

DEVELOPING ENGLISH RESEARCH ARTICLE WRITING GUIDE TEXTBOOK FOR NON-ENGLISH DEPARTMENT STUDENTS USING THE ADDIE MODEL

Isry Laila Syathroh

English Education Department, Faculty of Language Education, IKIP Siliwangi, Cimahi, Indonesia
islaisya@ikipsiliwangi.ac.id

Siska Rizkiani

English Education Department, Faculty of Language Education, IKIP Siliwangi, Cimahi, Indonesia
siska.rizkiani@ikipsiliwangi.ac.id

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Abstract: This study aims to develop a textbook as a guide for writing research articles in English to answer the challenges faced by non-English department students in writing research articles in English. This research applies the R&D (Research and Development) method. The development of this textbook uses the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. In this study, data is collected through questionnaires and interviews. The questionnaires are delivered to 240 students in the non-English department, and interviews are administered with two lecturers at a private higher education institution. A textbook titled "*Panduan Penyusunan Karya Ilmiah Berbahasa Inggris*" was developed as a result of the development research. The textbook's design and development are heavily impacted by the need analysis results, which determine what will be taught through the textbook. There are several noteworthy discoveries in the evaluation. Despite students' positive responses to the questionnaire statements, implying a certain level of textbook effectiveness, paying attention to the lecturers' conclusions is critical. They noted that the developed textbook needs additional attention concerning its visual components. As a result, it suggests that the developed textbook be improved, focusing on aesthetic features. Furthermore, it is hoped that the results of this study can become a further reference in the preparation of research articles writing in English so that the problems of non-English department students in writing English research articles can be resolved.

Keywords: *English research articles; research articles; textbook; writing*

INTRODUCTION

In the field of education, research plays an important role. The latest technology used in teaching today is the product of research. Even the newest teaching strategies used today are products of research. This makes it a natural thing that in higher education, students are required to be able to write research articles well. IKIP Siliwangi, one of the providers of higher education that produces graduates in the field of education, also has various courses that arm students in writing research articles, one of which is the *Bahasa Inggris untuk Karya Ilmiah*. This course is compulsory for all non-English department students who aim to assist students in writing scientific articles in good English and following the rules for writing articles in English. Furthermore, writing and publishing research articles is required to obtain a bachelor of education at IKIP Siliwangi.

Research is a scientific investigation of phenomena involving the collection, presentation, analysis, and interpretation of data related to individual speculation with reality. Research is an opportunity to seek answers to questions. Research is the answer to all the unusual things around us. Cannoway & Radford (2017) argue that research is a process of seeking knowledge through recognized methods of collecting, analyzing, and interpreting data. Research can be reported by writing a research article.

However, it has been observed that students have problems writing research articles. The challenges range from simple to complex, such as identifying research problems, developing from previous research, to writing techniques in English. Technical-related issues also arise because learning is done online, which limits interaction in learning in cyberspace. Of course, these things can affect the quality of student writing and the acceptance of these research

articles in accredited journals. Since research is fundamental in teaching, students' problems in writing research articles must be identified. In other words, writing is challenging for most students learning English as a foreign language. It is because good writing requires high proficiency in the linguistic rules of a foreign language and good cognitive skills in conveying and organizing ideas into forms of writing (Qasem & Zayid, 2019). It is even harder to write a research article. Asif *et al.* (2020) claims that non-native English speakers encounter numerous challenges when producing their research article writing in English.

Several studies have been conducted to explore the challenges students face when writing research articles in English. Students usually experience difficulties writing as a productive skill requiring outstanding cognitive and linguistic abilities. Widagdo (2017) investigates the challenges students face in teaching English as a foreign language in developing their writing in English. This study explores that students have difficulty presenting ideas and usually transfer stylistic features from their mother tongue. Not only influenced by the mother tongue but It was also discovered that students write extended sentences, repeating the same concepts around the issue and reproducing phrases without focusing on the core theme (Benavente *et al.*, 2022). In addition, Qasem & Zayid (2019) found that for most students writing research articles is a tough challenge to get a bachelor's degree because it is time-consuming and drains both mind and energy. But in the end, it is one of those moments that students must go through. By learning what challenges the problems in writing research articles in English, it is hoped that students will be better prepared and more confident in completing their research articles even though they are not from an English language study program. Students will be able to avoid making common mistakes in writing English research articles.

