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The Development of English for Specific Purposes Teaching in Higher Education based on ADDIE Model

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Abstract

The aim of this research is to design the teaching model of English for Specific Purposes in Higher Education. ESP is as an alternative solution material of English teaching after the students have got general English material. The ESP material becomes a compulsory subject in non English department curricullum. It leads the students of higher education to prepare the basic needs of their English competence as they need in the future. The model of ESP teaching is analyzed by ADDIE Model. The steps of this are analysis, design, develop, implementation and evaluation. All steps are undertaken for gaining a suitable model of ESP teaching in Teacher Training and Education of Muhammadiyah Kuningan Students. The Research and Development are used as a method of this research. The combination between quantitative and qualitative instrument are analyzed in this research. Testing and Questionnaire are used for fulfillment of the data findings. The finding of this research is that the ESP teaching model is a prominent thing for a new teaching formula in this era. Integration between textual langauge learning competences and contextual materials related ESP issues force a new model. Contextual Best Practice is a well known choice as implemented with Commitment, Community and Bravery (CCB) teaching model.

Keywords: English for Specific Purposes, CCB, Addie Model

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Introduction

English for Specific Purposes or ESP is a subject though in non English department students. It gives a current knowledge the students' need in accordance with their needs in the future. ESP concerns to a particular domain of use in the teaching and learning English (Hyland, 2019). A particular case intends to the specific characteristics of language use in ESP class. ESP itself is a general term as an umbrella of English teaching in non English department curriculum (Widodo, 2016). ESP also combines the academic needs and the career need in the future (Çelik et al., 2018), so it needs the current issues in contextual materials and English competence. ESP, in the other hand, has many divisions in the practical teaching and needs. The different situation and need make different concentration and areas of research. Those areas are English for Academic Purposes, English for Science and Technology, English in the Workplace, Business English, Legal English, English for Medical Purposes, English for Nursing, Thesis and Dissertation Writing, English for Research Publication Purposes (Goldsmith et al., n.d.). ESP is the continuous subject after the students have undertaken General English or Basic English subject. ESP is different from General English. In ESP, language competences (listening, reading, writing and speaking) are equally stressed as the basic knowledge of language but ESP stresses the need analysis of leaners (Rahman, 2015). The different purpose and different learning outcome determine the instructional design of ESP.

There are six influences of ESP teaching and learning; needs analysis, genre anlysis, ethnography, critical perspectives, intercultural rhetoric, and social constructionism (Hyland, 2019). From the six influences above, needs analysis is a prominent thing to prepare ESP teaching. Dudley-Evan and St. John argue that needs analysis concerns to the four main aspects in teaching and learning ESP; the syllabus design, selection and production of materials, teaching

and learning, and evaluation (Li, 2014). The syllabus design is the first step to construct the conceptual teaching and learning activities. Selection and production of materials relate with the suitability of materials between the learning input and learning output. Teaching and learning are a process of theoretical implmentation and evaluation is the end of a set of teaching and learning activities. Evaluation can be review and follow up.

This research article tries to investigate the suitable model of ESP teaching and learning. As the phenomenon today, ESP must be in line with the currentt issues; industrial revolution 4.0 and 5.0, disruption, corona virus desease, resesion or VUCA (volitaility, Uncertain, Complex, and Ambiguity) condition (Latha & Prabu Christopher, 2020) (Baran & Woznyj, 2020). All those issues are married with the developing education context. The combination and integration knowledges are the main content or materials of ESP.

This article aims to investigate and diagnoze the need analysis of ESP students in higher education. The students of technology education department of STKIP Muhammadiyah Kuningan are the objects of this research. The intructional design is needed to find out the suitable materials or learning content related with the learning outcome. The learning outcome means the students' need in this subject in accordance with their need for the future; career or higher education level. ADDIE model is a stage to costruct the suitable materials that begin with analyze, design, development, implementation, and evaluation. The five stages are the set of activity of this research to find the new model of ESP teaching.

