

English Instructional Model Used by the Lecturers in Preparation to Teach Speaking Skill at Muhammadiyah University of Makassar

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Abstract

The objective of this research is to discover the instructional design model (IDM) used by the English lecturers in preparation to teach speaking skill in the English Department of Muhammadiyah University of Makassar. The models are ADDIE, Kemp, and ASSURE. In addition, the efficiency of the instructional design model application by lecturers is also demonstrated in this research by the students' speaking skill achievement data. This research used mix method design. The subjects of the research were 1 lecturer and 29 students from English Department of Makassar Muhammadiyah University. The instruments used were interview and questionnaire for lecturer to find the data from the lecturer and test was used to obtain data the students' speaking achievement. The results of the research demonstrated that the ADDIE Model was implemented 91% of the stages, then Kemp and ASSURE model were implemented 100%. Finally, the lecturer completed 96% of the stages from the three IDM models. Then, students' speaking skill achievement presents that 10.3% of students were in the very good category, 34.4% were in the good category, 48.3% were in the average category, and 0% of students were in the poor category. As a result of the research, it can be concluded that the instructional design model was successfully implemented, and students' speaking skills increased greatly. This is demonstrated by the fact that there were no students in the poor group. The importance of understanding learning theories, especially those related to instructional design model from experts, is a new finding in this research that needs to be carried out by lecturers.

Keywords: *Instructional Design Model, Speaking Skill, Makassar Muhammadiyah University.*

INTRODUCTION

English is one of the most important languages to learn, especially in the era of globalization. Akbar (2018) stated that English has been used in very important purposes for communicating at

an international level such as for academics and commerce, as an International Language (EIL) the use of English allows native and non-native speakers to communicate.

In developing countries like Indonesia, English has a vital role in all aspects of life. In addition, it can be used to develop relations in international forums, to strengthen relations between nations, etc. However, according to Sulistiyo (2016), English in Indonesia is more likely to be taught and studied only as a foreign language. This means that learning and teaching English mostly takes place in the classroom, not for everyday communication. English learners in Indonesia do not yet have ready access to using English as a means of communication during their daily life outside the classroom. In addition, the problem that is often faced is the conventional learning method, not yet interactive, still based on the text book. Therefore, it is necessary to prepare the right learning design model so that students can master English skills, especially speaking skills.

Speaking skills are the main thing in giving and asking for information and advancing life in modern world civilization. The individual's ability to express ideas so that others will listen and understand has become a basic need for people's lives. However, learning English, especially speaking, does require hard work. As an English lecturer we need to think about how students can speak English quickly and fluently. It needs an effective instructional design model according to the conditions or needs of students in the digital era. Elaborate planning and arrangement of instruction is important for ensuring quality in education, which is its main goal. Instructional design leads the way in accomplishing this goal through better, more effective teaching. As Boonkit (2010) stated that providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking.

In addition, instructional design is a systematic reflective process of applying instructional principles into plans by material, activity, resources, and evaluation (Birgili, 2013). Then, instructional design model is one of the important components in the teaching and learning process. Learning design with the right model can help lecturers achieve learning goals effectively and efficiently so that the output produced has undoubted quality.

Learning design has significant effect in improving the quality of learning, this is possible because by designing learning designs, a designer (in this case the lecturers) has a vital role in formulating the learning objectives to be achieved. By having an awareness of the importance of learning objectives, the lecturers will try to carry out various activities in order to realize learning objectives, such as formulating instructional materials, choosing instructional strategies, choosing media and learning tools, designing evaluation tools, and so on. With the awareness and desire of lecturers to design quality learning designs, it is hoped that the learning process will take place in a fun, interesting, and of course oriented towards general goals to be achieved. The implications of this research is , directly or indirectly, will improve the quality of education in Indonesia.