In the Indonesia context, Sulaiman & Muhajir (2019) found the difficulties encountered in the process of writing scientific papers were related to aspects of grammar, scientific writing style / rules, vocabulary, spelling and coherence, writing arrangement, and punctuation; three common errors that occur in the process of writing scientific papers are spelling, capital letters, and punctuation. In more specific aspect, Fitria (2022) found out that there are internal and external elements that contribute to EFL students' difficulty in writing and concluding a thesis. Internal factors include: 1) difficulty in selecting

the English title, 2) feeling bored, pessimistic, bored/saturated, and doubtful of their abilities, 3) feeling fears or worries during the proposal seminar exam or thesis examination later, 4) having a health problem or down, 5) students' disability in understanding the systematics of writing a thesis, 6) using online translation tools, 7) having difficulty in using English grammar, selecting the right vocabulary, spelling, and punctuation properly. While external reasons include 1) having communication problems with supervisors, such as professors who are difficult to contact, take a long time to respond to communications, or do not respond to messages. 2) Having difficulties supervising lecturers' writing, for example, writings that cannot be read or understood correctly. 3) having difficulty finding references on the internet, 4) no complete reference sources and no free access to digital libraries on campus, 5) technical problems with devices such as laptops/computers, 6) having cost or financial problems and personal problems while working on and completing the thesis, and 7) students' surrounding environment is not/less conducive.

Furthermore, significant challenges or difficulties faced by researchers when writing research articles in English have been investigated by several researchers from various countries. Ngoc & Ngoc (2021) studied the mistakes and challenges students in Vietnam faced. According to this study, students' difficulties in producing research articles were due to confusing subjects, methodological flaws, research terminology, and issues reporting literature reviews. Identifying a research topic, searching materials, recognizing the significance of the paper, selecting an appropriate theoretical background, selecting and summarizing related studies, using the correct style of citation, deciding on the appropriate statistical tool for data analysis, using appropriate formulas for calculating the collected data, interpreting data clearly and concisely, and compiling data.

In Malaysia, according to the findings of the lecturers, the students had significant obstacles in their academic writing practices, such as adhering to academic writing rules and understanding material in an English language instructional setting (Singh, 2019).

A study in Turkey was also conducted to investigate students' problems. Allostath (2021) found two challenges students face: difficulties in expressing ideas in English and the inability to

develop confidence in conveying ideas in written form.

Another case is a study conducted in Oman. Mustafa *et al.* (2022) investigate the problem of writing research articles made by students in English. The major issues for students are a limited vocabulary and grammatical structure range, difficulty to comprehend reading materials, and difficulties summarizing and paraphrasing. According to the findings, the most beneficial tactics for students are specific and general teacher comments, comprehensive reading about the issue, utilizing a dictionary, analyzing writing models, and producing many drafts.

Alharbi (2019) also examined the challenges students in Saudi Arabia face when they write research articles. This study found that participants had difficulty using writing mechanics (punctuation, spelling, grammar, topic sentences, and supporting sentences).

In Tanzania, Magali (2019) discovered the problems of a lack of research orientation, a lack of reading culture, a lack of facilitation methods integration for research course trainers, a lack of awareness of student-supervisor obligations, a lack of research completion plan, a lack of funding, and health concerns.

With similar results, Altikriti (2022) presented the challenges students face in writing research articles in Jordan. In this study, the findings found that the most significant issues were a lack of an academic precondition for teaching how to write a research paper, a lack of knowledge of the research paper writing process, a lack of resources, a lack of methodology, and so on.