Method

Research and development method is used in this research. The research has five stages to achive the research purpose based on ADDIE Model (Sharif & Cho, 2015). The first step is Analyze. It contains intructional goal, target audience characterictics dan required resources. The

main cores in this step are diagnozing the situation class of technology education department of STKIP Muhammadiyah Kuningan, students' background related with their language competences and available learning facilities, the learning technology, teaching method used today. The sceond step is design. This step determines learning objectives as main instructional goals, instructional strategies linking course content and learning objectives, and testing strategies as a feedback session of the students to respond ESP learning objectives. The third step is development. This steps relates learning resources, validation and pilot test and feedback as the design step constructed. The forth step is implementation. This step contains of teaching preparation and participant engangement. This step concerns with what to teach and whom a teacher will teach to. The connection between teachers and learners is the important thing in this step for getting maximally results. And the fifth step is evaluation. This step undertakes formative and summative evaluation. Summative evaluation conducts the implementation step. There are three levels in this step; perception, learning and performance. Perception tends to the learners' satisfaction of the ESP learning, learning tends to the knowledge and skill, and performance tends to the contextualized practice among knowledge and skill in one view and environment issues in the other. The second evaluation in the last step is Formative evaluation. It controls quality of ESP resources.

The implementation for all phases of ADDIE is combined with the CCB or Commitment, Community and Bravery approach (Manan, 2018). CCB is an alternative approach that produces a learning model in this research. Commitment is as students' awareness in teaching and learning. Community is the awareness of togetherness in ESP practicing. And Bravery is a real practice of English learning combined with Commitment and Community aspects. Commitment can be as academic engangement (Rodríguez-Izquierdo, 2020), community is a group practice in

English use (Vallente, 2020) and bravery is a self motivation (Mackay, 2019) to lead a high motivation to integrate the two keys above.

Results

The results are gained from the qualitatif data and quantitative data. The qualitative data relates with the developing content of ESP teaching designed by ADDIE Model. The five phases are Analyze, Design, Development, Implementation, and Evaluation. Analyze phase consists of instructional goals, target audience characteristics and required resources. Design phase consists of learning objectives, instructional strategies, and testing strategies. Development phase consists of learning resources, validation and pilot test. Implementation phase consists of preparation and participan engangement. Evaluation phase consists of Summative evaluation and formative evaluation. All phases observe the aspects of ESP teaching content. The average and category for the result is based on the following interval assessment criteia.

Table 1. Interval Assessment Criteria

No	Interval	Criteria
1	81 % ≤ score ≥ 100 %	Very Good or Strongly Agree
2	61 % ≤ score ≥ 80 %	Good or Agree
3	41 % ≤ score ≥ 60 %	Enough
4	21 % ≤ score ≥ 40 %	Less good or less Agree
5	0 % ≤ score ≥ 20 %	No Good or Disagree

The results of five phases are described on the following table.

Table 2. Result of Validation on Analyze Phase

No	Statement	Expert			Average	Category
		I	II	III		
1	Instructional goals respond to competency gaps caused by lack of knowledge and skills	81	80	82	81	Very Good
2	Instructional goals state desired outcomes of successful course completion	75	76	75	75	Good

3	The instruction has a target of learners' characteristics(knowledge and skill, experience level, language proviciency, motivation)	80	84	87	84	Very Good
4	Learning resources (content, technology, facilities and human) and potencial delivery methods are determined	75	85	88	83	Very Good

Table 3. Result of Validation on Design Phase

No	Statement	Expert			Average	Category
		I	II	III		
1	Learning objectives are specific and measurable defined	80	80	80	80	Very Good
2	Instructional strategies are established clear link bertween course content and learning objectives	81	83	80	81	Very Good
3	Content and learning activities are introduced in a logical sequence that supports the learners' construction of knowledge and skill	80	83	86	83	Very Good
4	Feedback is provided by means of testing strategies on the learners' progress in meeting	85	85	88	86	Very Good

Table 4. Result of Validation on Development Phase

No	Statement	Expert			Average	Category
		I	II	III		
1	Learning resources are generated by integrating content and strategies with supporting media and developing guidance for instructors and learners	90	89	88	89	Very Good
2	Validation of resources in development is performed through stakeholder review and subsequent revision	90	91	92	91	Very Good
3	A pilot test and the feedback/observations collected offer insigth into final adjustments that should be made before implementing the learning solution	92	90	90	91	Very Good

