



**EnJourMe (English Journal of Merdeka):
Culture, Language, and Teaching of English**

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

Using ADDIE model to develop learning materials of the test of English proficiency in Edmodo

**Fatma Rahayu Nita, Fitri Rahmawati Astiandani, Agnes Lintangsi Wicaksono,
Karunia Eka Nafilatul Janah**

English Literature and Education, Postgraduate Program, Universitas Negeri Surabaya, Lidah Wetan, 60213, Surabaya, Indonesia
Corresponding author: fatma.20043@mhs.unesa.ac.id

ARTICLE INFO

Received 21 December 2021
Accepted 25 May 2022
Available online 15 July 2022

Keywords:

Learning materials, Test of English Proficiency (TEP), ADDIE model, Edmodo

DOI: 10.26905/enjourme.v7i1.7036

How to cite this article (APA Style):

Nita, F.R., Astiandani, F.R., Wicaksono, A.L., & Janah, K.E.N. (2022). Using ADDIE model to develop learning materials of the test of English proficiency in Edmodo. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(1) 62-77, doi:<https://doi.org/10.26905/enjourme.v7i1.7036>

ABSTRACT

The preliminary analysis found that most of the students encountered several difficulties in achieving the target score of the Test of English Proficiency (TEP), such as low motivation and lack of vocabulary. Thus, this study attempts to develop the appropriate learning materials of the TEP preparation course for English Department students through Edmodo as the Learning Management System (LMS). Through the Research and Development method and employed the ADDIE model, 15 (fifteen) English Department students were involved as the research subject. Various procedures used in the ADDIE are: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The results show that the students perceived positive perception towards TEP learning materials, the content of the materials, and Edmodo as the LMS for the TEP preparation course. Finally, some suggestions are also given for further researchers: providing tutorials and creating a more colourful design.

©2022 The Authors. Published by University of Merdeka Malang
This is an open access article distributed under the CC BY-NC-ND 4.0
(<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

1. Introduction

Learning English has become the need of living in society nowadays. English as a lingua franca demands that people who compete globally master it as the primary language to communicate (Renandya & Widodo, 2016). As the institution preparing the generation ready to be adaptive in a global society, universities have the task to make the students master English. In Indonesia, where English has become the foreign language, the universities provide English courses for their students to help them master the language. They also provide English proficiency tests to measure the students'

language skills, or it is well-known as the Test of English Proficiency (TEP). The test usually consists of listening, structure and written expression, and reading exercises. The students need to get a particular score to pass the test. However, some students face difficulty in getting the minimum score. Thus, more training is usually offered to help them get the minimum score.

The training is usually done like a regular course, where the trainers and the students are in the same room. As time goes, the training can be integrated with the technology development. A Learning Management System (LMS) is utilized to support the instruction. LMS is the software designed for supporting teaching and learning programs, including delivering the materials, discussing, and assessing (Smaldino et al., 2019). In Indonesia, the use of LMS is not very popular until the outbreak of Covid-19. The pandemic makes some adaptations done, including in the use of LMS. LMS becomes the need of the teachers and students to keep having teaching and learning process properly even though they are not in the same room. Therefore, besides decreasing the risk of virus spreading, LMS makes the instruction program run more flexibly and practically. Also, some LMS support autonomy learning, where the students can study independently without the assistance of the teachers. The teachers provide the materials in the LMS platform, and the students can access them to be learned. Hence, LMS is beneficial to make virtual learning become more flexible and support producing autonomous learners.

One platform of LMS that can be used to support instruction is Edmodo. Edmodo is a social media platform where the students who have accessed the platform will see the latest post of the group they join (Ali, 2015). It also allows the students to connect by using the platform. Many researchers discussed the use of Edmodo. The study of Pardede (2017) showed that the use of Edmodo can improve the listening, reading, speaking, writing, and grammar skills of the students. It also found out that Edmodo can motivate and engage the students in the instruction. The study of Lukitasari et al. (2019) found that Edmodo was beneficial for teaching reading. The platform allowed the students to access the materials anytime and anywhere and get more language exposure. It also argued that Edmodo could present various formats of reading which can engage the students. Besides, Edmodo is also beneficial for improving students' understanding of grammar (Qomariyah et al., 2019). Qomariyah's study found out that Edmodo could support and motivate the students to learn grammar by creating the condition of students-centered. By using Edmodo, the students are engaged to participate in learning actively. Thus, Edmodo could support autonomy learning for students. Even though some previous studies found that Edmodo is beneficial for improving students' language skills, they did not focus specifically on improving skills for the English proficiency test. Thus, the investigation towards the issue was still limited.

Furthermore, developing materials in Edmodo and regular classes are different. The online platform of Edmodo requires a different approach to develop the materials. In Edmodo, the materials should be explicit and matched with the learning objectives and engaging and accessible (Tomlinson, 2011). The development can be done by adapting, adopting, selecting, or creating (Smaldino et al., 2019). The decision is based on the needs of the teaching and learning process. In English proficiency training, the materials should embrace listening, structure, and reading exercises oriented to standardized tests since the students need to get a particular score to pass the test.