From the several preliminary studies mentioned, writing research articles is a significant challenge students face in obtaining their degrees. Therefore, in order to solve the problem, this research is conducted to develop a textbook in the form of a module as a guide to writing research articles in English for non-English department students.

METHOD

This study used the ADDIE model for the research and development (R&D) method. According to Richey & Klein as cited in Kim *et al.* (2022), development research is a study carried out systematically to design, develop, and evaluate programs, processes, and learning outcomes. The internal consistency and effectiveness criteria must be considered. Development research is an effort to produce a product in the form of materials, textbooks, tools,

and/or learning strategies used to overcome learning in the classroom. This research does not aim to test a theory. Through this development research, a product is created, in the form of a textbook as a guide for writing research articles in English. At the end, the resulting product is appropriate and practical.

This study applies the ADDIE model which includes five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This research is hoped to help students better perform in writing research articles in English well. Iswati (2019) stated that the ADDIE model is an instructional design technique that uses a process-based approach to create instructional materials. According to Hajati & Amaliah (2022), ADDIE was used as an instructional design to help students enhance their knowledge and skills. Because language education requires a collection of instructional resources, materials developers must specify the stages of production or development.

This study included 240 non-English department students from several departments and two lecturers from one private higher education institution. The students had *Bahasa Inggris untuk Karya Ilmiah* as a compulsory course in each department. A structured questionnaire was used to obtain the data in this case. The questionnaire was delivered to the students. The questionnaire includes a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree) that participants can use to respond to each statement presented. Meanwhile, the lecturers were the ones who had taught *Bahasa Inggris untuk Karya Ilmiah* for one semester. The interview was conducted after one semester using the textbook in their teaching practices. The items discussed in the interview were similar to the aspects questioned in the questionnaires.

Regarding the goals to be achieved in this research, this study adopted the ADDIE development model, one of the development research models. This aligns with the opinion of Iswati (2019), who emphasizes that the ADDIE model is a general, traditional process in designing teaching and training. This is in line with the opinion of Hajati & Amaliah (2022) that the ADDIE model is an indirect approach system. This model focuses on analyzing how one component relates to another. The ADDIE model can be classified into five stages development: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.” The stages

of the ADDIE model can be seen in Figure 1 below.

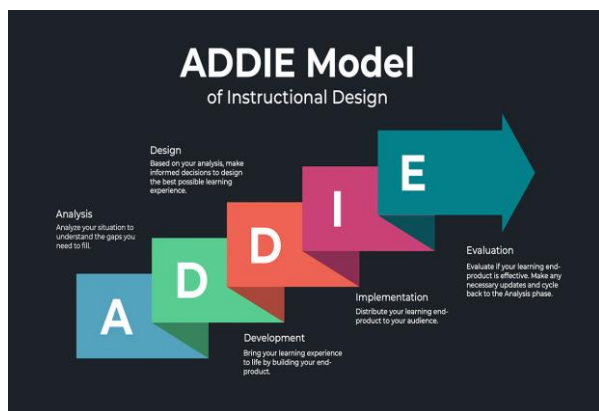


Figure 1. Model ADDIE (DeBell, 2023)

From the figure above, it can be seen that the first stage is the analysis phase. It is carried out periodically; researchers do this as textbook developers. Three aspects must be analyzed, including student analysis, lectures, and textbooks for delivering teaching materials. The second stage is the design stage. This stage is based on learning outcomes, learning indicators, technology policies, lecture materials, interface design for learning, etc. The third is the development stage, the production stage. This stage is a continuation of the design stage and is manifested in tangible and written results. Fourth is the implementation stage, the implementation of textbook trials in the form of guides ready to be used by students. Finally, the evaluation stage is

the stage to find out the deficiencies in the textbook for further revision to produce a more precise and effective product.

RESULTS AND DISCUSSION

This study described the design of a research article textbook utilizing the ADDIE approach. As a result, the results focus on how materials were constructed utilizing that model. The results are categorized into the following steps: analysis, design, development, implementation, and evaluation.

