Validity Of The Malay Essay Writing Module (Modul Mengarang ATAS-K) Content For Non-Native Primary School Students

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***Abstract*-** The purpose of this study is to obtain expert validity on I the validity of the module's contents and (ii) the validity of the module's suitability for the Malay language essay writing module (Modul Mengarang ATAS-K) for non-native students in primary school. The questionnaire used in this study contains essential constructs such as those found in the modules. The data from the questionnaire is analyzed using the Percentage Calculated Method (PCM) formula, which specifies that the module's validity must be at least 70%. Seven specialists with expertise in module development and Malay language pedagogy were involved in assessing the validity of this module's content. According to the assessment, the module content's validity value is 82 percent, and the module content's suitability is 86 percent. These findings indicate that this module is of high quality and that it can be used to teach and learn Malay essay writing, particularly for non-native students. The study's findings also show that the module's content is consistent with the primary school's Malay language curriculum.

***Index Terms*-** *non-native students; Malay language; Malay essay writing; second language; content validity*

I. INTRODUCTION

The Malay subject is defined as a core subject that all students must master and learn in the Malaysian National Primary School Standard Curriculum, or Kurikulum Standard Sekolah Rendah (KSSR) (Ministry of Education Malaysia 0r Kementerian Pendidikan Malaysia [KPM] 2021). The process of teaching and learning Malay in primary schools focuses on literacy skills (basic concepts) and application. Students in Primary 2 (grades 4, 5, and 6) reinforce the concept of literacy and the application of language skills to improve students' oral and written language proficiency.

The Primary Malay curriculum includes several core language skills, including **(i)** listening and speaking skills, (ii) reading skills, (iii) writing skills, (iv) language arts aspects, and (v) grammar aspects. Writing skills are defined as a student's ability to write and translate ideas in various types of writing. Students' writing abilities are related to their knowledge and personal experiences. At the same time, writing skills should emphasize several important aspects, such as sentence structure, punctuation, and spelling, as well as the student's writing being clear and neat. Students are also encouraged to write with knowledge or imagination based on their creativity. (KPM 2018a)**.**

II. LITERATURE REVIEW

Through the writing of essays, students are not only trained to express their thoughts accurately and precisely, but also to do so in an engaging manner and with a high aesthetic value. Consequently, the teaching and learning of essay writing necessitate a variety of methods, techniques, or strategies to ensure that students can produce quality essays. Teachers of Malay should not only concentrate on their students' papers. However, they should be more inventive, employing strategies, techniques, methods, and approaches that are appropriate for the students (Abdul Rasid et al. 2016). Specifically, the teacher must possess pedagogical skills and knowledge that can be used to impart information to students (Nur Ilda & Aliza 2020). Before teaching students to write an entire essay, teachers should focus on teaching and learning who cares about the process of writing essays, such as ensuring that students master the process of

submitting papers, essay formats, and the preparation of essay frames (Suppiah et al. 2017).

Numerous researchers have proposed that teachers should tailor their teaching and learning methods, techniques, and activities to the needs of their students. This is a crucial and urgent point because only the teacher is aware of the students' performance and capacity to learn a lesson. A suitable teaching method can improve the efficiency of a teacher's classroom teaching and learning process. This demonstrates that the mastery of Malay language writing depends not only on the talents and abilities of the students, but also on the classroom teachers' influence (Chew & Maisarah 2019; Sh. Siti Hauzimah 2019).

Malay Language Writing Module

The discussion of the study on the composition of Malay essays, particularly for elementary school students, centered on the application of techniques and methods for teaching essay writing. Malay language teachers strive to ensure that primary school students, including non-native speakers, can I generate ideas well in writing, (ii) apply effective techniques to improve essay writing skills, and (iii) elaborate important content or ideas more effectively and systematically in essay writing.

