

DEVELOPING AN OBE-BASED PARAGRAPH WRITING E-MODULE TO IMPROVE WRITING SKILLS

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Article Info	Abstract
Article History Received: October 2025 Revised: November 2025 Accepted: December 2025 Published: January 2026	<i>Innovation in education is essential, and higher education likewise undergoes a comparable phenomenon. The limited availability of learning materials and access to them for the Paragraph Writing course remained a challenge. It encourages lecturers to innovate and create optimal learning quality, and modules can facilitate students' independent and flexible learning. Lecturers are expected to develop innovative and interactive learning modules, such as an E-Module. The current research aims to develop a Paragraph Writing E-Module based on the OBE curriculum and assess its quality. This research used an R&D design. To collect the data, the researchers employed document analysis, structured questionnaires, and semi-structured interviews. The collected data were then analyzed quantitatively and qualitatively. The E-Module has been developed according to the ADDIE stages, incorporating the results of the target and learning needs analysis. Besides, inputs from validators regarding design, content, and language have been followed up on. The E-Module trial results pointed out that students can follow it easily and flexibly, starting from understanding concepts and practicing writing, and so do lecturers. The design has been made as attractive as possible, and the learning materials are arranged to help students easily understand the material. Technology is incorporated to enhance interactivity, hence facilitating autonomous improvement of comprehension and writing skills. To sum up, the researcher determined that the Paragraph Writing E-Module is very viable as instructional material for the Paragraph Writing course. Additionally, it has been developed to align with the OBE curriculum, which can be applied to other language courses.</i>
Keywords Paragraph writing; E-Module; OBE Curriculum; Writing skills; Writing instruction;	

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INTRODUCTION

Innovation in the English learning process is not only related to the use of technology in teaching. Lecturers can also innovate in preparing teaching materials, such as modules and textbooks. In learning, lecturers can utilize technology as a tool to enhance their own learning and teaching, as well as to improve the learning experiences of their students (Larsen-Freeman & Anderson, 2011). This shows that lecturers are expected to be able to prepare learning tools that are integrated with technology (Waluyo & Uska, 2023). Therefore, lecturers must understand the preparation of teaching materials that incorporate technology (Woottipong, 2013; Yılmaz Özden, 2023) so that students understand the material and practice independently to improve their competence.

The English Language Education Study Program (ELESP) is one of the study programs at the Faculty of Teacher Training and Education (FTTE), Universitas Mahasaraswati Denpasar (Unmas Denpasar). The study program is also committed to enhancing the competence of its graduates in their field by implementing an Outcome-Based Education (OBE) curriculum. It is a solution that provides education more transparently, allowing for measurable results (Barnett & Coate, 2005). The basic principles in implementing the curriculum are to assist students in developing and achieving the projected knowledge, skills, competencies, and attitudes (Direktorat Pembelajaran dan Kemahasiswaan, 2020). It has also been applied to one of the English language skills courses, namely Paragraph Writing.

Based on the results of the preliminary study, which was conducted through observation and interviews, lecturers have prepared teaching materials drawn from various reference books. Additionally, the material delivery was still not structured and did not fully align with the semester learning plan that had been prepared based on the OBE curriculum. The Paragraph Writing course was also one of the courses that was not optimal because it lacked a structured learning module. The material prepared by the lecturer was also still distributed in hard copy form and had to be reproduced. It would limit access to learning because hardcopy materials must be carried everywhere.

The development of OBE-based teaching materials also needs to consider various aspects. The complexity and learning methods of students are aspects that need to be considered so that teaching materials are suitable for application in the curriculum (Asim et al., 2021). In the context of English learning, the OBE curriculum emphasizes more dynamic learning, aligning with the characteristics of 21st-century learning (Merueña, 2023). Therefore, the integration of teaching materials that focus on the course learning outcomes is a crucial aspect (Setyowati, 2023). As a result, developing an E-Module based on the OBE curriculum is expected to nourish Paragraph Writing Courses that provide more comprehensive and flexible learning sources; moreover, it can improve their language ability.

One of the teaching materials that lecturers can make to support the learning process is the learning module. There are many conventional, paper-based modules; however, they are not interesting (Karimah, 2019), especially for students who are technogeeks (Dudeney & Hockly, 2007). They require a learning module that offers flexibility in terms of time and place for accessing their independent learning (Ally, 2008; Moore, 2009). It demonstrates that teaching materials are not merely arranged and printed. Still, they are structured to enable students to learn independently and access the modules at any time and from any location. The developed modules must be innovative and creative.

