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### DEVELOPING LISTENING SKILL MATERIALS IN THE 8<sup>TH</sup> GRADE ENGLISH MODULE

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**Abstract:** In the context of increasing globalization and communication, listening skills become an important skill. Therefore, developing listening skills is very important so that someone can communicate effectively and understand various accents, intonations, and language variations used in conversation. This study aims to develop a learning module in the field of listening skills at the 8th grade junior high school/Islamic junior high school level. The module is designed to help students improving their ability to understand foreign languages and train students in using audio. This study used the R&D method from Sugiyono (2013) and used the Borg and Gall model and uses 6 steps in making this learning module, namely, needs analysis, designing learning module designs, product design/product preparation, product evaluation, product trials, and dissemination. By going through these stages, the results of the study show that the open listening skills module book using audio significantly improves listening skills compared to traditional methods. This learning module can be used by students and teachers easily and can be accessed at home or at school using gadgets or laptops.

**Keywords:** listening skill materials, R&D, English module

### INTRODUCTION

In language skills, listening is one of the special skills. Listening is often a two-way interaction; that is, listening is also a part of interpersonal communication that involves listening to others directly and attentively (Nix, 2016). For students who want to learn English, developing listening skills is as important as learning to listen. Lack of understanding in listening skills, educators can provide teaching modules on listening to their students so that students can get used to listening.

Success in English learning, especially listening, is not related to the type of instruction students receive, the listening skills they acquire, or the strategies they use. Thus, research on affective and motivational factors can show other internal factors, increasing self-confidence and influencing learning achievement (Rahimi & Abedi, 2014). In this regard, teachers must be able to provide the best for students and know the

students' needs, and teachers can be a driving force for students who have less motivation in carrying out learning.

According to Jack Richard, the components of listening and speaking are characterized by the ability to adapt and communicate, organize information, and make decisions on certain tasks. With that, the benefits of learning to listen and speak can also strengthen the material to be appropriate and suitable for students. This allows students to express their respective opinions clearly and can participate and be active in discussions or debates in the classroom (C. Richards, 2001). All of these skills are also important in helping students become effective communicators in a variety of contexts and situations. Constant training and practice in these areas can help improve listening and speaking skills. Therefore, this article will discuss how researchers develop learning modules so that students can easily access learning wherever they are and meet the needs or desires of the students themselves.

The current curriculum, namely *Kurikulum Merdeka*, gives educators the freedom to create quality learning that suits the needs of the student's learning environment. Educators can use adequate technology to support student learning in the classroom. According to Shafeirul, a professor of education at Pennsylvania State University (The American Journal of Distance Education, 2006), the use of technology, especially computers, in classroom teaching can be categorized as 'independent learning'. This means that assisted technology in the learning process is more student-centered, where the learning material is more structured, in this case interactive (Shafeirul et al., 2012).

Based on the statements of the experts above, it can be concluded that teaching module is very important for students' learning in this *Kurikulum Merdeka* and it makes easier for teachers to teach in classroom. However, students can also explain something in front of the class regarding the material studied. Students are required to be able to learn to discuss with their friends. Likewise with the teaching modules used in private junior high schools.

The teaching module used in private junior high schools, especially for listening skills, still does not use audio. English is a language, so students cannot easily understand what the teacher is saying, so researchers hope students can get used to listening to conversations via audio so they can become more accustomed to listening to audio.

The author tries to apply the teaching module, which is still applied in classroom learning, even though many modern tools have been created to provide various types of activities that integrate listening, reading, speaking, and writing language skills (Safira et al., 2024). with the hope that the teaching module will have audio that can be accessed so that students can experience listening practice directly by listening and listening to the audio provided. This research uses previous research related to this topic as a guide.

## **LITERATURE REVIEW**

This study reviews the existing literature related to listening skills in order to identify trends, gaps, and major contributions in this field. The development of listening skills can make students accustomed to listening, and more students are interested in learning listening skills.

