

Syllabus Design for Tertiary Level Students in *Bahasa Inggris Niaga* Course

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Abstract

Teaching English in non-English department needs meticulous preparation since it is given integrative in four skills within restricted credit hours, 4 SKS. Students of Economic Department need to be prepared as profound entrepreneur that they are keen on creating occupations and other professions but teacher solely. The research was aimed to design topics and methods in syllabus of Bahasa Inggris Niaga course. This research was set out by implementing ADDIE (Analysis, Design, Development, Implementation, and Evaluation) in designing the syllabus for 40 tertiary students who major in economic department. Analysis as the first step was done towards the students by doing interview and giving questionnaire. The result indicated ten significant topics and seven relevant methods in designing Bahasa Inggris Niaga syllabus. It was designed by concerning on the undergraduate students' necessity in pre intermediate level.

Keywords: *syllabus design, Bahasa Inggris Niaga, ADDIE*

INTRODUCTION

As the leading international language, English is spoken more than 1.2 billion people of the world population nowadays (Duffin, 2020). Obviously, this language has become the foremost communication media among nations and the states, either in formal or informal context such as international organization, airborne and nautical communication, and even it takes place when locuters and interlocuters communicating in the social media (Kurniasih, 2011). Every line in international communication context employs English as the mean of interaction (Maruf, et al., 2021). Bringing it to the classroom context with various themes is inevitable now to meet what society need and what students should present in the time they live together with the society. Hence, the issue of conducting teaching English for foreign language students or even for second language students is dynamically changing and developing as the massive usage of the language itself.

Apparently, in presenting a valuable teaching that meet the students need, this then crucial to synchronize the teaching syllabus and what the society require since they, at the end, will collaborate with people and environment where they live or work. Designing a syllabus mainly in EFL context, obviously, need to consider some aspects; such as students' passion, students' idea, and students' plan that want to accomplish such as being a professional teacher, entrepreneurs, or even continuing to the higher education level. In short, the syllabus, as the fundamental instrument in instructional process then should be formulated on the basis of set of value or belief and even for the tertiary level, it should be inclusively responds the institution's graduate capabilities framework (Susandi & Krishnawati, 2016).

The fundamental stage in formulating syllabus, teachers or education policy makers need to conduct such a stage called need analysis. Generally, changing syllabus might be triggered by various reasons, yet, the foremost motive were the matter of adapting to both teacher and students need and interest, as well as to keep the materials in line with the current theories and the degree of authenticity (Susandi & Krishnawati, 2016). Heading to society 5.0, teachers in this privileged era should present a student-centered approach which affords openings for students to experience precarious and imaginative thinking, problem deciphering, and decision making which involve some straightforward processes such as recall, application, analysis, synthesis, estimation and appraisal.

In addition, a student-centered approach also strengthens students' ability in presenting their ideas, reflecting on and considering their intellectual in making judgments and revenue achievement (Wajnryb, 1992). Changing material and learning design periodically might be inconvenient for some teachers, however, deciding for curricular revitalization intermittently can be irreplaceable (Jackson, 2005) attempts to confirm that the course vestiges affiliated with the learners' requirements (Chostelidou, 2010). In addition, pointed out that in formulating new syllabus design, need analysis is one of the most crucial points to be considered and its appropriate implementation may lead into a meaningful dedicated progression (Evans & St John, 1998).

Undoubtedly, the learner-centered approach can encompass both teacher and students to formulate the learning design, learning assessment, learning material which requires negation and flexibilities from both parties. To manage this need, there are a lot instructional system design (ISD) such as ADDIE, ASSURE, and the Dick and Carey model. In designing a syllabus for language teaching, mostly instructor employees ADDIE as the fundamental approach to compose worth applying ID. The ADDIE instructional design process (i.e., Analysis, Design, Development, Implementation, and Evaluation) provides meritorious as well as meticulous stages in order to formulate effective teaching learning process.

In addition, Kusmawan et al., (2014) considered ID as a systematic process by which instructional materials are designed, developed, and delivered. Considering the challenges of 21st century, they investigated methods of teaching and learning by equipping ID with ICT that students would be ready for knowledge-based society. The approach of investigation was Dick and Carey (2009) model of educational research and development. By the investigation, they suggest the use of ID consistently as scientific conceptions, philosophies, and actions in generating applicable teaching and learning for 21st century.

