



Needs Analysis in Instructional Material Design: Job Sheets for English Language Teaching Practicum

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Abstract

English students, in the English Language Teaching (ELT) practicum course, needed the materials that could improve their preparedness, autonomy, and confidence in conducting teaching practices. This whole study aimed to develop job sheets as practice-oriented instructional materials to support the effectiveness of the ELT practicum. The research applied a Research and Development (R&D) method using the ADDIE framework consisting of analysis, design, development, implementation, and evaluation stages. This current study focused on the first stage. The data were collected through questionnaires and interviews. The study took place at Politeknik Negeri Bengkalis, involving 25 students from the English Language study program, the head of the study program, and the head of the department. The findings indicated that ELT job sheets were highly needed to support English Language students' learning during the practicum course. The results also showed that job sheets were expected to contribute to the development of English proficiency, pedagogical skills, lesson planning ability, teaching confidence, and professional competence. In addition, institutional perspectives emphasized the importance of aligning instructional materials with curriculum objectives, graduate competencies, and current ELT developments. The study further highlighted the need for well-structured ELT job sheets with clear learning objectives, understandable instructions, step-by-step activities, and sufficient practice tasks. Overall, this needs analysis provided a strong foundation for the subsequent design and development of ELT job sheets aimed at improving the effectiveness of ELT practicum course.

Keywords: Needs Analysis, Instructional Material Design, Job Sheet, English Language Teaching Practicum

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I INTRODUCTION

Preparing English students to become professional teachers requires more than theoretical knowledge; it demands meaningful practical experiences that allow them to apply pedagogical concepts in real classroom contexts. In teacher education programs, student teachers are expected not only to understand teaching theories, but also to demonstrate their ability to plan lessons, deliver instruction, and respond to classroom dynamics effectively. One of the essential components in this process is the practicum, which serves as a bridge between theory and practice. Through practicum experiences, students engage directly with real learners, real curricula, and authentic teaching challenges, enabling them to develop crucial competencies such as instructional strategies, classroom management, and reflective thinking (Farrell, 2018). These experiences are vital in shaping their professional identity and preparing them for the complex realities of teaching.

However, despite its importance, many students encounter significant challenges during their teaching practice. Common issues include a lack of preparedness in lesson execution, low confidence when interacting with students, and limited autonomy in handling unexpected classroom situations (Gan, 2013; Richards & Lockhart, 2020). These challenges often hinder their ability to perform effectively and to fully benefit from the practicum experience. In many cases, the gap between theoretical knowledge and practical application becomes evident, leaving students uncertain about how to implement what they have learned. Therefore, to address these issues, there is a strong need for instructional materials that are not only theoretically grounded but also practice-oriented and systematically designed. Such materials can guide student teachers in navigating classroom complexities, building confidence, and developing their professional skills in a more structured and supportive manner.

The English Language Teaching (ELT) practicum is expected to serve as a crucial bridge between theoretical knowledge and practical application. During this phase, student teachers are given the opportunity to translate pedagogical theories, language teaching methods, and instructional strategies into real classroom practices. Ideally, the practicum enables them to experiment with lesson planning, classroom interaction, and assessment in authentic teaching environments. However, without adequate guidance and structured support, students may struggle to connect theory with practice and may not be able to maximize the learning outcomes of their practicum experience (Richards, 2017). As a result, the practicum may become a routine requirement rather than a meaningful professional development process.

One effective way to support this process is by developing structured job sheets as instructional tools that guide student teachers throughout their practicum. Job sheets function as practical guides that provide step-by-step instructions, integrate relevant theoretical concepts, and include reflection points that encourage critical thinking and self-evaluation (Majid, 2014). By using job sheets, students can better organize their teaching preparation, anticipate classroom challenges, and implement teaching procedures more systematically. Furthermore, these tools contribute to the development of learner autonomy, problem-solving skills, and teaching confidence, as students are encouraged to take responsibility for their own learning and performance (Arifin & Setiyadi, 2021). In this way, job sheets not only enhance the quality of teaching practice but also support the overall professional growth of prospective English teachers.