One model for developing the material is ADDIE. It was developed by Molenda and Reiser in the 1980s (Setiawan, 2020). It consists of five phases, including analyzing, designing, developing, implementing, and evaluating. According to Tu et al. (2021), the analysis is the phase when the needs of the learning and students are investigated. The analysis can be in the form of observation or survey. Next, the designing phase is when the syllabus is created. As the learning objective is set, the related activities and assessments are created to aim the goal of learning. Then, the materials are developed by gathering related information to fulfill what the instruction needs. The next phase is implementing, when the design and materials are delivered to the students. Lastly, the evaluation phase is when the students give feedback towards implementing the design. By the five phases, ADDIE supports a learner-centered setting since the students actively participate in the material development. From the first to the latest phases, the students are invited to develop materials and instructions (Iswati, 2019).

The studies implementing ADDIE for developing online English materials were conducted by some researchers (Alodwan & Almosa, 2018; Sari et al., 2019; Setiawan, 2020). The studies found that the projects developed based on ADDIE were feasible and workable. However, the studies did not use Edmodo as the online platform. It is different from the study of Elisabeth et al. (2021), which developed the listening and reading materials for senior high school students. It applied the ADDIE model to develop the project. They also validated their project from the expert in developing the materials. As a result, the interpretation of the product was good, and the materials were workable to apply in the targeted school. Nevertheless, the study of Elizabeth could not cover the need of materials development of English proficiency test, especially for university students. Hence, this study aims to develop learning materials of English proficiency test in Edmodo by applying ADDIE model. Moreover, the perceptions of the students were also reported as the result of the fifth phase of ADDIE, which is evaluation.

2. Method

To develop learning materials for the Test of English Proficiency in Edmodo, the researchers applied the ADDIE model by Martin & Betrus (2019). ADDIE is a product development paradigm with five phases: Analyze, Design, Develop, Implement, and Evaluate (Martin & Betrus, 2019). The researchers applied the ADDIE model to develop the learning materials for the Test of English Proficiency in Edmodo since this model offers a systematic framework for product development primarily for instructional design in the learning context. Furthermore, Setiawan (2020) stated that the ADDIE model provides a straightforward framework for structuring learning that the process can be applied in various situations. In addition, Furwana & Syam (2021) also stated that the ADDIE model offers a chance in every phase to evaluate and revise so that the result of the product can be valid and reliable. Therefore, the researchers applied five phases of ADDIE in developing the learning materials of the Test of English Proficiency in Edmodo: Analyze, Design, Develop, Implement, and Evaluate (see Figure 1).

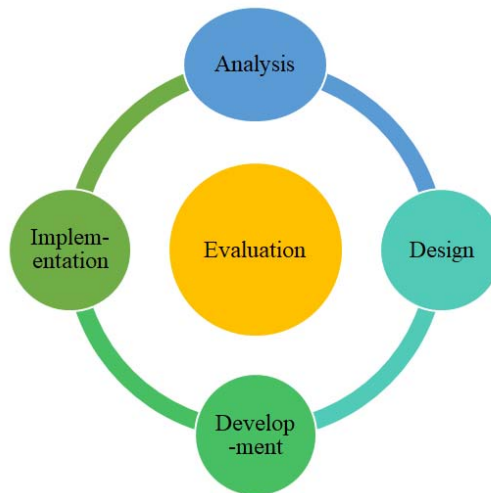


Figure 1 A Less Linier Version of the ADDIE Model (Martin & Betrus, 2019)

The first phase is the Analyze phase. In this phase, the researchers conducted a need analysis by spreading an online questionnaire (Google forms) containing some questions related to the students' Test of English Proficiency (TEP). This need analysis aims to identify the students' learning needs, wants, and expectations about TEP. The result of the need analysis showed that the students did some autonomous learning activities to improve their TEP scores. They expected to get a TEP score of at least 525 or above. Therefore, they are willing to join any TEP preparation courses with good quality and affordable price since it will aid them to achieve their targeted TEP scores. Then, based on the result of the need analysis in the Analyze phase, the researchers continued to the second phase, the Design phase. In this phase, the researchers focused on designing the TEP preparation course syllabus that suits the data obtained from the previous phase. After that, the researchers continued to the next phase, the Develop phase. In this phase, the researchers developed the learning materials for the TEP preparation course, which are the materials for the listening section, structure and written expression section, reading section, and worksheets for each section of the TEP to be implemented in the further phase. Then, the next phase is the Implement phase. In this phase, the researchers delivered the TEP preparation course through Edmodo as the Learning Management System (LMS). In other words, in this phase, the students joined the TEP preparation course via Edmodo. The students who became the participants in the TEP preparation course via Edmodo are 25 (twenty-five) undergraduate students of the English Department. Finally, the last phase is the Evaluate phase, where the students were asked to fill in an online questionnaire (Google forms) that contains several questions asking their actual experience in joining the TEP preparation course via Edmodo.

3. Results and discussion

This study reports the development of TEP learning materials utilizing the ADDIE model suggested by Martin & Betrus (2019). Thus, the results will elucidate how learning materials were devel-

oped by utilizing the ADDIE model. The results are classified into 5 (five) steps, including analysis, design, development, implementation, and evaluation.

