

## **Assessing the Design and Implementation of English Training Program for the University of Surabaya Administrative Staff**

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### **Article Info**

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#### *History Articles*

Received:

Jan 2019

Accepted:

March 2018

Published:

March 2018

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#### *Keywords:*

English Language  
Training, Course Design,  
ADDIE Design Model

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### **ABSTRACT**

This research aims at portraying the process of designing and implementing the English training program for the administrative staff of the University of Surabaya (UBAYA). The English training program was conducted from March to August 2017 by the Directorate of HRD and Language Centre, UBAYA. This research was planned to identify how the course was designed, implemented, evaluated, as well as finally to judge to what extent the program was successful. The output of the research was a report to the university, especially the Human Resource and Development (HRD) Directorate, and some recommendations for future similar training program. The data were collected using document studies, questionnaires and interviews. They were evaluated and analysed based on the design model proposed by Reiser and Mollenda (1990), i.e. Analyze, Design, Develop, Implement, Evaluate (ADDIE). The results of the analysis showed that the steps of the design were already in line with the ADDIE model design. However, the study failed to measure the gain or progress since the test instrument used in the pre-test and post-test was dissimilar. The test instrument in the pre-test was TOEIC test, while the one used in the post-test was oral interview test designed by the teaching staff themselves. Seen from the participant satisfaction with the implementation and methods of delivery, the program was successful. Based on the findings, it is recommended that future training program improve the test instrument for the pre-test and post-test in such a way that the gain is measurable.

## INTRODUCTION

There are a number of factors contributing to the success of an English training course for the employees, such as the status of the course whether it is mandatory or not and the trainers. Above all, the main factor is the needs analysis. The needs analysis is usually conducted before the course starts. The design of materials for an English language course should be based on a careful needs analysis. First of all, the employees are not students in formal schools. They only learn what they need or what they want to learn (Tomlinson, 1998: 147). The implication is that not all we know about the language components and skills are included in the course and are taught. In other words, the language skills and the language components to be practised should be carefully selected to answer the question of why they need to learn English. Some might need to use the English to speak with other people, while others might learn English language to write email or reports. In short, they learn a certain skill because they need it in their job (Dubin and Olshtain, 1986, 12-14). The Introduction should provide relevant historical context and bring in any theory considered relevant to the issue being raised in the study. To this end, the author should summarize and reference a number of past studies and/or opinions to lead the reader to the study being reported on in the article. The Introduction should not exceed 15% of the total length of the entire article.

Second, in addition to the employees' needs, it is also important to identify the needs of the employer or the top management. In a context where the course is requested and sponsored by the top management for their employees, it is important to consider their interest and needs. In some cases, it is the top management who know exactly why their employees should learn or should be trained and what kind of jobs their employees are expected to perform after the training. In short, the needs of the learners and the needs of the employers/top management should be the primary target in the needs analysis and the result of the needs analysis will be the basis for in the instructional design, while the needs of the teachers are secondary.

This research deals with the design of the English language training program for the administrative staff University of Surabaya (UBAYA) which was conducted from January to August 2017 at ULC (UBAYA Language Centre). The training course was designed by the ULC to fulfil the request of the Directorate of Human Resources Development of the University of Surabaya. In this case, HRD of the University of Surabaya puts this program as one of their annual programs and provides the fund for it. The ultimate goal set by the Directorate of HRD, University of Surabaya is that in the future the university is going to have "an English day" once a week when everyone in the office including the administrative staff should communicate in English. This competence is considered important since there are more and more overseas students coming to UBAYA to study every year and all of them communicate in English only. To implement this policy, it is necessary to identify the level of English competence of the administrative staff using a diagnostic test and to design a training to upgrade those who are considered under the standard in order that finally everyone will have the minimum sufficient competence to participate and perform in the "English day".