Compare to other ISD, ADDIE contributes wide advantages for the instructional courses and training programs. First of all, it helps recognizing an admittance theme for the scheme, which is accommodating teacher to formulate an engaging syllabus. This method is the utmost recognized and recycled ISD models, is dependable and practical in a wide-ranging of fields (Davis, 2013). Engaging the ADDIE model in the expansion of a platform support backing inventors in establishing a learner-centered approach reasonably than a teacher-centered approach, constructing the program more appropriate and expressive for learners (Peterson, 2003). The use of ADDIE for the sake of learning achievement is appropriate as it is the concept of product improvement to be implemented for

persistent learning environment (Branch; 2010). The appropriateness of ADDIE model has been proven in developing media (Wang and Guo, 2014; Hidayanto, Munir, Rahman, and Kusnendar, 2017) and material (Tang, Tsai, and Chen, 2017). The studies proved that ADDIE model is one of the most famous models used to make creative and effective teaching design. Thus, it does not only help teachers but also instructional designer and content developer in producing an effective instructional design or product. It is also called as the five steps ADDIE-type model—Analyze, Design, Develop, Implement, and Evaluate. ADDIE is an approach of Design and Development Research (DDR). Many researchers have implemented DDR on instructional products, tools and models with both instructional and non-instructional interventions (Richey & Klein, 2009). The elements of ADDIE can be used in both online and face-to-face environments. There is also a specific characteristic of ADDIE model which makes the model as the most common used model—each phase inter-relates each other.

Generally, approaches regulate the method of an educator in teaching to accomplish the intentions of learning. The approaches can be assigned as direct, indirect, interactive, experiential, or independent (Regina, -). Hence, it is important to figure out of the best teaching strategies to uphold a beneficial instructional process. Further, she stated that generally speaking, there are 2 general instructional type; direct teaching and indirect teaching.

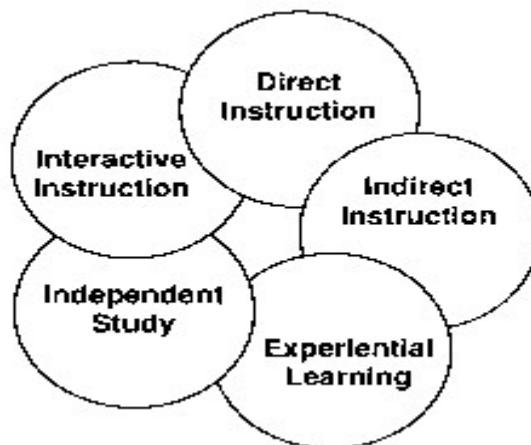


Fig. 1. The Inter-relation of Teaching Strategies

As the illustration on the figure 1 above, it is obtained that there are at least five type instructional strategic. By letting the students to experience those various instructional types might lead students achieve the learning objective as well since every type of teaching strategy serve different learning experience through various activities. Those activities planned to engage every student in either group or even individual work. In addition, formulating material needs some humble considerations regarding the students' need and student's input (Maruf & Anjely, 2020). Islam and Mars (2003) as cited in (Tabari, 2013) argued that there were 5 steps before framing the set of materials which includes; 1) adding, that includes extending and expanding, 2) deleting, that includes such steps as subtracting and abridging, 3) simplifying, 4) reordering, and 5) replacing. Currently, the syllabus of *Bahasa Inggris Niaga* course was only served to reintroduce the Basic English

usage in the daily context for the economic department students. The material, generally cover such introducing self, hobbies, and other short functional text material which were presented in quite traditional method such as drilling and demonstrating.

Considering the numerous contributions that ADDIE provides in constructing the instructional tools as empirically explored by many scholars around the world, it revealed that the model helps teachers in many ways. In Indonesian context, it support teachers in evaluating the weakness and the strength points of a Course book (Iswati, 2019), preparing material in ICT based instruction, Edmodo, and putting students in positive environment throughout the TEP preparation class (Nita et al, 2022). The ADDIE model also address the problem of language skill material construction process, in Arab Gulf, the model barely supporting teacher in enhancing students' creative writing activates and self-confidence (Almehli, 2021). Correspondingly, in Indonesia, this model also assist teacher is formulating suitable material and evaluation through the E-Portfolio assessment in speaking skill (Taufik et al, 2022).

In Korea Park and Huffman (2020) explored that the ADDIE model assist them in formulating the material for the Korean army enlisted soldier and noncommissioned officers who are in charge as the air traffic controller in the improvement of integral aeronautical English skill. Far in the South Africa, some scholars also investigated the material formulation of web-based tools and e-learning specifications such as Learning Tools Interoperability (LTI) and Shareable Content Object Reference Model (SCORM) as a guideline for developing instructional materials for teaching Arabic and other languages (Muhammed, 2021). The previous research showed that mostly ADDIE was implemented in formulation syllabus and other instructional tools like material or assessment procedure in English for Specific Purposes (ESP). However, there are still limited researches which focus on English for Academic Purposes (EAP), especially, in the economic Department of Indonesian Higher education context.

