

## Development of Student Textbooks and Lecture Guides for Business and Office English Courses based on Audio

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### ABSTRACT

**Objectives:** This study aimed to develop and assess the feasibility of an audio-based Student Textbook and Lecture Guide for the Business and Office English course in the Office Administration Education Study Program, Faculty of Economics and Business Universitas negeri Surabaya that address the lack of updated course-aligned teaching materials. **Method:** This study used Research and Development approach with ADDIE instructional design model, but the process was limited to the implementation stage after wider-scale trials and revisions. The product was validated by a material expert and a media expert, followed by student try-outs using questionnaires (small group of 10 students and large group of 40 students from the 2023 cohort). **Results:** Needs analysis showed the program had no updated textbook aligned with the semester lesson plan; learning relied mainly on lecturer-made PowerPoints and conventional instruction considered less effective for achieving course outcomes. Expert validation indicated the material aspect was feasible with an average score 67 and the media aspect was highly feasible with average score 86. Student responses in the large-group trial showed an overall average score of 94 considered as highly feasible, supporting its use as a learning resource. **Novelty:** This study provides practical evidence that integrating audio-based exercises into a course-specific textbook and lecture guide based on semester lesson plan and Merdeka curriculum highly feasible model for supporting independent practice in Business and Office English for non-English department.

## INTRODUCTION

Learning in the Industry 5.0 era is learning that has evolved from traditional to modern education to ensure that students have high levels of knowledge, learning and innovation skills, as well as the skills to use technology to find information, survive using their skills, and improve their life skills(Ajitha, 2025; Pelaez-sanchez et al., 2024; Suastini et al., 2020; Wibowo et al., 2019). The Office Administration Education Study Program is a study program that produces graduates with the profile of teachers or professional educators who have the attitude, knowledge, skills, character, intelligence, expertise, and competitiveness in office administration at an international level in line with developments in technology and information. One of the three objectives of the Office Administration Education Undergraduate Program is to "have the ability to implement knowledge and skills in the field of education and Office Administration science to solve various problems in the world of work with the principle of transformative learning." One of the problems in office administration education study program is that students have low english proficiency because the majority of students have not passed the English test and find it difficult to communicate in English. In addition, students' silence in classroom settings is influenced by a combination of internal and external factors beyond language proficiency alone.

Internally, lack of confidence, conservative or introverted personality traits, and anxiety about participation often reduce students' willingness to speak during learning activities. Psychological and sociopsychological studies have shown that fear of negative evaluation, low self-efficacy, and social loafing significantly predict classroom silence and reluctance to engage verbally, as these factors undermine students' motivation and active engagement in discussion and interactive tasks (Li et al., 2025; Suanthong, 2023). Moreover, individual personality differences such as introversion or submissiveness can also contribute to quieter behavior, particularly when classroom norms do not actively encourage open exchange (Yinyin Peng, 2024; Suanthong, 2023). These internal barriers often lead students to remain passive even when they intellectually understand the course material.

Externally, teacher personality traits and instructional approaches play a significant role in shaping classroom participation and student engagement. Traditional direct practice models that emphasize correct performance or authoritative classroom interaction tend to inadvertently suppress student participation by creating pressure and limiting opportunities for collaborative dialogue. Recent research indicates that teacher behaviors, including the manner of feedback, discourse style, and instructional methods, interact with student characteristics to influence participation levels and can either exacerbate or mitigate resilient silence (Li et al., 2025; Suanthong, 2023). Furthermore, pedagogical research highlights that supportive, student-centered practices and interactive teaching methods are associated with higher levels of engagement and reduced silent behaviors in general education classrooms (Yinyin Peng, 2024; Suanthong, 2023). Therefore, student silence should be understood as a complex interplay between individual affective factors and the learning environment, not merely as a lack of interest or motivation.

Learning resources can be people, objects, messages, materials, techniques, or anything that can be a source of information. Learning resources are something that can be utilized by educators and learners, either separately or in combination, to support the learning process. Therefore, in order for these learning resources to be effective, educators must have the creative ability to develop learning resources(Hidayati, 2019). Teaching materials are a systematic arrangement of materials that have been successfully collected and sourced from various learning resources (Mimin, 2007). A lack of teaching materials can certainly affect the quality of learning or teaching. In providing teaching materials, lecturers must also consider certain criteria, such as: 1) relevance (psychologically and sociologically), 2) complexity, 3) rationality/scientific, 4) functionality, 5) novelty, and 6) comprehensiveness/balance (Arsanti, 2018).