This topic of research is chosen for the following consideration. The English language training for the administrative staff has been designed and implemented by the Directorate of Human Resources in the last six years ( since 2011) for various levels of administrative staff, ranging

from the utility and security staff to the administration manager and directors. The cost of the training program is included in the annual development program of HRD Directorate and it is executed by UBAYA Language Centre. However, the training program has never been evaluated academically by the university, in this case, Vice Rector II in charge of Finance and HRD, in order to see how the training program is designed and implemented, and to what extent it has been successful. Therefore, there is no information available.

In addition, there have been a number of studies conducted on the English course design for the employees, among others, the studies conducted by Shamid Imtiaz and Muhammad Akbar Mahmmuood Sarwar in Pakistan (2014), Xia Yu and Yunshu Xiao in China (2013) and Besin Gaspar in Indonesia (2014). Those studies showed that the success of the course designed for the employees and specific professions mostly depended on the accurate identification and analysis of the participants' needs followed by the consistent implementation of the course plan. The case in Pakistan was that employees wanted to master English not only to speak but also to write the official documents, while the course duration/length was limited. As a result, the staff mastered neither the speaking nor the writing since the focus was not clear-cut. Meanwhile, Xia Yu and Yunshu Xiao (2013) reported that their design was quite unique in the sense that they developed the materials for the legal professionals using content-based instruction. Consequently, the topics included in the class activities were related to law. In other words, it was like learning the law in English. The course design of Besin Gaspar (2014) was unique in that he designed an English course for the maids with a low educational background working for the expatriates in Surabaya, Indonesia to fill in the lack of English textbooks for the maids available in the bookstores. The design focused on a careful needs analysis and it was characterized by the simple/informal sentence patterns and job-related vocabulary.

In the three studies which have been conducted, there was no detailed information on how the training course was evaluated to measure the success. More specifically, there was no information on the pretest or the diagnostic test to identify participants' level of competence and weaknesses and then post-test to see the gain or progress.

Therefore, this study was conducted to fill in the gap. It is necessary and challenging to conduct a research with the model of case study to portray the case as a whole in order to identify how the training program was designed, implemented and evaluated based on the ADDIE model design, to what extent the program was claimed to be successful and how the participants' perception of the program. Using a case study model, it is hoped that the result of this study will give a clear picture about the program followed by a recommendation to the Directorate of Human Resources, the University of Surabaya on the continuation of the program. First, the findings in this research will give an overview of the course design on how models of course designs proposed by the experts are put into the implementation. Second, the result of this study will give some recommendation to the institution for the improvement in the future.

## **METHODS**

To answer the questions of how the training program was designed and to what extent it was successful, this research was designed qualitatively in that most of the data are non-numerical and there is no hypothesis and no statistical testing. The model of the qualitative study chosen as

a case study. Using this model, it was intended to portray the phenomena or the case as a whole in order to identify the process, the problems encountered, the success story, the lesson learned and finally give a recommendation to the institution about the implementation of the program in the future. The data for this research were taken from documents in Directorate of HRD and Language Centre, the University of Surabaya and course participants with the total of 230, divided into three levels: basic one, basic and intermediate. The data were collected using the techniques of document studies, interview and questionnaires. Then, they were analysed deductively and inductively. In order to ensure that the data analysis was valid, two techniques were used, that is, expert consultation and peer evaluation.

## RESULTS AND DISCUSSION

### How the Program Was Designed

Based on the documents of annual program and budgeting designed by the Directorate of HRD, University of Surabaya called SPP 2016-2017, it was found that the English training program was designed with the following steps. The first was the university decision to require the administrative staff of the university to master English communicative skill in response to the internationalization of UBAYA as a “world class university” and request Then, HRD Directorate of UBAYA followed up and put this decision into action. HRD Directorate designed the training program and included it in the annual program of SPP 2016-2017 in June 2016. Next, to execute the training program, HRD Directorate asked UBAYA Language Centre (ULC) to design the details of English training program including the cost and to send the proposal to HRD Directorate in December 2016. Finally, ULC was appointed to execute the training program from January 2017 to June 2017. These steps can be described as follows.



