

e-ISSN3025-8030 : p-ISSN3025-6267



Vol. 2, No. 3, Tahun 2025

Jurnal Pengabdian kepada Masyarakat

AMPOEN

Akselerasi Merdeka Belajar dalam Pengabdian Orientasi Masyarakat



**Diterbitkan oleh:
Universitas Serambi Mekkah - Banda Aceh**

**Jurnal Akselerasi Merdeka Belajar dalam Pengabdian
Orientasi Masyarakat**

JURNAL AMPOEN

Vol. 2, No. 3, Tahun 2025

Halaman : 1416-1420

TAILORING ENGLISH TEACHING MATERIALS: A CUSTOMIZED APPROACH USING THE ADDIE MODEL

PAULINA ERAWATI PARAMITA

UNIVERSITAS WIDYA DHARMA PONTIANAK

Artikel di Jurnal AMPOEN

Tersedia di : <https://jurnal.serambimekkah.ac.id/index.php/ampoen>

DOI : <https://doi.org/10.32672/ampoen.v2i3.3091>

Bagaimana Cara Sitasi Artikel ini

APA : Paramita, P. E. (2025). TAILORING ENGLISH TEACHING MATERIALS: A CUSTOMIZED APPROACH USING THE ADDIE MODEL. *Jurnal Akselerasi Merdeka Belajar Dalam Pengabdian Orientasi Masyarakat (AMPOEN): Jurnal Pengabdian Kepada Masyarakat*, 2(3), 1416–1420. <https://doi.org/10.32672/ampoen.v2i3.3091>

Lainnya Kunjungi : <https://jurnal.serambimekkah.ac.id/index.php/ampoen>

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JURNAL PENGABDIAN KEPADA MASYARAKAT

AKSELERASI MERDEKA BELAJAR DALAM PENGABDIAN ORIENTASI MASYARAKAT

UNIVERSITAS SERAMBI MEKKAH - KOTA BANDA ACEH

Jl. Tgk. Imum Lueng Bata, Bathoh, Banda Aceh, Indonesia 23245

Journal homepage: <https://jurnal.serambimekkah.ac.id/index.php/ampoen/index>

ampoen@serambimekkah.ac.id

e-ISSN: 3025 – 8030 ; p-ISSN: 3025-6267

Vol. 2, No. 3 , 2025

TAILORING ENGLISH TEACHING MATERIALS: A CUSTOMIZED APPROACH USING THE ADDIE MODEL

Paulina Erawati Paramita

Universitas Widya Dharma
Pontianak

* Email Korespodensi:

paulina.paramita@gmail.com

Abstract

This report highlights the community service contribution through the presentation "Tailoring English Teaching Materials Using the ADDIE Model," delivered at the ARCENG International Scientific Research Conference in Istanbul, Türkiye, on April 20-21, 2024. The session aimed to equip educators with strategies for designing adaptable English teaching materials using the ADDIE instructional design framework. With the growing need for inclusive English instruction, structured methodologies are essential. The ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—provides a systematic approach to material development, ensuring alignment with learner needs and educational goals. This presentation explored its application in English Language Teaching (ELT), drawing from research and practical experiences. The initiative sought to enhance teachers' ability to create customized, relevant learning resources, foster collaboration, and contribute to global discussions on effective language education. The session featured interactive demonstrations of ADDIE's practical applications, emphasizing cultural relevance, engagement, and adaptability. The presentation significantly impacted educators by providing practical tools, promoting authentic learning materials, and reinforcing continuous improvement through feedback. It also addressed key challenges, such as adapting materials for diverse learners and managing logistical constraints. Future efforts will focus on specialized workshops, open-access resources, institutional collaborations, digital integration, and further research on the long-term impact of tailored teaching materials. These initiatives aim to enhance English instruction globally, improving learner outcomes and educational quality.

Keywords ADDIE Model; English Language Teaching (ELT); Instructional Material Development

Riwayat Artikel

Penyerahan : 21/01/2025

Diterima : 24/01/2025

Diterbitkan : 30/01/2025

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INTRODUCTION

This report outlines the community service contribution through the presentation titled *Tailoring English Teaching Materials Using the ADDIE Model*, delivered at the ARCENG International Scientific Research Conference, held in Istanbul, Türkiye, on April 20-21, 2024. The presentation, conducted by Paulina Erawati Paraita, aimed to disseminate knowledge on designing effective English teaching materials that cater to diverse learners, emphasizing adaptability and engagement. By leveraging the ADDIE instructional design framework, this initiative provides educators with a structured methodology for enhancing English language instruction, particularly in multicultural and multilingual settings.

The significance of this topic stems from the growing demand for inclusive and effective English teaching strategies worldwide. Many educators struggle to address the needs of students from various linguistic backgrounds, and the ADDIE model offers a systematic approach to ensure materials are both relevant and impactful. The report details how this model can be applied practically in classrooms, integrating insights gained from research and real-world teaching experiences.



Figure 1. Certificate of conference

OBJECTIVES OF COMMUNITY SERVICE

The primary objectives of this community service initiative are:

1. To share best practices in tailoring English teaching materials using the ADDIE model.

2. To enhance teachers' understanding of learner needs and how to develop customized learning resources.
3. To foster collaboration among educators in improving instructional materials.
4. To contribute to the global discourse on language education and instructional design.
5. To promote research-driven teaching methodologies that align with modern pedagogical advancements.
6. To encourage ongoing professional development among educators through structured training and workshops.