Electronic modules, or E-Modules, are one of the teaching materials that meet innovative and creative criteria. Generally, they are structurally designed to be accessed independently and flexibly. Lecturers should develop them to optimize the learning process (Severson, 2013). The material development process must be carried out comprehensively to produce high-quality teaching materials (Harsono, 2007). Developing teaching materials that integrate technology to create interactive modules will facilitate the learning process (Farikah, 2021). Currently, lecturers need to pay attention to essential aspects, such as learning outcomes, when developing E-Modules (Gujer & Afrita, 2019). It highlights the urgency of the E-Module in maximizing the learning outcomes, particularly writing skills.

The development of the E-Module will make the learning process easier to manage. The use of E-Module can help lecturers manage learning more efficiently (Megasari & Hasibuan, 2023), as long as the materials developed are tailored to the characteristics of the students being taught (Syam, 2020). It demonstrates that creativity in the material development process is essential (Amelia & Hikmawati, 2019). The effectiveness of the E-Module suggests that these teaching materials should be developed by lecturers to support students in the learning

process of writing. This module can also help students collaborate to improve their writing skills (Wonglakorn & Deeraajviset, 2023).

Based on these problems, innovation in developing Paragraph Writing teaching materials is needed to achieve the expected results. This research aims to develop an E-Module for OBE-based Paragraph Writing courses. The developed material, integrated with technology, is highly suitable for today's students (Sakkir et al., 2021). The results of this research are expected to support students in becoming independent learners who can improve their writing skills. The developed Paragraph Writing E-Module can also provide more flexible access. They can learn and improve their writing competence independently and flexibly. Based on the aforementioned background, the research problems are as follows:

1. How is the development of the Paragraph Writing E-Module based on the OBE curriculum to improve writing skills?
2. What is the quality of the Paragraph Writing E-Module based on the OBE curriculum to improve writing skills?

RESEARCH METHOD

Research Design

This study employed a Research and Development (R&D) design, utilizing the ADDIE model. The ADDIE model consists of five stages that are carried out continuously to produce the desired product, namely E-Module. The five stages are Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2015). The ADDIE model is used to produce a product in the form of a Paragraph Writing E-Module and to test the quality of the module. Based on the chart above, each stage of the development of the Paragraph Writing E-Module can be briefly described as follows.

In the Analysis stage, the researcher conducted a target and learning needs analysis; the former focused on necessities, lacks, and wants, while the latter focused on inputs, procedures, and settings based on Hutchinson & Waters (1987). These assessed the needs of lecturers and students, competencies, learning materials, and target goals regarding the OBE curriculum for the course. In the Design stage, the researcher developed an E-Module outline aligned with learning outcomes and created validation tools tailored to student characteristics and curriculum demands. In the Development stage, the researcher gathered relevant teaching materials and conducted expert validation to refine the E-Module's design, content, and language. In the Implementation stage, the E-Module was trialed with lecturers and students using tests, questionnaires, and interviews to gather feedback for further improvement. In the Evaluation stage, the researcher analyzed the E-Module's performance during implementation to identify and address any remaining issues before final approval for use.

Research Participants

The present R&D design was carried out to develop the Paragraph Writing E-Module, intended for the second-semester students of ELESF FTTE Unmas Denpasar. As a result, the research participants consisted of students enrolled in the Paragraph Writing course and the lecturers who taught it. The sample for the analysis stage comprised all students in the second semester, while the sample for the trial of the developed teaching module was one of the classes selected using cluster sampling, in which the researcher randomly selected and used whole naturally occurring groups, such as intact classrooms (Ary et al., 2019). It was chosen because this class was accessible for the research; additionally, it had passed the prerequisite course in Paragraph Writing. They also have experienced writing classes for some meetings without using a certain module. Furthermore, the lecturers who taught the course were also involved in gaining insights. Their fruitful perspectives were essential when the products were tried out during the teaching and learning process of Paragraph Writing.