Table 5. Result of Validation on Implementation Phase

No	Statement	Expert			Average	Category
		I	II	III		
1	Preparation for an instructor-led course identifies and schedules qualified individuals to act as facilitators and take part in a train-the-trainer workshop	90	90	88	89	Very Good
2	Participant engagement begins with notification and enrollment, followed by pre-course communication and interaction with the newly developed learning resources	90	89	92	90	Very Good

Table 6. Result of Validation on Evaluation Phase

No	Statement	Expert			Average	Category
		I	II	III		
1	Degree of participant satisfaction are measured to find out perception	90	90	88	89	Very Good
2	Acquisition of knowledge and skills are measured by the learning	91	89	92	91	Very Good
3	Transfer of newly acquired knowledge and skill to an actual work environment is measured by performance	90	90	89	90	Very Good
4	Formative evaluation is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase	90	89	90	90	Very Good

Thes second result of this research is the language competences. The students are given tests. The tests are contained the four competences of language related with ESP. The results of those competences are described in the following table.

Overall Results of Language Competence Combined with ESP

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57,1000	100	5,82489	,58249
	Postest	72,7500	100	8,91529	,89153

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 57.10. As for the value of the Post Test, the average or mean is 72.75. The number of respondents used as the research sample was 25 which were divided into 4 groups (Reading, Listening, Speaking and Writing) to a total of 100. For the value of Standard Deviation or Std Deviation for the Pre Test was 5.83 and the Post Test was 8.92. Lastly is the value of Std. The Mean Error for the Pre Test is 0.582 and for the Post Test it is 2.975.

Because the average value of learning outcomes on the Pre Test is 57.10 <Post Test 72.75, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 8. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	100	,340	,001

Based on the output above, it is known that the correlation coefficient (Correlattion) is 0.340 with a significance of 0.001. Because the Sig. 0.001 <0.05 probability, it can be said that there is a relationship between the Pre Test and Post Test variables.

Table 9. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Postest	-9,40000	8,57807	1,71561	-12,94085	-5,85915	-5,479	24	,000

Research Hypothesis Formulation

Ho = There is no average difference between the Pre Test and the Post Test, which means there is no effect of Teaching Development of English For Specific Purposes based on the ADDIE Model

Against Listening, Speaking, Reading and Writing

Ha = There is an average difference between the Pre Test and the Post Test, which means that there is no effect of the ADDIE Model-based English For Specific Purposes Teaching Development on Listening, Speaking, Reading and Writing.

Based on the output table "Paired Sample Test", it is known that the Sig (2-tailed) value is 0.000 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between the results of the Pre Test and Post Test, which means that there is an effect on the Development of Teaching English For Specific Purposes based on the ADDIE Model (Listening, Speaking, Reading and Writing).

Listening

Table 10. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52,4000	25	8,18026	1,63605
	Postest	61,8000	25	3,50000	,70000

Table 11. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,098	,643

Table 12. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest – Postest	-9,4	8,57807	1,71561	-12,941	-5,8592	-5,48	24	0

Reading

Table 13. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58,6000	25	3,68556	,73711
	Postest	68,6000	25	5,68624	1,13725

Table 14. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	-,247	,235

Table 15. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Postest	-10	7,5	1,5	-13,096	-6,9042	-6,67	24	0

Writing

Table 16. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58,4000	25	4,26224	,85245
	Postest	79,4000	25	3,90512	,78102

Table 17. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,128	,543

Table 18. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Postest	-21	5,40062	1,08012	-23,229	-18,771	-19,4	24	0

Speaking

Table 19. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59,0000	25	3,22749	,64550
	Postest	81,2000	25	2,17945	,43589

Table 20. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,030	,888

Table 21. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Postest	-22,2	3,84057	0,76811	-23,785	-20,615	-28,9	24	0

Discussion

In this research, the discussions are divided into two divisons. There are validations from experts about the five phases of ADDIE Model. Every phase is validated by three experts. It is intended to know about the perception of the experts toward to the indicators of every phase.

