

Exploring the Application of ADDIE Teaching Model in English Learning through a Systemic Functional Linguistics Perspective

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Abstract

The research found that a great number of second-semester students of Pharmacology at Bali Dwipa University have problems with English equitation. The phenomenon triggered the researcher to teach English with the ADDIE teaching model. This research would like to explore the advantages and disadvantages of ADDIE application in English learning at Pharmacology from a Systemic Functional Linguistics (SFL) perspective. This research uses a qualitative case study to combine SFL and ADDIE theories in English teaching and learning. The research uses fifteen second-semester students of the Pharmacology Program, Bali Dwipa. Year 2025/2026. The research shows that ADDIE has positive impacts for teaching and learning English realized with advantages and disadvantages. From *Field* point of view, the advantage is that students can practice directly and get training from the teacher. However, the disadvantage can be seen from different language typologies. From *tenor* point of view, the advantage can be found in the high social interaction between the teacher and the students. From *Mode* point of view, one of the advantages can be seen from the use of both Indonesian and English. The result of this research gives a positive contribution to teaching and learning and SFL, so teachers can use ADDIE in appropriate subjects. The result of this research is expected to be able to be used as an applied linguistics reference for the following research.

Keywords: *ADDIE, Field, tenor, mode, students*

INTRODUCTION

The importance of English in the world, which serves multiple functions, leads stakeholders to provide English as one of the Subjects in schools or courses. English becomes the main subject in the classroom to support the curriculum goal. English serves as two main subjects, namely English is learnt as a science, called linguistics, and English is learnt as a bridge of science or knowledge and learnt to give service. The multi-functions of English become a stimulation to learn and study it profoundly. To realize the expectation, the environment and the English teachers are very important because teaching and learning English need a conducive atmosphere in the process (Warabi et al., 2025). Teaching and learning English should be suited to the social context, called the function, involving some aspects, namely: the purpose, participants, media, the manner, social norms, and many others (Suardana & Fitri, 2026). The target of teaching and learning can be reached easily since the stages of teaching and learning have clear and measurable progress.

This means that the level of success of teaching and learning English can be measured by the social context in which teaching and learning English is performed. A professional teacher has certain methods and strategies of teaching to educate the students, so positive impacts on teaching and learning can be seen clearly (Choirunnisa et al., 2025). A curriculum, as a set of guidelines containing the materials or subject matter, teaching model, and evaluation that is used to as guidance to teach, must be in accordance with the social context of the place where English is used as the subject.

In reality, many students view English is difficult to learn for various reasons. One case can be found in the second-semester students of the Pharmacology Department of Bali Dwipa University Year 2025/2026. The difficulties are found in phonology and syntax, such as appropriate English pronunciation, nominal groups, and English clauses. The incompetence can be found in phonological aspects, namely the vowel “ə” is voiced “æ” such as “a book” is voiced “æ buk:”. The occurrence is caused by the absence of vowel “ə”

in the mother language (Dewi et al., 2025). It is in accordance with the concept that language is saved permanently in the learners' brain (Meliana, 2024). Such a phenomenon causes misinterpretation, which makes the process of communication not run very well. The social phenomenon enables the students to use nonverbal language in social interaction to avoid miscommunication. Such mistakes were found in the research done by Huda & Dewanti (2022).

From an English syntax point of view, incompetence in English nominal groups and clauses was also found. The students did not understand what a nominal group was and how to make an English clause grammatically correct for a nominal group; the students could establish nominal groups such as: *happy students, good medicines, a clever student*, and many others. However, English nominal groups consisting of more than two modifiers can be established grammatically. Another mistake was that the students could not identify English word classes, so the English clauses made by the students were categorized as ungrammatical. Identifying English word is very important for beginners because English word class is associated with the function "be". The mistakes could be found in English clauses such as; *I going to school every morning, we happy meet you, we studying English every Monday, we in the school yard to discuss the materials*, and many other mistakes (Liyan et al., 2024).

Because of this phenomenon, the researcher as an English teacher and an observer, would like to improve the students' English competence with a teaching model involving five stages, namely: Analysis, Design, Development, Implementation, and Evaluation (ADDIE). The model was chosen because some previous research stated that ADDIE was very effective in teaching skill in which involve clear stages (Furwana, Palopo, and Syam, 2021). Adeoye et al. (2024) did research on listening skills for elementary schools. The result of that research reveal ADDIE is revolution method of teaching that can be applied in teaching. Iswati (2019) did research which evaluate the existence of an ESP coursebook using the ADDIE learning model which the result of the research showed that the ADDIE model can be used to evaluate the advantages and disadvantages of a coursebook for

teaching and learning. The research indicated that the language used to elaborate concepts is very important to catch the students' interest. However, the visual aspect should be improved. The research was supported by Christian et al. (2022) which the research revealed that the ADDIE model is very important for learning and teaching because the model creates creativity involving the teacher and the students. The students were assisted with the model to achieve the target of teaching and learning. The students could improve their competence in reading significantly (Nur et al., 2021).