Instruments and Analysis

In the present study, the researchers developed research instruments to collect the necessary data. The researchers administered three types of instruments: document analysis, structured questionnaires, and semi-structured interviews, which were constructed to be valid and reliable. The researchers analyzed the semester course plan and learning materials provided for the Paragraph Writing course, as well as the developed E-Module, carefully examining its design, content, and language. The structured questionnaires were also prepared to collect the required data dealing with the target needs, learning needs, and the quality of the developed E-Module. The questionnaire was constructed in two forms: 'Yes' and 'No' responses and Likert scale. Besides, semi-structured interviews were conducted to support the data requirements of the current research. The results of the document analysis and questionnaire were triangulated with the interview results to figure out the target and learning needs. These instruments were also intended to figure out how they responded on the E-Module tryout. The research instruments were meticulously administered in every stage of the ADDIE model of R&D design to collect worth findings.

The required data that have been collected were carefully analyzed. The data collected through administering the research instruments were painstakingly examined. The qualitative data analysis model, consisting of data collection, reduction, presentation, and conclusion, was thoroughly followed (Miles et al., 2014). In the reduction process, the data were sorted through various data collection methods. They were then identified and classified according to the research purpose. The next step was presenting the data in the form of excerpts from interviews, accompanied by percentages presented in tables and figures. Moreover, data interpretation was specifically narrated within the data transcription. In addition, the collected data, derived from the structured questionnaires, were quantitatively analyzed using a simple percentage formula. The final step was drawing conclusions intended to provide scientific answers to the research problems. Finally, data triangulation was systematically conducted to rigorously evaluate the data and ensure the validity and reliability of the research findings.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The current R&D design was primarily intended to develop and assess the quality of the Paragraph Writing E-Module based on the OBE curriculum. The E-Module was carefully developed to enhance students' writing skills. The current research employed R&D design with the ADDIE model, which consisted of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2015). The stages of developing the Paragraph Writing E-Module, based on the OBE curriculum, were carried out to achieve optimal results. The research findings regarding the results of the target and learning needs analysis, the design and structure of the E-Module, its development processes, trial, and final evaluation for the Paragraph Writing course can be elaborated as follows.

Analysis

The first stage in implementing the ADDIE model involved analysis, which was conducted through a needs analysis. This was done to identify problems that arose during the learning process and to determine the needs of lecturers and students regarding the availability of teaching materials. In this study, a needs analysis was conducted by examining two fundamental needs: target and learning needs (Hutchinson & Waters, 1987). The results of the analysis of target needs can be described in the following table:

Table 1
The Results of Target Need Analysis

No	Aspects	Target Needs Analysis Results
1	Necessities	Students prefer learning materials that can be studied independently to enhance the quality of their writing, including paragraphs. Besides, they

No	Aspects	Target Needs Analysis Results
		require contextual examples to strengthen their understanding.
2	Lacks	Students believe that the writing modules should help them master the vocabulary and sentence structure used in writing. They also need learning materials that can be easily accessed.
3	Wants	In the Paragraph Writing course, students believe that they need to study the basic concepts and characteristics of a good paragraph, and different patterns and genres: logical division of ideas, comparison/ contrast, definition, descriptive, recount, and narrative paragraphs.

The results of interviews with students regarding their necessities revealed that they felt it was very necessary to learn English, especially writing skills, because these skills are beneficial for communicating and interacting when they work. “Bali is a tourist area, so there are many job vacancies that require writing skills. For example, I am an admin, and answering emails requires writing skills (S7C).” In general, they said that to interact globally, English is vital. English language skills can also improve graduates’ competencies and bargaining value when entering the workforce (Garcia-Ponce, 2020). To communicate effectively, mastery of English is crucial. Besides, Bali as a world tourist destination makes English more critical, and writing skills are one of the mandatory requirements for jobs in the administrative departments.

In line with the lack of aspects, the interviews revealed that they felt vocabulary and grammatical mastery would enhance optimization towards improving writing skills. “When writing, a lack of vocabulary mastery and paragraph organization might become a challenging factor. My biggest challenge in writing is grammar. I have to make sure the sentences use correct grammar (S1N and S2A).”

The interview revealed that vocabulary mastery and sentence organization were challenges in writing. The ability to organize sentences was a crucial criterion for assessing paragraphs (Budiarta, 2017, 2021). The students also noted that grammar mastery was vital. It is a critical component in learning English (Krajcsó & Frimmel, 2017). Mastering grammar can significantly enhance the quality of paragraphs. The current study also mentioned that it must be considered when developing material for writing skills (Sabarun, 2018; Sakkir et al., 2021)

The analysis of learning needs in this study encompasses the input, procedures, and settings necessary for students to enhance their writing skills. The results of the learning needs analysis can be briefly summarized in the following table.