Instructional Design Model

Instructional design is a system of procedures for developing education and training curricula in a consistent and reliable fashion (R.M Branch & Merrill, 2012). Instructional Design Models (IDMs) are frameworks that offer steps and activities to create effective, efficient, and engaging learning experiences (Merrill, 2012; Spector et al., 2014). They are more than simply popular or successful practices, a fact that is often overlooked. IDMs emerge from rigorous scientific research on how learning happens and what conditions lead to better learning (Heaster-Ekholm, 2020).

Dick said that the origin of the instructional design process can be traced back to World War II (An, 2021, p.4). During World War II, a large number of psychologists and educators, including Robert Gagné, Leslie Briggs, and John Flanagan, were called upon to develop training materials for the military services and conduct research. Many of the psychologists continued to work on solving instructional problems after the war, and they started developing a number of innovative analyses, design, and evaluation procedures during the late 1940s and throughout the 1950s, for example, Robert Miller (An, 2021) developed a detailed task analysis method during this period.

Interest in the Instructional Design (ID) process continued to grow during the 1980s and remained strong especially in business, industry, and the military. However, ID had minimal impact on instructional practices in K-12 schools and in higher education (Reiser & Dempsey, 2018). In 1986, the International Board of Standards for Training, Performance, and Instruction (IBSTPI) published the first set of instructional design competencies. The IBSTPI revised the ID competences in the year 2000 and more recently in 2012, in response to changing learning environments and new expectations for instructional designers (Koszalka et al., 2013).

Zemke & Rossett (An, 2021) said that practitioners and researchers in the ID field have expressed concerns about traditional ID models developed in the 20th century. Critiques argued that traditional ID models were too linear, too slow, and inflexible (An, 2021). In response to these criticisms, new ID models have been developed. For example, Tripp and Bichelmeyer proposed rapid prototyping, characterized by the —parallel processes of design and research, or construction and utilization, | to reduce the time and cost of an ID project, while increasing flexibility and effectiveness (Reigeluth & An, 2020). Piskurich said as a non-linear, iterative approach, rapid prototyping produces the prototype of a part of the instruction and allows the client to see what the completed instruction will look like early in the process (An, 2021).

New instructional methods have been continually developed in response to different needs in educational and training environments and advances in information technology, learning science, brain science, and other relevant fields. However, as Reigeluth and Carr-Chellman pointed out, different instructional theorists and researchers have used the same term to refer to different things and different terms to refer to the same things working in relative isolation from each other (Bajracharya, 2019). In order to build a common knowledge base about instruction with a consistent terminology, Reigeluth and Carr-Chellman in 2009 published *Instructional-Design Theories and Models: Building a Common Knowledge Base* (Bajracharya, 2019).

David Merrill (An, 2021) identified five prescriptive design principles for problem-centered instruction, which are called —first principles of instruction. The five principles included problem-centeredness, activation, demonstration (show me), application (let me), and integration. More recently, Reigeluth et al., (2016) published *Instructional-Design Theories and Models: The Learner-Centered Paradigm of Education*. As its subtitle indicates, the fourth volume provides a comprehensive set of guidelines for the learner-centered paradigm of education and training, including for competency-based education, task-centered instruction, personalized instruction, changed roles for teachers and students, and changed curriculum.

Finally, as Weaver (2019) said, one of the most important advantages of instructional design is that it provides a framework for learning more about your learners and how they learn. It also aids in identifying the learning goals or outcomes, which are the knowledge and abilities that students must demonstrate by the end of the sequence or program.

The Types of Instructional Design Model

Basically, and simply the routine of the instructional design includes and follows the stage of analysis, design, development, implementation and evaluation and shortly this model is called ADDIE. These are the common characteristics found in almost all instructional design models (Isman et al., 2012; Mutlu, 2016). Then, Işman (2011) has been presented new instructional design model in his paper entitled “instructional design in education: new model”. The major goal of this model is to point up how to plan, develop, implement, evaluate, and organize full learning activities effectively so that it will ensure competent performance by students.

