

## **DEVELOPING OUTCOME-BASED EDUCATION MODULE TO IMPROVE STUDENTS ENGLISH LISTENING FOR ACADEMIC PURPOSES**

**Haiyudi<sup>1</sup>, Eko Pratama<sup>2</sup>, Nasywa Susan Sumbara<sup>3</sup>, Erin Amelia<sup>4</sup>**

<sup>1,3,4</sup> English Education Study Program, Universitas Muhammadiyah Bangka Belitung

<sup>2</sup> Physical Education Health and Recreation, Universitas Muhammadiyah Bangka Belitung

e-mail: haiyudi@unmuhbabel.ac.id

### **Abstract**

Outcome Based Education (OBE) has been implemented by Universitas Muhammadiyah Bangka Belitung's Department of English Education since the completion of this study. It needs more help because it's a new system. Thus, the goal of this research is to create an English teaching module that is integrated into a website that emphasizes listening exercises. This research adopted the ADDIE approach to research and development. Nineteen English Education department students served as the research sample. Interviews, observations, and questionnaires were used as data collection methods. The results were then compared to the predetermined criteria for analysis. Based on the results of the validity questionnaire conducted by two expert validators, an average percentage of 91.00% was obtained, and it was categorized as very valid. The practicality result from students' side shows a percentage of 88.88% and 96.67% from the teachers, which indicate a very practical category. Ease of use and evaluation process are two most dominant and high categories of practical modules, it indicates that the developed modules are suitable and ready for use. Researchers suggest that the development of this type of module can be done together, especially in enriching the content of the material that allows students to use it independently and anywhere

**Keywords:** Module, Listening, Web-based; research and development

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### **INTRODUCTION**

English learning for students of the English Education Study Program, Universitas Muhammadiyah Bangka Belitung still has some challenges. In addition to the problems that exist in the linguistic component itself, other problems that often arise are curriculum demands that require learning to focus on one or several specific indicators.

The use of Outcome-Based Education curriculum is a challenge for English teachers, especially in courses that are not closely related to product outcomes (Bilgiler et al., 2022; Japee & Oza, 2021). One of the courses that is often a problem in

determining outcomes is Listening in English Language Teaching (Xiuling et al., 2024; Yingwei & Xiaoxia, 2019). The current most popular media to teach listening is Youtube and some other familiar e-sources (Ayu, 2016; Handi Pratama et al., 2020; Dewi, 2023; Noer et.al, 2025). However, its effectiveness in learning is not as significant as that of well-designed media. Therefore, the teachers' or lecturers' flexibility in interpreting the curriculum and the meaning of outcomes is needed. The outcomes in question do not always mean outcomes in the form of projects or products only.

English Listening for Academic Purposes is one of the courses in the curriculum of the English education study program. One of the problems that are still found is the absence of a fixed teaching module as a guide. Meanwhile, in order to achieve output-based curriculum targets, learning scenarios must be well designed.

Teaching modules are one of several learning sequences that are an integral part of a unified curriculum (Haiyudi et al., 2023). In its completeness, the tools and curriculum consist of several processes, namely analyzing needs, determining objectives, determining teaching materials, tests and assessments and finally the overall form of evaluation (Almadani et al., 2023; Djamolovna & Gopalan, 2024).

By looking at the curriculum components above, there is a very urgent need for teaching modules. Based on the needs analysis described earlier, it is clear that this listening for academic purposes course needs guidelines to achieve curriculum targets that use an outcomes approach. Unfortunately, to this day there is no complete module that guides learning scenarios. Unlike other courses that are easily integrated with outcomes, listening courses often confuse the lecturers who teach them.

Therefore, the goal has automatically followed, namely, to develop guidelines for teaching scenarios for listening courses for English purposes. However, in practice, this learning will rely heavily on several web-based resources. The use of web-based technology is inevitable to be integrated in today's listening learning process. Today's learning process often demands to be done anywhere (Bayar & Karaduman, 2021; Kuama & Intharaksa, 2016; Almanar et.al., 2021). Therefore, the integration of module development with the web is a must in order to facilitate the learning process to be done anywhere, especially in learning to listen to English.

## **RESEARCH METHOD**

This research is a type of research and development (R & D) focused on developing new products or improving existing products through a series of systematic research and development processes (Richey & Klein, 2005, 2014). The development research model used is the ADDIE model which is an acronym for Analysis, Design, Development, Implementation and Evaluation. The details of the stages of this model can be seen through the figure below:

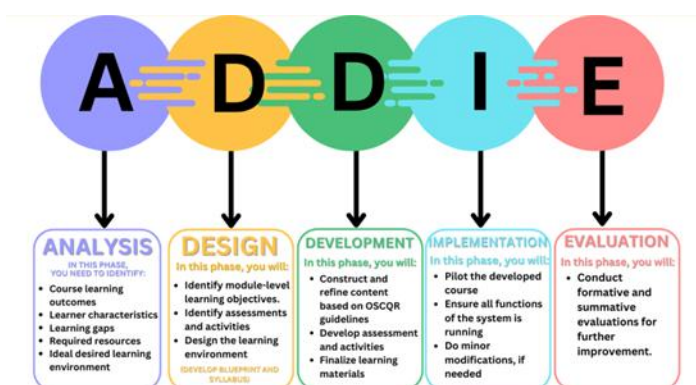


Figure 1. Instructional Development Process using ADDIE Model (Asi & Fauzi, 2023)

This study involved two validators who are experts in the field of research and development and curriculum development. The two validators were given a questionnaire to validate the developed module in terms of material content, language, appearance and suitability for independent use by students. In addition, for the practicality of the developed module, the researchers involved teachers and as many as 19 students.