Logambigai et al. (2022) have developed the Modul Karangan E-BMKU essay writing module for students in Tamil nationality-type schools (SJKT). The ADDIE Model is used as the design model for the construction of this module. The objective of the development of the Modul Karangan E-BMKU is to help SJKT students who struggle with vocabulary when writing essays overcome their weaknesses. Therefore, the development of the E-BMKU module in the form of interactive multimedia has piqued the interest of SJKT students seeking to improve their Malay writing skills.

Next, Avralinetine and Nurfaradilla (2021) conducted an action study in the Sabah district of Pitas using the Modul Celik Karangan (MCK). This module incorporates ICT, i-Think, and Learning Aids created by researchers, namely the IDEA Kit (Idea, Description, Example, and Assertion), and the study was conducted using the Kurt Lewin Model (1948). The purpose of this study is to examine the efficacy of MCK in enhancing the writing skills and interests of sixth-grade students. The results of this study indicate that MCK can improve sixth-grade students' ability to write factual essays and increase their interest in these

essays. This study also demonstrates that MCK is an appropriate supplement for teaching and learning essay writing.

Habsah & Zamri (2019) examine the use of the Rajah Ulat Pintal application in teaching fifth-grade students essay writing. The findings demonstrate that the application of Rajah Ulat Pintal can improve the essay writing performance of students. The use of the Rajah Ulat Pintal application can aid Malay Language instructors in enhancing students' abilities to generate ideas when writing essays. Next, a study was conducted on project-based essay writing learning activities. The study was conducted with fifth graders from three primary schools in the interior of Kapit, Sarawak, using an action studies design. Participants in the study agreed that scrapbook projects are an ideal way to assist students with essay writing. According to Monica and Zamri (2018), project-based learning methods can improve students' language skills by optimizing the teaching and learning process of essay writing.

The study of techniques or methods for improving essay writing skills is not limited to the elementary school level. Additionally, numerous studies were conducted at the secondary school level. A study, for instance, utilized posters to enhance the writing skills of form 4 students. The findings of this quasi-experimental study indicate that using poster elements can improve students' essay writing performance. Using poster elements as a strategy for material-centered learning can encourage students to write better essays. In addition, the use of poster elements enables students to produce high-quality essays in terms of paragraph formation, content or idea processing, vocabulary diversity, and sentence formation (Nor Nazirah & Jamaludin 2019).

In conclusion, the findings of these studies are not an accurate measure of students' mastery of essay writing. However, as a result of these studies, teachers and students have developed individualized methods or techniques. Using Flipped Classroom thought maps (i-Think), technology, and numerous other essay writing techniques or methods demonstrates that writing skills are the most difficult language skills to acquire. The study of the use of various methods or procedures in the learning of essay writing, whether at the elementary or secondary school level, demonstrates the significance of students mastering the skills of essay writing. It is not an exaggeration to say that teachers must diversify the methods or techniques used in the classroom to teach students, particularly non-native students, essay writing.

Malay as a second language

Learning the Malay language among non-native students in Sabah and Sarawak, on the other hand, is frequently discussed in various research studies. This scenario could be related to the characteristics of the Sabah and Sarawak communities, which are multi-ethnic and speak a native language. In Sarawak, for example, there are 30 to 40 languages in addition to Malay, which is the language of daily communication.

In the state of Sabah, approximately 33 ethnic groups communicate in 50 languages and 80 dialects based on their ethnicity (www.sabah.gov.my). This means that students of all races in Sabah will have their native language and will learn Malay as a second language (Mohammed Azlan 2012). The Kadazan-Dusun are the most numerous ethnic group, accounting for 30% of Sabah's population. After the Kadazan-Dusun ethnicity, the Bajau ethnicity is the second largest. The Bajau are an indigenous ethnic group in Sabah who live on the West Coast (Putatan, Tuaran, Kota Belud, Kota Marudu, and Papar) and East Coast (Kudat, Sandakan, Lahad Datu, Kunak, Semporna, Tawau). They make a living as farmers and fishermen. They are popular for horseback riding in addition to diving. As a result, the Bajau people on the West Coast are also known as 'eastern cowboys,' whereas their people on the East Coast are sometimes referred to as 'Sea Gypsies,' due to their cruising style (www.sabah.gov.my).