The first phase is analyze. This phase contains the preparation of teaching and learning of ESP. diagnozing the situation of class and preparing the learning resources. The category of those indicators of the phase is very good. It means that the preparations of those are accepted. The average of it is on 75 – 84 poin. The second phase is design. This phase contains the learning objectives and instructional strategeies. The category of those indicators of the phase is

very good. It means that this phase is very good average. The average of it is on 81 – 86 poin. The third phase is development. This phase contains the learning resources and a pilot test. The category of those indicators of the phase is very good. It means that this phase is very good average. The average of it is on 89 – 91 poin. The forth phase is implementation. This phase contains preparation of teaching and learning activity, and participant engangement. The category of those indicators of the phase is very good. It means that this phase is very good average. The average of it is on 89 – 90 poin. The fifth phase is evaluation. This phase contains Formative and summative evaluation. The category of those indicators of the phase is very good. It means that this phase is very good average. The average of it is on 89 – 91 poin.

The second discussion of this research is Language competences related with ESP. The discussions are followed below.

Table 22. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57,1000	100	5,82489	,58249
	Postest	72,7500	100	8,91529	,89153

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 57.10. As for the value of the Post Test, the average or mean is 72.75. The number of respondents used as the research sample was 25 which were divided into 4 groups (Reading, Listening, Speaking and Writing) to a total of 100. For the value of Standard Deviation or Std Deviation for the Pre Test was 5.83 and the Post Test was 8.92. Lastly is the value of Std. The Mean Error for the Pre Test is 0.582 and for the Post Test it is 2.975.
Because the average value of learning outcomes on the Pre Test is 57.10 <Post Test 72.75, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 23. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	100	,340	,001

Based on the output above, it is known that the correlation coefficient (Correlattion) is 0.340 with a significance of 0.001. Because the Sig. 0.001 <0.05 probability, it can be said that there is a relationship between the Pre Test and Post Test variables.

Table 24. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-9,40000	8,57807	1,71561	-12,94085	-5,85915	-5,479	24	,000

Research Hypothesis Formulation

Ho = There is no average difference between the Pre Test and the Post Test, which means there is no effect of Teaching Development of English For Specific Purposes based on the ADDIE Model

Against Listening, Speaking, Reading and Writing

Ha = There is an average difference between the Pre Test and the Post Test, which means that there is no effect of the ADDIE Model-based English For Specific Purposes Teaching Development on Listening, Speaking, Reading and Writing

Based on the output table "Paired Sample Test", it is known that the Sig (2-tailed) value is 0.000 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is a difference in the average between the results of the Pre Test and Post Test, which means that there is an effect on the Development of Teaching English For Specific Purposes based on the ADDIE Model (Listening, Speaking, Reading and Writing).

Listening

Table 25. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52,4000	25	8,18026	1,63605
	Postest	61,8000	25	3,50000	,70000

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 52.40. As for the value of the Post Test, the mean or mean is 61.80. The number of respondents used as the research sample was 25. The value of Standard Deviation or Std Deviation for the Pre Test was 8.18 and the Post Test was 3.50. Lastly is the value of Std. Error Mean for Pre Test is 1.636 and for Post Test is 0.700.

Because the average value of learning outcomes on the Pre Test is 52.40 <Post Test 61.80, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 26. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,098	,643

Based on the output above, it is known that the correlation coefficient (Correlattion) is 0.098 with a significance of 0.643. Because the Sig. 0.643> 0.05 probability, it can be said that there is no relationship between the Pre Test and Post Test variables.

Table 27. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pretest - Postest	-9,40000	8,57807	1,71561	-12,94085	-5,85915	-5,479	24	,000

Berdasarkan tabel output "Paired Sampel Test", diketahui nilai Sig (2-tailed) sebesar 0,000 < 0,05, maka Ho ditolak dan Ha diterima. Sehingga dapat disimpulkan bahwa ada perbedaan rata-rata antara hasil Pre Test dan Post Test yang artinya terdapat pengarauh Pengembangan Pengajaran English For Specific Purposes berbasis Model ADDIE terhadap Listening.