The finding from Isman’s study indicates that the model contributes to developing the planning teaching skills in indicators over standards. Then the results of statistical treatment indicated that, there are significant differences between means of pre-post treatment in experimental group in favor of posttest. As students thought, these results indicated that using (Isman - 2011) model helped them to improve their planning teaching skills. In general, the result indicated that (Isman - 2011) instructional design model which had significantly increased the students’ competencies in planning lessons and their learning.

Then, in the 21st century, education is becoming increasingly substantial to ensure that students have life and career skills, learning and innovation skills, and information media and technology skills. The digitalization of learning environments is changing the face of education. Today’s students need more than just watching videos and pictures in the class. They demand instant access to new knowledge because they are already able to participate in a completely different level of learning. So, there is a need to design modern instructional design with appropriate educational materials to meet the needs of today's students.

The Kemp model is one of the instructional design models that can be applied to fulfill the learning needs of students in this digital era. This is in accordance with a study conducted by (Batoon et al., 2018) in their study about Instructional Design to Measure the Efficacy of Interactive E-Books in a High School Setting. The study adopted a qualitative approach to collect answers from seven professors and 16 first semester students through a questionnaire designed according to the elements of the Kemp Model of Instructional Design. The Kemp Model was applied for its flexibility to ensure the accomplishment of the learning objectives (Batoon et al., 2018). That is, its flexibility will allow the objectives to be achieved in different ways. Furthermore, the model adapts in technological contexts like online environments. Kemp’s models are not interrelated with each other, which allow instructors to begin from any phase.

In accordance with the result, participants were aware of the importance of instructional design to promote learning and the development of self-study skills on students: “it makes the course more attractive and interactive for the students, which results in their motivation to learn”— (BA, language professor). Moreover, some of the participants thought that Instructional Design help them plan the course “to comply with the course content and to make the class go on as smooth as possible”— (MM, science professor). Most of the professors commented that Instructional Design serve as a guide to plan activities and help improve students’ learning.

Through their study, it was known how a type of technological resource, such as interactive e-books, can assist in promoting the learning process. However, the knowledge of Instructional Design can help the professors to create better suited materials and maximize students’ achievements. The creations of technological resources such as interactive e-books help to meet the needs of students, not only in what they have to learn but also in how they learn. The use of Instructional Design model will guarantee that the course covers the necessary elements for an

optimal learning experience. Based on the results, the authors suggest more training courses for professors regarding the use of Instructional Design models.

On the other side, Smaldino (Ibrahim, 2015) stated ASSURE model also consists of step by step approaches to create a lesson that effectively integrate the use of technology and media to improve students' learning. Smaldino also believed that a lesson design with ASSURE model is relevant to the National Education Technology Standards for teachers, and curriculum standard from the local to national level. Then, Kim & Downey (2016), over a 2-year period, examined 39 separate cases of curriculum being developed using the ASSURE model and the curricula's subsequent effect in promoting student learning. In addition to analyzing scores on student assessments, teachers' perceptions and instructional strategies also were examined as part of their study. The results demonstrate that all teachers were successful in making technology a central component of their instruction (100%) and instructional tools (100%) in their lessons to support student learning as a part of the ASSURE model. By employing ASSURE in their instructional design practices, 38 out of 39 participants (97.4%) produced instructional modules resulting in large learning gains for their 1,102 K–12 students. Overall, teachers were very happy with the ASSURE-facilitated projects they developed as well as with the results posted by the students.

Based upon the findings from their study, it appears that the ASSURE model definitely has a positive influence on learners who receive instruction developed using the framework. With regard to their effect on student learning, the ASSURE-facilitated lessons proved to be highly effective. Thirty-eight (38) out of the 39 cases reported statistically significant learning gains. Given that these gains spanned over 1,100 students across a broad spectrum of disciplines in elementary, middle, and high school settings, the consistent reporting of such large learning gains is remarkable in and of itself. The one common element across all of these cases was the use of the ASSURE model to guide, plan, and develop lessons systematically and symmetrically to effectively integrate the use of appropriate instructional strategies, technology, and media for learning. In doing so, it appears that the teachers successfully developed instructional strategies with technology and instructional resources in their lessons to support learner differences and special needs as a part of the ASSURE model. Some of the types of instructional design models above are expected to help improve students' English language skills.