3.1. Analysis

In the first stage, need analysis consisting of necessities, lacks, and wants were carried out by interviewing 16 (sixteen) undergraduate students of the English Department from various cohorts ranging from 2016 to 2020. In the necessities part, it was revealed that the reading comprehension section was the most challenging part of the TEP test. It is in line with the previous study done by Alodwan & Almosa (2018) that reading comprehension and listening skills were considered as the main problems for students in EFL (English as a Foreign Language) context. This current study also demonstrated the evidence through the high percentage in that section, which is 44%. Related to the lacks part, students encountered several difficulties in concentration and vocabulary issues (Furwana & Syam, 2021). Similarly, the lack of exposure to English leads the problem in practicing reading comprehension (Alodwan & Almosa, 2018). Thus, they wanted to do more practice questions in the reading comprehension section to improve their TEP score. However, some students also said they wanted to do more practice questions in listening comprehension and structure and written expression sections.

Thus far, they have studied to improve test proficiency scores by doing autonomous learning. In such a case, they are willing to join any preparation course with good quality since it will aid them to achieve the target score. Besides, they asserted that the online platform using interactive teaching material is needed to support their study. This finding correlates with the previous study done by Sari et al. (2019). They revealed that the students had a problem with reading comprehension due to the limited digital-based interactive teaching materials. Thus, the teacher needs to employ a digital platform to strengthen the students' reading skills. It is believed that the students need to obtain the knowledge theoretically and learning experiences.

Consequently, it should prepare teaching materials that are easier to understand and access, more stimulating, and enjoyable. In this study, Edmodo is applied. Through conducting this need analysis, what students need can be recognized and pre-determined well.

3.2. Design

In this second stage, the design of the course program consisting of the syllabus and the coursebook was carried out. Graves (2000) stated that the striking findings of the material development process are textbooks and courses. Since this course was intended for undergraduate students of the English Department who have not yet achieved the TEP target score, the syllabus contains tips and tricks as well as variations of questions that often appear on the TEP test. In the course syllabus, the pre-test (at the beginning) and post-test (at the end) were tested for students to determine their initial understanding and what they had learned. However, referring to the need analysis results, this course syllabus is designed to focus more on the reading comprehension section. The course syllabus can be seen in Appendix 1.

The course design was based on the data gained from the questionnaire distributed to the students and a need analysis. It is represented in the syllabus that comprises some aspects, such as course description, course goals, learning objectives, materials, learning activities, and assessment (Iswati, 2019). It corresponds with the previous study done by Moradmand et al. (2014) that the design phase should contain particular objectives, learning activities, pedagogical strategies, and materials. Moreover, this recent study also correlates with a previous study conducted by Tu et al. (2021). They showed that content design involves teaching method, time duration of teaching, and arrangement of some stages of teaching application.

3.3. Development

Based on the above course syllabus, the coursebook of the TEP preparation program was later developed (Aldoobie, 2015). As seen from Appendix 1, the lessons are concentrated on the reading comprehension section without leaving the listening section and structure and written expression section. The lessons are classified into 3 (three) sections: (1) listening comprehension section, (2) structure and written expression section, and (3) reading comprehension section. Each unit consists of several parts, as illustrated in Table 1.

Table 1 - The Content Design of Course Book

Listening Comprehension	
a. Types of questions	g. Idiomatic language
b. Basic strategies for the listening section	h. Topic of the conversation
c. Who, what, where	i. Conclusion about who, what, when, where
d. Negative expressions	j. Main ideas
e. Functions of expressions	k. Detail questions
f. Contrary meanings	
Structure and Written Expression	
a. Types of questions	f. Inverted subjects and verbs
b. Basic strategies for the structure and written expressions section	g. Subject/verb agreement
c. One clause	h. Comparatives & superlatives
d. Multiple clause	i. Parts of speech
e. Reduced clause	j. Passive voice
	k. Parallel structure
Reading Comprehension	
a. Types of passages	e. Directly answered questions
b. The language skills tested	f. Indirectly answered questions
c. The ordering of the questions	g. Vocabulary questions
d. The ideas of passages	h. Overall review questions

The development can be done by adapting, adopting, selecting, or creating (Smaldino et al., 2019). The decision is based on the needs of the teaching and learning process. In the phase of developing the materials, the source is very significant. In developing the listening comprehension

section, appropriate materials with the semi-scientific topic from YouTube (converted from MP4 to MP3) and podcasts are taken. Then, the instructions are developed by recording our voices. The results of this study are in harmony with the previous study done by Setiawan (2020) that the listening sources were gained from several trustworthy sources, particularly from online sources and CD applications. Besides, it took the audio, which provides good quality. Then, it recorded the question should be based on the learning objectives. As the study was done by Tomlinson (2011), the materials should be explicit and matched with the learning objectives and engaging and accessible. The materials develop according to the principle of listening materials development: relevance and acceptability (Furwana & Syam, 2021). Relevance denotes the materials related to the real-life of students. Also, it explores the latest topic with several tips and tricks to answer were provided.

In the structure and written expressions section, articles and magazines (*National Geographic*, *BBC News*, *Guardian*) are used to develop the learning materials to be more authentic, engaging, stimulating, and enjoyable (Hadfield, 2014; Tomlinson, 2011). Maley (2016) demonstrated that the activities created must engage the students to enjoy the learning process and do not realize that they are studying. After selecting the appropriate learning materials from those sources, the instructions are then developed. Similar steps are also carried out in the reading section. Reading materials from several newspapers, such as *National Geographic*, *Jakarta Post*, and *Mentalfloss*, are adopted, and the instructions are then developed. In designing the materials, Maley (2016) states that it should be possible to adapt, extend, and re-order activities. In this case, the materials adapted from several credible sources are rearranged to meet the students' needs.