Table 2
The Results of Learning Need Analysis

No	Aspects	Target Needs Analysis Results
1	Input	The integration of media and technology in the E-Module can enhance learning outcomes and make the learning experience more interactive.
2	Procedures	The learning materials in the E-Module should be structured with the conceptual material presentation followed by practical exercises to improve writing skills.
3	Settings	The E-Module can increase students’ independence in learning to write. Besides, it can guide them in learning and improving their writing skills through writing exercises that can be completed independently.

The results of the interview also aligned that in terms of input, the students expected the use of information technology in the E-Module, as in the following transcription: “The E-Module equipped with explanatory videos, exercises, example paragraphs, and the use of information technology will be more interesting and easier to understand (S5G).” The input given in the E-Module is invaluable for students in understanding the material being studied. Video presentations about the material can increase students’ understanding of the learning

materials. In addition, the exercises and examples provided can improve their writing skills. The use of information technology can also make the E-Module more interactive, allowing students to independently practice their writing skills.

In the interview, the students also expressed their desire for the procedure of the learning materials to be developed, as conveyed in the following interview transcription: “I prefer to study theory first. Because based on my experience, if I practice first, and then theory, I am usually confused. Thus, when it starts with an explanatory theory of the steps of writing, the learning and practice become organized (S9D & S10D).” This finding aligns with the results of previous research, which showed that teaching materials should be arranged in order (Krismayani et al., 2023). The students agreed that the material should begin with conceptual material to provide prior knowledge before continuing with independent writing exercises. The preparation of tiered materials can make learning more organized, allowing students to learn independently.

The results of the interview also revealed that, in terms of setting, the students wanted a simple and easy-to-understand E-Module. They hope that writing examples and exercises are provided on the E-Module so that they can learn independently: “The E-Module should provide examples of paragraphs and also be equipped with writing exercises from each paragraph to be learned. It will make the E-Module to be studied independently to improve writing skills (Sum).” The students considered the importance of examples and writing exercises in the E-Module. It requires a presentation style that fosters independent learning. Thus, paragraph examples should be a source of inspiration and a basis for them when they want to write. Additionally, the E-Module, which includes writing practice, should also encourage students to practice their writing independently to maximize their ability to write paragraphs.

Design

The design of the Paragraph Writing E-Module was based on the learning materials from the Paragraph Writing course, which were clearly stated in the semester course plan developed in accordance with the OBE curriculum. The analysis results of the course plan were then aligned with the course and lesson outcomes. The results of the course plan analysis were combined with the findings of the target and learning needs analysis. Based on these results, the researcher began to design the Paragraph Writing E-Module, considering the material or content that suited the needs of students, their language level, and the design of an attractive E-Module to ensure it could be easily understood and learned independently.

Based on the analysis results of the course plan and the target and learning needs analysis, the researcher then outlined the learning materials presented in the Paragraph Writing E-Module. There were seven learning materials: logical division of ideas, comparison/contrast, definition, descriptive, recount, and narrative paragraphs. These learning materials were focused on the basic concepts, characteristics of a good paragraph, and writing a paragraph. These learning materials were also aligned with the course and lesson learning outcomes determined by the ELESP FTTE Unmas Denpasar. In the E-Module, the learning materials were comprehensively presented, ranging from general paragraphs to specific paragraph genres, to improve writing skills.

Based on the results of the analysis of target and learning needs, the design of the Paragraph Writing E-Module must pay attention to the linguistic elements used. In presenting teaching materials on the E-Module, the compiler is required to pay attention to the selection of vocabulary used. It is very crucial to consider so that students can understand the material presented in the E-Module. The vocabulary chosen can also represent the intention to be conveyed, allowing students to understand it well. In addition, the use of grammar is also a significant part to consider in the preparation of the Paragraph Writing E-Module. The use of

good and correct grammar will also help increase students' understanding of the material presented in the E-Module being developed for the Paragraph Writing course.

The design began with a cover that was created to attract students' interest in reading the E-Module. Moreover, its structure is presented in the following order: learning materials, lecturer presentations, summaries, quizzes, and exercises. The learning material presents both conceptual and practical learning materials. It is also equipped with a lecturer's presentation containing a QR Code that can be scanned, directing users to a link containing an explanation of the material. A summary is also included to help them understand the material. To make it more interactive, quizzes have also been added. In this section, they can scan the QR code or use the link to access the online quizzes. It enables them to understand the material and make it more interactive by integrating technology. The E-Module concludes with an exercise section designed to allow students to practice their writing skills independently. In this part, a scoring rubric is also prepared by adopting Oshima & Hogue (2007).