Speaking English Skill

Speaking skill which is one of the important skills because it helps students to communicate, disseminate or get ideas or information. English language skills are complex activities and require the right way of learning. Students are required to have good speaking skills to be better able to compete in the era of globalization which has very tight competition in their respective fields and it will be easier to adapt if at any time global developments will continue to develop.

On the other side, students' perceptions or perspectives have a monumental role in the teaching and learning process, including the importance of speaking skills to be mastered. This is evidenced by research conducted by Nazara (2011), which investigate the perceptions of the students of the English Teaching Study Program of FKIPUKI Jakarta on their English speaking skill development. According to the data, only 45% of the respondents knew thought their speaking mastery high. The other 55% did not think so. However, since all respondents stated that they wanted to speak English well and fluently, it can be safely concluded that for them speaking is very important to master.

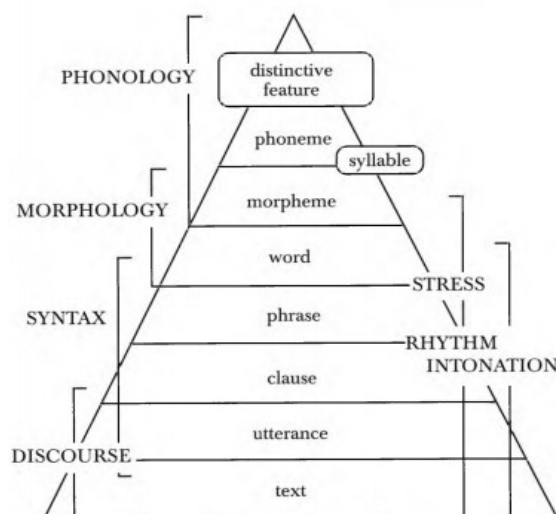


Figure 1 Units of Language (van Lier, 1995, p. 15)

Then, the writer sees that so far, there is generally an impression that teachers do not pay attention to the needs of students in the classroom. This causes the learning process that occurs just to transfer information or theory. Though ideally should be created in the classroom environment that makes students more active. It is necessary to analyze student needs because analyzing student needs is one of the important activities in designing learning. In particular, learning to speak English requires the right design so that students are ready and brave to speak English in various conditions. So, instructional design model is one of the key components in the teaching and learning process. Then, the right instructional design models are expected to support the success of students to overcome difficulties and challenges in speaking English well.

Furthermore, based on the considerations above, the discussion in this research has been referred to discover what instructional design model is used by the English lecturers in preparation to teach speaking skill at Makassar Muhammadiyah University and the achievement of students in speaking skill.

METHOD

Research Design

The research focused on the learning model used by lecturers in preparation to teach speaking. This research used mix method design. The writer took the speaking lecturer and the English Department students as the population of the research. Then for the sample of the research, the writer took 1 lecturer and 2 classes, 15 students in class 1A and 14 students in class 1B, a total of 29 students. It narrowed of 2021-2022 academic years. The independent variable in this research is English instructional design and students' speaking achievement.

Instrument of Research

An instrument is anything used to collect data (Schreiber & Asber-self, 2011). Instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. Furthermore, to get an accurate data, this research used interview and questionnaire (for lecturers) and test as the instrument (for students' speaking achievement).

The interview can be simply described as a form of consultation where the researcher seeks to know more of an issue as opinionated by the individual being asked. Then, there are three common types of interviews include; structured, semi-structured, and unstructured interviews (Adhabi & Anozie, 2017). Through this interview the writer explores data, information, and framework of information from research subjects. The interview technique used is semi-structured interview, meaning that the questions asked are not fixed on the interview guidelines and can be deepened or developed according to the situation and field conditions. Interviews will be conducted to the speaking lecturers.