Among the studies on Malay as a second language ever conducted in Sabah was the exchange of Dusun ethnic students' speech codes to Malay speech. Khairul Nizam conducted research on the attitudes, interests, and perceptions of Bajau ethnic students toward learning Malay as a second language (2017). In addition, a study of the difficulties Murut ethnic minority students face when learning Malay in rural schools has been conducted. He was also researching Malay language learning as a second language among multi-ethnic students in rural Sabah. The formula from all the studies was that the level of Malay language proficiency of multi-ethnic students studying Malay as a second language was influenced by many factors, particularly factors of native language disorder, linguistic environment factors, and student motivational factors (Khairul Nizam 2017).

As a result, it is possible to conclude that the ability to write essays is critical for students. Much effort is expended to ensure that primary school students, particularly non-native students, can write essays well. The previous study's findings on non-native students learning Malay as a second language justify the need for diverse teaching and learning activities. This is significant because the classroom teaching and learning activity of essay writing correlates with the teacher's knowledge and skills, as well as the students' weaknesses in writing essays.

III.   PROBLEM STATEMENT

Malay is the second language for students who speak Malay as their first language (Zulkifley 2006). Many studies have been conducted to investigate the difficulties that non-students who study Malay as a second language face. For example, Saraswathy et al (2017) survey 's on the issue of Chinese students learning Malay as a second language focuses on Indian students learning Malay as a second language (2017). Both studies discovered that Chinese and Indian students had difficulty understanding Malay due to a variety of factors, including the influence of their native language. Chew (2016) studied students of various races in Malaysia, including Sabah and Sarawak, including Chinese, Indian, Iban, Kadazan, and others. According to the findings of some studies, non-native students struggle to write Malay essays.

Malay was not only learned as a second language by Chinese and Indian students, but it also became the second language of students of various ethnicities in Sabah and Sarawak. According to Zamri and Sharlina (2016), who conducted a study on the relationship between motivation and achievement of rural students in Meradong, Sarawak subjects, the higher the students' motivation, the higher their achievement in the Malay language. Teachers must, however, speak or use the students' first language (e.g., Iban) when teaching Malay so that students can easily understand and receive lessons (Ilangko et al. 2014). This demonstrates that learning Malay is difficult, especially for students who do not speak Malay daily. Non-native students should make Malay their primary mode of communication at school and at home (Angela & Zamri 2019).

Many issues are raised when non-native students are taught Malay as a second language. Among the most visible issues is the low level of Malay language achievement in schools. The achievement of Malay language subjects in some schools is inadequate, particularly in schools where most students are not native Malay speakers. The study discovered that Penan ethnic students performed poorly on the exam, particularly in Malay language subjects (Layang & Jamaludin 2018). Other

findings concluded that indigenous students in Sarawak have poor Malay language proficiency, particularly in essay writing (Christine & Zamri 2018). The same viewpoint is shared by those who believe that, in general, non-Malay students' Malay language proficiency remains low, particularly in rural Sarawak and Sabah.

Next, according to the UPSR Bahasa Melayu (SK) - Writing quality report, essays that score excellently have characteristics such as (i) presenting more than three content well and excellently, (ii) the processing of content and presentation of interesting, (iii) well-adjusted language, (iv) proper sentence processing and grammar, and (v) using a wide range of words and vocabulary according to the requirements of the question. Furthermore, for the essay questions to be formatted, students must accurately write the article format (KPM 2018b).

At the same time, students are unable to write well. Students are unable to write ideas in grammatical sentences, have a limited vocabulary, use incorrect sentence structure, and are unable to master various aspects of the language. The students' inability to master a good vocabulary makes it difficult to understand the written sentence's meaning clearly. According to Alhaadi and Zaitul Azma (2018), non-native students frequently make grammatical errors, particularly when using remuneration when writing essays. The statement demonstrates that when students are unable to properly work out the article, their achievement in the aspect of writing the essay suffers.