During the analysis phase, a need analysis was performed by assessing the curriculum. The overall goal is to provide students with the skills and knowledge necessary to correctly produce an English research article. This needs analysis is critical since it can significantly accommodate the students' needs (Flores & Marmol, 2020). Similarly, Kaya (2021) asserts that needs analysis should be the initial phase because it serves as a guide for development.

The syllabus and textbook are designed during the design phase. Graves as cited in Egan & Gilic (2021) defines the course and the book as tangible outcomes of the development process. Because the course is designed for non-English students, the syllabus includes basic English writing research articles conducted in Bahasa Indonesia. Table 1 summarizes the course and materials, as seen below.

Table 1. Course outline

Part 1. Components of a Research Article	
Time Allocation	: 10 x 60 minutes
Objectives	: Students will be able to write each component of a research article correctly.
Materials	: typical structure of a research article (title, abstract, introduction, methods, results and discussion, conclusion, acknowledgement, references, appendix).
Part 2. Language Features of a Research Article	
Time Allocation	: 4 x 60 minutes
Objectives	: Students will be able to write a correct research article accordingly to the language features.
Materials	: plagiarism, simple present tense, simple past tense, sentence types, conjunction, passive voice.
Part 3. Examples of Research Articles from Reputable Journals	
Time Allocation	: 2 x 60 minutes
Objectives	: Students will be able to recognize and write the correct research articles as shown in reputable journals
Materials	: department-based selected articles in reputable journals.

In the development stage, the textbook was then developed based on the above course outline. Prabasari & Widyantoro (2017) state that English

textbooks must be developed based on the general outline.

As described in Table 1, the course materials focus on how to write a research article in each

component and language features to equip students to write a research article correctly; then the examples of research articles from various accredited journals are presented based on the department existing in the institution. Thus, the materials are developed in three parts, each consisting of some sections as described below.

Table 2. *Book content design*

PART 1: Components of a Research Article	
Chapter 1:	Typical Structure of a Research Article
Chapter 2:	How to Write Title in a Research Article
Chapter 3:	How to Write Abstract in a Research Article
Chapter 4:	How to Write Introduction Part in a Research Article
Chapter 5:	How to Write Methodology Part in a Research Article
Chapter 6:	How to Write Result Part in a Research Article
Chapter 7:	How to Write Discussion Part in a Research Article
Chapter 8:	How to Write Conclusion Part in a Research Article
Chapter 9:	How to Write Acknowledgement Part in a Research Article
Chapter 10:	How to Write Quotations, Paraphrase & References
Chapter 11:	How to Write Tables and Figures in a Research Article
Chapter 12:	How to Write Appendix in a Research Article
PART 2: Language Features of a Research Article	
Chapter 13:	Types of Plagiarism and How to Avoid Plagiarism
Chapter 14:	Grammar Review of Simple Present Tense
Chapter 15:	Grammar Review of Simple Past Tense
Chapter 16:	Grammar Review of Sentence Types
Chapter 17:	Grammar Review of Conjunction
Chapter 18:	Grammar Review of Passive Voice
PART 3: Examples of Research Articles from Reputable Journals	
	Example of Research Article in Indonesian Education
	Example of Research Article in Mathematics Education
	Example of Research Article in Guidance and Counselling
	Example of Research Article in Early Childhood Education
	Example of Research Article in Primary Education
	Example of Research Article in Informal Education

The table above shows the distributions in each section that are focused on research article writing skills that can best accommodate the accomplishment of the learning outcomes. There are three sections: the component, linguistic features, and research article examples.

It begins with a section that tries to teach and acquaint students with research article writing through its components. It covers the typical structures of research articles which then break down into title page, abstract, introduction, methods, result and discussion, conclusion, acknowledgement, references, table and figures, and appendix.