Development

In the development, the researcher collected and compiled the learning materials in accordance with the mapping. The seven learning materials that have been mapped were developed into seven modules. These seven modules were assembled into the Paragraph Writing E-Module, which was arranged in stages and structured to make it easier for students to understand the teaching material and practice writing paragraphs within each module. The E-Module was then validated by design, content, and language experts. The validation results of the design, content, and language by the experts can be elaborated as follows.

In conducting design validation, experts use validation instruments consisting of design aspects. The results showed that the percentage of validator responses regarding the feasibility of the Paragraph Writing E-Module in terms of its design was 94%. The results showed that the developed E-Module can be tested on a limited basis to further its feasibility. Furthermore, the validator provided suggestions to improve the color combination in the E-Module cover design, aiming to attract students' reading interest and provoke their desire to learn. In accordance with the validation results from the design aspect, the Paragraph Writing E-Module can be continued at the trial stage with the suggested revisions.

In terms of content validation, the analysis results showed that the percentage of eligibility for the Paragraph Writing E-Module from a content aspect was 93%. This percentage indicated a high level of eligibility. In addition, the validator also gave suggestions on the conclusion part that should be made more comprehensive according to the materials that have been presented, the questions in the quiz should also be considered to increase students' understanding of the materials that have been studied, and the theme in the Comparison/Contrast Paragraph practice session was recommended to be changed from 'Culture' to other themes such as 'Technology'. The results of this validation also showed that the Paragraph Writing E-Module was feasible for limited testing; however, it previously needed to be revised according to the suggestions submitted.

The language validation process resulted in a feasibility percentage of 93% for the language used in the Paragraph Writing E-Module. It showed that the E-Module has met the criteria because the vocabulary and grammar used aligned with the students' abilities. Additionally, the language validators recommended paying attention to the use of uppercase and lowercase letters. The validator also said that the choice of words and sentences used in the E-Module was not complicated, so it can make it easier for students to follow each explanation. The grammar used, particularly the sentence structure, was excellent and effective in conveying the material and was also very relevant to the academic context. The use of vocabulary and grammar was presented in a context that not only facilitated understanding but also motivated students. These results also showed that the E-Module was feasible for testing; however, improvements were suggested based on the findings.

Implementation

After the Paragraph Writing E-Module development process was completed and the validation process was conducted by design, content, and language validators, the researcher carried out a trial involving lecturers and students of the Paragraph Writing course. The implementation of the trial involved selecting one of the classes to gather input from students and lecturers as material for improving the E-Module draft. The researcher also deployed an instrument to measure the quality of the E-Module using a structured questionnaire. Suggestions from experts, lecturers, and students at the development stage served as a reference before the Paragraph Writing E-Module could be used and disseminated.

During this trial stage, the researcher utilized Module 2, entitled “Logical Division of Ideas Paragraph.” The lecturer began the course by presenting material based on the E-Module. The lecturer also asked students to watch videos on the Lecturer’s Presentation to improve their understanding of the concepts and characteristics of the Logical Division of Ideas Paragraph. After that, they were also asked to read a summary to strengthen their knowledge. Before doing writing exercises, their understanding was trained through Quiz Time, which contained questions related to the material. They can scan the provided link or click on it to log in and take the given quiz. At the end of the activity, they were given time to do the exercises according to the title that had been provided. In this exercise, they have also been given a scoring rubric to evaluate the quality of their own paragraphs.

