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## The ADDIE Model on the Development English Materials for the Constitutional Law Study Program

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### Abstract

This research aimed at developing appropriate and valid English materials for the Constitutional Law Study Program and finding out the students' perception of the English materials. The writers applied Research and Development by adopting the ADDIE model. 95 students of the Constitutional Law Study Program at IAIN Palopo filled out a need analysis questionnaire, four experts assessed the English materials, and 24 students participated in the field try-out. The instruments of this research were questionnaires and documentation. The writers analyzed the data from questionnaires quantitatively and qualitatively. The writers produced an English textbook and generated it into a flipbook. There are ten units in the textbook. The results of the content, the design, and the media experts' validation showed that the book got an excellent and a good category. The book quality based on the learners' response in the field try-out showed that learners agreed with the materials presented in the book.

**Keywords:** ADDIE model, english materials, research and development, constitutional law

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### INTRODUCTION

English is taught to students from a variety of majors at the university level as English for Specific Purposes, in addition to English majors. The distinction between English as a Foreign Language and English Specific Purposes lies in the students and their goals for learning English. ESP students are usually adults who already know English and learn the language to communicate a set of competent skills and do specific job-related functions (Asfihana, 2013). ESP covers various subjects such as business management, health, engineering, law, management, banking and finance, medicine, Islamic studies, mathematics, etc. (Asfihana, 2013; Richard & Rodger, 2001). It is not taught as a subject detached from the students' tangible world; instead, it is amalgamated with a subject matter area important to the students. Therefore, for students to master enough English for their future careers, they must devote a decent amount of time and resources to their studies (Susanto & Latief, 2016). Following this, IAIN Palopo allocates two credits for the ESP course in semester 3 for non-English students. Therefore, an educator who trains ESP should extensively collaborate with a subject matter expert or be well-supplied with good expertise in technology because research by Khaferi & Khaferi (2011) showed that there seems to be a lot of enthusiasm and interest among law students to enroll in ESP classes and improve their command

of the English language. They view these courses as crucial for their studies and future careers.

Even though English has been a compulsory subject in the law faculty of Institut Agama Islam Negeri Palopo for many years, the English materials for law subjects are limited, and teaching English specializes in sentence construction and some legal terms. Additionally, students in the constitutional law study program need more proficiency in English. Nowadays, lecturers are required to design and implement innovative instructional materials so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally and always relevant (Kemdikubud, 2021). Therefore, the development of English learning materials suitable for the Merdeka Belajar Kampus Merdeka curriculum is something that the writers, who also serve as a lecturer at that campus, are particularly interested.

Learning materials refer to resources used to support and enhance the learning process. They can take various forms, such as textbooks, workbooks, handouts, visual aids, multimedia presentations, online resources, and more. These materials are carefully designed and selected to align with the curriculum and educational objectives, ensuring that students have access to relevant and meaningful content. The introduction to learning materials provides students with an overview of the different types of resources available and how they can be utilized to maximize

learning outcomes.

One of the most common types of learning materials is textbooks. Textbooks serve as comprehensive guides that provide students with detailed information and explanations on various subjects. They are structured systematically and cover a wide range of topics, making them a valuable resource for students to gain in-depth knowledge in their respective fields of study. Textbooks are often used as a primary resource in classroom settings, and students are encouraged to refer to them for better understanding and clarification of concepts.

In recent years, digital formats have gained significant popularity. E-books, or electronic books, are accessed and read digitally on electronic devices such as e-readers, tablets, or smartphones. E-books offer convenience and accessibility, as they can be easily downloaded and carried around in a single device. They often come with adjustable font sizes, screen brightness, and background colors, allowing readers to customize their reading experience. E-books also offer features such as highlighting, bookmarking, and searching, making it easier to navigate and reference specific sections. This format is particularly beneficial for students who may need to carry multiple textbooks or reference materials with them.