A good model of teaching applied in different contexts does not guarantee that the teaching model is as effective as it was in previous teachings. To measure the effectiveness of the ADDIE model in students' teaching and learning, this research investigates the effectiveness of ADDIE with Systemic Functional Linguistics (SFL) theory, namely: *Field*, *Tenor*, and *Mode* (Simanjuntak et al., 2026). The research uses SFL because SFL is the science of linguistics which product certain meanings grounded by social context. SFL can analyze every stage of the teaching and learning procedure based on the social context occurring in the social interaction. Therefore, the investigation of this research is a measurable effort because the theory of SFL gives space to analyze every stage of teaching and learning English related to what the teacher and the students should do in social interaction, how things are done, and what media are used to increase learning and teaching.

ADDIE is a model in which social context can be applied in each of the ADDIE components so the application of teaching and learning can create certain meanings. It means the application of ADDIE done in previous research will have different results from this research. In addition, this research would like to develop the theory of SFL in teaching since SFL is very popular in Discourse Analysis, Translation, Appraisal, and Social Semiotics. Due to this phenomenon, this research would like to investigate the advantages and disadvantages of the ADDIE teaching model with SFL in teaching and learning English among second-semester students of Bali Dwipa University, Year 2025/2026.

The two problems proposed in this research show that SFL is categorized as applied linguistics which social context binds each stage of teaching and learning. Therefore, the result of this research gives some explanation about the significance of social context in ADDIE model. The results of this research give positive contributions for applied linguistics development such as: Discourse Analysis, Semiotics, and Teaching-Learning.

This research uses ChatGPT to describe the process of ADDIE
<https://chatgpt.com/c/6a8e3706-1adc-83ec-b1e9-ab06f059f09c>