Particularly, this research was set out to explore two fundamental aspects in preparing the instructional design (ID), syllabus design, in *Bahasa Inggris Niaga* course which includes; 1) classifying and elaborating the materials which meet with the students need and the society demand, and 2) identifying the students' response on the teaching methods which perfectly fits to them. Therefore, this research also hint some underlying concept of instructional framework which concern on instructional models, strategies, methods, and skills.

Among those aspects, this research only focuses on the instructional strategies. This current research then offered the refreshment regarding the material and method which implemented in the *Bahasa Inggris Niaga* course which based on the fundamental aspects. Tomlinson (1998) as cited in (Tabari, 2013) explored four worth considering component in appraising the syllabus; (1) the materials presented should contribute a positive impacts the needs and curiosity as well as arising their attention and interests. (2) The teachers should include authentic material which takes place in the real life for the learners which also raise the students' interaction and engagement. (3) Materials should engage all learners with different learning styles and intelligences. And the last (4) materials adaptation is the guidance towards students' autonomy and independence.

METHOD

This research was conducted for designing syllabus of *Bahasa Inggris Niaga* by considering the students' necessities. The designed syllabus was then tried out, evaluated, and refined.

Research Design

In order to get proper data, Design and Development Research (DDR) was employed in this research. While considering clear and organized procedures in designing the syllabus, ADDIE model is implemented as the following figure 2:

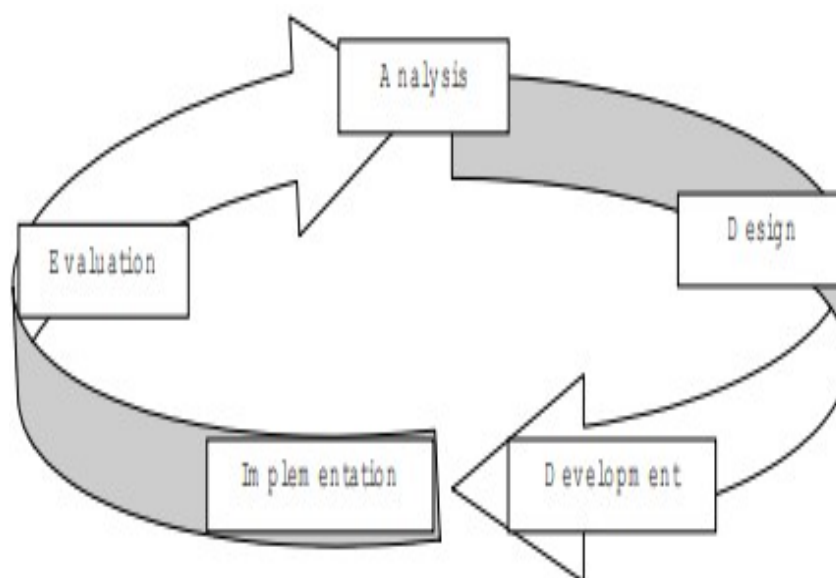


Fig. 2. ADDIE Model in Syllabus Design

Need analysis was done in the Analyze step to figure out proper topics and methods to be included in the syllabus. Those topics and methods were then listed in the Design step. In the Develop step, the list was drafted into the table of syllabus prepared. The draft of syllabus was then tried out by implementing the topics and methods. During the implementation, investigator validation made sure the execution of syllabus draft by using observation checklist and questionnaire.

The observation checklist was used to assess the suitability of knowledge, skill, and psychomotor aspects while questionnaire given to the students after the implementation. The observation checklist gauged every aspect of syllabus while questionnaire confirmed the students' opinion related to the application the last step was done by appraising the implementation of the syllabus draft. Further explanation about the implementation of ADDIE in syllabus design of *Bahasa Inggris Niaga* course is displayed in figure 3 below:

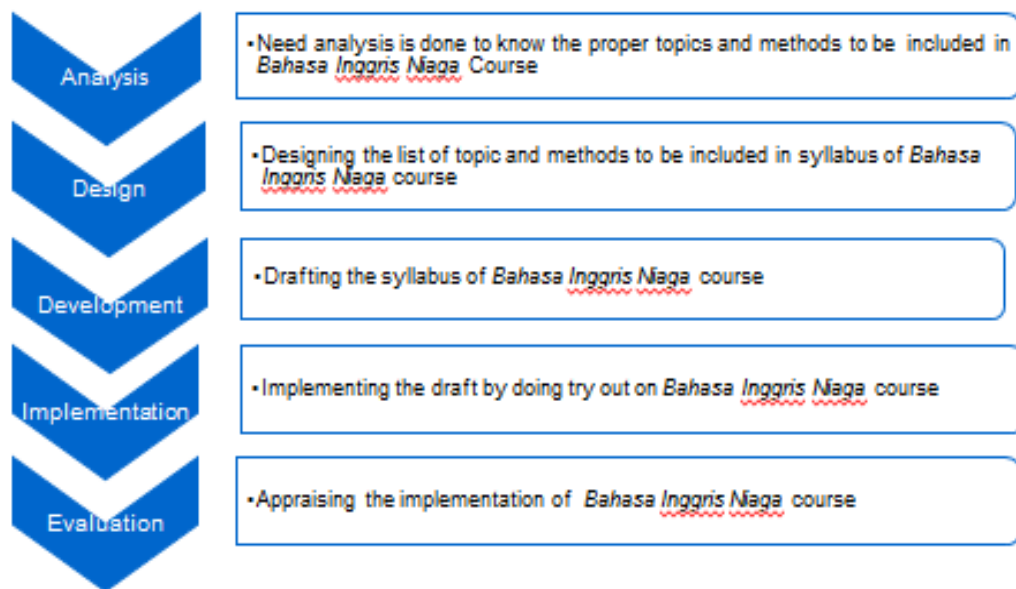


Fig. 3. ADDIE Model in Syllabus Design of *Bahasa Inggris Niaga*

Objects of the Research

This research was done for the sake of syllabus design of *Bahasa Inggris Niaga* course toward 40 Junior EFL students. The syllabus was directed to tertiary level students of non-English Department, particularly Economic Department STKIP PGRI Jombang, East Java. The students took role as participants in fulfilling questionnaire and interview. The respond of questionnaire and interview were the main consideration in listing topics and methods in syllabus design. Thus, the students' responses were the objects of present research. By the responses, topic and methods were then listed in designing the syllabus of *Bahasa Inggris Niaga*.

Data Sources

In doing syllabus design, need analysis was necessarily done that the topics and methods were tolerable and appropriate to the students' expectation. By fulfilling their expectation, memorably experience can be acquired by the students. Need analysis was done to get the students' respond about topics and methods they expected in learning English. Thus, the data sources of the research were questionnaire and interview given to the students. Based on the source of data, the data of current research was the students' responses which were directed to syllabus design of *Bahasa Inggris Niaga*.

Data Collection

Related to the data sources, the data collection of present research was done by distributing questionnaire and interview to the students before they had *Bahasa Inggris Niaga* class. The questionnaire consisted of fifteen questions, while there were five questions for the interview. The questions were about their private opinion related to topics and methods to be listed in syllabus that their expectation in learning English can fulfill their suspense and apposite to their target of learning.

Data Analysis

In analyzing the data, five steps of ADDIE model was implemented for the sake of proper syllabus. The Analyze step was done to get the data needed in syllabus design. The data was then listed during the Design step to start the syllabus design. In the third step—Develop, the listed data was put into draft of syllabus by using Table 1 below:

Table 1. Draft of Syllabus based on the Students' Responses

Students' Responses		Draft of Syllabus	
Questionnaire	Interview	Topic	Method
<ul style="list-style-type: none"> • Verbs • Phone call • TOEFL • Cooperative learning • Describing • Project-based learning • Problem-based learning • Occupation • Writing a letter 	<ul style="list-style-type: none"> • Reservation • Handling a phone call • Ordering online transportation • Game • Simulation • Pair works 	<ul style="list-style-type: none"> • Daily conversation • Tenses • Describing • Occupational • Scholarship • Hunting • Business English letter • TOEFL 	<ul style="list-style-type: none"> • Games • Role Play • Pair Works • Project Based Learning • Problem Based Learning • Simulation • Individual works

The draft of syllabus above was then tried out in the Implement step. In the last step, the result of the try out was evaluated as finishing the syllabus. The evaluation was done during the try out and after the implementation. During the try out, the students' activities and responses were observed by fulfilling observation checklist. After the try out, the students were given questionnaire to know their perception on the implementation of syllabus draft. Both observation checklist and questionnaire were administered to validate the appropriateness of syllabus as well.

RESULTS AND DISCUSSION

Results

Students were given set of questionnaire and interview to formulate the most suitable materials and teaching strategies to support the learning process in *Bahasa Inggris Niaga* course. The result showed some valuable inputs which formulated as the following:

The Response Towards Type Of Material

To ensure the need analysis process was outstanding, the researchers spread a set of questionnaires out by using Guttman scale which contains of 15 questions with 'yes', 'no', and 'other' as the choices. Generally, the data obtained from the questionnaire were meticulously presented as the following;