### **Definition of Listening Skills**

Listening is a natural precursor to speaking; the early stages of language development in one's first language (and in the natural acquisition of other languages) depend on the ability to listen (Nation & Newton, 2009). According to (Hue, 2019)

“Listening comprehension is an active process of constructing meaning and is done by applying knowledge to incoming sounds” which involves “a number of different types of knowledge: linguistic and non-linguistic knowledge”. He assumes that “comprehension is influenced by a variety of variables, and that potentially any characteristic of the speaker, situation, or listener can influence the understanding of the message”.

According to this definition, it is not enough for us to just hear our interlocutors; we also need to understand them, think about what they have to say, and thus become effective listeners. In accordance with this fact, individuals are obliged to listen to various things in their daily lives. Good listeners allocate 70% of their time to listening and only 30% of their time to speaking (Kutlu & Erman Aslanoglu, 2022). According to this article, in learning to listen, we as learners must not only listen; we also listen and understand what they say. In this case, we can be said to be good listeners. Besides listening, speaking in a forum is also part of learning to listen because good listeners can communicate with their interlocutors.

In this case, students seem to have a poor understanding of input in listening because students are not accustomed to listening directly using audio, either through conversation or listening to stories. It's the same as reading; the more students practice listening, the more often they do it, and it can get them used to listening or knowing the meaning of a storyteller, a person who conveys information, or listening to an audio.

According to Rahimirad & Shams (2017), listening was only considered a receptive talent before the 1970s. In recent decades, listening experts have concentrated more on educational strategies for listening tasks, despite the fact that the literature based on listening strategy instruction has not received enough attention. Prioritizing effective vs unsuccessful learners, the majority of listening strategy research has focused on patterns and techniques employed by the former. Research on effective strategy-based and process-oriented methods for teaching listening skills have changed to help students "learn to listen" so they may "listen to learn" more effectively (Faculty & Surabaya, (Rahimirad & Shams, 2017). Based on the strategy instructions above, a teacher now has a lot of responsibility to be able to find good media and has more responsibility to guide students.

### **Development of listening skills**

Material developers may write textbooks, tell stories, bring advertisements into the classroom, give opinions, provide examples of language use, or read poetry aloud. Whatever they do to provide input, they do it in a principled way that is consistent with what they know about how to learn language effectively (Tomlinson, 2011).

Since listening is a language skill, it may be improved with practice. It is crucial to give students appropriate listening materials while implementing Content and Language Integrated Learning (CLIL). These resources are provided in multiple formats: as input from the instructor at first, as peer input and discussion, and as a source of information (videos, tutorials, lectures, and so on) (Liubinienė, 2015).

Because of this, the development of listening skills can be developed, because some modules that have listening material do not necessarily have audio/video learning, with this development, students can become accustomed to audio listening and learn to listen to certain information, stories, and conversations. Therefore, this study focuses on the development of listening skills material in the learning module for grade 8 students. This study aims to help students get used to listening and be more familiar with listening

materials because of how to develop listening skills material in the learning module for grade 8 students.

### **Teaching Module**

Modules are important teaching materials to be developed in the learning process, especially in English language learning. Teachers need modules as a reference in teaching and providing materials to students (Tonapa et al., 2022). According to Opera and Oguzor (2011) in their article (Febrie Novitasari & Lailiyah, 2020) Modules have several functions. Initially, modules are a set of carefully structured instructions to aid learning. In addition, modules facilitate individual and group interactions among students.

According to Primayana (2022) further stated that learning modules are specific and directed, meaning that learning modules aim to achieve certain learning objectives by focusing on certain learning targets. Although it can be said that RPP is most suitable for achieving success metrics (Primayana, 2022). By implementing very unique and specific modules, students will be more interested in participating in learning at school. The needs of their students must be known by lecturers or teachers. To support the teaching and learning process, appropriate teaching materials are needed (Purwati & Vania, 2021) (Imron et al., 2022). In education, the role of teaching materials is very important in supporting the learning process. This is the key for teachers to help carry out learning in the classroom. By determining media and teaching modules that are tailored to student needs so that learning can be better and more interesting.