Reading

Table 28. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58,6000	25	3,68556	,73711
	Postest	68,6000	25	5,68624	1,13725

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 58.60. As for the value of the Post Test, the mean or mean is 68.60. The number of respondents used as the research sample was 25. For the value of Standard Deviation or Std Deviation for the Pre Test was 3.68 and the Post Test was 5.68. Lastly is the value of Std. Error Mean for Pre Test is 0.737 and for Post Test is 1.137.

Because the average value of learning outcomes on the Pre Test is 58.60 <Post Test 68.60, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 29. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	-,247	,235

Based on the output above, it is known that the correlation coefficient (Correlattion) is -0.247 with a significance of 0.235. Because the Sig. 0.235> 0.05 probability, it can be said that there is no relationship between the Pre Test and Post Test variables.

Table 30. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-10,00000	7,50000	1,50000	-13,09585	-6,90415	-6,667	24	,000

Based on the output table "Paired Sample Test", it is known that the Sig (2-tailed) value is 0.000 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between the results of the Pre Test and Post Test, which means that there is an effect of the ADDIE Model-based English For Specific Purposes Teaching Development on reading.

Writing

Table 31. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58,4000	25	4,26224	,85245
	Postest	79,4000	25	3,90512	,78102

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 58.40. As for the value of the Post Test, the mean or mean is 79.40. The number of respondents used as the research sample was 25. For the value of Standard Deviation or Std Deviation for the Pre Test was 4.26 and the Post Test was 3.90. Lastly is the value of Std. Error Mean for Pre Test is 0.852 and for Post Test is 0.781.

Because the average value of learning outcomes on the Pre Test is 58.40 <Post Test 79.40, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 32. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,128	,543

Based on the output above, it is known that the correlation coefficient (Correlattion) is 0.128 with a significance of 0.543. Because the Sig. 0.543> 0.05 probability, it can be said that there is no relationship between the Pre Test and Post Test variables.

Table 33. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pretest - Postest	-21,00000	5,40062	1,08012	-23,22927	-18,77073	-19,442	24	,000

Based on the output table "Paired Sample Test", it is known that the Sig (2-tailed) value is 0.000 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between the results of the Pre Test and Post Test, which means that there is an effect of the ADDIE Model-based English for Specific Purposes Teaching Development on Writing.

Speaking

Table 34. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59,0000	25	3,22749	,64550
	Postest	81,2000	25	2,17945	,43589

In this output, we are shown a summary of the descriptive statistics of the two samples studied, namely the Pre Test and Post Test values. For the Pre Test value obtained an average or mean of 59.00. As for the value of the Post Test, the average or mean is 81.20. The number of respondents used as the research sample was 25. For the value of Standard Deviation or Std Deviation for the Pre Test was 3.22 and the Post Test was 3.17. Lastly is the value of Std. Error Mean for Pre Test is 0.645 and for Post Test is 0.435.

Because the average value of learning outcomes on the Pre Test is 59.00 <Post Test 81.20, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 35. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,030	,888

Because the average value of learning outcomes on the Pre Test is 59.00 <Post Test 81.20, it means that descriptively there is a difference in the average Pre Test and Post Test.

Table 36. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest – Postest	-22,20000	3,84057	,76811	-23,78531	-20,61469	-28,902	24	,000

Based on the output table "Paired Sample Test", it is known that the Sig (2-tailed) value is 0.000 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between the results of the Pre Test and Post Test, which means that there is an influence on the Development of Teaching English For Specific Purposes based on the ADDIE Model on Speaking.

Conclusion

ADDIE Model can construct the instructional design well. The five phases are the sequencial steps to achieve the suitable model in teaching and learning. For ESP teaching and learning, ADDIE Model has determined the systematic steps from the diagnosing until evaluation as the recommendation. ADDIE Model stimulates the new model of the instructional design of ESP Teaching. It gives a new model that makes the students have the awareness of being commitment in their learning intention, community in their learning togetherness and bravery in the sense of

practicing English. The combination of goals between English language competences and contextual needs of students produce a new alternative model in this case. This alternative model is CCB or Commitment, Community and Bravery.

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