Teaching materials can be grouped into four categories, namely: 1) Printed materials, including handouts, books, modules, student worksheets, brochures, newspapers or leaflets, wallcharts, photos/pictures, models/mock-ups. 2) Audio teaching materials, such as cassettes, radios, vinyl records, and audio compact discs. 3) Audio-visual teaching materials, such as video compact discs and films. 4) Interactive teaching materials, such as interactive compact discs(Prastowo, 2014) .

As explained above, one form of printed teaching material is a book. A textbook is a book that contains knowledge derived from the basic competencies outlined in the curriculum, which students use to learn (Kodliuk et al., 2021). There are four criteria for a good textbook, namely: 1) the scope of the material or content is in accordance with the curriculum, 2) the presentation of the material meets the principles of learning, 3) the language and readability are good, and 4) the format of the book or graphics are attractive (Akhmad et al., 2022). The process of imparting knowledge is part of a learning process that includes several supporting aspects such as facilities and infrastructure, teaching media, teaching materials, and other learning tools. These aspects must be present in the learning process because they can influence students' interest and learning outcomes (Yusrina et al., 2022). Teaching materials are systematically arranged devices that serve as sources of learning material, utilizing both print and visual media to facilitate the learning process for students (Prastowo, 2014). The learning process can be a tool for imparting knowledge to students through constructive communication between teachers and students (Kerimova, 2025). Building constructive communication with students requires a pleasant learning atmosphere supported by learning media tools to help students understand the material and develop an interest in learning (Karisma & Hendratno, 2022). Supporting student learning can be aided by the sophistication of technology in today's digital age. Learning technology can make it easier for students to learn material, and technology also plays an effective role in conveying information in teaching and learning activities (Simanjuntak et al., 2020).

The Business and Office English course provides an understanding and discussion of the use of English in the business world through four language skills, namely speaking, listening, reading, and writing. It teaches the basics of reading and understanding texts as well as how to write compositions in English. These activities are not sufficient to support students' English language skills. Communication skills in English are essential for students, especially when entering the workforce. Graduates of the PAP program do not only work as teachers but also as office staff and entrepreneurs. This requires preparing graduates who can compete through appropriate teaching materials at the university level. The application of teaching materials needs to be tailored to each course so that it becomes specialized and distinguishes it from other courses.

Therefore, to support the implementation of business and office English courses, teaching materials are needed. The relevant teaching materials referred to are textbooks compiled by lecturers based on the Semester Lesson Plan (RPS). Until now, business and office English courses have used PowerPoint presentations, distributed to students in text-only formats. However, this course should not only focus on visuals but also audio to ensure correct pronunciation. The purpose of the textbook is as a means of communication between educators and students in learning activities. Based on the above explanation, the researcher is interested in developing textbooks that are tailored to the characteristics of business and office English courses, which include theories and case studies that emphasize learning for students with various learning styles in order to achieve learning objectives based on audio so that students can practice communicating

in English anywhere. so that students can practice communicating in English anywhere so that it is hoped that students' competence in English will improve and increase. Therefore, this study has the following research questions: (a) How is the process of developing student textbooks and lecture guides for Business and Office English courses based on audio? (b) How feasible is the development of student textbooks and lecture guides for Business and Office English courses based on audio? (c) How do students respond to the development of student textbooks and lecture guides for business and office English courses based on audio?

## RESEARCH METHOD

This study used Research and Development to produce a specific product and re-test the effectiveness of the product produced (O. Creswell, 2012). This study used development model from the ADDIE instructional design model, which includes the stages of analysis, design, develop, implement, and evaluate. The following is the research flow that will be carried out: (1) Analysis: This stage includes the initial steps before developing the product. Analysis is needed to determine the basis for the need to develop the product. At this stage, there are no teaching materials for office English-based audio courses; (2) The design stage determines the teaching materials that are ready to be developed and formulates learning objectives. The Student Textbook and Lecture Guide for Audio-Based Business and Office English Courses, which discusses this course, provides an understanding and discusses the use of English in the business sphere through four language skills, namely speaking (speaking), listening, reading, and writing, teaching the basics of reading and understanding texts and how to write compositions in English; (3) Develop: This step is the product development stage, where the student textbook for the Audio-Based Business and Office English course is created. At this stage, after the material and evaluation have been well designed, the next step is to make a design for inserting audio; (4) Implementation: After going through the above stages, the next stage is implementation or testing. The developed product will be tested by subject matter and media experts, then tried out on students majoring in office administration. After going through the above stages, the next stage is implementation or testing; (5) Evaluate: At the evaluation stage, improvements are made based on the results obtained from subject matter experts, media experts, language experts, and student response questionnaires. The evaluation of student textbooks aims to maximize the use of student textbooks as teaching materials. However, this study did not measure the effectiveness of the textbook development results. This is because a comprehensive evaluation requires the product to be implemented over a specific period of time and on a broader scale. Therefore, the evaluation stage is recommended for further research.