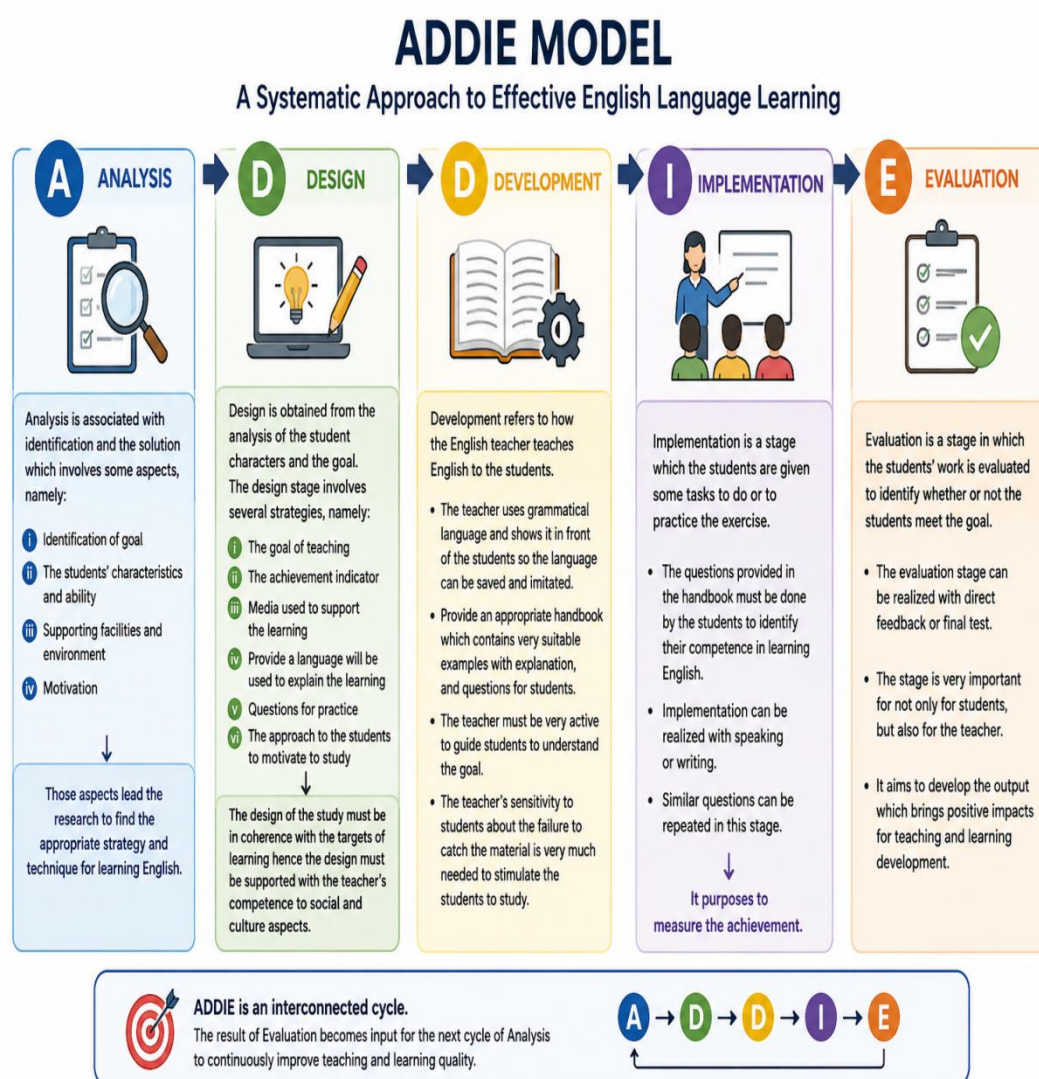


Figure I. The ADDIE Components

SFL is derived from *Systemic*, *Functional*, and *Linguistics*. *Systemic* is associated with social and cultural aspects occurring in the place where text is happening. *Functional* is associated with how the meaning of language is produced based on social and cultural aspects. *Linguistics* is associated with the science of language involving phonology, lexicogrammar, and social context (Suardana, 2021). Therefore, *Systemic Functional Linguistics* is interpreted as the science of language in which meaning is produced based on social functions occurring in communities.

Social context is associated with *field*, *tenor*, and *mode*. *Tenor* is related to (i) the participants involved in social events, (ii) how something is done, (iii) where something is done, (iv) what activity is done. *Tenor* is associated with how far the relationship between the participants in speech social events. *Mode* is associated with several social and cultural aspects such as: (i) media used in the text, (ii) kind of language, (iii) social signs or codes used in social interaction, (iv) evaluation, and (v) social norms.

ADDIE and SFL have close relationship in which SFL focuses on social context and emphasizes the process of learning. However, SFL has more profound aspects which involves linguistics so the result of this research can be measured from linguistics perspective. The relationship between ADDIE and SFL can be illustrated as presented in Figure II which need assistance from ChatGPT <https://chatgpt.com/c/6a867333-0c5c-83ec-9b31-7fa1d6b8b9b6>.

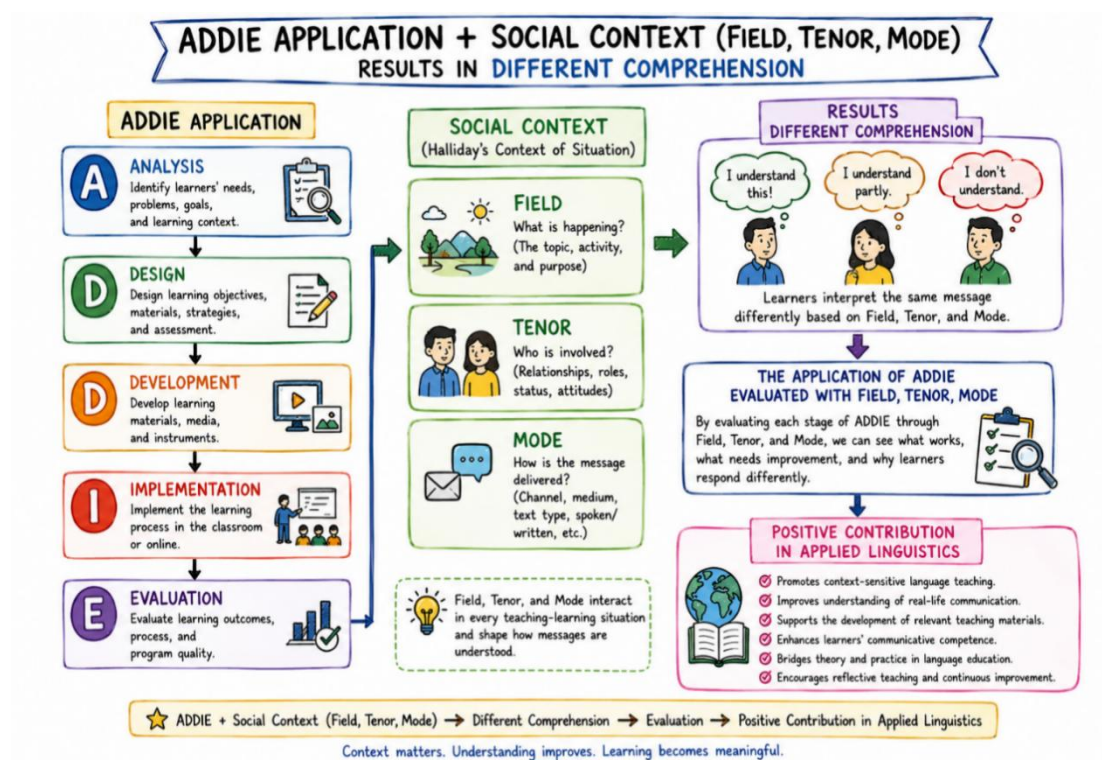


Figure II The Relation between ADDIE and SFL in meaning

RESEARCH METHODS

This research is categorized as qualitative research, a case study (Suardana & Fitri, 2024; Madriana & Suardana, 2025), namely to combine the theory of SFL and the theory of ADDIE in teaching in a classroom. This research results in a new perception related to English teaching and learning.