In developing modules and textbooks, several requirements must be met, stating that good teaching materials must meet what is needed by students. Furthermore, it must be able to motivate students to master the target language efficiently and effectively. According to this article, the creation of modules and textbooks has requirements that must be met, such as seeing the needs of students, which can motivate students. According to the listening theory used in this proposal, if a student is tested on phoneme discrimination, stress, and intonation, the number of discrete subtests will be equivalent to his/her proficiency in listening comprehension (Cyril, 1990).

### **METHOD**

This research is a research and development. In this study using the method from Sugiono in Yuliani & Banjarnahor (2021), research and development (R&D) in this research and development is a method to determine effectiveness can produce a product and can be used to create a new product. This paper adopts the R&D development model from Borg and Gall cited in Sugiyono (2013) which has 6 steps in its development, namely the first needs analysis, the second designing learning modules, the third designing learning products, the fourth providing products, the fifth testing products, the sixth disseminating products.

This study uses three instruments, interviews, questionnaires, and documentation. In this case, the researcher interviewed teachers and students and developed an English learning module, but the researcher only developed one aspect of the module, namely listening skills by creating barcodes and learning audio for students. This study involved fifteen eight graders of junior high school, English teachers, curriculum staff and English lecturers to be interviewed and given a questionnaire to analyze needs, design products and evaluate and validate the listening skill learning module product. Next the stages in creating a listening skill learning module.

To collect data analysis, need of students in learning listening skills, the researcher interviewed the 8<sup>th</sup> grade students. Moreover, the English teachers were interviewed to find out the advantages and disadvantages of the learning module to be developed. The researcher also asked about the needs of teachers and students so that this research is right according to the needs needed by students.

At designing teaching module stage, the researcher collected data by conducting interviews with teachers and students. In this stage, the researcher interviewed 15 junior high school/Islamic junior high school students and interviewed English teachers to find out the needs that teachers and students need and want to get the learning that students and teachers want. In this development, the researcher developed a module in the listening skill section from chapter 1 to chapter 3, each chapter has 3 units, each unit has a different theme and subtitle from one part to another.

At designing a product stage, the researcher designed a design module by adding audio material development from chapter 1 to chapter 3. the researcher added a QR Code so that students can access the audio easily. the researcher also added videos to advertising materials that are familiar among junior high school / MTs students.

At product evaluation stage, the researcher asked for help from 3 experts to evaluate and validate the product. The researcher asked the junior high school/Islamic junior high school English teacher to evaluate and validate the product; the researcher also asked the curriculum staff teacher to evaluate and provide validation for the product that had been developed; and finally, the researcher asked the English education lecturer to evaluate and validate the product. In this study, the researcher used validation from the Likert scale (Zohrabi, 2011) and researchers also use Aiken V validation (Hendryadi, 2017).

At product trial stage, the researcher taught the material developed by the researcher to be tested to students as product trial material and involved 15 students in evaluating the product as users of the new product. In this stage, the researcher can try the product to find out whether the product can be used well or not.

After the trial stage, the researcher disseminates by presenting the development results that have been validated and revised by English teachers, curriculum staff, and English language education lecturers to schools to be used in daily learning. The researcher also publishes an article to complete this sixth stage.

## **FINDINGS AND DISCUSSION**

The researcher used the research and development procedure from Borg and Gall cited in Sugiyono (2013) to answer this research question. The Borg and Gall cited in Sugiyono (2013) procedure actually has ten steps, but the researcher only used six steps to answer this research question. In the initial stage, researchers used needs analysis to determine the needs for the learning module. In this step the researcher used instruments, namely interviews and questionnaires. The researcher interviewed 15 in private junior high school students to find out the module needs used by students. Researchers gave questionnaires and interviews to English teachers and curriculum experts in private junior high school.