## RESULTS AND DISCUSSION

### Results

The development of this teaching material used the ADDIE development model, which includes analysis, design, development, implementation, and evaluation. However, this study was limited to the implementation stage, which had undergone revisions based on product testing on a larger scale. This was in line with the researcher's need to produce a

developed teaching material product. The results of the development of the Business and Office English textbook are as follows:

### ***Analysis***

The analysis stage involved reviewing, investigating, and collecting information about the shortcomings or problems in the learning process in the Business and Office English course in Office Administration Education Study Program.

Based on the interview results, students find it difficult to find relevant references when assigned tasks. The results of interviews with the team of lecturers teaching Business and Office English were very welcoming of the development of audio-based teaching materials for Business and Office English so that students can learn practice questions with audio. Based on the analysis of learning needs in the implementation of Business and Office English, it is deemed necessary to develop a textbook to support learning in this course.

### ***Design***

At this stage, researchers prepare the design and visualization of draft teaching materials. Teaching materials are developed using Canva and Microsoft Word. The format of the teaching materials is developed based on the rules for writing student textbooks and is adapted to the semester learning plan for the Business and Office English course. The following is a description of each component contained in the Business and Office English textbook: (1) Analyze Learners: Identify the characteristics of students who will carry out learning activities. Based on observations, students in the Office Administration Education Program prefer to learn by analyzing and reviewing together and using audio. Therefore, the developed textbook presents audio-based questions and exercises; (2) State Objective: In addition to describing the competencies that students need to master, the learning objectives outlined in the RPS also describe the conditions necessary to demonstrate the learning outcomes that have been achieved and the level of mastery of the students' knowledge and skills. The learning objectives of Business and Office English are for students to have knowledge, insight, and competence in the field of office work in the business sphere through four language skills, namely speaking, listening, reading, and writing, teaching the basics of reading and understanding texts and how to write compositions in English; (3) Select Methods, Media, and Materials: Selecting the appropriate methods, media, and teaching materials will optimize learning outcomes and help students achieve competencies or learning objectives. In selecting the methods, media, and teaching materials to be used, there are several options available, namely choosing existing media and teaching materials, modifying existing teaching materials, and producing new teaching materials; (4) Utilize materials: The next step is to prepare the classroom and the necessary supporting facilities to be able to use the selected methods, media, and teaching materials. Once everything is ready, these three components can be used or applied in active learning activities or learning that requires student participation, such as Discovery Learning, Problem-Based Learning, and Demonstration Method activities. Learning media or tools can be implemented in the classroom (offline) or online using Google Meet/Classroom; (5) Requires Learner

Participation: The learning process requires active student involvement. Giving exercises, expecting students to actively search for, understand, and find answers to related material, is an example of how to mentally engage students with the material being studied. After actively participating in the learning process, feedback from lecturers will motivate students to achieve higher grades; (6) Evaluate and Revise: After designing learning activities, the next step is evaluation. The evaluation stage in this method is carried out to assess the effectiveness of learning and student learning outcomes. Examples of evaluation questions that need to be asked to assess the effectiveness of the learning process are as follows: "Did the learning methods, media, and strategies used help the students' learning process? Did they improve learning outcomes? Revisions need to be made if the evaluation results of the learning program show unsatisfactory results.

### ***Develop***

The steps in creating the initial product (draft) and the validation process for Supply Management teaching materials are as follows: Product Design and Draft teaching materials are written in accordance with the writing requirements for student textbooks. In addition, this development step also involves creating a design plan and template for the textbook.