In instructional design, the use of systematic frameworks such as the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—ensures that teaching materials are developed based on learners' needs and aligned with clearly defined learning objectives (Branch, 2009). This model provides a structured and iterative process that helps educators identify learning gaps, design appropriate instructional strategies, and evaluate the effectiveness of the materials. By following each stage carefully, instructional designers can produce resources that are pedagogically sound, relevant, and adaptable to different learning contexts. Several studies have demonstrated the effectiveness of using the ADDIE framework in

developing instructional resources for teacher education, highlighting its practicality and flexibility in guiding systematic material development (Pribadi, 2016; Anglada, 2007).

In line with this approach, this study adopted the ADDIE model to design practice-oriented job sheets aimed at supporting English students during their ELT practicum. Through the analysis phase, students' needs and common challenges in teaching practice were identified; the design and development phases focused on creating structured, user-friendly job sheets that integrate theory with practice. During implementation, the materials were applied in real practicum settings, allowing students to engage directly with classroom activities. Finally, the evaluation phase was used to assess the effectiveness of the job sheets in enhancing students' teaching performance and reflective abilities. By applying this systematic framework, the study sought to produce instructional materials that not only facilitate practical teaching skills but also strengthen the connection between theoretical knowledge and real classroom application.

Several previous studies investigated the development of instructional materials for teacher education, particularly in the context of English Language Teaching (ELT) practicum. First, Sari and Yuliana (2020) conducted a study on developing practicum modules for English teacher candidates using the ADDIE model. Their findings showed that systematically designed modules improved students' preparedness and confidence in teaching practice. This suggested that structured instructional tools could significantly enhance the effectiveness of practicum courses by providing clear guidance and organized learning experiences. The study also highlighted that when instructional materials are carefully designed, they can help bridge the gap between theoretical understanding and practical application.

Second, Rahmawati (2021) developed job sheets for microteaching activities in an English education program. The study revealed that job sheets provided clear guidance for student teachers in lesson planning, classroom activities, and reflection. Through the use of job sheets, students were able to follow structured procedures in conducting teaching practices, which supported their ability to manage classroom tasks more effectively. The research concluded that job sheets were not only effective in guiding students during practicum but also in fostering independent learning and self-reflection, both of which are essential for professional growth in teaching.

Third, Putri and Siregar (2022) examined the integration of job sheets with technology in ELT practicum. They designed digital job sheets accessible through mobile devices and found that students became more engaged and autonomous in completing practicum tasks. The study highlighted that job sheets, when combined with digital platforms, could further improve students' motivation and classroom readiness. Overall, these studies reinforced the importance of structured, practice-oriented materials such as job sheets in supporting the development of student teachers' professional competence. They also provided evidence that the ADDIE framework served as an effective model for material development in the context of ELT practicum.

This whole study aimed to develop job sheets as instructional materials that supported the effectiveness of the ELT practicum course at Politeknik Negeri Bengkalis. Specifically, the current study focused on the first stage of the ADDIE model, analysis, by involving students, the head of the study program, and the head of the department.

II METHOD

This study employed a Research and Development (R&D) design with the aim of developing practice-oriented instructional materials in the form of job sheets for the English Language Teaching (ELT) practicum. The development process followed the ADDIE model—consisting of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model was selected because it provides a systematic and structured approach to developing instructional materials that are aligned with learners' needs and educational goals. However, this study was limited to the first stage, namely the Analysis phase, which focuses on identifying

learners' needs, existing problems, and contextual conditions that influence the practicum process.

The research was conducted at Politeknik Negeri Bengkalis, specifically in the English Language Study Program under the Language Department. The participants involved in this study were 25 English students enrolled in the ELT practicum course, the Head of the English Language Study Program, and the Head of the Language Department. These participants were selected purposively in order to obtain in-depth and relevant data regarding the practicum implementation. Their involvement was essential to provide comprehensive insights into students' needs, expected teaching competencies, and institutional perspectives that support the effectiveness of the practicum.