This research was done from March to June 2026 at Bali Dwipa University. This research engaged fifteen second-semester students of the Pharmacology Program, Bali Dwipa University, in the 2025- 2026 academic year to investigate how far the ADDIE model can be applied to English teaching and learning. The roadmap of this research is illustrated below.

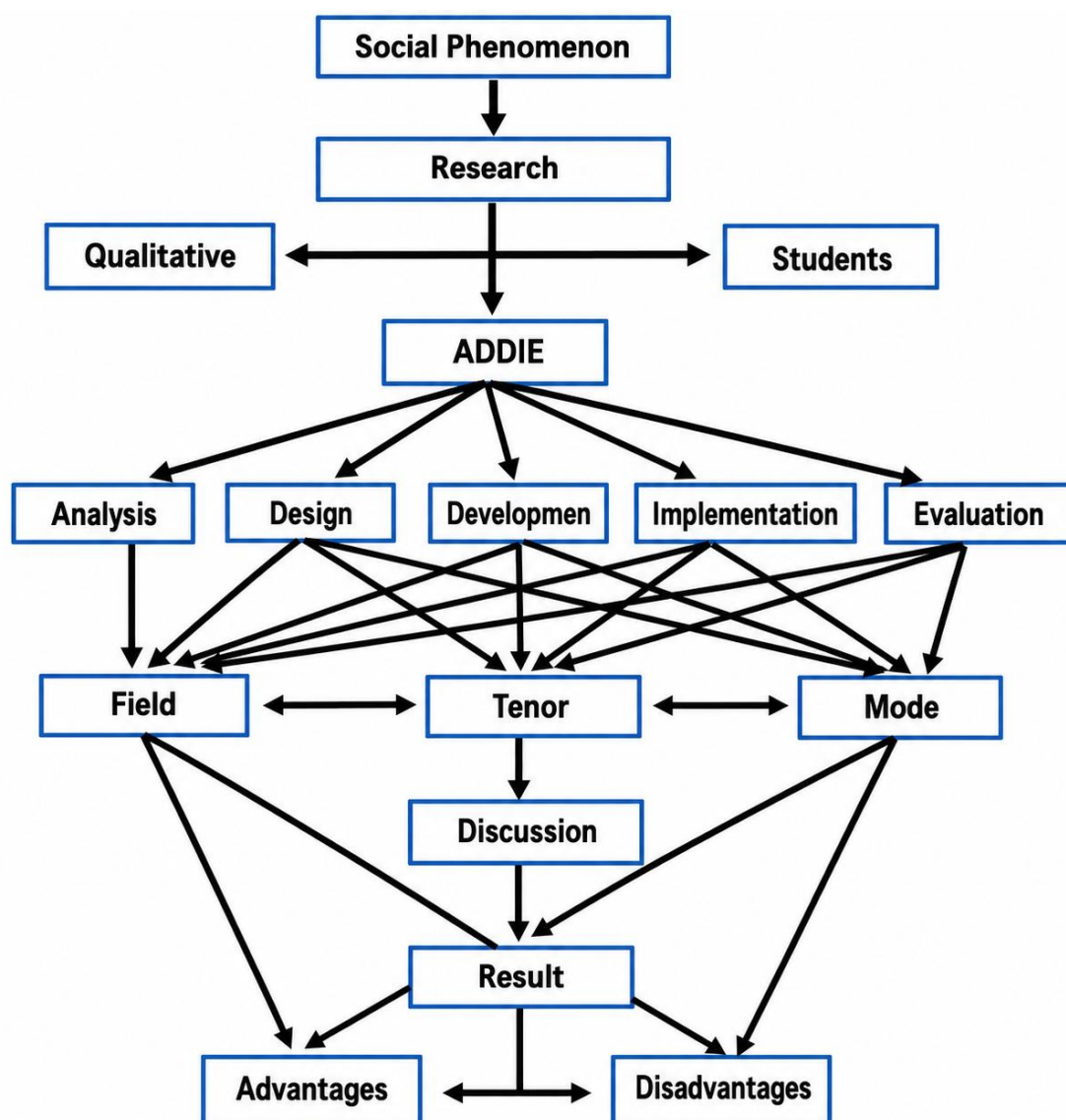


Figure III. The Research Roadmap

As mentioned in the introduction, previous research emphasized the advantages of ADDIE in teaching and learning. However, the researcher views that every teaching model has its own advantages and disadvantages in application. That is the reason, why this research would like to investigate both advantages and disadvantages through doing research with SFL theory, which involves: *Field*, *Tenor*, and *Mode*. ADDIE model involves Analysis, Design, Development, Implementation, and Evaluation. As mentioned in the

previous explanation: *Field* is associated with the social behaviors done by the teacher and the students; *Tenor* is associated with *social interaction* involving the participants; *Mode* is associated with media, sociocultural aspects, social signs, and language forms.

