Developing a Grammar-based ComparativeApproach to English Learning in Higher Education Using the ADDIE Model

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Abstract:

This study seeks to develop English language learning materials through the ADDIE model, emphasizing a grammar-based comparative approach to strengthen students' communicative competence. The primary objectives are to design effective instructional materials and explore the link between grammatical mastery and communication skills. The methodology employs the ADDIE framework to systematically design, implement, and assess materials aligned with students' learning needs. Findings indicate that incorporating grammatical understanding into language instruction significantly improves both spoken and written fluency. In contrast, limited grammar proficiency can lead to unclear and ineffective communication. The study concludes that grammatical competence plays a crucial role in achieving effective communication, positioning the ADDIE model as a practical and structured tool for material development. This research contributes to the enhancement of foreign language instruction in higher education by proposing an integrative model that connects grammatical and communicative competence. It is expected to particularly benefit students from non-language disciplines by enriching their English learning experience.

Keywords: ADDIE model; English Language Learning; Grammar Proficiency; Effective Communication; Non-language disciplines

INTRODUCTION

In the face of global competition, students and future graduates of higher education institutions are increasingly required to master English, which is widely recognized as a critical skill and one of the most important international languages (Syandri, 2023). However, English language teaching at the university level often suffers from methodological diversity and a lack of standardization across institutions, which can hinder students' ability to achieve the competencies required by both the professional world and academic settings. This, in turn, may affect the overall quality and preparedness of graduates to meet future challenges. According to Zaim et al. (2020), English instruction in higher education must be guided by clear, structured objectives aligned with expected competency standards.

Various teaching methods are currently employed to enhance English learning. Hariyanto Subiyantoro (Subiyantoro et al., 2023) observed that English lecturers

increasingly leverage artificial intelligence tools for tasks such as question generation, grammar checking, plagiarism detection, paraphrasing, and literature review. Meanwhile, I Putu Edi Sutrisna (2022) emphasized the integration of Krashen's theory of second language acquisition in developing English learning materials for online platforms. Mahsar (Mahsar, 2020) highlighted the improvement of students' speaking abilities through content-based learning strategies.

To be effective, English instruction in universities must be tailored to the academic and professional demands of each study program. Therefore, a systematic evaluation of teaching methods is essential to ensure their relevance to the specific linguistic skills required by students across different disciplines and levels of proficiency. One promising strategy is the grammar-based comparative approach, which emphasizes both language structure and communication. This approach begins with the mastery of grammatical forms—an essential foundation in language learning—and progresses toward the development of practical communication skills.

The core of the grammar-based comparative approach is to equip learners with the ability to construct words and sentences effectively, both in spoken and written forms, thereby fostering communicative and contextually applicable language use (Fathihah, 2016). Supporters of this approach argue that a strong foundation in language structure significantly enhances learners' ability to use the language in authentic communication settings (Saadah, 2012). This approach is especially beneficial for non-language majors, who often possess some foundational English knowledge but require more targeted, effective strategies to advance their skills to a higher level.

Non-language major students possess varied backgrounds in English, which can be used as a foundation for further learning through the comparative-grammar approach. This method helps students connect previously learned language structures with English grammar, making learning more meaningful and aligned with expected outcomes. It also reflects government efforts, such as the foreign language training program launched by the Directorate of Vocational High Schools in May 2023, which highlights the importance of grammar and language application in academic and professional contexts.

This study investigates the implementation of the grammar-based comparative approach in English instruction for non-language major students, who have different learning goals and usage contexts than language majors. The innovation of this research

lies in bridging students' basic grammatical knowledge with practical communication skills in real-life settings. To support the development and evaluation of this instructional strategy, the study adopts the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation— a commonly applied instructional design model that provides an organized method for developing meaningful and effective learning program. This approach is expected to enrich the learning process and improve students' English proficiency, particularly in addressing academic and professional demands. The study also has the potential to encourage methodological shifts in university English teaching by aligning instructional approaches with the specific needs of diverse student populations, thereby enhancing their readiness for global competition.

