# Addie model course design for the creative industry department

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**Abstract -** This research aimed to develop a course which is the most suitable for the students in Creative Industry Department. The existing English course in the department only focused on reading passages and grammar exercises. In the area of English for Specific Purpose, which is for the creative industry, it is very important to adjust the course specifically to meet the needs of the students. Thus, it was necessary to develop a new and better course. In doing so, this research used a research and development procedure called the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to develop the course and the materials. The process began with the needs analysis which was conducted in the form of interviews to the lecturers and the head of the Creative Industry Department. The next stage was the process of designing the course outline that would meet the result of the needs analysis. After that, a course material was developed by adapting from the existing textbook sold in the market. However, there were a lot of changes made with the textbook such as selecting the appropriate language functions and adding relevant topics to the materials. Then, the course was implemented for the whole semester to the students of the Creative Industry Department batch 2021. Finally, the first cycle of the process ended with distributing questionnaires to the students who participated in the course. The questionnaires were distributed in the form of google form. The result of the evaluation showed that the course could meet the target set by the head of the department, which was to increase students' confidence in using English.

**Keywords**: ADDIE, creative Industry department, course design

## 1. Introduction

In most universities in Indonesia, English is taught as a general requirement subject. Students are obliged to take the subject despite their perceptions that they may not require it in the related field that they are studying. For example, students from the law department may not require English in any part of their professional life because their clients may only be Indonesian people. Moreover, the law in Indonesia is mostly referenced from the Netherland, hence Dutch is more important for them. However, in other departments, English language may be essential for their future professional life, such as Creative Industry in which English is used in most aspects of the field of study. Despite the importance of English for the Creative Industry Department, the credits which are available for English subject is only two credits which is equal to 110 minutes per meeting per week. Therefore, it is necessary to design an English course which is able to fulfill the students' needs and improve their skills the most.

In order to design the best course for the students, it is necessary to provide the coursebook. The reason is because the English teachers, despite their sufficient English skills, may not be prepared to teach English for Creative Industry. Unfortunately, the existing coursebooks are not always suitable for students in the specific field of study. Richards (2001) mentioned that coursebooks is crucial in a language program, so the quality needs to be ensured to contribute to successful language learning. He also stated that the materials should be tailored to be the most relevant to the learners and the language program. Frendo (2005) also mentioned that coursebooks should be designed and adapted to match the course objective even if it will cost time, effort, money, and experience.

This research aims to develop a course which is the most suitable for the students of Creative Industry while developing the most appropriate coursebook as the course goes by adopting and adapting materials from different available resources. This research applied the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop the course and the materials. There have been several studies in the ESP field which focused on the needs of the students (Aldohon, 2014; Gestanti et al., 2019; Haryati et al. 2019, Hariyanto et al. 2022, Khalid 2016), but there have not been a number of research using the full ADDIE model. Therefore, this research will give insight for the other teachers to use this ADDIE model in their program. This research focused on the course design and the material development which was conducted while the course was ongoing. The reason why this research did both was based on (Tomlinson, 2011) who suggested that material development is not merely a material producing process, but also an integral process of adapting, designing, producing, exploiting, and researching. He also stated that material development is also the study of designing, implementing, and evaluating the materials. Hence, the process of designing, producing, exploiting, implementing, and evaluating were conducted as the program was undertaken.

Since the course is for the students of Creative Industry program, it can be considered as an English for Specific Purpose (ESP) program. There are three important points that should be addressed when preparing for an ESP program (Dudley-Evans, 1998). First, an ESP program should meet the needs of the learners. Second, the ESP program should apply the methods and activities which are related to the field. Third, the focus should be on the four aspects such as language, genre, skills, and discourse. Based on the three points, it is obvious that the teacher may not have more vocabulary than the student since the topic is of the student's area of expertise.

According to Poedjiastutie (2017), many ESP teachers use the wrong materials. They tend to use the materials which are designed for general English instead of ESP. This may affect the result of the learning, and as a result the objective of the program is not met. Moreover, the publicly sold teaching materials may not match the specific programs (McDonough, 2006). Therefore, the selection of the appropriate teaching materials is a very important issue to address (Branch, 2009).