Nevertheless, a few universities still need to adopt e-books for offline instruction. Many teachers still employ traditional learning methods in the classroom due to a variety of factors, including a lack of socialization and curriculum-related training, a lack of experience and knowledge in creating effective teaching materials, and a lack of financial and non-financial support from universities (Dharmayanti et al., 2021). For students who felt limited by the instructional resources utilized during the learning process, particularly for online learning, a flipbook might be an answer.

A flipbook is a type of traditional animation consisting of a stack of paper that resembles a thick book, with pages that describe or depict a process. Later on, these drawings move or come to life (Izza, 2018). Flipbook is a multimedia computer program. Because the teacher needed to share the flipbook via WhatsApp group as a link and the students only needed to click it, it was seen to be the most effective and efficient way of instruction. After that, students were free to peruse the flipbook whenever they pleased.

Some scholars have researched the development of learning materials in textbooks or e-books. Supardi (2013) has developed a website for teaching legal English vocabulary. Nurliana

(2019) created instructional materials for learners that were useful for the teaching-learning process and suited their needs. Additionally, the prepared materials received a favorable response from them. They actively participated in the activities of the created materials with motivation and enthusiasm. Surani et al. (2022) developed an ESP E-Module that is feasible, practical, and effective. E-Module teaching materials can be used by lecturers as an alternative method of delivering material to improve law students' understanding of English Law material. Sierocka (2019) developed a coursebook for legal practitioners in Poland. She adopted Barnard & Zemach's model sequence, although with specific alterations. She wrote 23 chapters in her book, 22 discussing specific legal areas. There are nine contentious instances to debate in Chapter 23's "Cases to Discuss", which can be used if there is some downtime. The glossary and CD are included in the book.

Unluckily, only a few scholars have created educational materials for students in the constitutional law study program. Thus, this research will significantly contribute to knowledge development and the English teaching-learning process, particularly for the Constitutional Law Study Program at IAIN Palopo.

Based on the background above, the writers formulated two research questions as follows: "How do the writers develop appropriate and valid English materials for learners of the Constitutional Law study program at Institut Agama Islam Negeri Palopo?"; "What is the students' perception towards the developed English materials?"

## METHODS

The writers applied research and development design by adapting the ADDIE model to produce an English book. ADDIE model is beneficial to educators, instructional designers, and training developers since having clearly defined stages makes it easier to use efficient training solutions. The ADDIE Model has gained widespread acceptance and uses. The second-grade students of the constitutional law study program became participants in this research. There were 95 participants (60 females and 35 males) who filled out a need analysis questionnaire. Their age range between 17-21 years old. There would be twenty-four students who follow the field tryouts. Four lecturers evaluated the product.

Three questionnaires were used to gather the data: a need analysis, an expert assessment, and a students' perception questionnaire.

The writers used qualitative and quantitative data. The qualitative data were collected from the need analysis questionnaire. The collected data from need analysis questionnaires were identified, categorized, and analyzed based on the components of tasks.

The writers applied the Likert scale as the measurement for experts' validation and students' perception questionnaires. The results of the questionnaires were calculated using Microsoft Excel.

Then, the result of the data was converted into descriptive quantitative analysis. The writer measures the average score for each questionnaire item.

## RESULT AND DISCUSSION

### The Results of Students' Need Analysis

The writers gave need analysis questionnaires to the 95 students of the Constitutional Law Study Program through Google Forms. The students' answers are elaborated below.

The first question is about the final purpose of the students in learning English. 5 (5.3%) students answered to make them pass the English course, 57 (60%) students answered to make them get information about English for constitutional law, 25 (26.3%) students responded that they want to have broad knowledge, 3 (3.2%) students answered to ease them understand the modern technology, and 5 (5.3%) students chose another option.

The second question is about the skills they need most in their majority. Many students (86.3%) chose speaking skills, 6.3% of students chose listening skills, 4.2% of students chose reading skills, and 3.2% of students chose writing skills.

The next question is about the language aspect that the students need to improve their writing skills. 29 (30.5%) students wanted to learn grammar, 44 (46.3%) students wanted to learn vocabulary, 20 (21.1%) students wanted to learn paragraph organization, 1 (1.1%) student wanted to learn kinds of paragraph, 1 (1.1%) student wanted to learn how to write an application letter.