LITERATURE REVIEW

Several previous studies have applied the ADDIE model in the context of English language learning, particularly at the elementary and secondary education levels. Ahmad Fadhlan Shaquille and Bita Parga Zen developed interactive English learning media using Adobe Animate, aimed at enhancing teaching and learning processes between students and teachers in elementary schools (Shaquille & Parga Zen, 2023). Puji Astuti (2021) focused on designing English lesson plans based on the ADDIE model for junior high school students, with findings supporting the validity, practicality, and effectiveness of the approach in improving learning outcomes. Baiq Desi Dwi Arianti limited her research to the development phase, resulting in an illustrated English dictionary for early childhood learners (Desi et al., 2021). Khoirul Anafi utilized the ADDIE model to develop multiplatform learning media using Unity 3D for informatics education at the junior high school level (Anafi et al., 2021). Furthermore, Muhamad Iqbal Maulana and Erfian Junianto implemented the ADDIE model in creating an Android-based educational game to support interactive English learning for school students(Maulana & Junianto, 2022). In contrast to these studies, the novelty of the present research lies in its application of the ADDIE model within a higher education setting, specifically through the development of a comparative-grammatical approach to English learning. This approach offers a new perspective by addressing the needs of university students and integrating comparative grammar as a central instructional strategy, which has not been the focus in previous implementations of the model.

METHOD

This study examines the implementation of the Grammar-based Comparative approach in English language learning using a systematic process of data identification, processing, and analysis. Conducted with first-semester D3 Manufacturing students at the Vocational Faculty of UNTAG in Surabaya, it follows a qualitative framework to gain in-depth insights. Primary data were collected through student interviews to explore their understanding and experiences with English learning and the Comparative-Grammatical approach. These also included descriptions of the learning materials used. Supporting data comprised the Semester Learning Plan (RPS) and students' demographic information, including educational background, English learning history, and proficiency in other foreign languages. This context helps identify factors influencing the approach's implementation.

The data in this study were obtained through a questionnaire based on a Likert scale with the following options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was distributed via Google Forms. The collected data were then codified into P1 through P6, corresponding to the aspects explored in the questionnaire. These aspects include students' understanding of the Comparative-Grammatical approach (P1), the impact of the approach (P2), its relevance to the needs of non-language students (P3), student engagement in learning (P4), students' perceptions of the approach's implementation (P5), and the obstacles and challenges in applying the approach (P6).

Based on the questionnaire results, the learning evaluation will follow the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), an instructional design framework focused on individual learning needs (Hidayat & Nizar, 2021). This structured model supports effective knowledge management through authentic tasks and real-world problem solving. The questionnaire findings will serve as analytical input to evaluate whether the Grammar-based Comparative approach aligns with student needs and academic goals.

RESULTS AND DISCUSSION

ADDIE Instructional Design

The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, is a widely used instructional design framework that

provides a structured approach to developing effective learning experiences. Each stage plays a critical role in ensuring that instructional goals are met in a systematic and learner-centered manner. This section explores each phase of the ADDIE model in detail, drawing on the findings of the study that has been conducted to illustrate how the model was applied in the context of implementing the the Grammar-based Comparative approach in English language learning.

Analysis

The subjects of this study (who also served as informants) were first-semester students enrolled in the D3 Manufacturing program at the Vocational Faculty of UNTAG in Surabaya. UNTAG is a private university in Surabaya that adopts an Outcome-Based Education (OBE) curriculum. English is a compulsory general subject, which is also assigned to new students. Based on the gathered information, Indonesian is the dominant spoken language mastered and used by the students, followed by Javanese as their second language. The students' knowledge of these two languages naturally includes both language skills and grammatical understanding. The following presents an overview of information related to the research subjects.

Table 1. Profile of Research Subjects

No.	Components	Results
1.	Understanding (P1)	While some students demonstrate a clear understanding of the core principles of the comparative-grammar approach, others exhibit limited comprehension.
2.	Impact (P2)	1. The the Grammar-based Comparative approach appears to facilitate students' understanding of grammatical structures by drawing parallels between English and their native or familiar languages. 2. This approach supports students in grasping English grammar rules in both written and spoken contexts with relative ease.
3.	Relevance (P3)	The Grammar-based Comparative approach aligns well with the learning needs of students from non-language academic programs.
4.	Participation (P4)	The Grammar-based Comparative approach enhances student engagement by presenting language structures in an appealing and interactive manner.
5.	Perception	1. The Grammar-based Comparative approach offers clear explanations of grammatical differences between languages, enhancing students' conceptual understanding. 2. This approach contributes to a more organized and systematic structure in the delivery of lectures.
6.	Obstacles and challenges (P6)	The process of understanding English through this approach may require a comparatively longer duration for some students.

Design

This section consists of the Course Description and Content Overview. The English course carries a weight of 2 credit units and is delivered over 16 sessions. The following is the description and content overview of the English course. The primary textbook used as

a reference for the course is *New Interchange 3: English for International Communication* by Richard J.C., published in 2000.