The data collection techniques used in this research were questionnaires and interviews. Questionnaires were distributed to the students to gather information about their experiences, challenges, and expectations during the practicum, while semi-structured interviews were conducted with the Head of the Study Program and the Head of the Department to explore institutional viewpoints. Both instruments focused on identifying key aspects such as students' difficulties in teaching practice, the competencies expected to be achieved, and the support systems required for effective practicum learning. The data obtained from questionnaires and interviews were analyzed qualitatively through thematic analysis, in which the data were coded, categorized, and interpreted to identify major themes related to students' needs, competencies to be developed, and the appropriate structure of the instructional materials.

III RESULT

3.1 English Students' Perspectives on the Needs of ELT Job sheets

This section presents the results of a questionnaire administered to 25 English students to explore their perceptions of ELT job sheets as instructional tools in the practicum context. The questionnaire was designed to capture students' views on the relevance, usefulness, and practicality of job sheets in supporting their teaching practice. In particular, it focused on three main aspects: students' learning needs, the competencies to be developed, and the required structure of instructional materials. By examining these aspects, the study aimed to gain a clearer understanding of how well existing or proposed job sheets align with students' expectations and challenges during the ELT practicum.

The findings provided a comprehensive overview of how ELT job sheets were perceived in supporting students' learning and professional preparation. The data revealed patterns in students' responses regarding the types of guidance they needed, the skills they considered essential for effective teaching, and the features they expected from well-designed instructional materials. These insights were important for informing the development of more structured, practice-oriented job sheets that could better facilitate students' engagement, autonomy, and confidence. Ultimately, the results highlighted the role of carefully designed instructional materials in bridging the gap between theoretical knowledge and practical teaching experience.

Table 1. Results of Likert-Scale Questionnaire on ELT Job Sheets (N = 25)

Statement (Students' Needs Related to ELT Job Sheets)	SD	D	N	A	SA	Total
ELT job sheets help me understand course materials more clearly.	0	1	2	11	11	25
I need ELT job sheets that focus on practical teaching skills.	0	0	1	10	14	25
ELT job sheets should be designed based on students' learning needs.	0	0	1	9	15	25
I need job sheets that integrate theory and	0	0	2	9	14	25

classroom practice.						
ELT job sheets are necessary to support my learning as a future English teacher.	0	0	1	9	15	25
Statement (Competencies to Be Developed through ELT Job Sheets)						
ELT job sheets help improve my English language proficiency.	0	1	3	10	11	25
Job sheets help me develop pedagogical skills.	0	0	2	9	14	25
Job sheets improve my ability to plan English lessons.	0	0	1	10	14	25
Job sheets help me become more confident as a future English teacher.	0	0	1	8	16	25
Job sheets help me apply English in real teaching contexts.	0	0	1	9	15	25
Statement (Required Structure of ELT Job Sheets)						
ELT job sheets should have clearly stated learning objectives.	0	0	1	8	16	25
Instructions in ELT job sheets should be clear and easy to understand.	0	0	1	9	15	25
ELT job sheets should include step-by-step learning activities.	0	0	2	9	14	25
ELT job sheets should include practice tasks and exercises.	0	0	1	8	16	25
The overall structure of ELT job sheets supports effective learning.	0	0	1	8	16	25

Where:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Based on the questionnaire results from 25 English students, the findings indicated a strong positive perception toward the use of ELT job sheets in the practicum context. Most students selected *Agree* and *Strongly Agree* for statements related to students' needs, suggesting that job sheets were considered essential in supporting their learning process. The respondents highlighted that job sheets helped them better understand course materials, facilitated the integration of theoretical knowledge with practical teaching, and provided clearer guidance in preparing for their future roles as English teachers. This indicated that students valued structured instructional support that could bridge the gap between what they learned in class and what they were expected to perform in real teaching situations.

In terms of competencies to be developed, the majority of respondents agreed that ELT job sheets contributed significantly to improving various teaching-related skills, including English proficiency, pedagogical competence, lesson planning ability, confidence, and the application of English in authentic classroom contexts. These results suggested that job sheets functioned not only as instructional guides but also as tools for skill development that supported

students' overall readiness for teaching. By engaging with structured activities and guided practice, students were able to strengthen both their language skills and their ability to manage classroom instruction effectively.