ADDIE model is a beneficial model to be applied in a course because this model focuses more on the students (Peterson, 2003). There are five stages of the ADDIE model. First,

Analyzing the learning situation or it can also be considered as the need analysis. Second, Designing the objectives and the principles of the learning situation. Third, Developing the resources to suit the objectives. Fourth, Implementing the resources in the learning situation. Finally, evaluating how the resources met the needs (Branch, 2009). Actually, it is unclear where the framework was originated. Even (Molenda, 2015) came out with the conclusion that ADDIE actually describes any process-based approach in developing course materials. He also believed that the acronym is interchangeable with the term instructional design.

## 2. Method

This research applied an ADDIE model design to create a course which is the most suitable for the students of Creative Industry Department. There were five steps in this model, namely (1) needs analysis, (2) course and material design, (3) course and material development, (4) implementation, (5) course and materials evaluation.

The first necessary step in order to be able to design a suitable course for the Creative Industry Department was to do the needs analysis. This step is very important for both students and teachers (Eslami, 2010). Eslami believed that teachers could get information about the students' interests, purpose, and learning strategies, while the students would be more interested if the course met their expectations. However, in this research, the needs analysis was conducted by interviewing several lecturers and the head of the Creative Industry Department. This was done instead of asking the students since the lecturers and the head of the department should know more about the needs of their students, and the English subject was also expected to be able to support the Target Learning Objectives that the department has set.

The second step was to design the objective. The course objective was designed according to the results of the interview with the lecturers and the head of the Creative Industry Department. At this stage, the course syllabus was designed and discussed with the head of the departments before it was finally used. At this step, the course description, objectives, activities, and assessments were set.

The third step was to develop the materials according to the course syllabus. The order of the development was to choose the appropriate materials and modify them to meet the objectives of the course in the course syllabus.

The fourth step was to implement the course and materials. The course named Communicative English was implemented to the first semester students of the Creative Industry Department of 2021. There were 141 students in total.

The fifth step was to evaluate the course and the materials. It was done by distributing an online questionnaire to the students and conducting several random interviews to the students after they had participated in the Communicative English class. The data were then used to modify the course and materials to suit the class better.

## 3. Results and Discussion

As stated in the previous chapter, the needs analysis for this research was conducted by interviewing the lecturers and the head of the Creative Industry Department. The result of the interview was that the lecturers and the head of Creative Industry Department expected the students to have more confidence and be more fluent in speaking English in a daily context, in their study, or after they graduate. The secondary objectives were that the students would have the important skills of English for their academic life such as paraphrasing and delivering presentations in English. Hence, the Communicative English Course was designed based on those expectations. The additional consideration for the course was that the students had mix abilities in terms of English skills. Some students were very good in English while some were at the very basic level of English mastery.

### Course Design

The design of the Communicative English Course should be in line with the design of other courses in the Creative Industry Department. The course is a 2 credits class with the total

number of meetings of 14 meetings in one semester with the addition of 2 meetings for midterm and final test. Each meeting lasts for 110 minutes. In each class, there were around 50 students. Thus, the course syllabus was designed according to the requirements of the department, and the course outline can be seen in the table below.