Tabel 2. Course Descripton and Study Material

No.	Items	Description
1.	Course Description	This course discusses advanced foreign language skills, especially English in formal and informal contexts, and discusses substantial matters relating to communication in accordance with the scope of the study program so that students are able to recognize several terms to understand English sources used as academic references and Non-Academic. In addition, the aim of this course is to equip students with knowledge and competence in English which is practically used for certain purposes and contexts. This course complements students with communicative skills (spoken and written). In this regard, skill, and linguistics i.e., listening, speaking, reading, writing and structure, vocabulary, and pronunciation can be given comprehensively.
2.	Study Material	1. Introduction to General English. 2. Personality types and qualities; relationships; "turn ons and turn offs". 3. Unusual and exceptional jobs; job skills; summer jobs. 4. Favors; informal and formal request; messages. 5. The media; news stories; exceptional events. 6. Cultural comparisons and culture shock; customs; tourism and travel abroad. 7. Consumer complaints; everyday problems; household appliances; repairs. 8. The environment and world issues. 9. Education; learner choices; ways to improve learning; personal qualities. 10. Unusual services; recommendations; self-improvement. 11. Historic events and people; biography; the future. 12. Milestones and turning points; behavior; regret. 13. Success; business; advertising. 14. Common mysteries and unexplained events; points of view; predicaments.

The formulation of *CPL* (*Capaian Pembelajaran Lulusan*/ Graduate Learning Outcomes), *CPMK* (*Capaian Pembelajaran Mata Kuliah* / Course Learning Objectives), and *Sub-CPMK* (*Sub-Capaian Pembelajaran Mata Kuliah* / Sub-Course Learning Objectives) for this course is shown in Table 2. The formulations of *CPMK* and *Sub-CPMK* are generally appropriate. However, for *CPMK/Sub-CPMK 3*, a revision has been made to include the ability to construct and compose simple sentences based on the grammatical rules studied.

Table 3. The Formulation of CPL, CPMK, and Sub-CPMK

No.	Components	Description
1.	The formulation of CPL	1. S8: Internalize academic values, norms, and ethics. 2. S9: Demonstrate responsibility for work in their area of expertise independently. 3. P3: Master theoretical concepts in the field of language, both generally and specifically, and be able to formulate solutions to procedural problems. 4. KU2: Be able to demonstrate independent, high-quality, and measurable performance. 5. KK6: Apply, analyze, design, and utilize science and technology (IPTEKS) in solving procedural problems.
2.	The formulation of CPMK/Sub-	1. Capable of understanding communication models using English for specific contexts (C2; 2.4).

| | CPMK | 2. Proficient in understanding and applying knowledge of Vocabulary and Speaking in conducting measurable communication (C3; 2.4, 3.3). |
| | | 3. Skilled at constructing and creating sentence/phrase structures that are accurate and in accordance with the rules that have been studied (C2; 3.2). |

The teaching model used is student-centered learning with role play and question-and-answer methods. Role play is employed with the goal of equipping students with language skills. However, in this development concept, role play will not be the sole teaching method. The demonstration method, using the comparative-grammar approach, will be the method applied in the initial stages of English instruction in the classroom. In the role play method, students will be given the opportunity to create conversations based on a theme that is tailored to the lesson. Through this activity, students will practice designing expressions and simple sentences based on the theoretical learning material being discussed. Therefore, the teaching process will be outlined as follows.

Figure 1: The Stages of Developed Learning

Development

At this stage, there is the development of teaching materials, which involves linking the existing materials with simple grammar content. The following is an overview of the development of the teaching materials.

Table 4. Development of Teaching Materials Incorporating Grammar Content

No.	Teaching Material	The developed teaching materials
1.	Introduction to General English.	Language as System
2.	Personality types and qualities; relationships; "turn ons and turn offs".	Describing people using Simple Present Tense
3.	Unusual and exceptional jobs; job skills; summer jobs.	English Question Forms
4.	Favors; informal and formal request; messages.	How to Make a Request in English?
5.	The media; news stories; exceptional events.	Telling Past Events using Simple Past Tense
6.	Cultural comparisons and culture shock; customs; tourism and travel abroad.	Comparing Cultures using Comparative Degree
7.	Consumer complaints; everyday problems; household appliances; repairs.	Making a Complaint using Particular Expressions
8.	The environment and world issues.	Making an Argumentative Sentence using Direct and Indirect Speech
9.	Education; learner choices; ways to	Planning for Future Actions using Future Expressions

	improve learning; personal qualities.	
10.	Unusual services; recommendations; self-improvement.	Making a Complaint and Suggestion
11.	Historic events and people; biography; the future.	Expressing Past Habits
12.	Milestones and turning points; behavior; regret.	Expressing Regretness
13.	Success; business; advertising.	Making a Narrative Story using Conjunction
14.	Common mysteries and unexplained events; points of view; predicaments	Understand Pronoun in English

Implementation

At this stage, the developed teaching materials can be applied without disregarding the original materials. The developed materials are complementary, allowing students to explore and identify "which aspects of grammar they acquire while studying the original teaching materials."