The following section, language aspects of research articles, aims to familiarize students with the grammar commonly employed in writing research articles. It starts with knowledge about plagiarism and the way to avoid it, followed by the simple present tense, simple past tense, sentence types, conjunction, and passive voice. Those grammar reviews are discussed based on their usage in writing research articles.

Finally, various research article models are supplied to encourage students to the standard of producing research articles in respectable journals. Because the course focuses on generating students who can write research articles correctly according to their department. It involves examples from the department of Indonesian education, mathematics education, guidance and counselling, early childhood education, primary education, and informal education. The basis of each unit is its practical application. In reality, each section is designed to present information and enhance the skill of producing English research articles. According to Hutchinson and Waters as cited in Rodriguez (2022), textbook material should stimulate learning, aid in the organization of the teaching and learning process, embody a perspective on the nature of language and learning, and serve as a model of accurate and acceptable language use.

The product was introduced once the designed elements were turned into a textbook. During the implementation stage, the textbook "*Panduan Penyusunan Karya Ilmiah Berbahasa Inggris*" was utilized by all students enrolled in the *Bahasa Inggris untuk Karya Ilmiah* course. The textbook serves as the primary resource for the teaching-learning process in this situation. However, lecturers were permitted and even urged to use other teaching methods. The textbook was implemented in about one semester to let students and lecturers experience using the textbook during the teaching and learning process.

The final stage is evaluation. According to Zulfa *et al.* (2022), evaluation is beneficial since it allows us to discover the strengths and shortcomings of the developed materials. Based on that consideration, the evaluation of the developed textbook entails the participation of textbook users - students and teachers - to collect information about the usage of the developed content. This evaluation's primary data came from questionnaires issued to 240 participants and two lecturers who taught the *Bahasa Inggris untuk Karya Ilmiah* course. Because questionnaire validity is critical, the help of an expert content developer was enlisted to examine and appraise the questionnaire before it was distributed to the respondents. Her review of the questionnaire's content resulted in several revisions to the questionnaire's statements. After the completion of revisions, the questionnaire was handed out. As a result, it is a post-use evaluation. The questionnaires were administered at the last meeting to obtain an evaluation based on students'

fresh remembrance of their use of the developed textbook. Students were asked to answer each statement in the questionnaire, divided into Graves' four key categories: language, content,

tasks, learning and students, and visuals (as cited in Egan & Gilic, 2021). Table 3 summarizes the results of the questionnaire.

Table 3. *Results of the questionnaire*

Domain	Statements	Response (%)
Language	The textbook contains adequate skills for writing research articles.	84
	The textbook contains useful expressions related to writing research articles setting.	87
Content	The topics in the textbook are related to writing research articles setting.	86
	The situations used to deliver the topics align with writing research article settings.	92
Tasks	The textbook contains writing research articles knowledge.	84
	The tasks in the textbook are varied.	82
	The tasks in the textbook are close to real-writing research article context.	86
	The tasks in the textbook are interesting.	82
Learning and Students	The tasks in the textbook are arranged from easy to complex.	83
	The textbook has helped them to develop a positive attitude toward English.	86
	They use the textbook confidently.	80
	The textbook promotes interaction among students.	80
Visuals	They apply learning strategies when using the textbook.	86
	Images/illustrations in the textbook are related to writing research article context.	79
	Images/illustrations in the textbook help them to comprehend the content.	75
	Images/illustrations in the textbook are interesting.	79
	Images/illustrations in the textbook motivate them to learn.	75

Table 3 reveals that students' textbook evaluations are primarily positive, with responses ranging from "strongly agree" to "agree." In terms of language, students are comfortable with the textbook because it allows them to gain language skills and topics relevant to their subject of study. As shown in the table above, the evaluation aspects include the content. Students argue that the topics, situations, and knowledge discussed in the textbook relate to writing research articles in context. A similar response also comes from not only the object being evaluated -the textbook-, but also the affective and interpersonal interactions among textbook users. They claimed that the textbook was interesting and made them want to learn more about learning English. They also claimed to be confident in their use of the created textbook. Self-confidence significantly impacts how students accomplish language skills (Kansil *et al.*, 2022). In short, the students formed a positive attitude toward English. The affective aspect of learning a foreign language should be considered because it impacts how much input students can gain (Arnold, 2019).