Furthermore, regarding the required structure of instructional materials, students strongly agreed that effective job sheets should include clear learning objectives, easy-to-understand instructions, step-by-step activities, sufficient practice tasks, and a well-organized format. A clear and systematic structure was perceived as crucial in helping students follow teaching procedures and reduce confusion during practicum activities. Overall, these results demonstrated that ELT job sheets were not only highly needed but were also perceived as effective instructional materials that supported English students' learning process and enhanced their professional development as prospective teachers.

3.2 Perspectives of the Head of English Language Study Program on the Needs of ELT Job sheets

The interview with the Head of the English Language Study Program was conducted to obtain in-depth information related to students' learning needs, the competencies expected to be developed, and the requirements for instructional materials, particularly ELT job sheets. As a key academic stakeholder, the Head of the ELT Study Program provided an institutional and pedagogical perspective that was essential for ensuring alignment between instructional material design, curriculum objectives, and graduate competencies. The interview process allowed the researcher to explore not only general expectations but also specific insights into how practicum activities should be structured to better support student teachers.

The data gathered from the interview contributed significantly to the needs analysis stage of this study. The responses reflected institutional priorities regarding the development of teaching competencies, the integration of theory and practice, and the importance of structured instructional guidance. These insights were then used to complement the questionnaire findings from students, resulting in a more comprehensive understanding of the requirements for effective ELT job sheets. The following table presents the interview questions and responses that were analyzed as qualitative data to support the development of practice-oriented instructional materials.

Table 2. Results of Interview with the Head of English Language Study Program

No.	Question	Answer
1	What are the main learning needs of English Language students in this English Language Teaching (ELT) practicum course?	English Language students in this English Language Teaching (ELT) practicum course need balanced development of language proficiency and pedagogical skills.
2	What core competencies should English Language students in this English Language Teaching (ELT) practicum course achieve?	They should achieve pedagogical, professional, social, and personal competencies.
3	How should instructional materials support competency development?	Materials should integrate theory, practice, and reflection activities.
4	What weaknesses do you observe in current instructional materials?	Some materials lack contextualized teaching practice and updated methodologies.

5	How important is needs analysis in developing instructional materials?	It is essential to ensure materials are relevant and effective for students.
6	What learning outcomes should instructional materials address?	They should address language mastery, teaching skills, and critical thinking.
7	What structure do you recommend for ELT instructional materials?	Clear objectives, content explanation, examples, practice activities, and assessment.
8	How should instructional materials prepare students for teaching practice?	They should include microteaching tasks, lesson planning, and classroom scenarios.
9	How can instructional materials promote student-centered learning?	By including collaborative tasks, problem-solving activities, and reflective practice.
10	What role does technology play in instructional material design?	Technology supports flexible learning, access to resources, and interactive instruction.

The interview results with the Head of the English Language Study Program emphasized the importance of designing instructional materials that balanced theoretical understanding and practical teaching application. The responses highlighted that effective ELT job sheets needed to integrate key pedagogical concepts with hands-on teaching activities, enabling students to apply what they had learned in real classroom contexts. Furthermore, the Head of the Study Program stressed that instructional materials should not only present content but also guide students through meaningful learning processes that foster active engagement and reflective practice.

In addition, the responses underscored the need for ELT job sheets that supported the development of language proficiency, pedagogical competence, and professional teaching skills through well-structured and student-centered activities. The findings indicated that clear instructions, relevant tasks, and opportunities for reflection were essential components of effective job sheets. These insights served as a valuable foundation for the development of ELT job sheets that were aligned with curriculum demands and responsive to students' academic and professional needs, ensuring that the materials could effectively support their preparation as future English teachers.

3.3 Perspectives of the Head of Language Department on the Needs of ELT Job sheets

The interview with the Head of the English Language Department was conducted to obtain an institutional perspective on the competencies expected from ELT graduates and the standards required in instructional material design. As a policy-level stakeholder, the Head of the Department played a crucial role in ensuring that instructional materials aligned with departmental goals, curriculum standards, and graduate learning outcomes. The interview provided insights into how institutional policies and academic expectations shaped the design and implementation of teaching materials, particularly in relation to the ELT practicum.