Furthermore, some students fail to master basic writing skills, making it impossible for them to complete a good essay writing exercise. As a result of this situation, the students are unable to produce a good essay because they do not understand the intent of the following question. Furthermore, the students' inability to correctly work out the articles was caused by their inability to master the vocabulary aspect. Students' vocabulary is limited when writing essays, causing sentence processing to be too simple and concise. The main issues they encountered were that the paper was too short, and the concept did not develop. It was also discovered that non-native students' limited mastery of Malay vocabulary is an impediment to producing better essay writing (Habsah & Zamri 2019).

According to some studies, the contents of the essays written by students were not developed and were limited. Students are unable to write clear paragraphs and can only write one or two sentences. Furthermore, the students were unable to

elaborate on the connection between the advance and the title. This situation is the result of the students' cognitive weaknesses. Furthermore, some students are still struggling to turn their ideas into good writing. As a result, students were unable to generate ideas for essays in a timely and effective manner.

Although some modules have been tested on non-native students, such as the Modul Celik Karangan (Avralinetine & Nurfaradilla 2021), the modules tested on year students in Pitas, Sabah are limited to fact-type essay writing. The Modul Karangan E-BMKU (Logambigai et al. 2022) was created specifically for students at Sekolah Jenis Kebangsaan Tamil (SJKT).

As a result, a gap must be filled, particularly in the level of proficiency of non-native students in Malay language subjects. It is necessary to ensure that non-native students' level of competence in essay writing can be increased. Designing and developing a Malay essay writing module specifically for non-native students in primary school is one way to improve the level of proficiency of non-native students in writing essays. The development of this module aims to address the difficulties that non-native students face when writing essays. This module will prioritize the writing process, beginning with preparation, idea generation, essay writing, and an essay review in accordance with the primary school Malay language curriculum.

IV.   OBJECTIVES OF THE STUDY

The purpose of this research is to create and assess the applicability of a Malay language essay writing module for non-native primary school students. This module is used to improve non-native students' skills and provide resources for them to learn how to write Malay language essays in a more structured, planned, and directed manner, as well as to serve as reference material. However, the following are the study's specific objectives:

1.   Determine the content validity of the Modul Mengarang ATAS-K for non-native students.
2.   Determine the content validity of the Modul Mengarang ATAS-K for non-native students.

V.   METHODLOGY

Sampling

In this study, two types of validity are performed to ensure that the contents of the modules meet the characteristics of effective modules, namely the validity of the face and the validity of the content by experts. Facial validity is used to assess the module's comprehension and language accuracy. The modules will be reviewed and verified by Malay language experts to ensure their accuracy. Following that, the content validity aspect is divided into two parts: the validity of the module's contents based on Russell's criteria and the validity of the module's contents based on other criteria (1974). The modules' contents will be reviewed for validity by experts in the fields of curriculum, pedagogy, teaching, and learning of the Malay language, particularly those related to non-native students.

According to Rubio et al. (2003), the legal process necessitates the participation of at least three experts to verify the content. The modules' validity was tested by a team of at least six to nine specialists. Furthermore, the number of specialists chosen and specified is at least five to ten. However, in this study, seven experts were chosen to test the content validity and the content validity of the essay writing module. The number of specialists chosen is determined by the appropriateness of the study's established objectives and the review of relevant literature.

Expert verification is required to ensure that the validity of the essay writing module is greater than 70%, as recommended by Tuckman and Waheed (1981); modules with a value greater than 70% are considered to have high content validity. Table 1 shows the characteristics of the specialist for content validity.