Table 1 The course outline

| Meeting | Topics | Related Skills | | | |
| --- | --- | --- | --- | --- | --- |
| | | Speaking | Listening | Reading | Writing |
| 1 | Motivating the students to overcome the mental block in speaking by sharing the video of several alumni talking about the tips and tricks in learning English so that they managed to work in global companies. Practicing simple conversation using basic topics such as describing people characteristics and preference | √ | √ | | |
| 2 | Improving the speaking fluency by describing activities / daily routines | √ | √ | | |
| 3 | Expressing opinions on simple topics like talking about work life and responsibility | √ | √ | | |
| 4 | Improving the speaking fluency by comparing the past with the present | √ | √ | | |
| 5 | Giving opinion concerning the current issues in Creative Industry such as how to create a fashionable mask. | √ | √ | | |
| 6 | Building an argument by giving illustrations and supporting details on current issues in Creative Industry. | √ | √ | | |
| 7 | Comprehending a message and taking notes | | √ | √ | √ |
| 8 | Describing and explaining a graph/chart | √ | √ | | |
| 9 | Giving opinions by talking about future plans and making prediction | √ | √ | | |
| 10 | Giving a guided tour of a place or a tutorial on how to do something | √ | √ | | |
| 11 | Persuading people through marketing tools. | √ | √ | √ | √ |
| 12 | Delivering a problem-solving speech | √ | √ | | |
| 13 | Restating other people's ideas using a paraphrase | | | √ | √ |
| 14 | *REVIEW and FINAL PROJECT* | √ | √ | √ | √ |

**Material Development**
The coursebook was chosen from the available books in the market. For the Communicative English class, the chosen book was *Communication Strategies* 1 by David Paul. The book was chosen because it focused on the speaking skills in general, and it was suitable for students with mix abilities. There were only several chapters chosen from the book, and they were later adjusted to the field of Creative Industry. Below are some examples of the content of the book: The opening:

## PERSONALIZATION

*Complete these sentences with your own ideas.*

I like people that ...
I easily get bored when ...
I feel comfortable when ...
I prefer to have friends that ...
I could never go out with a man/woman that ...
It's cool to ...
I'll probably start looking for ...
I'm fed up with ...

*We are very similar. We both love ice cream!*

## DISCUSSION STRATEGIES

I'm the opposite.
We are very similar.
Maybe we aren't so different.

*Try to include the discussion strategies and the patterns from the controlled practice section in the following discussions.*

Think of somebody you know or a famous person you feel is arrogant.
   Talk about him or her.
Think of somebody you know or a famous person you feel is too sensitive.
   Talk about him or her.
Do you prefer quiet people or people who talk a lot? Why?
When do you feel bored?
What kind of man/woman would you like to have a deep relationship with?
Deep down, what do you really want in your life?

The main content

## FOLLOW-UP QUESTIONS

*Make three sentences about your character.*

*Examples:*     I'm often selfish.
          I have a great sense of humor!
          I'm a bit arrogant.

*Now talk to another student and ask at least two follow-up questions about each point.*

*Examples:*
A:     When are you selfish?
B:     When I'm tired in the evening.
A:     What do you do that's so selfish?
B:     I just play computer games and hardly talk to anybody.

## ROLE PLAY

Student A:     *TV reporter. Interview Student B about his/her friends.*
Student B:     *Play the role of a famous person.*

*Example questions:*
Who are your best friends?
When did you first meet?
What do you usually do together?
What do you think of (name of another famous person)?

The Ending

**WRITING OPINIONS**

*Write paragraphs about the following. Try to include words and patterns from this unit.*

People I like.
Being a good friend.
Good ways to make new friends.

The book mainly begins with a personalization stage where students can give free opinions on any topics and discuss the topics freely. Then, it is followed by role plays. Before the role plays start, the teacher is expected to explain about some expressions that the students are going to use in the role plays. In the end, the students are supposed to reflect on what they have learned that day either through a piece of writing or through a short oral presentation.

**Implementation**

After the course design and the course book were completed, they were implemented directly to the students of Creative Industry Department. The students were mostly from first semester of the 2021 batch with some addition from the previous batch who failed the subject and had to retake it. The total number of the students were 141 students - 55 students from the product design and 86 students from the fashion design. The students were divided into three parallel classes. The lecturers were allowed to add more resources as complementary to the main course book.

**Evaluation**

The last step which is also a very crucial step is the evaluation. The evaluation was conducted in the form of Google form questionnaire and random interviews to the students and the lecturers. The questionnaire was distributed to all 141 students, and 136 of them responded to the questionnaire since 5 of the students decided to quit the class for unknown reasons. The items in the questionnaire reflected the aim of the course which was given by the lecturers and the head of the Creative Industry Department, and they were also function as a self-evaluation for the students.