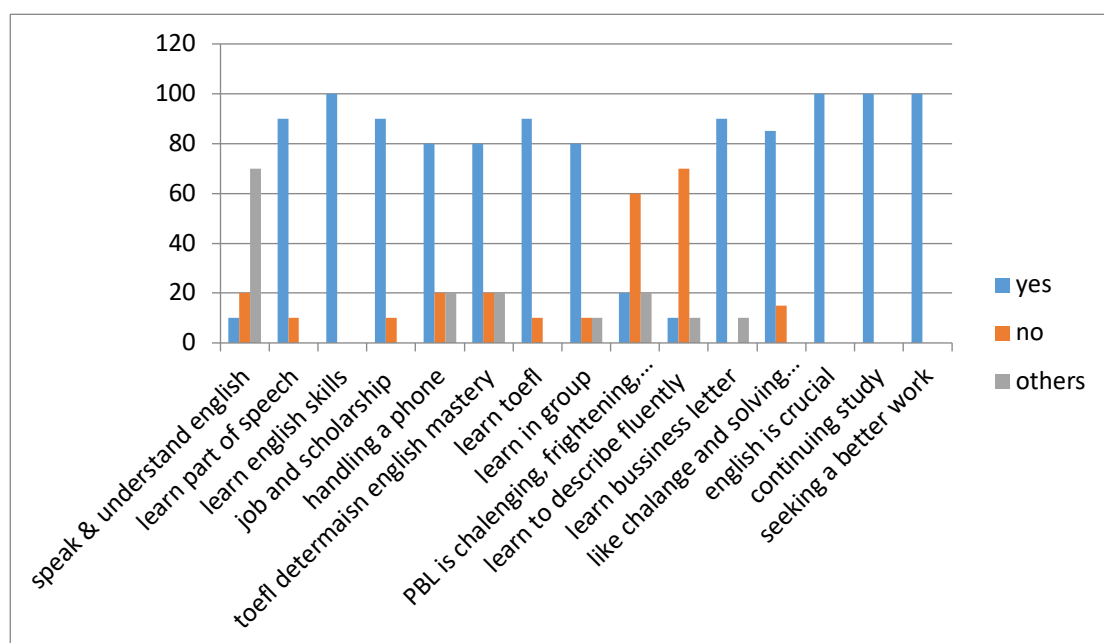


Fig. 4. Result of questionnaire toward type of material

The data above reported that the 40 students answered all those 15 questions which the answer then can be classified into 4 major point, in term of the type of material. The answered indicated that the students were in the beginner level since the preferences of material were in the basic level of learning English. Even though students were once experienced learning English since the elementary till high school, but during their study in tertiary level they had never been learnt English before till they sat on the junior college student level and toke *Bahasa Inggris Niaga* as one of the compulsory subjects. That was logically make a sense that the 70% students answered they still can understand English even though they can speak English well (English passive user). Further, 90% and 100% of them answered wanted to study various English materials, consecutively, including general English, TOEFL, and English for occupational during the semester.

In addition, students also answered that they wanted to seize a good opportunity either in continuing the study or making money if they have one (100% said yes). Furthermore, there were only 10% of the students who believed that TOFL doesn't really crucial to be considered as one of the topics in the subject; this then reflected that TOEFL was one of worth studying material in the *Bahasa Inggris Niaga* course.

In addition, to meet the trustworthiness of the data obtained, the researchers also administered an interview to dig detail information dealing with this learning material issue. In general, researchers tabulated the type of appropriate material was categorized into 4 major topics, as the following:

- a. General English (Daily Conversation, Hobbies And Interest, Future Plan, Describing Place, Person and Things, Jobs)
- b. Occupational (Making And Handling A Phone call, Making Reservation, English for Online Driver, Business English Letter)
- c. Scholarship Hunting (Interview for job and scholarship & Writing motivational letter and Personal Statement)

- d. TOEFL (tips and trick in conquering paper based TOEFL test and TOEFL Simulation)

The Response towards the Type of Instructional Strategies

The researchers administered five questions dealing with formulating the most suitable material and methods to be implemented in *Bahasa Inggris Niaga* course. This phase was set out to deepen understanding of what students really need. The students answered were eventually the underlying item to appraise the syllabus. Eventually, the syllabus is indeed the base to lead a fruitful learning process, therefore, it is crucial to serve them through appropriate instructional strategies; below is the representation of the obtained data dealing with students' response.

Rs : How do you describe your current ability in either understanding or communication in English?

- S1 : I think I can understand English when you talk to me, but not all, I just can capture the general meaning. I cannot speak English but I understand it little.
- S2 : I cannot speak English; I also do not understand what you mean. I want to learn vocab and other basic things in learning English.
- S3 : I think I am good enough in English. Even though in the beginner level but I do understand what do you ask and I can speak or write them.

Out of 40 students, they delivered various statements regarding their current ability in English. The researchers summarized the general response and categorized them into three major classes. There were 55% of the students which classified as S1 respondents, 25% students into S2, and 20 % into S3. This then lead the researchers to formulate some material dealing with very general fundamental English material such as basic tenses, part of speech and daily conversation.