Table 1: Content validity experts

No.	Position	Expertise / Field
1	Associate Professor	Module Development
2	Senior Lecturer	Module Development
3	Senior Lecturer	Malay Pedagogy
4	Lecturer	Malay Language
5	Senior Lecturer	Malay Language
6	Lecturer	Malay Language
7	Malay Language Teacher	Malay Language

Instruments

During the development of the essay writing module, an expert validity process is used to verify the essay writing module's components. The approval and evaluation of experts is critical for determining the module's validity. The questionnaire was pioneered, reviewed, and verified in advance by a questionnaire instrument specialist before being submitted to a field expert for evaluation. To determine the validity of the modules, two sets of questionnaires are used, (i) the content validity questionnaire and (ii) the validity questionnaire of the suitability of the module's contents.

Both sets of questionnaires employ a 5-point Likert scale consent, with responses ranging from (1) Strongly Disagree, (2) Disagree, (3) Somewhat Agree, (4) Agree, and (5) Strongly Agree. The rationale for using the 5-point Likert scale is based on Johnson and Christensen's perspectives (2008).

i. Questionnaire on Content Validity

This questionnaire was adapted from Russel (1974), and it was designed to assess the validity of the modules' contents for the three primary constructs. The presentation construct of the module contains five question items that focus on the physical characteristics of the module, such as

the suitability of the module title with the module's goals and objectives. Furthermore, the expert will approve aspects involving text, the use of graphics, and the compilation of the module's contents, whether easy to follow or not. Finally, experts will agree on whether the module is user-friendly or simple for the target user to use.

The second construct in this questionnaire contains seven question items about the module's contents. The question items in this construct necessitate expert agreement to the module's overall content. Experts will agree on whether the module's content meets the target population (target user), the module's implementation, the module's content's suitability with the primary school Malay language curriculum, and the module's content's suitability with the time allotted to Malay language subjects in school. Furthermore, experts are asked to agree on whether the contents of the modules can help non-native students generate ideas for essays and improve non-native students' thinking skills in essay writing.

The final construct is the language presentation construct. This construct contains five question items, including expert approval of the module's writing style and whether it is easy to understand. Following that, in addition to language usage, the accuracy of a word's spelling is evaluated. Simultaneously, specialists are given space to write recommendations or reviews of constructs, inappropriate, unnecessary items, or items in need of improvement. Table 2 shows the constructs and the number of items available in the module contents questionnaire.

Table 2: Construct questionnaire validity of the contents of the module

No.	Constructs	Item Numbers
1	*Penyampaian dan persembahan modul* (Module delivery and offering)	5
2	*Isi kandungan modul* (Module content)	7
3	*Persembahan bahasa* (Language offerings)	5
	Number of items	**17**

ii.　Questionnaire on the Validity of the Module's Contents' Compatibility

This questionnaire contains six primary constructs that focus on the module's chapter-by-chapter content. The first construct in the questionnaire seeks to elicit expert agreement on the guide using the modules provided. Teachers and students are given module usage guides. Experts must give the same level of approval. The instructions provided can assist the intended user in using it correctly and effectively. The following construct is the construct of Chapter 1, which becomes the module's first chapter. The specialist will evaluate three questions regarding the appropriateness of the notes provided and whether to elaborate on the process of writing an easy-to-understand essay. Furthermore, the question item in this construct is related to the appropriateness of the description of the phases of writing the article and whether it is easy for students to understand with the teacher.

The third construct is the chapter 2 construct, which has seven subconstructs and 19 question items. Punctuation, the basic structure of the essay, the basic construction of the paragraph, the preceding paragraph, the advance of the important contents, the closing paragraph, and the discourse marker are the seven subconstructs that need to be evaluated by experts. To determine the degree of mastery of the label contained in chapter 2, the expert will assess the appropriateness of the notes, the appropriateness of the training, and the appropriateness of the content of each title.