After finding out the needs of the learning module used in private junior high school. Researchers proceeded to the second stage, namely designing learning module products. Researchers used the learning module book as a reference in designing the development of lesson module books.

In the third step, the researcher developed a learning module book used in private junior high schools, and the resource person developed a learning module used in private

junior high schools according to the results of the needs analysis. In developing this material, the researcher developed a learning module book that did not yet have a barcode in the listening practice section, which made it easier for students to access audio. This development is in accordance with the needs of students in learning and to help teachers facilitate learning.

The fourth stage is product evaluation, which is carried out by three evaluators, namely one English teacher, one curriculum teacher, and one English lecturer who will assess the learning module book. For the purpose of updating the learning module, the researcher also considers input from the validators. This evaluation is carried out to evaluate the product developed by the researcher using validation from Aiken v and Likert scales. With this, the evaluator assesses whether the product is in accordance with the needs. After knowing the results of expert validation and considering the suggestions of the assessors, the researcher revised the textbook based on the validator's suggestions. The revision includes adding information on the barcode containing audio listening/video on all pages.

The final product of this research is an English language learning module book developed in the listening section. The final product is obtained from six steps of the research and development procedure modified with ten steps of the Borg and Gall research and development procedure cited in Sugiyono (2013). The final product consists of 3 chapters that have 3 units in 1 chapter. Each unit is given audio/video and a barcode to access the QR code. Each unit is given a title according to the theme in each unit section.

The fifth step is the product trial for the learning module book. In this step, the researcher tested the product by teaching English using a learning listening module book to in private junior high school. After trying the listening module book, the researcher distributed an evaluation checklist to students and teachers, as well as the curriculum. The results of the evaluation checklist are very suitable for use.

In the sixth step, the researcher published an article and gave the listening module book to in private junior high school for use by the school. Whose aim lies in developing listening skills but also in improving students' ability to recognize nuances in the language they are learning. in addition to stimulating students' interest in the language being studied in an interesting and relevant way.

**Table 1. Developing listening material for the 8<sup>th</sup> grade students**

Developed Unit	Type of Development
	Chapter 1: Love Our World
Unit 1: Look Around You	- Add barcodes - Added caption "Scan QR Code for Audio Track"
Unit 2: This Is The Way	- Add barcodes - Added caption "Scan QR Code for Audio Track"
Unit 3: Act Now	- Add barcodes - Added caption "Scan QR Code for Audio Track"
	Chapter 2: No Littering
Unit 1: Did It Rain Last Night?	- Add barcodes - Added caption "Scan QR Code for Audio Track"
Unit 2: What Happened To The Sea Animals?	- Add barcodes - Added caption "Scan QR Code for Audio Track"
Unit 3: You Can Help	- Add barcodes - Added caption "Scan QR Code for Audio Track"

		Chapter 3: Embrace Yourself
Unit 1: Be Yourself	-	Add barcodes
	-	Added caption "Scan QR Code for Audio Track"
	-	Changing advertisements in learning materials with advertisements that are more familiar to students
Unit 2: I Know I Can Do It	-	Added caption "Scan QR Code for video Track"
	-	Add barcodes
Unit 3: Practice Make Perfect	-	Added caption "Scan QR Code for Audio Track"
	-	Add barcodes
	-	Added caption "Scan QR Code for Audio Track"

After the development results from the researcher, there are also evaluation and validation results that use the Likert scale and Aiken v in calculating it. This is a validation calculation using Aiken v, in the Aiken v validation the researcher involved one English teacher, 1 curriculum staff, and an English education lecturer to validate the Aiken v validation items.