The first item on the questionnaire was "The materials taught in Communicative English class have helped me to be more confident in using English for academic context." As shown in figure 1, 54% of the respondents agreed and 28% respondents strongly agreed, but 17% did not agree or disagreed, and only 1% respondents disagreed. It shows that the students felt that they had been more confident in using English in their academic life on campus after they had taken the course and used the course materials.
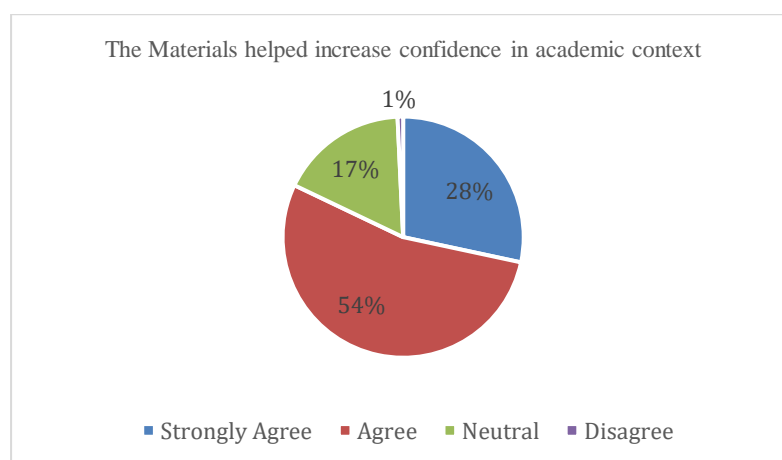


The Materials helped increase confidence in academic context

1%
17%
28%
54%

■ Strongly Agree  ■ Agree  ■ Neutral  ■ Disagree

Figure 1 The materials and the student's confidence in academic context

The second item of the questionnaire was "The materials taught in Communicative English class have helped me to be more confident in using English for daily conversation." The result can be seen on figure 2 below, which shows that 55% respondents agreed, and 28% respondents strongly agreed that the course materials helped increase their confidence in speaking English in daily conversation. Only 2% of the respondents disagreed with the statement, and 15% of the respondents were in a neutral position.
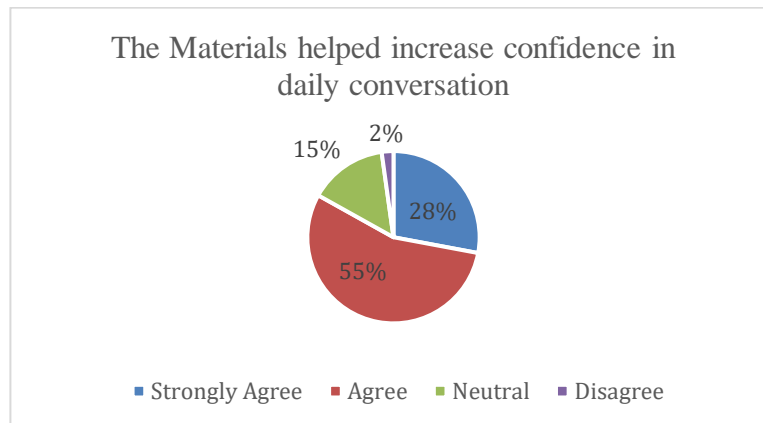