In the analysis stage, the researcher analyzed several social aspects, such as: who had problems using English and which aspects of English were not understood. The teacher analyzed the students' cognition in English as reflected in English pronunciation, nominal groups, and the ability to establish English clauses. In addition, school facilities and environment became a research concern. Those aspects were the beginning of the research that must be prioritized.

In the design stage, the teacher started to think about what the teacher should do, such as: (i) the techniques and strategies that will be used in teaching, (ii) module and other facility preparation, (iii) understanding students' social and cultural background. It is related to the relationship between the teacher and the students. The researcher started thinking of what kinds of media can be used in teaching and learning English to accelerate learning more effectively.

In the development, the teacher trained the students on how to say English lexicons that is viewed as very difficult to say. In addition, the concept how to establish English nominal group and how to make English clauses grammatically. The class was conducted in offline classes. The teacher must do personal touch to the students by understanding their personal ability, social and cultural background.

In the Implementation stage, the students were guided on how to say English words repeatedly. In addition, the students were trained on how to make English nominal groups and then how to establish English clauses grammatically. In this stage, the students were given chance to practice a lot provided in the module.

In the Evaluation stage, the teacher took evaluation regarding to the process of learning English. The teacher had clear measurements, namely, the teacher observed every student in every stage. Therefore, the teacher could identify the advantages and the disadvantages of the ADIE teaching model in learning English. The teacher evaluates the

process of learning in every stage of learning process. In addition, the teacher has guidelines used to apply certain procedures in each process.

The evaluation of SFL in the application of ADDIE leads the researcher to find the advantages and disadvantages based on the applied social context. The result of this research is presented descriptively. Each progress is elaborated based on the stage of teaching-learning. The elaboration assists the reader(s) to understand(s) the effectiveness of ADDIE (Dharmawan et al., 2025). Therefore, other researchers can think more creatively about the significance of social context in the English teaching-learning process.

RESULTS & DISCUSSION

This section divides the steps of the ADDIE model of teaching and learning English. The divisions ease the researcher in elaborating the efforts done by the teacher and the students. In addition, it also helps the reader(s) understand the chronology of teaching and learning. The steps are elaborated as below.

Analysis Step

In the phonology aspect, the students could not voice “ə” functioning as a numeric in nominal group. Numeric “a” was sounded in ‘æ’ such as ‘a book’ is voiced in “æ buk”. Another numeric “an” was also voiced in “æn” such as “an apple” was voiced in “æn æp3l”. The teacher tried to find the mistake by asking the students to pronounce vowels sounding “ə” located in the middle of word such as “nurse, film, national, and many other. The students could not produce “ə”, but the voice was “æ” such as “nurse” was voiced in “n3rs”, “film” was voiced in “filêm”, and “national” was voiced in “næsionêl” (Lamontagne, 2025).

The students have difficulty forming English nominal groups. The students made English nominal groups like Indonesian nominal group (Devina, 2022). The students’ competence was examined by giving Indonesian nominal group which had to be translated into English. The Indonesian nominal groups are as below.

Tabel 1

The Students' English Competence in Nominal Group in Analysis Stage

No.	Indonesian Nominal Group	The Translation in English
1	<i>Seorang bapak beranak tiga orang</i>	A father with three children
2	<i>Anak-anak berumur 7 tahun</i>	Seven-year-old children
3	<i>Sebuah kamar berkapasitas tiga orang</i>	A room for three persons

The students did not understand word classes at all. The mistake could be identified from the English clauses made by the students. The clauses produced by the students ignored English grammar. The students were required to translate Indonesian simple clauses into English clauses.

Table 2

The Students' English Clause in Analysis Stage

No	Indonesian Clause	The students' Translation
1	<i>Saya adalah seorang dokter di rumah sakit.</i>	I am is a doctor in a hospital
2	<i>Saya sedih mendengar berita itu.</i>	I happy listen that news
3	<i>Saya di rumah sakit.</i>	I am in hospital
4	<i>Saya bekerja di rumah sakit</i>	I working in a hospital

The errors made by the students stimulated to identify the failures to construct English nominal group. The failures were found for English nominal groups that consist of more than one component functioning as a modifier. In addition, another failure was found that the students could not identify the word classes that play important roles in constructing appropriate clauses.