After the trial process, students were given a structured questionnaire to find out the quality of the Paragraph Writing E-Module. Based on the results of the questionnaire tabulation, students’ responses to the E-Module can be seen in the following table:

Table 3
The Results of the E-Module Trial for Students

No.	Items	Responses				
		1	2	3	4	5
1	The E-Module has an interesting and elegant design.	-	-	-	55%	45%
2	The E-Module uses an appropriate and readable font size and type.	-	-	5%	50%	45%
3	The E-Module provides clear learning outcomes.	-	-	-	50%	50%
4	The material exposures are clearly presented in every module.	-	-	-	36%	64%
5	The learning materials are structurally presented.	-	-	5%	32%	64%
6	The examples provided in the E-Module help you understand the materials.	-	-	-	23%	77%
7	The summary at the end of the module is clear.	-	-	5%	32%	64%
8	The quiz section improves understanding of the learning materials.	-	-	5%	36%	59%
9	The practice section improves our writing ability.	-	-	9%	36%	55%
10	The E-Module can be independently learned to improve our writing ability.	-	-	5%	32%	64%

Table 3 showed that the students’ responses to the E-Module were excellent. It can be seen from the percentages of ‘very good’ and ‘good’ that were in the range of 91% to 100%. They agreed that it had an attractive and easy-to-read design. It was also considered to present the material well with a tiered structure and contextual examples. They also noted that it can help them improve their writing skills, as it can be easily accessed. They can also utilize a variety of features that help them understand the material and enhance their writing skills.

The researcher also provided a structured questionnaire for the lecturers of the Paragraph Writing course to find out the quality of the Paragraph Writing E-Module. The results of the lecturers’ responses on the questionnaire can be tabulated in the following table:

Table 4
The Results of the E-Module Trial to Lecturers

No.	Items	Responses				
		1	2	3	4	5
1	The E-Module has an interesting and elegant design.	-	-	-	-	100%
2	The E-Module uses an appropriate and readable font size and type.	-	-	-	33%	67%
3	The E-Module provides clear learning outcomes.	-	-	-	-	100%
4	The material exposures are clearly presented in every module.	-	-	-	-	100%
5	The learning materials are structurally presented.	-	-	-	-	100%
6	The examples given in the E-Module help students understand the materials.	-	-	-	-	100%
7	The summary at the end of the module is clear.	-	-	-	33%	67%
8	The quiz section improves understanding of the learning materials.	-	-	-	-	100%
9	The practice section enhances students' writing abilities.	-	-	-	-	100%
10	The E-Module can be learned independently to improve students' writing ability.	-	-	-	-	100%

Based on the results above, the lecturers of the Paragraph Writing course also agreed with the quality of the E-Module. The responses showed the percentages of 'very good' and 'good', which totalled 100%. The responses given showed that they all agreed that it has been designed attractively. In addition, the presentation of teaching materials in each module was also regulated by paying attention to the tiered explanations. This was expected to provide conceptual understanding first, before students did writing exercises to improve their writing skills. They also noted that the quiz section made it more interactive and attractive.

Evaluation

At this stage, the researcher evaluated each stage of the development of the Paragraph Writing E-Module. The results of each stage in the form of input for the development of the E-Module are followed up by revising them. The results of the target and learning needs analysis have been accommodated during the design and development process of the E-Module. In addition, inputs from validators regarding the design, content, and language aspects were also comprehensive and detailed. These inputs have been followed up by making revisions in accordance with the suggestions of the validators. From the results of the analysis of the Paragraph Writing E-Module trial, both students and lecturers provided an excellent assessment. Based on the results of each stage of the E-Module development, the researcher concluded that the Paragraph Writing E-Module was very feasible to be used as learning materials for the Paragraph Writing course.

Discussion

The Paragraph Writing E-Module has been developed through an R&D design with ADDIE model. Qualified learning materials must be able to help students improve their understanding and writing skills. This is the basis for the development of learning materials. A qualified E-Module must have a design that can attract students to read, content that is in accordance with their needs, and presentation patterns that assist students in understanding the learning material. Additionally, the ease of access and flexibility of the learning materials are also crucial to consider. The Paragraph Writing E-Module has been developed to meet the high standards of quality in learning materials, ensuring that the resulting E-Module contributes to improving students' understanding and writing skills.

The design of the Paragraph Writing E-Module has been made attractive and elegant, presented in an electronic format. An attractive cover is also designed to attract and increase the students' reading interests (Krismayani et al., 2023). This is done to attract them to read and engage with the activities in the teaching module, as the design of the learning materials is one of the key aspects in the development of learning materials (Farikah, 2021). The E-Module is designed with a dynamic approach that caters to the needs of students. An attractive E-Module design is a crucial element that must be considered, as it can help them improve their understanding of the material being studied and enhance their writing skills.