Figure 2 The materials and the student's confidence in daily context

Related to the two items on how the materials help increase the student's confidence in using English in academic or daily context, there are also two questions regarding their confidence which is stated in numbers. The question was "what was your level of confidence before joining the class?" The response should be in numbers between 1-100 with 1 being very unconfident and 100 being very confident. The average score for the student's confidence before taking the class was 67.5, and the average score for the student's confidence after taking the class was 79.5. Thus, in average, there was a 12-points increase in average for the student's confidence which was self-evaluated. Meanwhile, in terms of the number of students who felt that their confidence had increased, there were 79% of the students who believed that they became more confident in using English after finishing the class, and only 21% did not feel so. The 21% includes the students who were already very confident in using their English even before joining the class, hence they did not feel any more confident after finishing the class.
In terms of comprehensibility, the materials are easy to understand according to the students. It is shown on figure 3 that 38% of the students strongly agreed and 45% students agreed that the materials were easy to understand, and only 2% of the students disagreed.
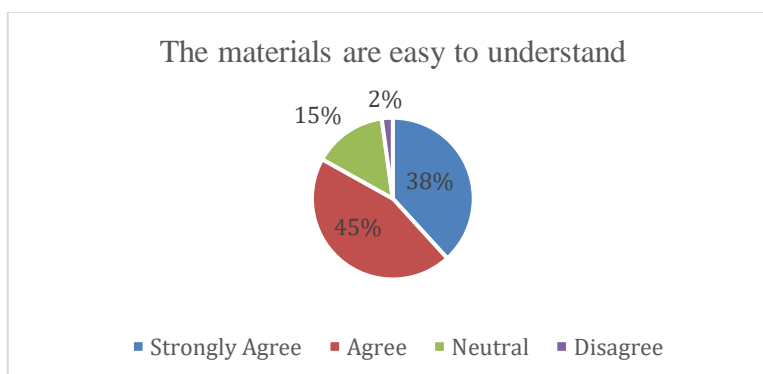


Figure 3 The materials

Besides improving the students' confidence, a good course should also improve the student's ability, otherwise, the students will feel bored if they do not learn anything from the course. There were also items on the questionnaire that says "My English-speaking ability BEFORE joining CE class is... (Write a number between 1-100 with 1 = extremely low, 100 = extremely high)." The average score for this item was 70.1 with 25 students or 18% scoring themselves lower than 50, which means they feel that their English-speaking ability was very low. After the class, the students seem to be feeling that their English-speaking ability have improved. It is shown that the average score for the item "My English-speaking ability AFTER joining CE class is... (Write a number between 1-100 with 1 = extremely low, 100 = extremely high)" was 82.3. There was 11.8 increase in the average score with only 1% of the students answering below 50. Hence, when the students were asked to judge their own ability, they felt that their ability has increased after they joined the class.

At the end of the questionnaire, there was an open-ended question in the form of suggestions for the next classes of Communicative English. Some students responded that they really enjoyed the class that they had taken and wanted to have more English class during their study in the Creative Industry Department, some responded that they wanted more time for dialogues, some wanted to have grammar lessons in the class, and some of them wanted more Communicative English class in the next semester. Other than the positive comments, there were also negative comments that the classroom activities needed variations.

## 4. Conclusion

The Communicative English class in the Creative Industry Department which was developed using the ADDIE model could be considered successful because the class has reached the main goal set by the lecturers and the head of the Creative Industry Department. After finishing the class, the students already felt that their confidence in speaking English in academic or non-academic context has grown. Moreover, they also believed that their ability in speaking English has increased. There were also positive comments about the class from the students. Based on the comments, they seem to enjoy the class much and some of them even want to have more English classes during their study in the Creative Industry Department. Despite the encouraging comments from the students, there were also some suggestions given by the students. The suggestions can also be used as the needs analysis for the next classes because what the student wants is also important to make them engaged in the classroom activities. Therefore, it might be necessary to add some grammar lessons and extra time for dialogues for the next Communicative English class.

This research used the ADDIE model to develop the course and the course materials. However, the needs analysis in this study focused more on the top management decisions instead of the students. It will be better if the comments and suggestions of the students are taken into account in the need analysis of further studies. Also, this study only evaluated the opinions of the students concerning their improvement in confidence and ability. In the future, it will be even better if a pre-test and a post-test can be conducted before and after the class so that the measurement of the improvement of the student's ability to speak English is even more reliable than simply the student's own opinion.

**References** *(follow the APA 7th style with 15 references in minimum, 80% from journals)*

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