Diagram 1: The grand design of English training program

### *An English training program designed by HRD Directorate of UBAYA*

The design of the English training program for the administrative staff of UBAYA in their annual program of SPP 2016-2017 can be seen in Table 1 below.

Activities of Annual Development Program ( SPP) Work Unit: Human Resources Development (HRD) Budgeting year: 2016/ 2017 Strategic Issue: Quality and Credibility Higher Education Duty. Target: A.1. Enhance the quality assurance of High Education Duty. Main Program: A.1.3 To enhance the quality of the international programs at Ubaya Activities: A.1.3.a. Organize an English training program of basic, elementary, intermediate level to increase the English competence of the administrative staff of Ubaya. PIC 1: 179005-Dra.ec. Endang Ernawati Msi., CSA PIC 2: 193003-Thomas Sixtus Iswahyudi Hari Widodo, S.Sos., Msi Background and rationale: In line with the integration of ASEAN's economy which began in 2016, as well as the internationalization program implemented by UBAYA, non-lecturer employees as support staff should be equipped with English language skills. Based on the data of placement test conducted in the last 2015-2016 budget year, there are quite a number of employees who still need English language training for basic proficiency, elementary proficiency, and intermediate proficiency. The ability of at least mid-level English is needed to support the services of administrative staff when dealing with overseas students or lecturers. Objective: This activity is intended to upgrade and improve employees' English language skills Mechanism and Design: 1. Sort out the TOEIC score data from the results of the placement test. Divide the range of each level to determine the level/level of training;2 determine training schedule;3 carry out training in collaboration with ULC Implementation Schedule: 01-09-2016 as of 31-07-2017 Budget Type: Development Program Source of Fund: UBAYA
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Table 1: The Design of Training Program as Stated in the Annual Development Program (SPP) of the Human Resource and Development Directorate, UBAYA

Seen from the HRD Directorate annual program of SPP 2016-2017, it can be concluded that this program was well-designed. First, the rationale was clearly formulated. As stated in the document, the need for the training was that 1) UBAYA administrative staff should be able to speak English in order to support the internationalization program of UBAYA, in which they have to communicate with the overseas students at UBAYA and 2) based on the TOEIC test, many of the administrative staff were still in elementary level (between 10 – 400). Meanwhile, to perform their job, their English proficiency test of TOEIC should be at the intermediate level. Second, in addition to the rationale, it is realistic. The cost was clearly stated. Most programs fail because there is no money to support the activities. Next, it is time-bound. The program was supposed to be executed in 2016-2017. Therefore, it is easy to measure since it was a one-year program. Last, the target is clear and can be achieved. This is because it has been identified that the level of English competence of the staff was in the elementary level and the target was that after the training, the staff would improve their English up to intermediate level based on TOEIC test.

In reply to the quotation from HRD Directorate, UBAYA Language Centre (ULC) designed the detailed English training program for the administrative staff of UBAYA. Based on the document, the design of the English training program by ULC can be put in a diagram as follows (See Diagram 2 below).



Diagram 2: Course design by ULC

Theoretically, the steps of the design process have been in line with the instructional design model of ADDIE (Analyse, Design, Develop, Implement, Evaluate) proposed by Florida State University in 1980 and developed by Reiser dan Mollenda in the 1990s.

In the first step, analysis, ULC got the information from HRD Directorate about who wanted to learn English, and why they wanted to learn. In addition, ULC knew their level of English competence from the result of the TOEIC test which they had taken before. Finally, it was formulated that the participants were the administrative staff of UBAYA who had taken TOEIC and their score was still under 400. They wanted to learn English in order to speak it.

In the second step, ULC designed the training program. This included the selection of teaching materials, selection of lecturers to teach, the schedule, and the grouping of the participants. All the lecturers were involved in the process of selecting the materials with the focus on the communicative activities. Most topics were related to jobs and business activities in the office, such as making and receiving telephone calls, making schedules, etc. The training was scheduled to meet twice a week with a duration of 100 minutes @ meeting. The attendance was strict, that is, every participant should attend the training at least 80 % of the total meetings.