The data collection stage was carried out in stages by conducting two tests involving 5 students in the small group and as many as 19 people in the large group. Therefore, the overall respondents of this study were two validators, 24 students and one teacher.

The instrument used was a questionnaire to measure the validation and feasibility test or practicality test of the developed module. Likert scale calculations totaling four options were used in the questionnaire distributed. Furthermore, the data obtained through the questionnaire was analyzed by calculating the average percentage. The calculation of validation and practicality will be classified based on the group of assessment criteria as below.

**Table 1.** Criteria of Validity Assessment (Makhrus, 2018)

Validity and Practicality Criteria		Note
Score	Category	
0.00 ≤ Score < 25	Not Valid/ Practical	Used with many revisions
26 ≤ Score < 50	Valid/ Practical Enough	Used and moderately revised
51 ≤ Score < 75	Valid/ Practical	Used with few revisions
76 ≤ Score 100	Very Valid/ Practical	Used without revision

## RESULTS AND DISCUSSION

### Analysis

The analysis stage before developing this teaching module includes several main activities. The first is to analyze the needs. This need is based on field analysis during the learning preparation process which found that student learning resources are still insufficient and inappropriate for independent use. Furthermore, document analysis was also suggested to conduct (Inayah & Mulyati, 2021; Mudjisusatyo et al., 2024). This is conducted by looking at the structure and components of the curriculum in the English Language Education Study Program at Universitas Muhammadiyah Bangka

Belitung. Furthermore, researchers see The last phases include an analysis of the learning climate that allows students to study independently at home so that a flexible learning model is needed that can be used anywhere even without a teachers or parents.

## Design

In this stage, the researcher planned several aspects of the study. The most important planning is about modular development by preparing the storyboard (Sari et al., 2025). However, before designing the storyboard, the researchers designed the development objectives by considering into account the analysis that had been carried out previously in the analysis stage. Furthermore, after determining the objectives, the researcher determines the methods and strategies that will be used in data collection. As for long-term goals, this design stage requires researchers to prepare teaching methods to achieve meaningful learning objectives. Furthermore, researchers determine the supporting sources that will be used in the process of achieving goals such as assessment instruments to measure their validity and practicality.

In relation to the development of this teaching module, researchers created a story board to facilitate the development process. The story board developed refers to the development objectives as well as the teaching module standards that must be possessed in today's curriculum. The integration process between the developed module and the website is also highlighted in the developed storyboard. The use of websites in this development is to support learning content by using electronic resources from several websites. The websites integrated in this module are the official pages of the British Council and ESL Longue Students. To facilitate the module design process, the author designed the storyboard which is designed as follows;

**Table 2. The Story Board of Module Development**

Page/	Keterangan
1	Cover
2	Table of Contents
3	Foreword
4	Preview Syllabus
5	Preview Learning Objectives
6-9	Unit 1. Listening Tips & Tricks
10-13	Unit 2.
14-18	Unit 3
19-24	Unit 4
25-29	Unit 5
30-34	Unit 6
35-38	Reflection Page
39-40	Author Identity
44	Cover

The module was than designed following the existing storyboard. The below are some parts of the designed module.

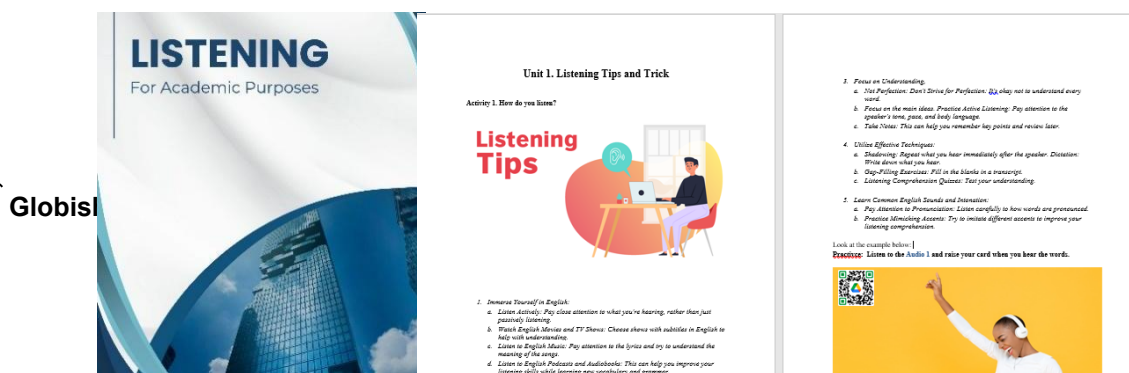


Figure 1. Front Page and Some Selected Content Pages

### **Development**

In this stage, the researcher develops the planning stages carried out by creating teaching materials that are in accordance with the website-based. In addition, researchers added interesting activities based on integrated activities with existing learning websites. Furthermore, after the initial design and development was carried out, the researcher conducted a validation test by submitting the developed module for assessment by the validator.