Rs : What do you think of English role in the nowadays communication?

- S2 : it is crucial.
- S1 : very important. In TV, IG, and so on, you have to use English to communicate there.
- S3 : yes, all things you English nowadays.

In the questionnaire number 2, all the students do agree that English is crucial both in the formal setting and informal setting. Thus, they need to learn English which cover various needs.

Rs : What materials do you expect by joining this course?

- S3 : well, I think I want to learn about something useful for either my career or education in the future. TOEFL might help me to pursue it.
- S2 : I want to be able to speak. May be vocabs and tenses will do for me. And other important material related to English may be.
- S4 : I think we can start the lesson by learning some material that related to the economic department (letters, interview, and so on) and something that can be used in daily communication (hobby or anything).

The data above represented the students' choices dealing with types of material they expected to learn. Generally, range of the material they deals with the particular theme which closely related to their department (30% students prefer to concern on the occupational materials) and some others input to support them in seeking a good opportunity in either continuing education (15% students stated to learn about scholarship hunting) or finding favorable jobs (15% students wanted to learn TOEFL), yet, they wanted to learn about more casual thing (30%). In conclusion, the researchers saw that the students' response during interview session fit with the data obtained in the questionnaire.

Rs : What is/ are the most suitable instructional strategies you expect will be applied in the course?

- S1 : I want a have a good learning atmosphere, there is no much assignment.
Oh yes, I also want to do my assignment with friends (pair and group)
S2 : role playing, games, group work, sound very nice to be implemented.

In this question, mostly students expected that during the course toke place they experienced various learning activities to boost their language skills ability. Generally, students wanted to have a balance opportunity either working individually or in group work. Further, the students also expected to experience a joyful learning process in a great learning atmosphere

Rs : What do you think about learning TOEFL in this course?

- S1 : well it must be challenging but I know TOEFL will be important in the future.
S2 : I do agree, since in this semester we will learn TOEFL will be given 'in free' of charge and at the end of the semester you said that we can have a simulation of TOEFL as well as the TOEFL-like test.

P/s. Rs stands for Researchers

S1 and forth stands for Subject 1 and forth

The script presented here was the representation of the whole data with the English translation

Obviously, the students mainly concern about having various instructional strategies which currently explore their ability by combining among individual, paired, and grouped work in the class. At a glance, students need toward teaching strategies was presented meticulously as the following;

Table 2. List of instructional strategies chosen by the students

No	Direct instruction	Indirect instruction	Interactive instruction	Independent instruction	Experiential instruction
1	G uided & Shared - reading, listening, viewing, thinking	Role Playing	Peer Partner Learning	Project based	Simulations
2	Demonstrations (individual presentation)		Role-playing	Problem based	Role-playing
3			Games		Games

(Source: Retrieved from <https://www.webpages.uidaho.edu/cte492/Modules/M3/Methods-Strategies.htm>, on 22 – 09 – 2020)

The table above mentioned the detail result of the students' choice dealing with the teaching method based on the instructional strategies theory by SK. Regina, Saskatchewan Education.

Discussion

Analysis phase

The syllabus design in this study was meant to fulfill the students' expectancy. Preparing ID was done in syllabus design by identifying the students' responses as the second fundamental aspect mentioned by Regina. It was done to encounter the students' need which supports Dudley-Evans & St John (1998). It also confirms Elismawati and Mukhaiyar's (2017) definition that coming across the students' need is meant to discover the students' reason on learning English.

Consequently, questionnaire distribution and interview in this study were not only done to know the students' reason but also students' hesitation. Based on the questionnaire distributed, there were nine students' responses. Those nine responses involved six materials and three methods. While there were five responses got from interviewing the students which consisted of two materials and three methods. The responses were put into table 3 below:

Table 3. The Students' Responses

Questionnaire	Interview
- Verb	- Hotel reservation
- Phone call	- Ordering online transportation
- TOEFL	- Game
- Cooperative learning	- Simulation
- Describing	- Pair works
- Project-based learning	
- Problem-based learning	
- Occupation	
- Writing a letter	

Based on the students' responses, materials and methods were then listed into first draft of syllabus. There were eight materials and six methods listed into draft of syllabus. The materials and methods were then thought over to be concluded as first draft of syllabus.

Design phase

After identifying the students' responses into first draft of syllabus, classifying and elaborating the materials as well as method were done in Design phase. In this case, Regina's first fundamental aspect was confirmed by classifying and elaborating the materials as the students' requisite. Furthermore, Tomlinson in Tabari (2013) mentions materials that learners' desire and enquiring as the impact of first main component among four to be deserve discussion which stimulates their thoughtfulness and awareness. Related to the materials, Tabari (2013) asserts material adaptation can be used as direction concerning learners' self-rule and individuality.