The students also answered about what competency they need in speaking skills. 36 (38.7%) students chose grammar competency, 39 (41.9%) students chose vocabulary competency, 11 (11.8%) students chose pronunciation, and 7 (7.5%) students chose spelling.

Then, the students asked what competency they wanted to have in listening skills. 14.7% of students wanted monologue and dialogue, 29.5%

of students wanted monologue and dialogue with the Figure, 44.2% of students wanted monologue and dialogue with a new vocabulary list, and 11.6% of students wanted to hear the text that the lecturer read.

After that, the competency of speaking skills that the students wanted to have in speaking skills. 12.6% of students answered monologue and dialogue, and 16.8% answered monologue and dialogue model with Figure 9.4%. 56.8% of students chose monologue and dialogue models with a new vocabulary list with pronunciation, 12.6% chose authentic material in constitutional law lessons, and 1.1% chose another option.

Furthermore, the students asked what competency they wanted to have in reading skills. 60% of students chose authentic material, which is easy to find daily, such as answering the exercise and comparing the Figure with sentences. 20% of students chose a text that describes content about their future job, 11.6% chose a text with a new vocabulary list, and 8.4% chose a text with a Figure.

The course grid is made based on the previous need analysis. The material was designed by taking up the highest percentage of students' learning and target needs from the questionnaire. This course grid guides the development of English learning material for Constitutional Law students at IAIN Palopo.

The course grid also comprised ten units that integrated four skills in English: speaking, reading, writing, and listening. The writers also included grammar, vocabulary, and pronunciation in some units. The writers arranged the course grid based on TBLT (Task-Based Language Teaching), designed from the easiest to the most challenging test.

### The First Draft of Material

The material made by the researcher was based on the Course Grid, which consisted of ten units, and there are 7 to 9 exercises in every unit. Each exercise has different activities.

### The Result of Expert Validation

Three experts reviewed the textbook. They assessed three elements, namely layout, content, and language used. The results of their reviews are elaborated below:

#### Layout Assessment

There were six items assessed by the experts regarding textbook layout. They stated that the textbook layout is excellent to use. The appearance of the design and layout is good because

it is presented with attractive and colorful images. The results of the experts' assessment are shown below:

**Table 1.** Layout Assessment

Aspects to be assessed	Average Score	Category
The material display is clear.	4.67	Excellent
Attractive material display.	4.67	Excellent
Appropriate font size.	4.33	Excellent
Appropriate font.	4.33	Excellent
Spacing is appropriate.	4	Good
Correct use of punctuation.	4.33	Excellent

### Content Materials Assessment

The experts stated that the textbook content is excellent to be used. Besides, the textbook has been appropriate for the students' needs. The exercises varied. The materials are interesting because the writers integrated language skills and language elements like grammar and vocabulary. The materials also can motivate the students to learn. Some exercises can improve the student's critical thinking. The experts also stated that this book can be useful for the lecturer and the student. Overall, the materials input is good. Interesting images and illustrations help the students understand the materials.

**Table 2.** Content Materials Assessment

Aspects to be assessed	Average Score	Category
The scope of material content in the English for Constitutional Law teaching materials is to the needs of students in the Constitutional Law study program.	4.67	Excellent
The depth of material in the English for Constitutional Law teaching materials is good.	4.67	Excellent
The authenticity of the material content in English for Constitutional Law teaching materials is adequate.	4	Good
The latest issues in English for Constitutional Law teaching materials are discussed interestingly.	4.67	Excellent
The activities in the assignment involve many students.	5	Excellent

**Table 3.** Language Used Assessment

Aspects to be assessed	Average Score	Category
The language used in teaching materials is appropriate to the student's abilities.	4.33	Excellent
The language presented is comprehensive and appropriate to the student's level of cognitive development.	4.67	Excellent
The expressions used are grammatically correct.	4.67	Excellent
The language presented in teaching materials is easy to understand.	4	Good

### Language Used

The experts assessed four items. Overall, they stated that the language used in the textbook is excellent. The use of language in the book is appropriate to the student's level of cognitive development and is easy to understand.