Evaluation

In the evaluation stage, students will be assessed after completing the role-play activity. The evaluation will focus on students' ability to construct simple sentences and expressions, their communicative skills in using these expressions, and the variety of vocabulary employed. Lecturers will record students' performance to serve as a basis for evaluation in future lessons.

Perceptions of Grammatical Structure in Language

Non-language learners often struggle with English grammar, a crucial element for clarity and effective communication (Utami, 2017). They tend to have negative views on grammar due to the complexity of rules, teaching methods, and their own attitudes and motivation. English grammar is often perceived as complex (Puspitaloka and Wahyuna, 2018; Murti et al., 2024), with concepts like tenses, modal verbs, and conditional sentences being confusing, especially for learners from languages without tense systems. Additionally, traditional grammar teaching methods that focus on rules and exercises can lead to boredom, reinforcing the idea that grammar is rigid and difficult. Combining grammar with role-play can improve students' ability to construct correct sentences. Self-confidence and motivation also play a significant role in shaping learners' attitudes toward grammar.In their research, Lăpădat and Lăpădat (2023) found that motivation plays a significant role in foreign language learning and teaching. Learners with practical goals tend to prioritize communication over grammatical aspects. This leads to grammar being seen as less important as long as the intent of communication is understood. Conversely,

external pressures, such as exam scores or academic tasks, may compel students to study grammar.

According to Widagdo (2021), limited exposure to English influences non-language learners' views on grammar. English learning in formal schools is often restricted to the classroom with limited time. Non-language learners typically encounter grammar through films, music, or readings, without real-life context. While many find grammar difficult, some see it as key to language mastery. The comparative grammar method and contextual approach, particularly when linked to communication activities, are seen as beneficial. Thus, grammar teaching should balance theoretical and practical aspects to support language skills. Research by Mart (2019) and Aziz and Dewi (2019) similarly supports the effectiveness of communication-based and contextual learning approaches in helping learners grasp grammar. Learners are encouraged to apply grammar in real contexts, such as dialogues, role plays, or text analysis, in a supportive learning environment. Although many view grammars as difficult or irrelevant, this perception is influenced by factors like teaching methods, self-confidence, and motivation. The contextual approach can shift this view, making grammar a tool for developing communication skills.

Analysis of the Relationship between Language Grammar and Communicative Competence

The relationship between language rules and communication skills is crucial in language learning. Grammar serves not only as a guide to sentence structure but also as a foundation for smooth communication (Wang 2010; Afroogh 2019; Wahyudin et al. 2024). When grammar and communicative competence support each other, learners can convey ideas clearly and effectively. A language learning approach that emphasizes only one aspect without considering the other results in imbalanced competence. Grammar provides the structure necessary for accurate sentence formation (Sutama, Ramendra, and Nurjaya 2023). Without sufficient grammar understanding, learners struggle to distinguish between sentences that are lexically similar but grammatically different, such as "She is speaking loudly" and "She speaks loudly," which can only be understood through knowledge of tenses. Relying solely on communicative ability is not enough for accurate understanding.

Communicative competence, supported by a communicative approach, allows learners to apply language in real situations (Alhamdan and Robi 2024). It includes pragmatic elements such as appropriateness, conversation goals, and the needs of the conversation partner. Grammar alone is insufficient for effective communication; a

grammatically correct sentence may sound inappropriate if not contextually aligned. Therefore, balancing grammar and communicative competence is vital in language learning. Overemphasis on communication without grammatical foundation leads to repeated mistakes, while excessive reliance on grammar results in rigid, unnatural communication.

The importance of teaching grammar contextually is emphasized in natural learning processes (Herpindo et al. 2023), rather than in separate rule-based memorization. A contextual approach helps students understand the link between grammar and communication needs, especially in ESP learning. Mastery of grammar in professional contexts is essential to avoid serious communication errors. Thus, integrating grammatical rules and real-world communication practices is key to developing accurate and fluent language competence.

CONCLUSION

This study shows that the comparative grammar approach positively contributes to students' understanding of grammar and communicative skills. Using the ADDIE model, the learning process is designed to be more contextual and easier to understand. This approach not only strengthens the technical aspects of grammar but also supports effective oral and written communication.

The results are beneficial for students across disciplines—including social sciences, engineering, economics, and sciences—who require English language skills in a professional context. This study also encourages the development of relevant teaching methods and enriches English curricula in non-language departments to address the challenges of global communication.

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