Regarding the lecturers' response, there are two critical conclusions in terms of content. The first is about the materials. One lecturer explained that the contents could be too challenging for non-

English students because several textbook parts were primarily discussed in academic English, and students still relied on their first language while writing research articles. As a result, many students needed help to produce work according to proper English writing standards. It is consistent with Sarwat *et al.* (2021). They suggested that inadequate structural organization and reliance on the first language are the primary causes of students' bad English writing.

Furthermore, from the lecturers' point of view, the content should also cover how to translate properly which can be accepted in English academic writing. It is because many students still relied on their first language to write the research articles and then translate it using certain translation tools. Unfortunately, the translation results sometimes do not follow the rules of English writing academically. It is consistent with a study conducted by Gabriella (2019) that translating academic writing can be complex in various respects, as it is an accurate, standardized, normative language form, the use of which requires full knowledge and experience from the side of the translator. So, a chapter about translating from Indonesian to English accordingly to standardized writing English research articles is considered needed.

Telling about the topics, one lecturer argued that it would be better if the examples of research articles being discussed in the textbook were about nowadays issues so that it is closer to context. Speaking of the context given in the textbook, he suggested that to cater to students with more opportunities to practice using the related English writing standards; the textbook should give more writing practice reflected in the research articles. It is supported by Graham (2019). He stated that writing success necessitates that students receive the proper writing practice and instruction.

The textbook's visuals gained a surprising response. Contrary to the data gathered from students, all lecturers stated that the textbook's visuals require improvement. It contains the textbook's appearance, layout, and pictures. One lecturer even advised that the layout be improved to make it more appealing. Concerning the graphics, all lecturers stated that the textbook is unappealing because it is printed in black and white. It also lacks graphics and visuals. As a result, the developed textbook's visuals could not grab students' attention. In this regard, Cahyani & Perdana (2019) highlights specific critical components of textbook evaluation, including the book's potential to elicit students' interest and motivation in using it as a tool for learning. According to Arnold (2019), motivation is essential in language learning since it influences students' language acquisition. Visuals are one approach to portraying inspiring aspects in the textbook. Because students have little exposure to English, visual components should be included, especially in EFL contexts (Getie, 2020). Utama *et al.* (2020) confirmed the relevance of visuals by stating that their roles are either decorative or educational. Decorative refers to the aesthetic value of a textbook that may stimulate students' excitement in using it, whereas instructional refers to the function of a textbook that contains sets of instructions to conduct tasks or exercises.

CONCLUSION

The development of a textbook using the ADDIE model has resulted in a product entitled "*Panduan Penyusunan Karya Ilmiah Berbahasa Inggris*". The development of the current textbook underwent five steps: analysis, design, development, implementation, and evaluation. In the process of adopting the ADDIE model, the researchers gained data from the stakeholder (the department) and the textbook users which was carried out from the beginning phase (analysis) to

the last phase (evaluation). The design and development of the textbook are highly influenced by the result of needs analysis, from which what is to be taught through the textbook is pre-determined. Regarding the evaluation, there are interesting findings. Despite students' positive responses to the statements in the questionnaire, which implies a certain extent of the effectiveness of the textbook, it is crucial to pay attention to the findings from the lecturers. They claimed that the developed textbook needs more attention concerning its visual elements. Visuals can generate students' interest in using the textbook to learn the language. Thus, it hints at improving the developed textbook, focusing on enhancing its visual elements.

As further research, it is suggested that researchers interested in conducting a similar study in the writing research articles area explore the application of the ADDIE model for other writing materials development in depth. It is also strongly suggested that the analysis phase involve the stakeholders and the primary users of the textbook (students and lecturers).

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Isry Laila Syathroh & Siska Rizkiani

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