In the third step, in the implementation, ULC executed the training program. The training was scheduled for 12 meetings and based on the attendance list, the training was attended by 168 administrative staff who were divided into basic 1 and basic 2 their attendance was 80 % average. The lecturers worked as a team so that when one was absent, another one could take over.

In the final step (evaluation), there was a conflict between HRD Directorate and ULC. The conflict arose when the PIC from HRD Directorate wanted ULC to use TOEIC to measure the gain and achievement as a final test. According to them, TOEIC is a reliable English proficiency test internationally recognized. Another reason was that there was consistency between pre-test and post-test. In the pre-test, TOEIC was used to measure the participants' competence and their score was between 10- 930. Those with the score of under 400 should attend the training with the hope that after the training, their score would rise to the intermediate level (400- 600). If we used another tool/test in the final test, their progress was difficult to measure. Finally, instead of

using TOEIC, ULC used oral interview test to measure the participants' progress with the score between 40 – 90 (40-50= poor; 51-69 – average; 70-80 = good; 81-90= very good).

### ***Problems Identified***

Overall, there are two problems identified in the design of the training program. The first one deals with the motivation of the participants. Based on our observation and interview with some participants, we found that some participants are not motivated because they are too old and in the age of retirement. If this program is designed to improve their skill for their job performance, it is useless for them. In short, the participants were not strictly selected, especially their motivation. This program was a top-down policy, so there was no internal motivation for some participants. The second problem deals with the selection of instrument for the final test. There was no consistency between pre-test and post-test. As a result, the progress or gain was difficult to measure.

To summarize the whole discussion concerning how the program was designed, it can be concluded that the grand design is realistic and measurable. The university has a strong commitment to upgrading the English communicative competence of the administrative staff to support the internationalization of UBAYA and this can be seen from its commitment to the budget. The objective of the training program was clearly stated and can be measured because the target is intermediate level according to TOEIC proficiency test. On the other hand, in the step of evaluation, the key performance indicator was difficult to measure because the instruments used in the evaluation was not TOEIC, but oral interview test made by ULC staff. In short, there was a problem in the design of the test instrument.

### **To What Extent the Training Program Was Successful**

All the activities in the annual development program of SPP should state clearly the key performance indicators so that the success is easy to measure. The following can be formulated as the key success indicators in the training program. These indicators are formulated by the Directorate of Quality Assurance in cooperation with the HRD Directorate of UBAYA.

1. There is an improvement in the English proficiency up to an intermediate level which is measurable
2. At least 75 % of the participants are satisfied with the training (schedule, facilities, books )
3. At least 75 % of the participants are satisfied with the lecturers (method of delivery)
4. At least level of attendance of the participants is 80 % of the total meeting.

1. The improvement in English proficiency

Seen from the evaluation at the end of the training, the gain or improvement in English proficiency is difficult to measure. The problem is that the test instrument used in the pre-test and post-test is not the same. Therefore, the gain cannot be seen clearly. It is formulated in the document of SPP annual program of HRD that at present, participants score of English proficiency was in the basic level (150 - 400) and it is hoped that by the end of the training, their score increases up to intermediate level ( 410-600). In fact, the test instrument used in the final/post-test is not written but spoken test made by ULC with the score between 10 - 100. Therefore, the gain cannot be seen and measured as seen below. In short, the training

failed to measure the gain, that is, the level of improvement which could be seen from the pretest and posttest as seen in the following table.

No	Name (initial)	Employee No.	Pre-test (TOEIC, written) (10-990)	Post-test (oral interview, teacher made) (10-100)	Gain
1	MR	201008	210	65	?
2	MU	197034	185	65	?
3	AY	202012	165	75	?
4	WW	204011	220	70	?
5	CH	193012	180	70	?
6	ES	204007	240	68	?
7	SUR	187025	170	60	?
8	MIF	200016	235	75	?
9	RIA	202020	210	65	?
10	SUK	197037	180	75	?