The data obtained from the interview contributed important qualitative evidence to support the needs analysis of ELT job sheets. The responses highlighted key expectations regarding graduate competencies, the importance of maintaining academic quality, and the need for instructional materials that were both systematic and applicable in real teaching contexts. These findings complemented data collected from students and the Head of the Study Program, resulting in a more comprehensive understanding of the requirements for effective instructional

materials. The following table presents the interview questions and responses that were analyzed to inform the development of ELT job sheets.

Table 3. Results of Interview with the Head of Language Department

No.	Question	Answer
1	What competencies are expected from graduates through English Language Teaching (ELT) practicum course?	Graduates are expected to have strong language skills, pedagogy, and professional ethics.
2	How do instructional materials contribute to graduate quality?	Well-designed materials ensure learning outcomes align with graduate competencies.
3	What institutional standards must instructional materials follow?	They must align with the curriculum, learning outcomes, and national education standards.
4	How important is curriculum alignment in material development?	It is very important to maintain consistency and academic quality.
5	What gaps do you see between curriculum goals and current materials?	Some materials do not fully integrate technology and real teaching contexts.
6	How should instructional materials address diverse student abilities?	They should provide varied tasks and flexible learning pathways.
7	What role should assessment play in instructional materials?	Assessment should measure both language mastery and teaching competence.
8	How can instructional materials support lifelong learning?	By encouraging critical thinking, reflection, and autonomous learning.
9	What innovations are needed in ELT instructional materials?	Integration of digital tools, authentic materials, and communicative approaches.
10	How should instructional materials reflect current ELT developments?	They should adopt updated methodologies and respond to global ELT trends.

The interview results with the Head of the English Language Department underlined the importance of aligning ELT job sheets with curriculum objectives, graduate competencies, and current developments in English language teaching. The responses emphasized that instructional materials needed to be systematically designed to ensure consistency with institutional standards and learning outcomes. In addition, the Head of the Department highlighted that ELT job sheets should remain relevant to contemporary teaching practices, reflecting ongoing changes in pedagogy, language use, and educational contexts.

Furthermore, the responses stressed the need for instructional materials that supported professional competence, integrated technology, and accommodated diverse student abilities. The findings indicated that effective ELT job sheets should encourage the use of digital tools, promote inclusive learning, and provide flexible activities that could address different learning needs and classroom situations. These insights provided an essential institutional foundation for the needs analysis and guided the development of ELT job sheets that were both effective and relevant to students' academic preparation and future professional practice.

IV DISCUSSION

The findings of this study indicated that ELT job sheets were perceived as highly necessary and effective instructional materials by ELT students. The questionnaire results showed that the majority of respondents selected *Agree* and *Strongly Agree* across statements related to students' needs, competencies to be developed, and the required structure of instructional materials. This suggested that ELT students required learning materials that not only presented theoretical knowledge but also supported practical application during teaching practicum. The results reflected students' preference for structured guidance that could help them connect what they learned in coursework with real teaching experiences.

This finding was consistent with Jack C. Richards (2017), who emphasized that effective language teacher education should bridge the gap between theory and classroom practice through well-designed instructional support. In line with this perspective, ELT job sheets were viewed as tools that facilitated this connection by providing step-by-step guidance, practical tasks, and opportunities for reflection. Therefore, the strong positive responses from students reinforced the importance of developing instructional materials that were both theoretically grounded and practically oriented to support their professional growth as future English teachers.

In relation to competency development, the results demonstrated that ELT job sheets were perceived to support the improvement of English proficiency, pedagogical skills, lesson planning ability, teaching confidence, and the application of English in real teaching contexts. These findings indicated that students viewed job sheets as effective tools for enhancing both linguistic and instructional competencies during the practicum. By providing clear guidance and structured activities, job sheets enabled students to practice essential teaching skills in a more organized and meaningful way, thereby strengthening their readiness to perform in actual classroom settings.

These findings supported previous studies showing that practice-oriented instructional materials enhanced student teachers' preparedness and professional competence (Sari & Yuliana, 2020; Rahmawati, 2021). In addition, job sheets provided structured guidance that allowed students to actively engage in teaching tasks, which was crucial for developing reflective and autonomous teachers (Farrell, 2018; Richards & Lockhart, 2020). Through repeated practice and guided reflection, students were able to evaluate their performance, identify areas for improvement, and gradually build confidence in their teaching abilities. As a result, ELT job sheets contributed not only to skill development but also to the formation of professional teaching identity.