The draft was then classified into worthy material and method by adapting relevant sources. The classification of material also includes authentic material as

suggested by Tomlinson. Material related to verb and describing were classified into daily conversation, about phone call, reservation, and online transportation were classified into occupational, etc. The classification was also done in listing the method that is displayed in the following Table 4:

Table 4. Material and Method in the Draft of Syllabus

Students' Responses	Draft of Syllabus	
	Material	Method
- Verb	- Daily conversation	- Games
- Phone call	- Tenses	- Role play
- TOEFL	- Describing	- Pair works
- Cooperative learning	- Occupational	- Project-based learning
- Describing	- Scholarship hunting	- Problem-based learning
- Project-based learning	- Business English letter	- Simulation
- Problem-based learning	- TOEFL	- Individual works
- Occupation		
- Writing a letter		
- Reservation		
- Handling a phone call		
- Ordering online transportation		
- Game		
- Simulation		
- Pair works		

Develop phase

The materials and methods drafted were then grouped into four by considering the level of difficulty, topic unity, and credit course given. There were authentic economical activities included in the syllabus, such as daily conversation in the office, describing person, thing and place, making and handling phones, making reservation, English for online driver, interviewing, promoting product or service, as well as motivational letter and personal statement. The four groups of material and method is demonstrated in figure 3 below:

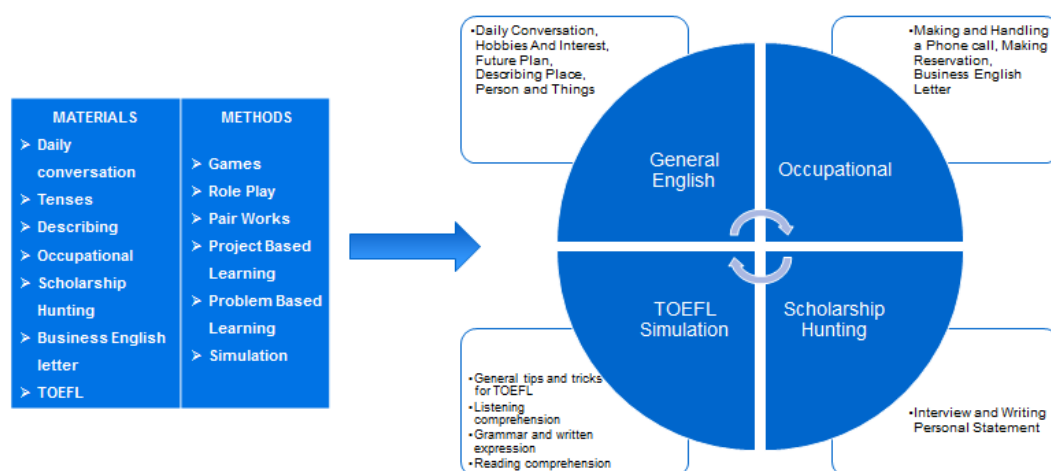


Fig. 5. The Classification of Material and Method

Considering students-centered learning, and Tabari's statement about learners' self-rule and independence, individual works was then deliberated to be included into the draft. Thus, it was planned to be involved in the try out.

Implement phase

After developing the draft of syllabus, it was then tried out to know the applicability of syllabus. The applicability of syllabus is validated through observation checklist by peer investigator all through the try out and the learners' responses after joining the try out. Further, an observation checklist was fulfilled during the try out activities. In the end of try out, questionnaire was then distributed to the students. Both observation checklist and questionnaire were meant to figure out the students' reaction on the implementation of material and method designed. Tomlinson's (2012) five step-process was also used to authenticate the correctness of syllabus design. Those five step-processes are displayed in the following Figure 6:

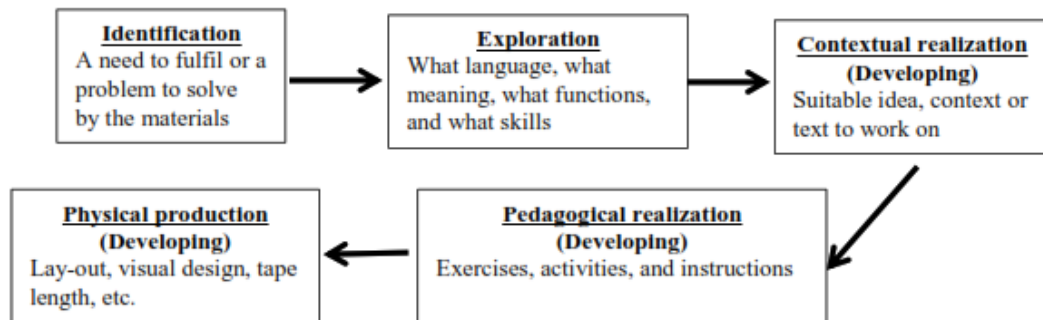


Fig. 5. Tomlinson's (2012) five step-process

Subsequent to the observation checklist and pedagogical realization (developing) phase, there are mistyping and excessively compound sentences on the assignments. The finding of this study corresponds to Ariani (2017) that there are too complex and mistyping sentences.