The most important part of the E-Module is the content or learning material. The development of the learning materials was adjusted to reflect the results of the analysis of the semester course plan, which aligned with the OBE curriculum and the analysis of target and learning needs. It consists of seven modules that discuss paragraphs, logical division of ideas, comparison/contrast, definition, descriptive, recount, and narrative paragraphs. In developing the E-Module, the researchers must focus on each material and organize it to make it easier to understand (Fiani & Frima, 2023). The materials must also be tailored specifically according to the needs of the students (Harsono, 2007). Besides, the development of materials should include various tasks that can enhance writing skills (Syam, 2020). Comprehensive material exposure will increase students' understanding of conceptual materials related to writing, and they can also improve their writing skills.

In addition, the presentation pattern in a teaching module plays a crucial role. The Paragraph Writing E-Module aimed to create a tiered and structured presentation, utilizing vocabulary and grammar that was easy to understand. It begins with a conceptual explanation and then proceeds with a practical explanation that includes contextual examples. It also employs simple English grammar and easy-to-understand vocabulary to ensure that the learning material is easily comprehended (Fiani & Frima, 2023). The learning module also needs to prepare various writing activities that can improve their writing skills (Megasari & Hasibuan, 2023). The E-Module also includes quizzes and writing exercises designed to enhance their understanding of the material and improve their writing skills.

The preparation of the Paragraph Writing E-Module also considers the integration of technology in the learning module. This E-Module is intended for students classified as Z or Alpha Generation, who are highly fluent in technology (Bencsik et al., 2016) and are also considered technogeeks (Dudeney & Hockly, 2007). The use of artificial intelligence in improving writing skills should also be considered (Marzuki et al., 2023). Additionally, internet-based teaching materials will greatly aid them in understanding the material (Sabarun, 2018). The use of videos that can be accessed in learning to write will also increase their understanding of writing (Sofendi et al., 2023). The E-Module also comes with access to online videos on material that will enhance their understanding. Therefore, the development of digital materials is essential to improve writing skills (Göçen et al., 2023)

The development of the Paragraph Writing E-Module must indeed be carried out comprehensively. It has been optimally developed to achieve the learning outcomes set for the Paragraph Writing course in accordance with the OBE curriculum. At each stage, the researcher strives to enhance the module to achieve the expected quality. Thus, the current developed E-Module was adaptable for a similar course in different institutions. It was also developed in improved ways of the existing modules, in which the design has been made as attractive as possible to encourage them to be interested in reading the materials. Besides, the materials have been prepared according to their needs, and the presentation patterns are prepared to help them understand the material. The E-Module has also been developed by integrating technology to make it more interactive so that they are more motivated to improve their understanding of the concepts and writing skills independently. It makes the E-Module's quality feasible for use in the Paragraph Writing course.

CONCLUSION

The present research employed R&D design with the ADDIE model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation and Evaluation. The five stages are carried out continuously to produce the desired product, namely the Paragraph Writing E-Module. The E-Module has been developed in accordance with the ADDIE model stages. The results of each stage in the form of input for the development of the E-Module are followed up by making revisions. The results of the analysis of target and learning needs were incorporated into the design and development process of the E-Module. Additionally, inputs from validators regarding aspects of design, content, and language have also been followed up on. From the results of the analysis of the Paragraph Writing E-Module trial, students and lecturers also gave excellent responses.

The researcher strives to enhance the teaching modules to ensure that the expected module quality is achieved. The design of the Paragraph Writing E-Module has been made as attractive as possible to encourage students to be interested in reading and studying the learning materials. Moreover, the learning materials are organized according to the needs and presentation patterns that help them easily understand the material. The E-Module has also been developed by integrating technology to make it more interactive so that they are motivated to improve their understanding and writing skills independently. Based on the results of each stage, the researcher concluded that the Paragraph Writing E-Module is highly feasible for use as a teaching material in the Paragraph Writing course. Although it is feasible for current use, future development by integrating AI-powered feedback will yield a more flexible and comprehensive module that can enrich students' paragraph-writing abilities.

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INFORMED CONSENT STATEMENT

Participation in this study is entirely voluntary. By agreeing to take part, the participants acknowledge that they have been informed about the purpose, procedures, potential risks, and benefits of the study. Participants understand that their identity are kept confidential and that all information they provide are used solely for research purposes.

DATA AVAILABILITY STATEMENT

The data utilized in this study cannot be made publicly available due to strict adherence to privacy concerns and ethical obligations that safeguard participant confidentiality. This ensures compliance with ethical research standards and data protection regulations.

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