

# Submit Globish Ok.docx

*by haiyudi haiyudi*

---

**Submission date:** 08-Jun-2025 01:30PM (UTC+0700)

**Submission ID:** 2694331118

**File name:** Submit\_Globish\_Ok.docx (426.93K)

**Word count:** 3378

**Character count:** 19605

## 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](mailto:haiyudi@unmuhbabel.ac.id)

### Abstrak

Outcome Based Education (OBE) telah diimplementasikan oleh Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bangka Belitung sejak selesainya penelitian ini. Sistem ini membutuhkan lebih banyak bantuan karena merupakan sistem yang baru. Oleh karena itu, tujuan dari penelitian ini adalah untuk membuat modul pengajaran bahasa Inggris yang diintegrasikan ke dalam situs web yang menekankan pada latihan mendengarkan. Hal ini termasuk dalam pendekatan ADDIE untuk penelitian dan pengembangan. Sembilan belas mahasiswa jurusan Pendidikan Bahasa Inggris menjadi sampel penelitian. Wawancara, observasi, dan kuesioner digunakan sebagai metode pengumpulan data. Hasilnya kemudian dibandingkan dengan kriteria yang telah ditentukan untuk dianalisis. Berdasarkan hasil angket kevalidan yang dilakukan oleh dua orang validator ahli, diperoleh persentase rata-rata sebesar 91,00% dan dikategorikan sangat valid. Hasil kepraktisan dari sisi siswa menunjukkan persentase 88,88% dan 96,67% dari guru yang menunjukkan kategori sangat praktis. Kemudahan penggunaan dan proses evaluasi merupakan dua aspek yang paling dominan dan berkategori tinggi dalam kepraktisan modul, hal ini mengindikasikan bahwa modul yang dikembangkan telah layak dan siap untuk digunakan. Peneliti menyarankan agar pengembangan modul jenis ini dapat dilakukan secara bersama-sama, terutama dalam memperkaya isi materi yang memungkinkan siswa dapat menggunakannya secara mandiri dan dimanapun.

**Kata Kunci:** Modul, Menyimak, Berbasis Website; Penelitian dan Pengembangan

### 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 falls under 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 very practical category. Ease of use and evaluation process are two most dominant and high category of practical module, it indicates that the developed module 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

**How to Cite:** Prahmana, R.C.I., Hendrianto, A., Setyawan, F. (2016). Instructions/template for preparing manuscript for IJEME. *International Journal on Emerging Mathematics Education*, 1(1), 1-8. <http://dx.doi.org/10.12928/ijeme.v1i2.XXXX>

## INTRODUCTION

English learning for students of 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; Dewi, 2023; Handi Pratama et al., 2020). However, its effectiveness in learning is not as significant as the well-designed media. Therefore, the flexibility of teachers or lecturers 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 for Academic Purposes is one of the listening 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 teaching 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, indirectly 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). 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 (RnD) focuses 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:

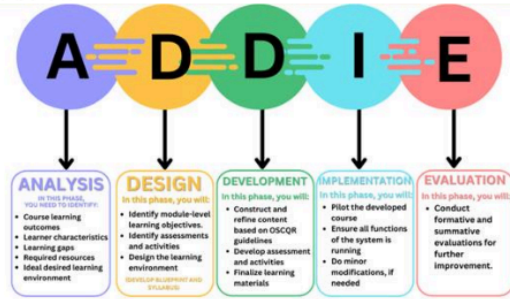


Figure 1. Instructional Development Process using ADDIE Model (Asi & Fauzi, 2023)

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, 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 through the calculation of 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**

During the analysis stage before developing this teaching module includes several main activities. The first is to analyse the needs. This need is based on field analysis during the learning preparation process which found that student learning resources are still not sufficient and appropriate for independent use. Furthermore, document analysis was also suggested to conduct (Inayah & Mulyati, 2021; Mudjisatyo et al., 2024). This

*Title of manuscript is short and clear  
Last name of all authors*

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 includes 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. The most important planning is about modular development by preparing the storyboard (Sari et al., 2025). However, before designing the storyboard, researchers designed the development objectives by taking into account the analysis that had been carried out previously at 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 also 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. There are several criteria that are tested on existing modules. The first criterion is content. In this criterion, the content in 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 is to find out whether all the features in the developed module can 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 to achieve learning objectives. With this developed module, the learning process becomes more varied. Students are not only presented with audio but they also get knowledge about how 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 test 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 have been revised including the layout which was previously considered too complicated to be understood by students. 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. A continuous development is still needed and it still 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.

## ACKNOWLEDGEMENT

The researcher would like to thank Universitas Muhammadiyah Bangka Belitung through the Institute for Research and Community Service (LPPM) for supporting this research through the university's internal grant program

## REFERENCES

- Almadani, T. N. F., Mirza, A. A., & Qamariah, Z. (2023). The Analysis Four Curriculum Development Approach in English Teaching. *Journal Of Foreign Language Learning and Teaching*, 3(2), 1-10. <https://doi.org/10.23971/JFLLT.V3I2.6880>
- Asi, N., & Fauzi, I. (2023). Pengembangan eBook Bergambar Cerita Rakyat Berbahasa Inggris untuk Mendukung Pembelajaran Teks Naratif Berbasis Kearifan Lokal. *Jurnal Pendidikan Bahasa*, 12(1), 61-81. <https://doi.org/10.31571/BAHASA.V12I1.5487>
- Ayu, L. P. (2016). YouTube Videos in Teaching Listening: The benefits in Experts' Views. *Research in English and Education (READ)*, 1(2), 152-160.
- Bayar, A., & Karaduman, H. A. (2021). Views of High School Students on the Effectiveness of "English" Course by Means of a Distance Education. *Shanlax*