Design Step

The English teacher led the class in Small Group Discussion in the class. The technique used for teaching and learning was interactive, creative, and innovative class. The English teacher wanted to make distance with the students so that the students had the courage to express their idea in English. In addition, the English teacher gave life motivation so the students did not feel afraid of learning English.

The motivation was ensured to make the students have self-confidence in learning English. The students were very happy to learn English (Anaktototy & Patty, 2024).

The medias used for teaching and learning English were Screen TV, a handbook, English dictionary, and a module. The screen TV was used to take show how one speaks English appropriately. The handbook was used to ensure the concept of how to construct English nominal group and how to establish English clauses. English dictionaries were used as media to improve how the word was voice. A module was used to do some exercises for the students (Tekel & Erus, 2023).

The Development Step

The English teacher had persuasive strategy in teaching; namely, the students were actively involved in the learning process actively. The English teacher established a positive environment so that the students do not have problems catching the material. The lexicons involving “ə” sound were explained how to produce it appropriately and repeatedly (Esfandiari & Hossein Arefian, 2025). That effort was done because most of the students were not familiar in English. English was considered as foreign language, which English is not used at all in the communities. The lexicons such as; “nurse” was voiced “nərs” instead of “nərs”, “better” was voiced in “bɜtə:r”, “a book” was sounded in “ə buk”, “an animal” was sounded in “ən æniməl” instead of “æn ænimal”. The teacher gave the concept phonological symbols how to pronounce in linguistic point of view. The students searched the examples for lexicons containing “ə” sound from the YouTube channel. The students could listen how the lexicon was produced (Ha et al, 2008). To motivate the students to speak appropriate pronunciation, the teacher of English gave the way how to produce sound. This is very important to for students to practice (Afrizon et al, 2025).

In English nominal group, the English teacher gave the concept how to form English nominal group. English nominal group is constructed by modifier and Head.

Modifier is elements which serve to elaborate the essence of nominal group (Rodney, 2022). The head is the essence of the nominal group, which is modified by other components in the nominal group. The students were given comparison of Indonesian and English concepts which English nominal group is constructed by Modifier + Head, while Indonesia nominal group is constructed by Head + Modifier (Suardana & Fitri, 2024). The students were trained how to translate from Indonesian into English as below

Table 3

The Concept of Nominal Group

Indonesian nominal group	English nominal group
<i>Seorang ibu yang mengalami kanker stadium II</i>	A mother with stage II cancer
Head + modifier	Modifier + Head

The English teacher explained how to construct simple English clauses. The ability to identify English word classes is needed a lot in making English clauses. The students were given concepts how to identify word classes such as adjectives, noun, adverb, and verb. Adjectives, noun, and adverbs are categorized as non-verbs. The students' concept how to use “be” was realized with *is*, *am*, and *are*. The function of ‘be” is that when the Subject of the clause is followed by a non-verb, while the Subject of the clause followed by a verb does not need “be” (Suardana, 2021).

The students were given a chance to read simple English clauses in the handbook. The book provides a lot of English clauses completed with the translation in the Indonesian language. The book functions to help students to comprehend English because students could see the translation in the same time (Safaruddin et al., 2020). In addition, the handout provides some readings that use the topic that the students are learning. The reading eases the students to understand the application of the topic so learning is not only theory, but it also

practices which learning influences the strength of cognition (Halliday & Matthiessen, 1999).

Implementation Step

The students were stimulated to produce sounds in English by making their own experience during the following English class for one semester. Each of the students was given a chance to speak in front of the class. The repetition in speaking lexicons sounding “ə” was performed because the students got difficulty producing “ə” which is not available in their mother language, for example; *remember, settle, reason, helm, comfortable, convenience, and vegetable* (Guarín, 2024). The sound produced by the students as follows.

Table 4

The students’ trials to produce “ê” sound

No.	The given words	The first trial	The second trial	The third trial	It should be
1	Remember	Ræmêmbê:r	Rêmêmbæ	Ri mêm bæ	Ri: mêm: bæ
2	Common	KΛm;æn	KΛm: ên	KΛm: æn	KΛm: ən
3	Comfortable	KΛmfortæbæl	kΛmfætæbêl	kΛmf:tæbæl	Kəmf: tər: bæl
4	Convenience	kænvêniæn	kênvêniên	kên: vê niæ	Kən: vi: niən
5	Vegetable	Væ: jê tê bæl	Vej: tæ bæl	vêj: tæ bæl	Vêj: tæ: bæl

The students still found difficulties producing the appropriate English pronunciation. For the first time, the teacher gave the English pronunciation for those words. The students were trained to produce the words appropriately. However, the pronunciation produced by the students could not meet the expectations from the first trial to the third trial.