Then, questionnaire is a method of collecting data by distribute a list of questions to respondents, by hope they will respond to the list of questions that. The list of questions can be open, if options the answer is not predetermined, and is closed if answer options have been provided previously, the instrument can be in the form of: a questionnaire, checklist, or scale (Abdullah, 2015). In addition, Bee & Murdoch-Eaton, (2016) stated on their research that questionnaires are useful to investigate opinions or attitudes of a population. Newby (2014) on his book *Research Methods for Education* stated that there are two broad categories of question that we can use, closed questions and open questions. Each is used in particular circumstances for specific tasks and questionnaires are often a blend of the two. The questionnaire designed to measure lecturers' use of IDM.

This research administered with closed or structure questions for the lecturers. Closed or structured questions are questions that are constructed in such a way that the respondent has no leeway in terms of a personalized input. All the responses fall into categories that are determined beforehand by the researcher. In terms of the character of the data collection, the respondent finds the questions easy and relatively quick to answer. They are, therefore, effective in obtaining a large data harvest. From the viewpoint of the writer, collation of the responses is straight forward and the data can be entered readily into a spreadsheet for subsequent processing and analysis (Newby, 2014).

Furthermore, a test is a set of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents of individuals or groups (Nasution, 2016). There are various test instruments that can be used by research among personality tests, aptitude tests, intelligence tests, interest tests and achievement tests. The test that has been used is the achievement test because achievement test used to measure a person's achievement after learning something. The results of this test will be a source of data on the effectiveness of using IDM by speaking lecturers. Then, this research used oral test to measure students' achievement after learning speaking courses. Speaking skill is very important to be mastered in order to communicate, disseminate or get ideas or information. As for this test, it is done to be able to determine the effectiveness of IDM in preparing speaking learning in the class. The writer gave an oral presentation test by giving a certain topic then the students gave their opinion regarding the topic. The topic that has been given is about covid-19, especially learning from home.

Technique of Analysis Data

The stages of interactive analysis applied in this research are percentage, speaking assessment rubric, and classification. Each of the stages is presented in the following. The data from the questionnaire in this research is quantitative data that has been analyzed descriptively by percentage. The percentage formula used:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

- P : Percentage figures
F : Frequency (respondent's answer)
N : Number of cases (number of respondents)
(Sudijono, 2012, p.40)

The data from the test instrument which is oral presentation test in this research has been analyzed descriptively by oral presentation rubric.

$$\text{Students' mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Table 1.
Speaking Assessment Criteria

No.	Category	Scoring Range
1	Very good	85-100
2	Good	70-84
3	Average	55-69
4	Poor	0-54

Data classification is the categorization of the data obtained based on the research sections that have been determined. Classification of data is done so that there is a limitation regarding the discussion to be studied. Classification of data will make the data systematically arranged which can later be very helpful for researchers in the research process.

FINDINGS AND DISCUSSIONS

Findings

This research was held at English Department of Makassar Muhammadiyah University which is located on Alauddin street, Makassar, South Sulawesi. The participants in this research were 29 English Department students from the class of 2021 who were studying speaking skill. The data was gathered using three instruments: an interview, a questionnaire, and a test.

The writer asked one of the speaking lecturers at English Department of Makassar Muhammadiyah University about the students' skill in speaking. Based on the preliminary data, it was discovered that lecturers, particularly those who had to teach via internet during the pandemic, encountered a number of challenges. As a result of this procedure, the writer discovered that, regardless of the circumstances, the correct instructional design model must be designed because the success or failure of the teaching process is dependent on clear instructions.

Then, the writer conducted an interview consisting of 15 questions. The interview was administered to the speaking lecturer which held through the Zoom Meeting application and lasted 36 minutes. Through this interview, the writer explores data, information, and framework of

information from research subjects. The lecturer interview was related to her thought on instructional design model, the role of instructional design model in the learning process, the application of instructional design model and how it affects the improvement of students' speaking skills according to the lecturer's point of view.