### ***Implementation***

The next stage is the implementation stage, which involves testing the feasibility of developing teaching materials for student textbooks. Several stages begin with the feasibility test with expert validation conducted by lecturers at Surabaya State University, namely: Triesninda Pahlevi, S.Pd., M.Pd as a subject matter expert and lecturer in Office Administration Education at the Faculty of Economics and Business, and Moh. Usman Kurniawan as a media expert and lecturer in Economics Education at Argopuro University.

The trial with students was conducted with students from the 2023 class of the Office Administration Education Study Program at Unesa. The trial subjects were given a draft of the textbook sent via WhatsApp and were given a questionnaire to obtain feedback on the content of the textbook, its presentation, and the language/readability of the draft textbook. The overall validity of the textbook reached 71.4% with a "good" category, meaning that the Student Textbook and *Lecture Guide* for the Business English and Office Administration Course based on audio is valid and suitable for use. The purpose of this implementation is to analyze the validity of the student textbook as interactive teaching material in the Office Administration Education Program and to understand the feedback from students as users of the student textbook.

### ***Evaluation***

During the evaluation stage, improvements were made based on the results obtained from subject matter and language experts as well as the results of the student response questionnaire. The evaluation of this student textbook is useful for maximizing the interactive textbook as a teaching material for lectures. The shortcomings in this textbook

will be improved according to the input from experts and student responses in order to improve the quality and suitability of the student textbook. Once the textbook has been improved, it will be declared suitable as teaching material for the Business and Office English course in the Office Administration Education undergraduate program at Unesa. Suggestions for improvements to the symbols used in the textbook have been addressed, and the product is now final.

### **Validation Results**

The results of the subject matter expert validation by Triesninda Pahlevi, S.Pd., M.Pd, a lecturer in the Office Administration Education undergraduate program at Surabaya State University. The following are the results of the subject matter expert validation in the table 1.

**Table 1. Expert Content Validation Results**

Aspect	Score
Content	74
Presentation	48
Language	78
Total average	67
Criteria	Appropriate

Source: Processed by researchers (2024)

Expert validation has been conducted on the Student Textbook and *Lecture Guide* for the Audio-based Business and Office English Course. The validators at this stage did not suggest any changes to the content of the textbook, so expert validation was completed in one stage. Next, the results of media expert validation aimed to obtain information about the assessment of the Student Textbook and *Lecture Guide* for the Audio-based Business and Office English Course. The media expert in this study was Moh. Usman Kurniawan, M.Pd, a lecturer at Argopuro University. The following is a summary of the scores from the media expert validation.

**Table 2. Results of Media Expert Validation**

Aspect	Score
Initial Display Design	78
Content design	94
Total average	86
Criteria	Highly suitable

Source: Processed by researchers (2024)

In this media expert validation, the validator provided suggestions on adjustments to the reference for writing student textbooks, especially regarding the size of the textbooks. The research was then revised, and the textbooks could be applied in the research.

## Discussion

### *The Process of Developing Student Textbooks and Lecture Guides for Business and Office English Courses Based on Audio*

The development of student textbooks and lecture guides has been adapted to the RPS used in the Unesa Office Administration Education Undergraduate Program and has been adapted to the Merdeka Belajar Curriculum using the ADDIE development model. The development process was carried out in accordance with the steps adapted to the ADDIE model. After the development process of these teaching materials, the implementation process was carried out, namely validation by subject matter experts and media/graphic designers to identify weaknesses in the preparation of these teaching materials so that improvements could be made in their preparation (Kuka et al., 2025; Martatiyana et al., 2023; Rohman, 2024) . Additionally, student responses are gathered to understand how they use the textbook, as it enables them to learn independently and improve their English skills (Syathroh, 2023).