After the designed materials are developed into a coursebook, all of these materials are then integrated into the LMS, namely Edmodo. The Edmodo is selected as one of the most widely applied social media in the EFL context (Pardede, 2017). Several previous studies proved that the students gained several advantages through Edmodo and encouraged learning efficiency (Abdulrahman, 2016; Mali, 2015). Since it provides learning efficiency, it makes the learning process are more engaging and stimulating. Also, it supports group collaboration and individual learning and allows non-digital native teachers to make web-based learning atmospheres (Warawudhi, 2017). The design of Edmodo is illustrated as follows:

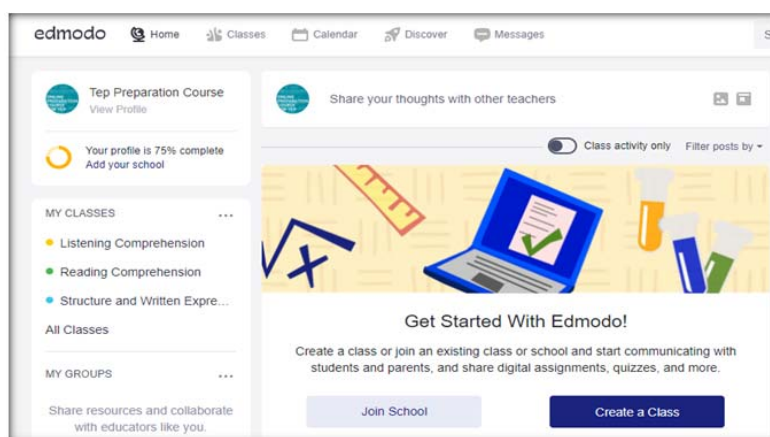


Figure 2 - Start Menu of Edmodo

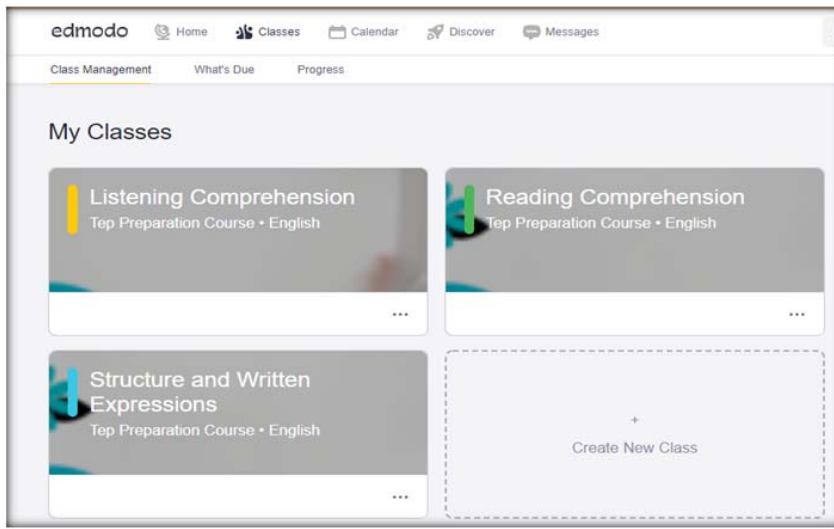


Figure 3 – Display of Classes Menu

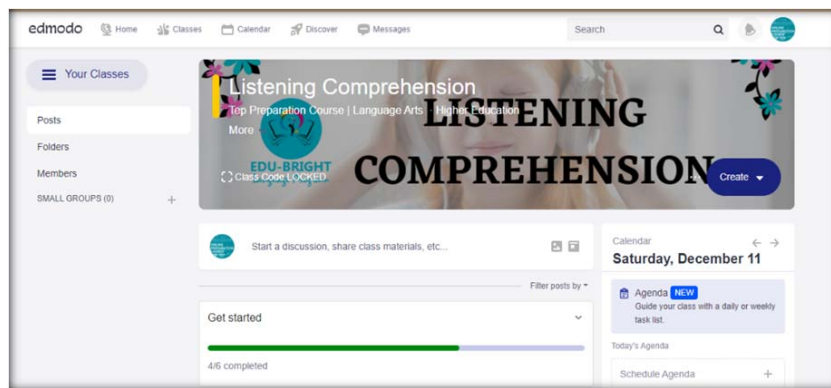


Figure 4 – Start Menu of Listening Comprehension

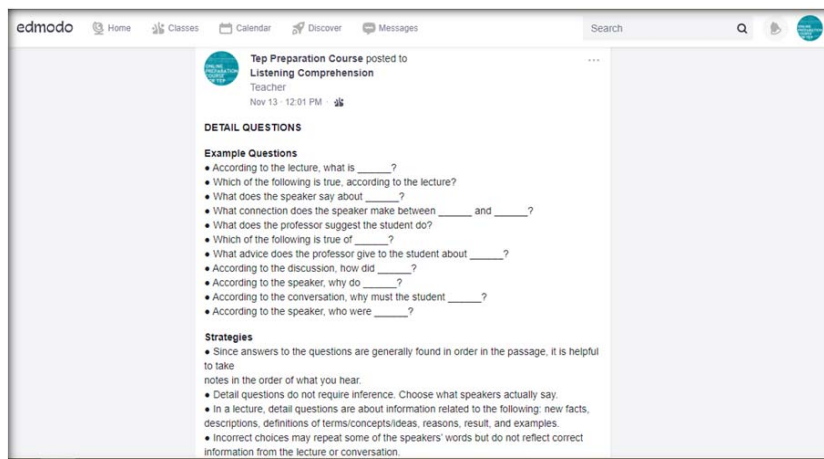


Figure 5 – Display of Materials in Listening Comprehension

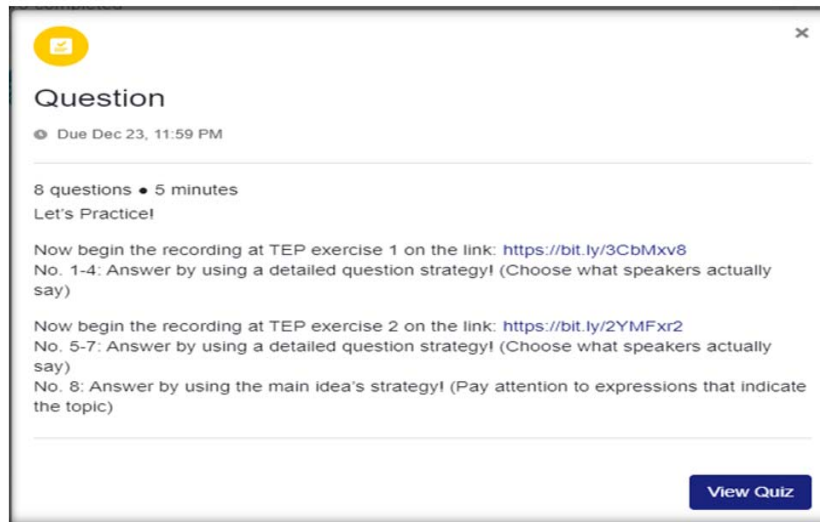


Figure 6 – Display of Quiz in Listening Comprehension

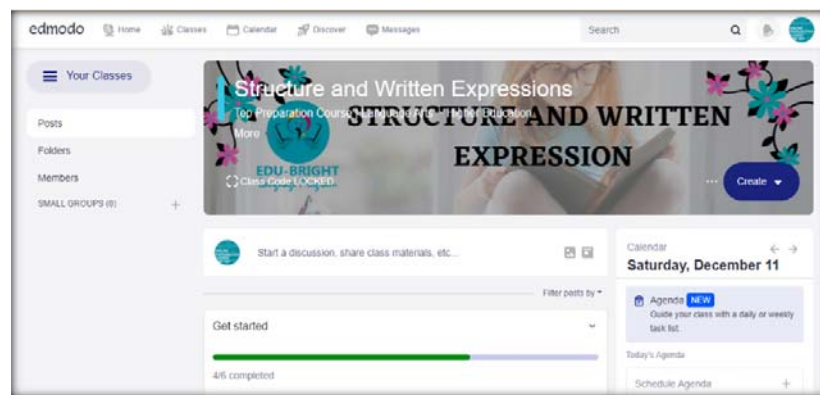


Figure 7 – Start Menu of Structure and Written Expression



Figure 8 – Display of Materials in Structure and Written Expression

Edmodo's design starts with the start menu of Edmodo, which becomes the core feature presented in the Learning Management System (LMS). It can be seen in Figure 2; there are three classes displayed in the start menu. The second display is class management, including listening comprehension, structure, written expression, and reading comprehension. Each class management has the same content, such as materials and practices. After reading the materials, the students are confronted with several quizzes to make it easier to comprehend the learning materials. The students' list and scores also could be seen after they practice the quizzes (see Figure 9).

3.4. Implementation

After going through the three stages above, the implementation stage is conducted. It means the product will be applied to the students (Furwana & Syam, 2021). At this implementation stage, the Edmodo class code in each unit is distributed to 25 (twenty-five) participants who are a combination of 2015-2020 undergraduate students of the English Department. In this case, Edmodo is the only primary source in the TEP preparation course. Therefore, all participants are required to join the LMS. Participants are given a time limit of about 2 (two) weeks to complete the representation of the material per unit that has been integrated with Edmodo. Through the LMS, they can read and understand the material by themselves and work on questions for practice everywhere and anytime (Setiawan, 2020). Figure 9 is an example of students' results after practicing several activities in Edmodo.