### Media Assessment

The expert also assessed the flipping book that the writers made. The expert concluded that the flipping book is interesting. The results are shown below.

After validating the textbook, then the writers obtained some suggestions from the experts.

### The Results of Field Try-Out

Before holding the try-out, the writers assembled a group of learners to form a small class to test the product. It was attended by 24 learners studying Constitutional Law. On October 26th, 2023, the writer taught this group utilizing unit one. The researcher then asked the learners to answer the tasks in the textbook. The writer shared the questionnaires via Google Forms and observed them at the end of the learning process. The data collected during trial runs, as well as the results of the observation and questionnaire, would be used to edit the draft into a final document. From the results of the field try-out, the writers stated that the students agreed with the materials provided in the book.



**Table 4.** Media Assessment

Aspects to be assessed	Average Score	Category
Effectiveness in use	5	Excellent
Usability (can be used anytime and anywhere)	4	Good
Attractive media display	5	Excellent
The English used is easy to understand	4	Good
Media is developed creatively and innovatively	4	Good
The choice of font is appropriate	5	Excellent
The images selected are appropriate to the topic/learning material	5	Excellent

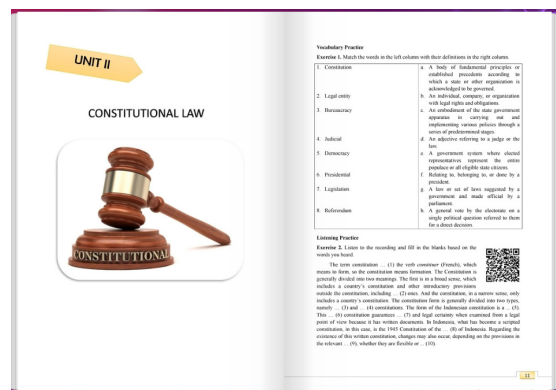
**Table 5.** The Expert's Suggestion

Suggestions	Revision
The source of reading text must be written	Because the reading texts were taken from various sources, so the writers wrote the sources in the bibliography.
The table of contents must be elaborated based on an example from the expert	The table of contents have been revised.

**The Final Product**

The material contained in the book is integrated online with link to learning resource namely YouTube. Besides, the listening exercises audio is converted to QR code (see Figure 1). The textbook and its digital book are very practical because they have a simple appearance, a broad presentation of material in accordance with the English for Constitutional Law students. Besides, for self-study or reference purposes, the materials integrated four skills and language elements such as grammar and vocabulary. Grammar section is self-explanatory and vocabulary consists of many English legal terms. The writers also considered the practical characteristics of the students' field of study (Aurelia and Aurelia, 2020). In addition, the books are designed to connect with their future needs; therefore, students will be more motivated and more committed to learning (Yang, 2020).

After the writers developed a textbook, they then generated it into an e-book (flipping book). The writers believe that this e-book will help students learn independently and continuously without being limited by space and time. This is also supported by Fatoni & Surani (2022) who stated that students can have access to various educational resources thanks to the diversity of platforms offered by online learning media. This e-book can be seen at <https://publuu.com/flip-book/283268/661432/page/1>



**Figure 1.** QR Code for Listening Exercise

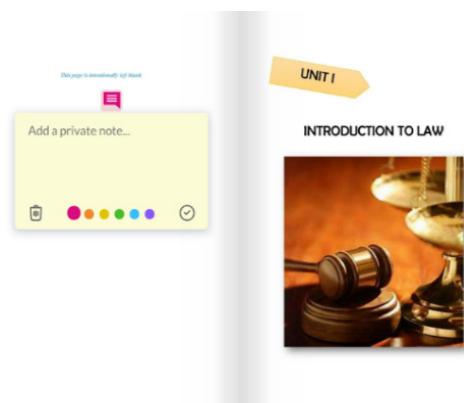
The students can share the e-book in social media and g-mail (see Figure 2). The students also can print the flipbook or save it (see Figure 3). The students also can add some private notes by clicking notes button (see Figure 4)



**Figure 2.** Share Button



**Figure 3.** Print button



**Figure 4.** Notes icon

Learning materials play a crucial role in the education system as they are designed to facilitate the learning process and enhance students' understanding of various subjects. The purpose of learning materials is to provide students with the necessary resources and tools to acquire knowledge and develop their skills. These materials can include textbooks, workbooks, worksheets, online resources, multimedia materials, and hands-on activities. The main goal of learning materials is to present information in a clear and organized manner, making it easier for students to comprehend and retain the content.