The third chapter's structure is a hybrid of the Idea Generation Phase and the Writing Phase. There are 15 subconstructs and 44 question items in this construct. The first sub-construction is the expert's permission to prepare notes and the appropriateness of the essay types included in the modules. Another subconstruct is to refer to the 14 different types of articles in the module. The specialist will agree to the clarity of the notes, the appropriateness of the training, and the appropriateness of measuring the students' level of mastery in writing the essay in relation to the notes and the training provided. Table 3 shows the number of constructs and items in the questionnaire of the module's validity.

At the same time, experts evaluate the structure of Chapter 4. There are three question items in this construct:

- The notes' appropriateness.
- The training's suitability.
- The suitability of the implementation of the measurement of the level of mastery of the essay review based on the notes and training provided.

The final construct in this question is the chapter 5 construct. Three question items in the construct require expert approval of the provision of a memorandum on whether the assessment rubric and the student mastery stage can be described. Experts must research and evaluate two assessment rubrics: the exercise assessment rubric and the essay assessment rubric. The Assessment Phase in this module, on the other hand, is only for teachers to use. Table 3 shows the number of constructs and items in the questionnaire of the module's validity.

Data Analysis

In this study, seven experts were appointed as assessors to evaluate the validity of the content module in terms of language as well as the validity of the module content in terms of the suitability of the session and activities. The percentage calculation of the module's validity is based on Tuckman and Waheed's Percentage Calculation Method (PCM) formula (1981).

The specialist's total score represents the calculated scale of the questionnaire. The total expert score will be divided by the questionnaire's actual value. The total score is determined by the scale options for each item. The sum of the expert and total actual scores will then be multiplied by 100. The degree of validity of the essay writing module is the result. If the validity score of the essay writing module in this study exceeds 70%, the module is of high quality and has achieved a high level of success (Tuckman & Waheed 1981). The following is the PCM calculation formula:

$$\frac{\text{Number of Expert Scores (x)}}{\text{Actual Score Count (y)}} \times 100\% = \text{Content Validity Level}$$

Table 3: Construct of questionnaire validity of the suitability of the contents of the module

No.	Constructs	Item Numbers
1	*Panduan Menggunakan Modul* (Guide to Using Modules)	5
2	*Bab 1: Proses Menulis Karangan* (Chapter 1: The Process of Writing an Essay)	3
3	*Bab 2: Persediaan* (Chapter 2: Supplies)	19
4	*Bab 3: Penjanaan Idea dan Penulisan karangan* (Chapter 3: Idea Generation and Essay Writing)	44
5	*Bab 4: Penyemakan Karangan* (Chapter 4: Writing Revision)	3
6	*Bab 5: Penilaian* Chapter 5: Assessment	3
	Number of items	**77**

VI.   STUDY FINDINGS

Before being tested in the following procedure, an expert verification process is carried out to ensure that the Modul Mengarang ATAS-K has been certified by an appointed expert. To assess the validity of the contents of this module, seven field experts named P1 to P7 were involved as respondents. The expert will determine I the module's contents and (iii) the module's suitability. The verification of field experts is critical to ensuring that the module's validity score exceeds 70% using Tuckman and Waheed's PCM method (1981).

Content Validity

The validity of the Modul Mengarang ATAS-K content was evaluated by seven field experts who were chosen for their specific expertise in the development of modules and pedagogy of Malay language subjects in primary schools. The evaluation of the validity of the module contents is intended to ensure that the contents adhere to the standards, are of high quality, and achieve a high level of achievement. The Module Content Validity Questionnaire Form, which contains 17 items to measure the validity of the module, was used to obtain the validity value of the field expert. This questionnaire contains three constructs, which are as follows:

- The module's delivery and presentation aspects.
- The module's content element.
- The language presentation element.

Overall, based on the expert assessment of the field, it can be stated that the Modul Mengarang ATAS-K is suitable for use. Based on the constructs and criteria found in the questionnaire, seven field experts made an assessment. Finally,

the results of this study show that the Modul Mengarang ATAS-K has high content validity (86%) and meets the established standards. As a result, this module has successfully met the needs of field experts and is suitable for use by actual module users. As shown in Table 4, the total percentage of the overall score for the three constructs in the validity of the module's contents is 86 percent.