The interviews showed that instructional design model is something that all lecturers should be aware of. The learning outcome can be attained when the instruction is clear. In terms of instructional design model application, all lecturers do so in practice, even if it isn't written on the paper or in the lesson plan. However, just a few lecturers may be aware of this theoretically. Furthermore, in terms of the role of instructional design model, it supports lecturers in providing clear instruction and activity in the classroom from the beginning to the end. Instructional design model also assists students in achieving the learning objectives, particularly in the area of speaking skill. Then, the writer distributed the questionnaire to the speaking lecturer. The questionnaire is designed to measure lecturers' use of instructional design model. The questionnaire's result details are listed below.

Table 2.
The questionnaire's result

Instructional Design Model	Indicators	Answer		
		YES	NO	
ADDIE Model	Analyze learners/ context	√		
	Analysis	Conduct instructional analysis	√	
		Find existing materials	√	
		Plan and write instructional strategy	√	
	Design	Select delivery methods	√	
		Develop instructional contents	√	
	Development	Create prototype		√
		Create assessment instruments	√	
	Implementation	Deliver instruction to target audience	√	
	Evaluation	Conduct formative evaluation	√	
Conduct summative evaluation		√		
Kemp Model	Instructional program identification and goal specification of an instructional course	√		
	Examination of learners' characteristics based on the instructional decisions	√		

		Subject content identification with task analysis related to goals and purposes	√
		Instructional objective specification	√
		Instructional unit in arranged, in logical sequential order of learning	√
		Instructional strategies design to meet the mastery of lesson objectives	√
		Plan and develop instruction	√
		Evaluate instruments for measuring course objectives	√
		Resource selection for instruction and learning activities	√
ASSURE Model	Analyze	Analyze students	√
	State	State standards and objectives	√
	Select	Select strategies, technology, media and materials	√
	Utilize	Utilize technology, media and materials	√
	Require	Require students' participation	√
	Evaluate	Evaluate and revise	√

The data from the questionnaire analyzed by percentage. It can be observed from the table that the ADDIE Model is implemented 91% of the stages and the Kemp and ASSURE models are implemented 100%. Finally, the lecturers complete 96% of the stages from the three instructional design models. Then, the writer conducted oral test to measure students' achievement after learning speaking courses. There were 29 English Department students from the class of 2021 that should took part in this test, however only 27 of them took the oral test. The following table shows the outcome of the test.

The research findings provide answers to the previously formulated problem statements. The writer conducted the research and gathered data from all research instrument, including interview, questionnaires, and test. The writer had examined the data systematically and precisely in order to achieve the research's goals. The following writer presents the research findings, which are divided into two parts:

- a. Instructional design models that are used by the English lecturers in preparation to teach speaking skill. Based on the interview process and the lecturer's fulfillment of questionnaires, the writer discovered that almost all stages of the ADDIE model, Kemp model, and ASSURE model were applied by the lecturers in practically, even if it isn't written on the paper or in the lesson plan. However, just a few lecturers may be aware of this theoretically.
- b. The achievement of students in speaking skill. There is a significant increase after the implementation of instructional design model by lecturers in the classroom. This is evidenced by the results of the oral test by the researcher and the results of the mid test by the speaking lecturer as explained in the data description section.

Discussion

This section contains a discussion of the research findings. In this research, two research questions are offered. The focus of the discussions is on the discovery of the two proposed research questions. The first topic of discussion is the instructional design models that English lecturers utilize in order to prepare to teach speaking skills. Meanwhile, the second discussion focuses on the achievement of students in speaking skill.

According to Athuraliya (2021), instructional design is the first step in creating successful learning materials. It has become a concept that is equally popular in both the academic and professional fields. Instructional design refers to the process used to create instructional material. It is used to identify gaps in knowledge, skills, and attitudes of students or employees, analyzing learning needs and developing learning material to close them. Instructional design helps give meaningful and effective instructions to learners in a way that will make learning easier for them.