In this present research, the writers developed a textbook and its digital book. The writers applied the ADDIE Model. The first stage of this research was analysis. At this stage, the writers analyzed the problems, potential and needs for developing the books. In line with Paramita & Sujono (2020), the writers found that students learn English because it can open up opportunities to get a good job. In line with Kholid (2021) and Rahmawati & Anindhyta (2022), the writers found that students tend to need more mastery of speaking skills.

The second stage was designed, namely the stage of determining the book cover, the book's title, design, and format of the book contents. For the e-book, the researcher decided to use the flipping book because the features of the flipping book application support creating varied

e-book displays and contents.

The development of the product is the next step. The writers developed the product at this step by taking the following actions: (1) the writers set up the materials, (2) the writers decided on the evaluation criteria, (3) the writers generated the textbook to flipbook, and (4) the book, then, was assessed by media experts and material experts using questionnaires provided by the writers so that it can be improved and then validated for its suitability for use in learning. After passing the validation process, the writers would, of course, receive assessments and responses from experts. The assessment results would be used as a basis for making improvements so that the product developed becomes better and more feasible.

The fourth stage was implementation. At the implementation stage, the books based on the experts' assessment have to be tried out. The try-out held to know the book's quality. The try-out was held in one stage only, namely field try-out. Woken (n.d), pilot test, or try-out often provides the researcher with thoughts, approaches, and cues the researcher may not have predicted before carrying out the pilot test. These thoughts and signs improve the opportunities for obtaining clear findings in primary research. The last stage was evaluation. The book is produced after input by media, material and language experts and then revised for perfection before being used in teaching and learning.

The experts stated that the book is good to be used in teaching and learning English for Constitutional Law subject. The material selection in the book is very suitable to the needs of law students. The writers also compiled the book by considering the order of the material systematically. Apart from that, the book not only focuses on several skills in English, like ESP books in general, but covers all skills in English (Listening, Speaking, Reading, and Writing), complete with vocabulary exercises and some grammar aspects explanations and exercises. This is what differentiates ESP books in general. Besides, the developed flipping book application is easy to operate or use. This book is digital-based and can be opened using an Android cellphone, tablet, or computer. The teacher needed to share the flipbook via WhatsApp group as a link, and the students only needed to click it; it was the most effective and efficient way of teaching medium (Dharmayanti et al., 2021). After that, students were free to read the flipbook whenever they pleased. The flipbook's appearance is comparable to that of a printed book, but it is more visually appealing. As a result, even when learning online, students

can still develop the four English language skills. (Kholid, 2021). Ramdania et al. (2007) stated that using flipbook media in learning can improve students' learning outcomes. This is influenced by students' interest in the appearance, which is more interesting and interactive than printed books. This latest technology provides great opportunities for using digital books in science and distance learning (Gorghiu, 2011).

## CONCLUSION

To develop the English learning materials for English Constitutional Law students, the writers used the ADDIE model. The steps in the ADDIE model are analyzing the students' needs, designing, developing, implementing, and evaluating the learning materials. The learning materials are made in two formats namely a textbook and its e-book. The results of the content, the design, and the media experts' validation showed that the book got an excellent and a good category. The book quality based on the learners' response in the field try-out showed that learners agree with the materials presented in the book.

Based on the research finding that has been conducted, the writers invite educators in Indonesia to develop multimedia teaching materials because they are practical, effective and efficient. When developing multimedia teaching materials, we can use the flip book application which is free and easy to use. The writers also suggest that the field trial can be held at multiple campuses and multiple classrooms for the benefit of future researchers, rather than in just one site and one classroom.

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