**Table. 2 The result of Aiken's V validation of the developed English learning materials**

No.	Aspect	Aiken's V Score	Remarks
<b>Evaluation Based on Design</b>			
1.	The description of the learning media product in listening learning is very clear.	0.800	Valid
2.	The purpose of the learning module in the listening material is very clear.	0.733	Valid
3.	Learning audio in listening material is easy to use.	0.800	Valid
4.	Instructions for using audio in listening materials can be easily understood.	0.800	Valid
5.	The learning module in the listening material can be run without any damage.	0.733	Valid
<b>Average</b>		<b>0.773</b>	<b>Valid</b>
<b>Evaluation Based on Content / Material</b>			
1.	The formulation of competency achievement indicators in listening material is correct.	0.800	Valid
2.	The conformity of objectives to the curriculum in listening material is appropriate.	0.800	Valid
3.	The suitability of the material in the listening material is correct.	0.667	Valid
4.	The description of the concept in the listening material is correct.	0.667	Valid
5.	The order of presentation of listening material according to the learning model.	0.667	Valid
6.	Suitability of material depth with competency achievement indicators (IPK).	0.667	Valid
7.	Ease of understanding terms and question formulations are correct.	0.800	Valid
8.	The suitability of the illustrations to the listening material is correct.	0.800	Valid
9.	Providing interesting listening material.	0.800	Valid
10.	The use of spelling and grammar in the presentation of the questions is correct.	0.800	Valid

<b>Average</b>		<b>0.747</b>	<b>Valid</b>
<b>Evaluation Based on Evaluation</b>			
1.	The instructions for practicing the questions in the listening material are correct.	0.667	Valid
2.	Proportion of the level of difficulty of questions with the aim of competency achievement indicators (IPK).	0.800	Valid
3.	Compliance of quantity with time provided.	0.756	Valid
<b>Average</b>		<b>0.751</b>	<b>Valid</b>

As seen in Table 2, assessment criteria with a score >0.500 are considered valid. Criteria <0.500 are considered invalid or need to be revised (Prayoga et al., 2021) The average score based on the design evaluation is 0.773, the average score based on the content/material evaluation is 0.747, and the average score based on the evaluation is 0.751. Of all 18 criteria, the highest average score is 0.773 and the lowest is 0.747. Based on Table 2, so far there are no assessment criteria that are less than 0.500. This can be a concern for everyone, but thus this module book can be well received by students and validators.

In this Likert scale validation; there are 21 items that must be validated by English teachers, curriculum staff, and English lecturers to validate the product. So far, there have been no assessment criteria with a value of less than 0.500. Thus, it can be a concern for everyone, but thus this module book can be well received by students and validators. There are suggestions from validators. In this case, researchers can include suggestions from validators such as validator 1 who suggested that the writing on the barcode be added with the description "audio/listening" so that those who use this listening module can know that the barcode is audio or video learning.

**Table. 3 The result of questionnaire liker scale validation of the developed English learning materials**

No.	Questionnaire	Score	Yes	No
1.	The purpose of the book from the learning module (listening) is in accordance with the objectives of the course.	0.80	80%	20%
2.	The objectives of the learning module in listening material are in accordance with student objectives.	0.80	80%	20%
3.	The learning module contains various types of listening questions.	0.80	80%	20%
4.	Listening section according to culture and society.	0.80	80%	20%
5.	The listening section is interesting and up-to-date.	0.80	80%	20%
6.	Topics generate discussion and arguments in line with the listening material.	0.73	73%	27%
7.	The topic is authentic enough to arouse students' interest.	0.80	80%	20%
8.	Learning modules can fulfill and improve students' listening skills and strategies.	0.80	80%	20%
9.	The learning module in the listening material contains vocabulary items that are useful in everyday life.	0.80	80%	20%
10.	Learning modules in listening material are effective in improving students' vocabulary.	0.73	73%	27%
11.	Different types of grammatical structures are presented through different exercises and activities in the listening material.	0.80	80%	20%
12.	The main function of grammatical structure in listening material is to encourage communicative activity.	0.80	80%	20%