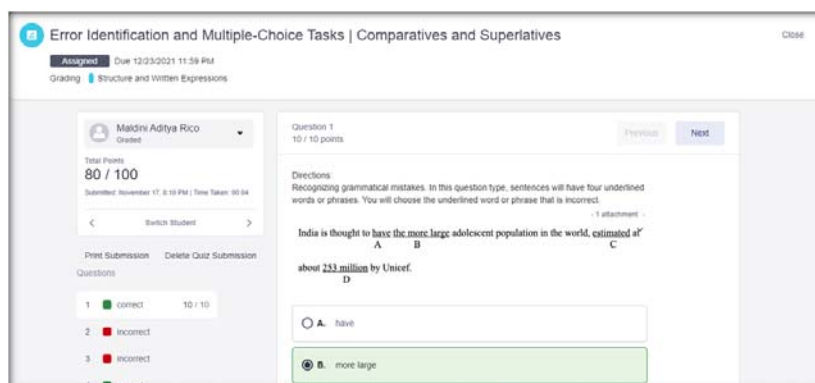


Figure 9 – The Example of the Student's Result

3.5. Evaluation

Evaluation is the last stage that must be passed in the ADDIE model (Martin & Betrus, 2019). Richards and Renandya (2002) stated that it is worthy of having materials evaluation since it assists us in recognizing the weaknesses and strengths of the materials that have been developed. An evaluation of the Edmodo usage as an LMS for the TEP preparation course was conducted to obtain information regarding the use of the developed learning materials. This study used post-use evaluation since the primary data for this evaluation was taken from the questionnaire distributed to 25 (twenty-five) participants who had completed the representation of the material per unit. Even so, only 15 of the 25 participants filled out the evaluation link created on the Google Form. This ques-

tionnaire consists of participant profiles and 3 (three) main areas, namely language aspect assessment, content materials assessment, and feedback on the use of Edmodo as LMS. The list of questions in language aspect and content materials assessments was adapted from Furwana & Syam (2021), while two questions on Edmodo feedback were adapted from Ali (2015). The data obtained from the questionnaire are displayed in Table 2.

Table 2 – Language Aspect Assessment

Aspects to be assessed	Percentage		
	Disagree	Agree	Strongly Agree
The language used in worksheets is easy to understand	-	66.7%	33.3%
Language is clear and comprehensible	-	73.3%	26.7%
The language used in the explanation and task directions is easy to understand	6.7%	40%	53.3%
The language used grammatically correct	-	80%	20%

Generally, Table 2 indicates that students' evaluation of the TEP learning materials in Edmodo resulted in positive feedback. It is because most of their responses towards the language used were 'agree' and 'strongly agree.' They agree that the language used in Edmodo is extremely easy to understand since it is clear, understandable, and grammatically correct. These findings are in line with Iswati (2019) study that the students perceived a positive attitude towards the course since the language is grammatically correct so that it can provide them with understandable materials. Concerning the content material, the results of the questionnaire can be seen in Table 3.

Table 3 – Content Materials Assessment

Aspects to be assessed	Percentage		
	Disagree	Agree	Strongly Agree
Worksheet developed in line with learning objectives	6.7%	46.7%	46.7%
Worksheet developed in line with the students' need in TEP course	-	46.7%	53.3%
Worksheet developed explore a lot of text related to semi-scientific topic	-	66.7%	33.3%
Worksheet developed explain the text in detail	6.7%	40%	53.3%
In general, worksheet provide a clear explanation	-	46.7%	53.3%
Audio-material contains pronunciation	6.7%	40%	53.3%
The texts given in the material can help students understand the main topic	6.7%	53.3%	40%
Teaching materials (text, tables, pictures, etc.) are from sources relevant to the topic being discussed	-	66.7%	33.3%
Teaching materials (text, tables, pictures, attachments, etc.) are taken from up-to-date sources	6.7%	60%	33.3%
The material developed consistently presented to the questions on each section	-	53.3%	46.7%
The forms of tasks in each unit are presented in various ways	6.7%	53.3%	40%
Through the materials and worksheets, this course may be able to improve my TEP score	-	53.3%	46.7%

Based on the results in Table 3, the content materials available on Edmodo are highly good in supporting their preparation for the TEP test for several reasons. Firstly, it is because the worksheet developed in Edmodo is in line with learning objectives and the students' needs in the TEP course. Graves (2000) stated that materials development is a planning process in which course objectives and goals are implanted in units and assignments. Thus, the content of the developed material must refer to the accomplishment of learning objectives. Secondly, the developed worksheet explores many related texts in detail, and it gives an obvious explanation (Thu, 2019). It is similar to Ahmadi (2016), who revealed that teachers should provide students with the obvious exercises and material. Besides, in the listening section, pronunciation in audio-material is provided well. Then, the teaching materials, such as tables, text, and pictures, are taken from up-to-date and relevant sources so that students understand the topic well (Setiawan, 2020). Lastly, the material developed presents the questions in each section consistently and in various ways (Hadfield, 2014). In line with Amila et al. (2018), teachers should offer various teaching materials so that the learning activity is not repetitive and monotonous. Thus, it can be concluded that this preparation course may enhance the students' TEP score through the materials and worksheets provided. However, there is a low disagreement on six points. One of them conveyed that the material is slightly longer, so it made him feel bored reading deeply.

Furthermore, the last two questions containing student perceptions and suggestions of Edmodo as an LMS for the TEP preparation course are presented. Almost all students positively perceive using Edmodo as a learning medium in the TEP preparation course. This can be proven from the following excerpt.

S1: I think the use of Edmodo as a Learning Management System (LMS) for the TEP Preparation Course is quite helpful and makes it easier for students to learn on their own because in the current pandemic we are required to learn independently online.

S2: I think it's good to use Edmodo because there are many features in the application that can help users know the tasks to be done, notifications, progress in learning and many others and of course it's easy to understand using the Edmodo application. Because there are many conveniences in the application, it will make it easier for LMS TEP using Edmodo.