- International Journal of Education*, 9(4), 359–373.  
<https://doi.org/10.34293/education.v9i4.4201>
- Bilgiler, S., Dergisi, E. A., & Solikhah, I. (2022). Revisiting the EFL curriculum in the outcome-based education framework and... *Journal of Social Studies Education Research*, 13(2), 243–264. <https://www.learntechlib.org/p/222913/>
- Dewi, T. P. (2023). Efl Students' Perceptions of Using Youtube in an Academic Listening Class. *Wiralodra English Journal*, 7(2), 23–36. <https://doi.org/10.31943/wej.v7i2.215>
- Djamolovna, N., & Gopalan, V. (2024). A REVIEW OF CURRICULUM DEVELOPMENT MODELS INFLUENCING COLLABORATIVE LEARNING IN EDUCATION. *THE American Journal of Humanities and Social Sciences Research (THE AJHSSR)*, 07(06), 70–77. <https://doi.org/10.56805/ajhssr>
- Haiyudi, H., Tohir, M., Agil, S. A., Safira, T. P., Budiawan, H., Andini, A., & Art-in, S. (2023). Developing Local-based English Module with Scavenger Hunts to Foster Pancasila Learners Profile. *IJECA (International Journal of Education and Curriculum Application)*, 6(3), 236–247. <https://doi.org/10.31764/IJECA.V6I3.19436>
- Handi Pratama, S. H., Ahsanul Arifin, R., & Sri Widianingsih, A. W. (2020). The Use of YouTube as a Learning Tool in Teaching Listening Skill. *International Journal of Global Operations Research*, 1(3), 123–129. <https://doi.org/10.47194/ijgor.v1i3.56>
- Inayah, A., & Mulyati, T. (2021). NEED ANALYSIS OF ENGLISH TEXTBOOKS BASED ON THE ADDIE MODEL. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, 8(1), 1–10. <https://doi.org/10.34001/EDULINGUA.V8I1.1410>
- Japee, G. P., & Oza, P. (2021). Curriculum and Evaluation in Outcome-Based Education. *PSYCHOLOGY AND EDUCATION*, 58(2), 5620–5625. [www.psychologyandeducation.net](http://www.psychologyandeducation.net)
- Kuama, S., & Intharaksa, U. (2016). Is Online Learning Suitable for All English Language Students? *PASAA*, 52(1), 53–82. <https://doi.org/10.58837/CHULA.PASAA.52.1.3>
- Makhrus, M. (2018). Validitas Model Pembelajaran Conceptual Change Model With Cognitive Conflict Approach. *Jurnal Ilmiah Profesi Pendidikan*, 3(1), 31. <https://doi.org/10.29303/JIPP.V3I1.54>
- Mudjisusatyo, Y., Darwin, D., & Kisno, K. (2024). The use ADDIE model to improve the competence of the higher education task force in obtaining competitive funding for the independent campus program. *Journal of Applied Research in Higher Education*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/JARHE-12-2023-0580/FULL/XML>
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38. <https://doi.org/10.1007/BF02961473/METRICS>
- Richey, R. C., & Klein, J. D. (2014). Design and Development Research. *Handbook of Research on Educational Communications and Technology: Fourth Edition*, 141–150. [https://doi.org/10.1007/978-1-4614-3185-5\\_12](https://doi.org/10.1007/978-1-4614-3185-5_12)
- Sari, R. K., Marleni, & Jayanti. (2025). DEVELOPMENT OF STUDENT WORKSHEETS REFERRING TO THE ADDIE MODEL. *Esteem Journal of English Education Study*

- Programme*, 8(1), 168–176. <https://doi.org/10.31851/ESTEEM.V8I1.15809>
- Xiuling, L., Kotchait, S., & Nilnopkoon, P. (2024). Development of College English Listening and Speaking Course Based on an Outcome-Based Education Approach Combined with Blended Learning to Enhance English Listening and Speaking Skills of Non-English Major Freshmen Students at Xi'an University. *International Journal of Sociologies and Anthropologies Science Reviews*, 4(6), 439–454. <https://doi.org/10.60027/IJSASR.2024.4851>
- Yingwei, W., & Xiaoxia, D. (2019). *Reflections on the Teaching of English Listening Based on Obe (Outcome Based Education)*.

# Submit Globish Ok.docx

---

## ORIGINALITY REPORT

---

6%

SIMILARITY INDEX

6%

INTERNET SOURCES

1%

PUBLICATIONS

3%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1	<a href="http://journal.uad.ac.id">journal.uad.ac.id</a> Internet Source	1%
2	<a href="http://jurnal.umt.ac.id">jurnal.umt.ac.id</a> Internet Source	1%
3	Submitted to Universitas Islam Syekh-Yusuf Tangerang Student Paper	1%
4	<a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a> Internet Source	1%
5	<a href="http://journal.student.uny.ac.id">journal.student.uny.ac.id</a> Internet Source	1%
6	<a href="http://www.elearninglearning.com">www.elearninglearning.com</a> Internet Source	1%

---

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On