The teacher examined the students’ competence in English nominal groups, and the teacher emphasized the formula for establishing English nominal groups, which is in contrast to Indonesian nominal groups. The students could construct English nominal groups.

Table 5

The Students' Trial to Translate Indonesian Nominal Group into English Nominal Group

No.	Indonesian Nominal Group	English Nominal Group	
		Before being given the concept	After being trained repeatedly
1	<i>Bapak beranak 3 orang</i>	A father with three children	A three-child father
2	<i>Anak-anak berumur 7 tahun</i>	Seven-year-old children	Seven-year-old children
3	<i>Sebuah kamar berkapasitas 3 orang</i>	A room for three persons	A three-person-capacity room

The students were required to translate Indonesian clauses into English clauses that use the Indonesian nominal group that had been discussed. It aimed to practice using the discussed nominal group in English clauses. Based on the implementation, the students could not make grammatical English clauses in the first trial. The students could make good translations in the second trial. The clauses are presented below.

Table 6

The Students' First Trial

No.	Indonesian Clause	English Clause	
		First opinion	Second opinion
1	<i>Anak-anak berumur 7 tahun mengalami pertumbuhan yang sangat tinggi</i>	7-year-old children get very quickly grow	7-year-old children experience very fast growth.
2	<i>Wanita hamil tiga bulan sering muntah sehingga tidak mempunyai selera makan tinggi.</i>	A three-month pregnant mother often vomits so she do not have high appetite.	A three-month pregnant mother often vomits so she does not have high appetite.

The implementation shows that the students had different opinions in translating into English clause. In clause 1 and clause 2, the students had different opinions. The discussed nominal group could be used appropriately in the clauses. However, ten students could not identify another Indonesian nominal group so the

English clause (number 1), especially in the first opinion, is ungrammatical. The clause 2 in the first opinion has a different error from clause 1, the first opinion. The error happens in the clause in *do* since the clause uses the Subject *A three-month pregnant mother* categorized as third singular person. Therefore, the negation mark should be *does* instead of *do*.

The teacher emphasized the concept of how to establish a grammatical clause by separating each component within the clause based on the word class. The competence of identifying the world class can avoid the error that causes ungrammatical clauses. To improve the competence of identifying word class, the students' competence was improved by giving three Indonesian clauses that had to be translated into English clauses.

Table 7

The students' repeated trials

No	Indonesia clause	English clause
1	<i>Orang yang mengalami diabetes melitus type II mengkonsumsi satu tablet metformin 500 mg setiap hari</i>	<u>Type II diabetic mellitus persons consume a 500 mg metformin tablet every day.</u>
2	<i>Untuk menghindari penyakit genetic, kita menjalankan hidup sehat secara teratur.</i>	<u>To avoid genetic disease, we apply healthy life regularly.</u>
3	<i>Ibu-ibu yang mengalami kanker servik stadium II sering tidak bisa mendeteksi gejala kanker awal.</i>	<u>II stadium cervical cancer mothers cannot often detect early cancer symptom</u>

Evaluation Step

The research found that ten of fifteen students find difficulty establishing English clauses and producing the vowel sound "ə" in English words in third trials. The ten students did the same thing in different English words that contain the "ə" vowel. The difficulty in producing the vowel "ə" is caused by language typology as the students' areas do not have the vowel.

Firstly, all of the students did not understand how English nominal groups were established. The inability was caused by lack of English linguistics so the

students made English nominal groups based on Indonesian structure. Many efforts and trials were done to meet the goal. Finally, the students understood how to make English nominal group. In addition, the students could not comprehend the concept of English verbs which made them inconsistent in using “be” within English clauses. The students did not understand the function of “ing” in verb-ing which is used in English clauses.

These phenomena indicate that ADDIE is not a fixed teaching model in every subject matter. However, it has advantages and disadvantages in the application. Either advantages or disadvantages are influenced by social context, namely: *Field*, *Tenor*, and *Mode*.

DISCUSSION

As mentioned above, the students were successful in learning English through the stages of ADDIE. The model of teaching gives several contributions for learning and teaching English for the students of the Pharmacology Program, Bali Dwipa University. The result of this research shows that the ADDIE model has advantages and disadvantages in its application. This work presents the two sides of advantages and disadvantages, which will be elaborated based on the SFL perspective, namely: *Field*, *Tenor*, and *Mode*.

Field

ADDIE has very clear stage for learning English, in which the teacher can observe the progress in each stage. The situation in each stage enables the teacher to think of what strategies will be appropriate in the process of learning English. In addition, the students can evaluate their achievement such as correcting their mistakes in that time because the teacher always accompanies the students while learning English.