Both students revealed that Edmodo is an LMS that is very appropriate to use in this pandemic era since it can facilitate students to become independent learners in preparing for the TEP test. These findings are in accordance with the previous study done by Lukitasari et al. (2019). It showed that Edmodo in reading class could be applied as an auxiliary instrument to offer more learning involvements (assignments, discussions, quizzes, exercises, etc.). Due to time limitations, Edmodo features strongly encourage independence or independent study (Lukitasari et al., 2019; Pardede, 2017; Qomariyah et al., 2019). As stated by S2, "... of course, it's easy to understand using the Edmodo application...", the students feel the positive experience in using Edmodo as the platform is easy to use. It is also in line with the previous study by Ali (2015) that the students perceived positive feelings while using Edmodo since it was easy to utilize. Besides, Edmodo's features, such as the flexibility of submitting assignments and the ease of viewing quiz results, make students joyful to learn through online platforms (Kongchan, 2014). However, a few students expressed the difficulties they encountered while accessing Edmodo. The following is the excerpt of their utterances.

S3: That's totally fine for me to use Edmodo. It's easy platform to be used and I think there's no serious problem. So far, it's great for me! Although in the beginning of registration, I had some problem to join the class. It seemed that Edmodo is a new platform for us, so we need to adapt ourselves in using this platform and make it more familiar.

As seen from the above excerpt, explained that there needs to be an adaptation for certain students so that using Edmodo will be much easier for them (Ali, 2015; Pardede, 2017). Related to the suggestions towards Edmodo as an LMS for the TEP preparation course, several students suggested beautifying the appearance in Edmodo by adding a colorful background and providing tutorials for doing on the types of questions in Edmodo. Their suggestion can be seen as follows.

S4: I think you need to make the background of this app to be more colorful, I mean add some calm color so the students will be more excited to join this app.

S5: I think you should give the students kind of 101 how to do a task on edmodo? Once you do, I personally think it would be suffice.

Apart from the positive sides of Edmodo, several students expect to get tutorials in practicing the tasks. Like the previous study by Lukitasari et al. (2019), the students were not given information by Edmodo. In such a case, the teachers should offer tutorials on how to do the tasks. Besides, the result of the study is in harmony with Elisabeth et al. (2021) that the product should be designed in a colorful layout so that the students are more interested in joining the class and have motivation in the learning process online, particularly in Edmodo platform.

4. Conclusion

The final product of this research is the learning materials of the Test of English Proficiency (TEP) preparation course for English Department students by applying the ADDIE model. Based on the research results, the researchers state several reflective points. First, the need analysis showed that the learning materials for the TEP preparation course containing the listening comprehension section, structure and written expression section, and reading comprehension section were delivered through Edmodo as the Learning Management System (LMS). Second, the researchers designed the course program syllabus that comprised some aspects, such as course description, course goals, learning objectives, materials, learning activities, and assessment. Third, the researchers developed the coursebook of the TEP preparation course as well as integrated the TEP materials into Edmodo as the LMS. Fourth, the researchers implemented the final product by distributing the class code of Edmodo to 25 (twenty-five) undergraduate students of the English Department so that they could learn the materials and practice some exercises. Fifth, the evaluation showed that the TEP learning materials in Edmodo resulted in positive feedback, the content materials available on Edmodo were highly good in supporting their preparation for the TEP test, and almost all students perceived positively about using Edmodo as the LMS for the TEP preparation course. Finally, several students expected to get tutorials in practicing the tasks in Edmodo as well as have a colorful layout so that they could be more interested in joining the class and have motivation in the learning process through the Edmodo

platform. Therefore, future researchers who want to conduct similar research are suggested to provide tutorials in practicing the tasks in the LMS and create a more colorful design of the layout for the LMS so that the students can have a higher motivation in the learning process.

5. References

- Abdulrahman, T. (2016). Edmodo as a supplementary tool in EFL classroom: Perception and reality. *The Bandung International Conference on Language and Education*, 39–50.
- Ahmadi, S. M. (2016). The Importance of listening comprehension in language learning. *International Journal of Research in English Education*, 1(1), 7–10.
- Aldoobie, N. (2015). ADDIE model. *American International Journal of Contemporary Research*, 5(6), 68–72.
- Ali, Z. (2015). A case study of tertiary students' experiences using Edmodo in language learning. *International Journal of Language Education and Applied Linguistics*, 02, 39–48.
- Alodwan, T., & Almosa, M. (2018). The effect of a computer program based on Analysis, Design, Development, Implementation and Evaluation (ADDIE) in improving ninth graders' listening and reading comprehension skills in English in Jordan. *English Language Teaching*, 11(4), 43. <https://doi.org/10.5539/elt.v11n4p43>
- Amila, A., Abdurrahman, A., Suyatna, A., Distrik, I. W., & Herlina, K. (2018). Practicality and effectiveness of student' worksheets based on ethno science to improve conceptual understanding in rigid body. *International Journal of Advanced Engineering, Management and Science*, 4(5), 400–407. <https://doi.org/10.22161/ijaems.4.5.11>
- Elisabeth, M., Abisay, E., & Apriliaswati, R. (2021). Designing instructional materials for teaching and learning writing recount text through edmodo platform. *Journal of English Education Program*, 2(1), 13–20.
- Furwana, D., & Syam, A. T. (2021). "Listening is hard": ADDIE model on the development of English listening worksheets. *Language Circle: Journal of Language and Literature*, 16(1), 52–60.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Canada: Heinle & Heinle Publisher.
- Hadfield, J. (2014). Chaosmos: Spontaneity and order in the materials design process. In *English language teaching textbooks* (pp. 320–359). Springer.
- Iswati, L. (2019). Developing ADDIE model-based ESP coursebook. *Indonesian EFL Journal (IEFLJ)*, 5(2), 103–112. <https://doi.org/10.25134/ieflj.v5i2.1804>
- Kongchan, C. (2014). How a non-digital-native teacher makes use of edmodo. *Internacional Conference "ICT for Language Learning."*
- Lukitasari, D. R., F. V. A., & Gloria, E. (2019). The use of edmodo for teaching reading in a blended-learning classroom. *Indonesian Journal of English Language Studies*, 5(2), 69–77.
- Maley, A. (2016). Principles and procedures in materials development. In *Issues in materials development* (pp. 11–29). Brill Sense.
- Mali, Y. (2015). Edmodo as a virtual learning environment in academic writing class. In *Proceeding ISELT 2015*, 527–533. <http://ejournal.unp.ac.id/index.php/selt/article/view/6898>
- Martin, F., & Betrus, A. K. (2019). Digital media for learning: Theories, processes, and solutions. In *Digital Media for Learning*. <https://doi.org/10.1007/978-3-030-33120-7>