There are two validators who test the validity of the module, namely experts who have expertise in the field of educational technology and learning curriculum development. Several criteria have been tested on existing modules. The first criterion is content. In this criterion, the content of the module must be in accordance with the syllabus or major planning that guides the preparation of the module. The content must have compatibility with the analysis and storyboard that has been planned. Second is the appearance. In this criterion, an attractive appearance is one of the supporters of the module to be said to be suitable for use. Layout and color adjustment must be taken into consideration for researchers. The third is graphics. Almost the same as the appearance, the graph has its own points in determining the validity and readability of the data presented. The last is the linguistic aspect that determines the validity of the module. The language presentation must have readability and be in accordance with the refined regulations. Each component consists of a maximum score of 25 with the total items of each component consisting of 5 statements. So that the total score is 100. After testing, the validity score is obtained as follows:

**Table 3. The results of the module validity test developed**

No	Component	Validation Score	%	Information
1	Contents	23	92	Valid
2	Appearance	24	96	Valid
3	Chart	23	92	Valid
4	Language	21	84	Valid
	Total	91	91	Valid

Therefore, after the module is declared suitable for use and revisions have been made to the validator's input, then the module will be used and carried out tests and feasibility tests in the classroom.

### Implementation

In this application stage, the researcher felt that the media used was appropriate to be applied in the classroom. Therefore, at this stage we carried out in accordance with the plan that had been prepared at the beginning. Some of the main activities in this application stage are large group trials. Furthermore, the students were given a questionnaire to measure the practicality of the developed module. This was done to determine whether all the features in the developed module could function well and run according to plan. However, it was not enough, after the test, the students were also interviewed to ask for opinions and constraints on the use of the module so that final revisions would be made before the product was disseminated and published.

The results of the practicality test are as shown in the table below which consists of the results of the practicality of teachers and students.

**Table 4. Teacher practicality test results**

No	Aspect	Score	Category
1	Convenience	95%	Very Practical
2	Suitability	95%	Very Practical
3	Benefit	100%	Very Practical
	Average	96.67%	Very Practical

According to the test result as shown in Table 4. Teachers consider that the developed module is very beneficial in the learning process and in achieving learning objectives. With this developed module, the learning process becomes more varied. Students are not only presented with audio but they also gain knowledge about tips and tricks in listening, especially in academic listening. This is evidenced by the perfect practicality value in the aspect of the benefits provided, which is 100%. Furthermore, the practicality test was also carried out from the user side of the student category. The results obtained are shown in the following table:

**Table 5. Student practicality test results**

No	Aspect	n	Score	Max	%	Information
1	Module Practicality	6	20	24	83.33	Very Practical
2	Use Process	8	30	32	93.75	Very Practical
3	Increased Creativity	8	28	32	87.50	Very Practical
4	Sufficiency of Time	6	20	24	83.33	Very Practical
5	Ease of Evaluation	8	30	32	93.75	Very Practical
	Total	36	128	144	88.88	Very Practical

Looking at the table above, it can be concluded that the module developed is very practical with reference to several aspects. With a percentage of 88.88% of the whole, this module is suitable for use. However, in certain aspects, the results of the practicality test were declared very practical even though with the lowest score compared to the others, namely the practicality of the module and the time allocation used.

### Evaluation

In this stage, the researcher analyzes the assessment that has been carried out from the analysis stage to the application. Revisions were made after obtaining scores from the validation process and practicality test. This is done for the process of improving the developed module. From the results of everything, it can be concluded that the module used is very valid based on the validity test by two experts and is very practical and feasible to use after the practicality testing process by teachers and students.

### CONCLUSION

The development of this teaching module is considered valid and suitable for use. Based on expert input, several parts were being revised, including the layout, which was previously considered too complicated for students to understand. However, after the revision, this module was considered very valid with an average score of 91% from the four aspects assessed, namely content, appearance, graphics and module language. Furthermore, after the module was considered valid and feasible to use, the researchers conducted in-class tests to see whether the module was practical or confusing for users. In this stage, there are several aspects that are assessed through questionnaires filled out by students. The five aspects assessed were practicality, easy process, increased creativity, time allocation and ease of evaluation. Of the five aspects, all met the very practical category with the aspect of ease of evaluation and use occupying the highest practical value of 93.75%. In addition, this module also has a practicality value from the point of view of the teacher or instructor with an average value of 96.67%. Therefore, it can be concluded that the module used is very valid and practical, so it is categorized as suitable for use.

However, this development process has not been perfect for one hundred percent. Continuous development is still needed and requires further action. Researchers suggest that the development of this type of module can be done together, especially in enriching the content of the material that allows students to use it independently and anywhere.

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