The teacher views ADDIE is a challenge to improve the quality either for the students or the teacher. The students can practice their English profoundly and seriously because the teacher can train the students based on the social context

such as: the need, provided facilities, students' characteristics, abilities, social norms, and the stages. ADDIE emphasizes the process of teaching and learning, which the teacher can repeat to teach the same material when the teacher finds the students fail to understand the material. For the teacher, ADDIE causes the teacher to be more innovative as a professional teacher (Jaya & Noviyenty, 2026).

ADDIE forces the teacher to be more creative in providing a syllabus for teaching in the class because ADDIE cannot work very well without supporting an applicable curriculum provided by the program. The curriculum must be suited with social context where the program develops. Curriculum cannot be equalized with other curricula applied in other areas. The application of ADDIE for Learning and teaching English occurring in Bali must be in accordance with regional needs which English is required very much (Türer & Acar, 2025).

However, ADDIE is not so effective in short time. The process of learning English takes very long time. It is caused by the difference of the students' social cultural background. The most of the students are from areas in which learning English did not bring positive impacts to the communities. English is viewed as a foreign language which the areas do not support speaking English. Several students think that it was the first time they study English seriously since the environment where they developed did not support studying English seriously (Yergaliyeva et al., 2025).

The students from certain areas find difficulties producing the sound "ə" since the sound is not available in the areas where the students developed. English words having "ə" voice cannot be pronounced appropriately so the pronunciation of English words having "ə" can raise misinterpretation. The effort to sound "ə" was done three times, but the sound does not meet the appropriate sound. The vowel "ə" was sounded "æ", it was the optimal one.

The students could understand the concept of how to establish an English nominal group. The failures were caused by a lack of both Indonesian and English

linguistics. Before both linguistic competences were explained, the students could only understand the Indonesian nominal group without knowing the components' functions within the nominal group. Comprehending both linguistic competences is very important to identifying nominal groups in either English or Indonesian.

A number of the students have “bad perception” toward learning English because English is viewed to as a complicated language full of grammar. The perception emerges due to their previous experience in learning English, as the previous English teachers did not give comparative linguistics knowledge in the previous schools.

Tenor

In addition, ADDIE enables the teacher to be more patient in teaching since the model focuses on the students' understanding to the lesson. The social interaction between the teacher and the students is very high in which the teacher places himself as a tutor who can give guidance (Zalsabila et al., 2026). The situation enables the students to be able to ask questions related to the subject matter profoundly. Therefore, the teaching and learning situation does not run stiffly in which the students may study based on their willingness (Tekel & Erus, 2023).

The students are motivated to produce English imperative clauses with the adjunct *Please* whenever the students require something or some service. The adjunct *Please* is saved in the brain permanently. Such speech behavior is practiced in every social activity in the classroom. In other words, ADDIE can stimulate the students to use polite English. The students make imperative English clauses such as: *would you please repeat the explanation, please check my works, please give me an example again*, and other relevant clauses.

However, ADDIE can make students feel bored for students who do not like to study English, for certain reasons. In addition, ADDIE will be viewed as an ineffective model if the teacher does not have a personal touch approach, since the model involves high social interaction between the students and the teacher. It

shows that not all teachers can apply the ADDIE model because the model obligates the teacher to teach one by one by approaching the students who have difficulty understanding the topic (Amelia et al., 2025).

Mode

The teacher has the creativity to provide a module or handbook used by the students. The existence of the handbook assists the students in learning English because it enables the students to correct their mistakes in that time (Wirantaka, 2022). YouTube channel provided for teaching and learning can trigger students to improve the effectiveness in learning English because it is used as one of the references to learn English, especially in phonological improvement (Zalsabila et al., 2026).

In addition, the teacher can use Indonesian and English in teaching so the students feel stimulated to learn English. By using the two languages, the students can add new English vocabulary, which can be saved permanently in the brain (Yazdi & Samir, 2023). The students can imitate what the teacher speaks based on the social context. In another side, the teacher learns a lot of things from the students about different social and cultural aspects.(Yacob et al., 2025).

CONCLUSION

SFL is used to evaluate the advantages and the disadvantages of ADDIE model application in teaching and learning English performed in the second semester Pharmacology students of Bali Dwipa University. The advantages of the ADDIE model are found such as: the teacher's creativity, well preparation based on the analysis, clear steps of English teaching and learning, high teacher patience, and the students' politeness in asking for service and things for example, *please, would you please*. The disadvantages in the application of ADDIE are also found such as: take long time to meet the target and feeling bored due to repetition in the same topic of discussion.

The result of this research is expected to be able to influence other teachers and applied linguistics researchers to use ADDIE as a teaching model in teaching critically. Therefore, ADDIE as a teaching model can be used in appropriate teaching and learning. The result of this research brings positive impacts for teaching and learning and SFL theory development, which enriches the linguistic research findings.

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