- Moradmand, N., Datta, A., & Oakley, G. (2014). The design and implementation of an educational multimedia mathematics software: using ADDIE to guide instructional system design. *The Journal of Applied Instructional Design*, 4(1), 37–49.
- Pardede, P. (2017). Current studies on the use of Edmodo in EFL learning: A review. *Journal of English Teaching*, 3(3), 244–258.
- Qomariyah, S., Gunarhadi, & Rejekiningsih, T. (2019). Edmodo in blended learning to increase language learners' understanding in learning grammar for TOEFL. *International Journal of Educational Research Review*, 4(1), 82–87. <https://doi.org/10.24331/ijere.486653>
- Renandya, W. A., & Widodo, H. P. (2016). *English Language Teaching today: Linking theory and practice* (H. P. Widodo (ed.)). Springer.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Sari, A. I., Suryani, N., Rochsantiningsih, D., & Suharno. (2019). The development of android-based smartphone learning application on teaching reading comprehension. *AIP Conference Proceedings*, 2194(December), 1–7. <https://doi.org/10.1063/1.5139844>
- Setiawan, S. A. (2020). Developing listening exercise for English proficiency test in the form of mobile application for Eleventh grade students of SMA Alizzah Batu. *LangEdu Journal*.
- Smaldino, S. E., Lowther, D. L., & Mims, C. (2019). *Instructional Technology and Media for Learning* (12th ed.). Pearson Education.
- Thu, A. S. (2019). Autonomous learning materials of structure and written expression for TOEFL preparation. *LingTera*, 6(1), 62–72. <https://doi.org/10.21831/lt.v6i1.15919>
- Tomlinson, B. (2011). *Materials development in language teaching* (B. Tomlinson (ed.); 2nd ed.). Cambridge University Press.
- Tu, J. C., Zhang, X., & Zhang, X. Y. (2021). Basic courses of design major based on the addie model: Shed light on response to social trends and needs. *Sustainability (Switzerland)*, 13(8). <https://doi.org/10.3390/su13084414>
- Warawudhi, R. (2017). The evaluation of Edmodo in business reading class. *International Journal of Information and Education Technology*, 7(2), 153–158. <https://doi.org/10.18178/ijiet.2017.7.2.858>

Appendix 1 - The Course Syllabus

Pre-test

Time allocation: 2 x 60 minutes

Listening Comprehension

Time allocation: 2 x 45 minutes

Objective: - Students are able to apply the strategies to answer the listening comprehension section in TEP appropriately.
- Students are able to draw inferences in a short dialogue correctly.

Learning activities: Content explanation & Question and answer

Time allocation: 2 x 45 minutes

Objective: - Students are able to determine general ideas in a long conversation correctly.
- Students are able to follow ideas in a lecture or academic talk correctly.

Learning activities: Content explanation & Question and answer

Structure and Written Expression

Time allocation: 2 x 45 minutes

Objective: - Students are able to apply the strategies to answer the structure and written expressions section in TEP appropriately.
- Students are able to distinguish the main clause and sub clause correctly.

Learning activities: Content explanation & Question and answer

Time allocation: 2 x 45 minutes

Objective: - Students are able to link subject and verb correctly.
- Students are able to differentiate comparatives and superlatives sentences correctly.
- Students are able to distinguish parts of speech, passive voice, and parallel structure correctly.

Learning activities: Content explanation & Discussion

Reading Comprehension

Time allocation: 2 x 45 minutes

Objective: - Students are able to apply the strategies to answer the reading comprehension section in TEP appropriately.
- Students are able to find the general ideas in reading passages correctly.

Learning activities: Content explanation & Question and answer

Time allocation: 2 x 45 minutes

Objective: - Students are able to specify detailed information in reading passages correctly.
- Students are able to identify implied information in reading passages correctly.

Learning activities: Content explanation & Question and answer

Time allocation: 2 x 45 minutes

Objective: - Students are able to determine synonyms of words in reading passages correctly.
- Students are able to conclude reading passages correctly.

Learning activities: Content explanation & Discussion

Post-test

Time allocation: 2 x 60 minutes