13.	Adequate amount of exercise and activity.	0.80	80%	20%
14.	The exercises and activities are interesting.	0.80	80%	20%
15.	Exercises and activities are at the right level for the students.	0.73	73%	27%
16.	Efficient exercises and activities.	0.93	93%	7%
17.	Exercises and activities engage students in thinking about and using language.	0.87	87%	13%
18.	Activities in listening material stimulate cognitive processes rather than mechanical processes.	0.87	87%	13%
19.	The exercise instructions and activities are clear.	0.80	80%	20%
20.	The learning module in this listening material encourages independent language learning.	0.80	80%	20%
21.	Is the layout and design consistent with the original module and student-friendly?	0.80	80%	20%

Based on the results of the validation of the Liker scale above, the highest value is 93% and the lowest is 73%. Although in the Liker scale calculation there is the lowest, this module is still considered very feasible because it still has a value above 60%. This means that the English listening learning module book has met the needs of students and is suitable for use in teaching English to junior high school students.

**Table. 4 The result of the evaluation checklist**

Evaluation Checklist									
No.	Evaluators	Design	Content/ material	Evaluation	Total	Design (%)	Content/ material (%)	Evaluator (%)	Average
1.	E1	25	31	9	65	0.89	0.86	0.75	0.83
2.	E2	25	30	9	64	0.89	0.83	0.75	0.83
3.	E3	24	31	9	64	0.86	0.86	0.75	0.82
4.	E4	25	28	9	62	0.89	0.78	0.75	0.81
5.	E5	23	27	9	59	0.82	0.75	0.75	0.77
6.	E6	25	30	9	64	0.89	0.83	0.75	0.83
7.	E7	21	27	9	57	0.75	0.75	0.75	0.75
8.	E8	21	28	9	58	0.75	0.78	0.75	0.76
9.	E9	24	27	10	61	0.86	0.75	0.83	0.81
10.	E10	23	31	9	63	0.82	0.86	0.75	0.81
11.	E11	23	31	9	63	0.82	0.86	0.75	0.81
12.	E12	21	30	9	60	0.75	0.83	0.75	0.78
13.	E13	24	29	10	63	0.86	0.81	0.83	0.83
14.	E14	22	27	9	58	0.79	0.75	0.75	0.76
15.	E15	23	31	9	63	0.82	0.86	0.75	0.81
16.	E16	23	31	9	63	0.82	0.86	0.75	0.81
17.	E17	24	29	9	62	0.86	0.81	0.75	0.80
18.	E18	21	27	9	57	0.75	0.75	0.75	0.75
Total						<b>0.83</b>	<b>0.81</b>	<b>0.76</b>	<b>0.80</b>

After the implementation of the English learning material trial in small groups. This field trial was attended by 15 private junior high school students and two teachers, namely an English teacher and a Curriculum teacher. As part of the small group field trial, students and teachers were given product samples and evaluation checklists. The product examples were listening learning module books, and the evaluation checklist consisted of 15 students, 2 teachers, and 1 English lecturer to answer the statements that had to be filled in.

## CONCLUSION

English listening skills are an important aspect of learning English. Practicing knowledge by listening to audio is the right exercise for learning. In the listening learning

module using R&D from Sugiyono in (Imron et al., 2022), then using the development of Borg and Gall cited in Sugiyono (2013), which has 6 stages. English exercises in the listening learning module book can make students more accustomed to listening. This English learning module book is only a listening learning developed by researchers. In the development of this English learning module book, the part that was developed was the addition of audio using a QR code to access the audio. This English learning module book was developed in chapters 1 to 3. Each chapter has 3 units in the listening section only. Each chapter has a different theme, and the unit section has a different title.

This product is validated by 3 experts. Based on the validation results Based on the evaluation checklist results, the physical format category has reached 0.80%, which is classified as very feasible. The design category has reached 0.83%, the content/material category 0.81%, and the evaluation category 0.76%, which is classified as very feasible and Based on the validation results of the Liker scale above, the highest value is 93% and the lowest is 73%. Although in the Liker scale calculation there is the lowest, this module is still classified as very feasible because it still has a value above 60%. This means that the English listening learning module book has met the needs of students and is suitable for teaching English to junior high school students.

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