Then, Branch and Kopcha (2014) also stated that instructional design models offer communication tools for defining acceptable outcomes, collecting data, analyzing data, developing learning strategies, selecting or creating media, conducting assessments, and implementing and updating the results. The important role of instructional design model according to experts is in line with the results of research conducted by the writer.

Unfortunately, there are facts in the field that some lecturers apply instructional design model in practice and only some understand the theory. Based on this fact, the importance of understanding learning theories, especially those related to instructional design model from experts, is a new finding in this research that needs to be carried out by lecturers. This is in line with research that has been carried out by Suharli (2015) which says that "Learning theories and models from expert opinions become a reference for educators in setting goals and learning methods to be implemented. Learning theory is the basis for developing models to be used. The learning model becomes a provision in determining the steps to be taken in the learning process that will be implemented."

Furthermore, a thorough understanding of instructional design model in theory and practice will produce maximum output according to learning objectives. By understanding of instructional design model in theory and practice will produce maximum output according to learning objectives. Especially in improving students' speaking skills which is one of the important things in communicating in the era of globalization. The right instructional design model will help students have public speaking skills, which is a demand that must be met in competition in the global era. This becomes important to avoid misrepresentation of intent in a forum, both formal and informal. there is also a demand to be able to communicate in a foreign language so as not to compete with other countries.

This is in line with the findings of a research conducted by Boonkit (2010) investigated the aspects that contribute to the development of learners' speaking abilities. The findings showed that using suitable speaking skill activities can be a helpful method for reducing speakers' nervousness. The results also demonstrated that the participants' freedom of topic selection encouraged them to feel at ease, persuaded them to speak English, and boosted their speaking confidence among EFL students.

CONCLUSION

This research looks at instructional design model and speaking ability. Instructional design model is the writer's main focus because of its critical function in the classroom teaching and learning process, which every lecturer should fully comprehend.

Unfortunately, there are facts in the field that some lecturers apply instructional design model in practice and only some understand the theory. Based on this fact, the importance of understanding learning theories, especially those related to instructional design model from experts, is a new finding in this research that needs to be carried out by lecturers. This is in line with research that has been carried out by Suharli (2015) which says that "Learning theories and models from expert opinions become a reference for educators in setting goals and learning methods to be implemented. Learning theory is the basis for developing models to be used. The learning model becomes a provision in determining the steps to be taken in the learning process that will be implemented."

Then, the models used in this research are the ADDIE model, the Kemp model, and the ASSURE model. ADDIE model is used because it is simple and systematic, offers a fundamental approach since most of the other models are based on ADDIE. Then, Kemp model is used because permits instructional designers to be more flexible by allowing them to start the design process with any of the nine components or stages rather than being forced to proceed in a linear fashion. Then ASSURE model is designed for the planning and delivery of instruction using technology and media, making it suitable for distance education planning. This paradigm is particularly learner-centric, in that the first step is to consider and identify the learner's qualities, and it places a strong emphasis on student participation.

Further, speaking is one of the four macro skills that must be mastered in order to communicate effectively. The most important ability for communication appears to be speaking. Speaking for special communication frequently occurs in situations where a speaker performs for an audience in a variety of settings. Therefore, the conclusion of this research are:

1. Instructional design models that are used by the English lecturers in preparation to teach speaking skill. Only some lecturers understand about instructional design model in theory. Therefore, it is necessary to further improve the alignment of understanding in theory and practice.
2. The achievement of students in speaking skill. Students' speaking skills can be further improved, especially if it is supported by the appropriate application of instructional design model.

Based on the results of the research, it shows that lecturers should comprehend various theories about learning before designing lessons, including several approaches to learning and instructional design model. This implies that the instructional design model has a very important role for the achievement of learning objectives. It is expected that by using the right design, students' speaking skills can grow.

Then, based at the research conducted there are several recommendations to be conveyed, particularly:

1. The need for a thorough assessment of the implementation of IDM on campus, in particular the English department
2. The significance of understanding IDM now not only in practice but also in theory
3. Need more motivational encouragement for students to be more assured in gaining knowledge of speaking skill and apply it in their daily life

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