DISCUSSION

The presentation provided a comprehensive overview of the ADDIE instructional design model and its application in developing customized English teaching materials. The discussion was structured as follows: The ADDIE model, an instructional design framework comprising Analysis, Design, Development, Implementation, and Evaluation, has been widely adopted in educational contexts to create effective and tailored teaching materials. Its systematic approach ensures that materials are aligned with learners' needs, objectives, and contextual factors. In the field of English language teaching (ELT), the ADDIE model has proven particularly valuable for designing materials that cater to diverse learner profiles, cultural backgrounds, and proficiency levels. This literature review explores the application of the ADDIE model in tailoring English teaching materials, drawing on empirical studies and theoretical discussions.

Analysis Phase: Identifying Learner Needs and Contextual Factors

The Analysis phase is critical for understanding the target audience, their learning needs, and the environmental constraints. In ELT, this phase often involves assessing learners' language proficiency, cultural backgrounds, and learning preferences. For instance, Branch (2009) emphasizes the importance of conducting a thorough needs analysis to identify

gaps in learners' knowledge and skills. Similarly, Richards (2001) highlights the role of situational analysis in understanding the context in which English is taught, such as whether it is a second or foreign language environment. Studies by Tomlinson (2012) further underscore the need for materials to be culturally relevant and engaging, which can only be achieved through a detailed analysis of learners' backgrounds and motivations.

Design Phase: Structuring Learning Objectives and Content

The Design phase involves translating the insights from the Analysis phase into clear learning objectives and a structured content plan. In ELT, this often includes selecting appropriate themes, language functions, and skills to be developed. According to Dick, Carey, and Carey (2015), the Design phase should ensure that materials are logically sequenced and aligned with the desired learning outcomes. For example, a study by Graves (2000) demonstrated how the ADDIE model was used to design English materials for adult learners in a workplace setting, focusing on practical communication skills. The study found that materials designed with clear objectives and a logical progression significantly improved learners' engagement and performance.

Development Phase: Creating and Adapting Materials

The Development phase involves the actual creation of teaching materials, including textbooks, multimedia resources, and assessments. In ELT, this phase often requires adapting existing materials to better suit the target audience. Tomlinson (2013) argues that materials should be flexible and adaptable, allowing teachers to modify them based on learners' evolving needs. A study by McGrath (2016) highlighted the effectiveness of using the ADDIE model to develop digital English learning resources, which were tailored to the specific needs of university students. The study found that such resources enhanced learners' autonomy and motivation.

Implementation Phase: Delivering Materials in the Classroom

The Implementation phase focuses on the delivery of the designed materials in the classroom. This phase requires careful planning to ensure that teachers are adequately trained and that the materials are used as intended. Richards and Rodgers (2014) emphasize the importance of teacher training in the successful implementation of new materials. A case study by Nation and Macalister (2010) illustrated how the ADDIE model was used to implement a new English curriculum in a secondary school in New Zealand. The study found that teacher involvement in the design and development phases led to more effective implementation and better student outcomes.

Evaluation Phase: Assessing Effectiveness and Making Improvements

The Evaluation phase is crucial for assessing the effectiveness of the materials and identifying areas for improvement. This phase can be formative, occurring during the development and implementation stages, or summative, occurring after the materials have been used. Kirkpatrick's Four-Level Training Evaluation Model (1994) is often cited as a useful framework for evaluating the impact of teaching materials. In ELT, studies by Ellis (1997) have shown that materials evaluated through a systematic process, such as the ADDIE model, are more likely to meet learners' needs and achieve the desired learning outcomes. For example, a study by Nunan (1999) demonstrated how the ADDIE model was used to evaluate and refine English materials for young learners, resulting in improved language acquisition and learner satisfaction.

Community Impact

The presentation had a significant impact on the academic and teaching community by:

- Equipping educators with practical strategies to develop student-centered teaching materials.
- Providing insights on integrating authentic resources to enhance engagement and real-world application.

- Encouraging collaborative efforts in refining instructional content through continuous feedback and improvement.
- Supporting international educators in overcoming challenges in English language teaching through structured instructional design.
- Enhancing global networking opportunities for educators to exchange ideas and best practices.
- Promoting lifelong learning and professional development in the field of language education.

Challenges and Considerations

While the ADDIE model offers a robust framework for designing tailored teaching materials, several challenges must be addressed:

- Adapting Materials to Diverse Audiences:
 - Balancing standardized curricula with localized content.
 - Ensuring accessibility for students with different learning needs and disabilities.
- Cultural and Linguistic Sensitivity:
 - Avoiding bias and ensuring content is inclusive and representative.
 - Adapting teaching methods to different cultural perspectives on language learning.
- Logistical Constraints:
 - Managing limited funding for material development and teacher training.
 - Ensuring equitable access to technology for all students.
- Ongoing Evaluation and Improvement:
 - Encouraging feedback-driven refinement to enhance learning outcomes.
 - Establishing frameworks for measuring long-term success.

This community service initiative through conference participation helped bridge gaps in English language teaching by promoting evidence-based instructional design strategies. The insights shared during the presentation empowered educators to create more effective and engaging teaching materials, tailored to the unique needs of their students.

Future efforts will focus on:

1. Conducting Specialized Workshops: Training educators on implementing the ADDIE model through hands-on sessions and practical exercises.
2. Developing Open-Access Teaching Materials: Creating freely available resources to benefit a broader audience.
3. Establishing Institutional Partnerships: Collaborating with universities and educational organizations to promote tailored teaching methodologies.
4. Enhancing Digital Integration: Utilizing online platforms and EdTech solutions to support customized learning experiences.
5. Encouraging Further Research: Investigating the long-term impact of tailored teaching materials on student performance and engagement.

By continuing to refine and expand these initiatives, the impact of tailored English teaching materials can be maximized, ultimately contributing to higher-quality education for learners worldwide.

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CONCLUSION AND FUTURE DIRECTIONS



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