadiyani et al., 2021). This also improves the hybrid learning system, which enables instructors and students to carry out the teaching and learning process through synchronous, asynchronous, face-to-face, and remote learning options.

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