Table 4 Findings of the overall validity of the contents of the module

No.	Constructs	Percent (%)	Decision
1	*Penyampaian dan persembahan modul* (Module delivery and offering)	87	Accepted
2	*Isi kandungan modul* (Module content)	84	Accepted
3	*Persembahan bahasa* (Language offerings)	87	Accepted
	Sum	**86**	**Accepted**

Validity of Content Module Compatibility

As previously stated, the validity of this module is calculated using the PCM proposed by Tuckman & Waheed (1981). Quality modules are those that have been evaluated by field experts and have an overall percent value rating of more than 70%. They can be adopted by the target user. Thus, Table 5 shows the formulation of the findings of the validity of the module's contents, which were evaluated by seven field experts. Table **5** shows that the overall percentage of the level of validity of the content suitability for this module exceeds the minimum level in the calculation of the content's validity using the PCM method. The overall percent value is 82 percent, indicating that the modules are of high quality and useful. Modules can be submitted to teachers and non-native students for evaluation purposes in the context of this study.

Table 5: Summary of the findings on the validity of the contents of the module

No.	Constructs	Percent (%)	Decision
1	*Panduan Menggunakan Modul* (Guide to Using Modules)	81	Accepted
2	*Bab 1: Proses Menulis Karangan* (Chapter 1: The Process of Writing an Essay)	82	Accepted
3	*Bab 2: Persediaan* (Chapter 2: Supplies)	82	Accepted
4	*Bab 3: Penjanaan Idea dan Penulisan karangan* (Chapter 3: Idea Generation and Essay Writing)	84	Accepted
5	*Bab 4: Penyemakan Karangan* (Chapter 4: Writing Revision)	78	Accepted
6	*Bab 5: Penilaian* Chapter 5: Assessment	72	Accepted
	Sum	**82**	**Accepted**

VII.   DISCUSSION

When the first draft of the module is complete, it will be sent to experts for module evaluation. At this stage, two types of validity are performed: I the validity of the content and (ii) the validity of the suitability of the module's contents. The goal of this expert evaluation is to ensure that the module contents are in line with the Malay language curriculum and are appropriate for non-native students. To evaluate the contents of the Modul Mengarang ATAS-K, seven experts were appointed. According to the PCM proposed by Tuckman and Waheed, the evaluation instrument used is a questionnaire with a 5-point Likert scale, and an acceptable validity score must exceed 70%. (1981).

Overall, all seven experts evaluated the module's content and agreed that it is consistent with the module's development objectives. The total percentage of the expert evaluation score for the construct of the presentation and presentation of the modules was 87 percent, 84 percent for the construct of the module content, and 87 percent for the construct of the language presentation. As a result, it can be concluded that the validity of the contents of this module meets or exceeds the PCM score guidelines of at least 70%. This means that the modules' contents are of high quality and can be used by the intended user.

Concerning the suitability of the content, all seven experts agreed that the contents of this module are appropriate for non-native students and adhere to the primary school Malay language curriculum (level 2). This is demonstrated by the overall percentage of the expert assessment score given on the suitability of the module's contents, which is 82 percent, exceeding the PCM minimum level. As a result, this module meets the requirements and adheres to the KPM's Malay language curriculum. As a result, the modules' content differs from previous modules in that it focuses on the teaching and learning process of writing essays in stages and includes all types of articles found in the primary school Malay language curriculum.

VIII.   CONCLUSION

The Modul Mengarang ATAS-K prototype was successfully produced based on the review and validity performed by experts on the validity of the content and the validity of the module's contents. Based on the PCM formula calculation, all experts agree that this module is appropriate and can be used by non-native students. Based on expert evaluation of all aspects of the module, this module has proven to be of higher quality than the minimum level (70 percent). However, some improvements must still be considered based on expert reviews and recommendations in order to produce high-quality modules.

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