Evaluate phase

The last phase was done for the sake of appropriateness and applicability of the syllabus design. Considering the appropriateness and applicability, activities during and after the try out was evaluated through observation checklist and questionnaire. The observation checklist was ticked throughout the try out to make sure the fittingness of syllabus aspects. The ticked aspects are displayed in the following table:

Table 5. The investigator checklist

Aspect	Score			
	Very Good	Good	Poor	Terrible
Course outcome				
a. Behavior	√			
b. Knowledge	√			
c. Skill	√			
L-O				
a. Knowledge	√			
b. Skill		√		

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Indicator				
c. Knowledge	√			
d. Skill		√		
Method	√			
Material	√			

The observation checklist shows that each aspect of syllabus has satisfying score. Most students respected others' beliefs and opinion, as well as being confident in expressing English utterances that reflects behavior as the first aspect of course outcome. Their knowledge related to non-verbal communication was also substantial that the second aspect of course outcome was fulfilled. The last aspect of course outcome was also completed considering their gesture and expression in expressing general English and occupational purpose that the course outline was proper to be carried out into syllabus.

Administered 4 points of questionnaire regarding the implementation of the syllabus which contain set of materials and methods, the researcher obtained some valuables feedbacks which then lead them to formulate such a relevant syllabus for the instructional processes in the *Bahasa Inggris Niaga* class which aligned with the currents need. In detail, the responses classified as the following;

Table 6. The evaluation toward materials and method implementation

Questionnaire	Response	%
a. What do you think about the implementation of the materials and the teaching methods during attending the <i>Bahasa Inggris Niaga</i> Course?	It was good already. I think most of students are actively engaged in the instructional process.	95%
	I think the material and the methods have already accommodated the students need as the demanded. There only some points about project-based learning procedure that need to be reviewed.	5%
b. What are the weaknesses you found during attending the <i>Bahasa Inggris Niaga</i> Course?	I think nothing less about the material and the method, it just about the credit hours that I think should be reviewed since 4 SKS is a bit though to do such things in the instructional process.	70%
	Well, I think everything just given in the perfect proportion. I think the duration to study about TOEFL should be separated since it is very important to have the certificate while 4SKS was just not enough to master all things in the meantime.	15%
	I think when giving material and task with project-based learning there must be a student who never contribute to the group while they also got the same score with other group members.	15%
c. Do you think you the material really fits to the currents need? Why?	Yes, I think all the material already represent the students' needs	85%
	I don't have any specific idea, but overall, yes I get many positive contributions in increasing my English and especially in TOEFL	15%
d. Do you think the methods implemented really engage you in the instructional process? Why?	Yes, I love all the methods in this course.'	95%
	I like most of all the methods in the instructional process, it just need more review about the project-based learning	5%

Reflected from the students' responses, researchers believed that both materials and the methods were suitable to be implemented in the *Bahasa Inggris*

Niaga course. However, some students felt difficult in understanding native conversations on audio. The finding substantiates Iswati's (2019) judgment on students' difficulties because of the speakers' elevated speech rate. Even though there were some critics regarding the procedure of project-based learning but its positive contributions toward students' English skills outweigh the drawbacks. Another issue was about the credit hours and the TOEFL itself. In detail, the implementation of 4 SKS during the semester was divided per 2 hours (2 meeting per week). Meanwhile, for the students' response dealing with the TOEFL material should be separated in another SKS, researchers thought this was also worth considering suggestion.

CONCLUSION

To put things into a nut shell, the researches implemented this ADDIE approach in producing a beneficial as well as meaningful syllabus as the foundation for the lecturer in presenting an engaging instructional design (ID) for teaching the EFL students in *Bahasa Inggris Niaga* course. The approach lead the lecturer to the result showed that there were 10 significant topics and 7 relevant methods designed. In detail, those ten methods classified into four major topics; general English, occupational, scholarship hunting, and English proficiency test (TOEFL); while the methods includes project-based learning, Games, Role Play, Pair Works, Project Based Learning, Simulation, Individual works. Obviously, those topics and methods are suitable with the students' necessities. In conclusion, this research appropriate *Bahasa Inggris Niaga* syllabus for students of Economic Department.

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