### *Student Response to Student Textbooks and Lecture Guides for Business and Office English Courses Based on Audio*

The students' responses were obtained through trials conducted in small and large groups. The trials were conducted by 10 students from the 2023 batch of the Bachelor of Office Administration Education Study Program who were selected at random. Following this, several suggestions for revisions were obtained, including difficulties in usage and material that was difficult to understand. After revisions were made, another large-group trial was conducted with 40 first-year students from the 2023 cohort of the Bachelor of Office Administration Education program. The participants' responses showed that the usability aspect scored an average of "96," the presentation aspect "91," the language aspect "95," and the graphics aspect "93." The results of these four aspects received an average score of "94" and were categorized as "Very Suitable" according to the criteria (Riduwan, 2010). Students stated that using audio helped them become more confident in imitating pronunciation and intonation and reduced their hesitation in practicing speaking. Therefore, it can be considered suitable for use as supporting teaching material for student learning in the classroom. Several findings relevant to the student responses in this textbook research are consistent with the research (Adi, 2017) , which states that audio media has been proven to make learning more active because the voice method helps students pronounce words correctly. Additionally, similar to the results of the research from (Sugiyono, 2014) , it is stated that interactive multimedia-based listening teaching materials have been proven effective for students learning independently. The results of research on the development of interactive multimedia-based teaching materials also have a "highly feasible" level of feasibility and can be used immediately without revision (Putrantana & Hariyanto, 2020).

### *The Suitability of Student Textbooks and Lecture Guides for Business and Office English Courses Based on Audio*

The suitability of the student textbook and Lecture Guide for the Audio-Based Business and Office English Course is proven by subject matter and language expert validation. The results of this expert validation were then analyzed using quantitative descriptive

analysis with calculations and criteria. The subject validation was conducted by Mrs. Triesninda Pahlevi, S.Pd., M.Pd. as lecturer in Office Administration Education at the Faculty of Economics and Business. The media expert validator was Mr. Moh Usman K, M.Pd, a lecturer in Economics Education at Argopuro University. The feasibility of this textbook was reviewed through various aspects, including content and language feasibility (BNSP, 2014). The results of the development of this student textbook must have a score of  $\geq 51\%$  to be categorized as feasible, with the categories of feasible and highly feasible.

The results of the material expert validation in terms of content and objectives obtained an average score of "67" and can be categorized as "Suitable". Therefore, it can be concluded that in terms of material, the student textbook and Lecture Guide for the Audio-Based Business and Office English Course are suitable and can be applied in classroom learning. The results of media expert validation in terms of language obtained a score of "86" and can be categorized as "highly suitable." This is in accordance with the results of other research which also states that developing teaching materials using audio is said to be very effective (Putra, 2025). It can be concluded that in terms of graphics, the student textbook and lecture guide for the Audio-Based Business and Office English course can be declared suitable and can be applied in learning. Audio-based textbooks are specifically designed with a step-by-step approach, starting with listening, imitating, and practicing business and office dialogues. Conventional textbooks tend to use general contexts that do not represent the needs of office administration students. This mismatch often leads to low engagement and motivation to learn (Chiriac, 2020). The audio-based textbooks developed in this study integrate authentic office scenarios such as business telephone communication, correspondence, customer service, and work meetings. This aligns with research findings that indicate that the application of a learning technology approach, particularly in the development of English language learning instruments with audio-based media, has proven effective in achieving learning objectives (Adi, 2016). Therefore, this textbook is declared ready to be implemented more widely in the classroom learning process, by paying more attention to suggestions for further development which are useful for improving the quality and attractiveness of the module and can increase the effectiveness of student learning.

## CONCLUSION

**Fundamental Findings:** This study emphasizes that the development of audio-based Student Textbooks and Lecture Guides for Business and Office English Courses using the ADDIE model is an appropriate and relevant solution to the learning needs in undergraduate Office Administration Education Study Program. The developed products were proven to be feasible to highly feasible based on the results of validation by subject matter experts and media experts and received very positive responses from students. These findings show that the integration of audio in teaching materials can increase student engagement, support independent learning, and help students practice English language skills in a contextual setting in the field of business and office administration. **Implications:** This study shows that audio-based teaching materials can create learning more interactive, communicative, and oriented to world of work. The use

of audio-based textbooks and lecture guides can be an innovative alternative for lecturers to overcome low student participation and communication skills. In addition, the development of these teaching materials is in line with the implementation of the Merdeka Curriculum and the demands of learning in the Education 5.0 era, which emphasizes the use of technology and student-centered learning. **Limitation:** This study has limitations because it only reached the implementation stage in the ADDIE model and did not measure the effectiveness of teaching materials experimentally in terms of improving student learning outcomes. In addition, the research subjects were limited to one study program and one batch of students, so the generalization of the research results still needs to be done carefully. **Future Research:** Based on these limitations, further research is recommended to test the effectiveness of audio-based textbooks and lecture guides through experimental or quasi-experimental designs. Further research can also develop the integration of teaching materials with digital platforms or learning management systems so that they can be used more widely, sustainably, and adaptively in various learning contexts in higher education.

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