Furthermore, the strong agreement regarding the required structure of ELT job sheets highlighted the importance of clear learning objectives, understandable instructions, step-by-step activities, and sufficient practice tasks. This finding indicated that students needed instructional materials that were not only informative but also systematically organized to guide their learning process during the practicum. A well-defined structure helped students follow teaching procedures more effectively, minimized confusion, and ensured that each stage of the teaching activity was clearly understood and implemented.

This finding aligned with the instructional design principles proposed by Branch (2009), which emphasized that the systematic organization of learning materials facilitated effective learning and skill acquisition. In addition, well-structured job sheets supported independent learning and reduced students' uncertainty during practicum activities, as suggested by Majid (2014). By providing clear guidance and logical sequencing, job sheets enabled students to manage their teaching tasks more confidently and autonomously, thereby enhancing both their learning experience and overall teaching performance.

The interview results with the Head of the ELT Study Program and the Head of the English Language Department reinforced the questionnaire findings by providing broader institutional perspectives. Both stakeholders stressed the importance of aligning instructional materials with curriculum objectives, graduate competencies, and current developments in English language teaching. Their responses indicated that ELT job sheets should not only address students' immediate learning needs but also reflect institutional expectations and long-term professional standards. This alignment was essential to ensure that the materials contributed effectively to students' academic achievement and readiness for the teaching profession.

These findings were in line with Pribadi (2016), who stated that instructional materials developed through a needs analysis process were more likely to meet academic standards and intended learning outcomes. Additionally, the emphasis on integrating technology and authentic

teaching contexts supported recent findings that digital and contextualized job sheets enhanced student engagement and autonomy in ELT practicum (Putri & Siregar, 2022). The integration of these elements was seen as crucial in preparing students to adapt to modern classroom environments and to develop relevant teaching skills. Therefore, the combination of questionnaire and interview results provided strong justification for the development of ELT job sheets that were systematic, contextually relevant, and aligned with both student needs and institutional goals.

Overall, the discussion confirmed that a needs-based approach to instructional material design was essential in ELT practicum courses. The convergence of students' perceptions and institutional expectations provided strong justification for developing ELT job sheets as structured, practice-oriented instructional materials. These findings indicated that both learners and academic stakeholders recognized the importance of materials that could effectively bridge theoretical knowledge and practical teaching experience, thereby supporting more meaningful and relevant learning processes during the practicum.

Consistent with Arifin and Setiyadi (2021), the results of this needs analysis served as a solid foundation for the subsequent stages of the ADDIE model, particularly the design and development of ELT job sheets aimed at improving students' professional competence. By grounding the development process in empirical data, the study ensured that the instructional materials would be aligned with actual learning needs, institutional goals, and expected competencies. Consequently, the integration of a needs-based approach and a systematic design framework strengthened the potential effectiveness and relevance of the developed ELT job sheets.

V CONCLUSION

This study investigated the need for job sheets as instructional materials in the English Language Teaching (ELT) practicum course. The findings indicated that ELT job sheets were highly needed to support English Language students' preparedness, autonomy, and confidence in teaching practice. Specifically, job sheets helped students better understand course materials and facilitated the application of theoretical knowledge in real classroom contexts. In addition, the results showed that job sheets were expected to support the development of key competencies, including English proficiency, pedagogical skills, lesson planning ability, teaching confidence, and overall professional competence. These outcomes highlighted the important role of structured instructional materials in enhancing students' readiness to perform effectively during the practicum.

Furthermore, institutional perspectives emphasized the importance of aligning instructional materials with curriculum objectives and current developments in ELT. This indicated that the design of ELT job sheets should not only address students' immediate learning needs but also reflect broader academic and professional standards. Therefore, it was recommended that ELT job sheets be systematically designed with clear learning objectives, understandable instructions, step-by-step activities, and sufficient practice tasks. Future studies were suggested to explore the integration of digital or technology-enhanced job sheets, as well as their applicability in different institutional contexts, in order to strengthen the generalizability and relevance of the findings.

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