Table 2: Result of pre-test and post-test compared –Level: Basic 1 (Based on TOEIC score)

Let us have a look at the first participant (MR). His TOEIC score in the pre-test was 210. Therefore, he was put in the level of Basic 1 (10-250). Then he attended the training and the drills focused on activities with some reviews on grammatical items. By the end of the training, he took the final test/post-test with the score 65. The question is whether he makes some progress after the training and how much he gains.

The gain or achievement of the individual participant cannot be measured for two reasons. The first mistake is that the instrument used to measure the participant's competence in the pre-test and the post-test is the same. Therefore, they cannot be compared and the result of the post-test score cannot be used to claim whether the program was successful or not. The second mistake is that the oral test was used in the post-test to measure progress and success. This is misleading because the TOEIC is not an accurate reflection of the participant's speaking skill. This is clearly seen in the case of participant number 3 and number 9. The range of the TOEIC score is 10-990 while the range of the oral test is 10-100. The one with the score 165 in TOEIC got 75 in an oral test of the post-test, while the other with 210 in TOEIC got 65 in the oral test of the post-test. How can this case be explained? One possibility is that the questions in the oral test were not valid and reliable since it was a teacher-made test. Progress or achievement cannot be measured.

## 2. The level of participant satisfaction

The level of participant satisfaction can be seen from their satisfaction level with the running of the program and the trainers' method of delivery which as seen in the questionnaires distributed to the participants at the end of the training (see the appendix). The result of the data analysis can be seen in Table 3 below.

Point of evaluation	Level of satisfaction (Those choosing "good or very good")
Punctuality	97 %
Teaching facilities	96 %
Trainer's method of delivery	100 %



Teaching materials	98 %
AVERAGE	98 %

Table 3: Recapitulation of participant satisfaction

The result shows that the participants are satisfied with the training program because on average, their level of satisfaction is more than 80 % which means very high. The data implies that the training was conducted as scheduled and it started and finished on time, the class was well-facilitated, the trainer's method of delivery was fun and easy to understand, not boring, the materials were not too difficult or too easy.

### 3. The participant's attendance

The participant attendance can be seen in the following table, taken from the attendance list of Basic 1 and Basic 2. From the two tables, it is clear that average participant attendance in Basic was 87 % and in Basic 2. 84 % This fact showed that the program was successful because the target stated in the proposal was at least 80 %.

The participant attendance is high for three reasons. First, this training was compulsory and HRD Directorate decided in the beginning that if their attendance was lower than 80 %, there would be some penalty. Second, the training was scheduled during office hours. So, they did not need extra time to attend the course and they had time to meet their co-workers and learn something together. There was no burden. Third, they were aware that English is important for their present and future career.

NO.	Name	Reg. Number	% Attendance	TEST SCORE	Qualification
1	Mo	201008	100%	65	Average
2	Su	192017	100%	75	Good
3	Ja	186006	100%	75	Good
4	I G	192011	83%	75	Good
5	Ud	191009	100%	70	Average

Table 4: Participant attendance and score: Basic 1 ( 5 out of 83)

### Participant Perception of the Training Course

The participant perception of the training course can be seen from their level of satisfaction of the course and what they expect from the course in the future.

First, concerning their level of satisfaction, the data in figure 9 shows that the participants are satisfied with the training with their average level of satisfaction 98 % in the sense that training was very good, seen from the execution ( punctuality, teaching facilities), teaching materials and method of delivery.

Second, in order to get the feedback from the participant, the HRD Directorate designed the questionnaire and distributed it to the participants and the result can be seen in the following table. All the comments and feedback from the participants are tabulated in Table 5 below.

<b>Types of comments/feedback</b>	<b>Rank</b>
1. To have further and continuing training	1 ( the highest)
2. The training is designed for those who really need it	2
3. The time for training needs to be extended	3
4. The training is not scheduled during the classes are going on	4
5. The training materials need to be adjusted to the job context	5
6. More games in the training	6 (the lowest)

Table 5: Comments and feedback from participants

As seen in Figure 12, the motivation to have continuing training comes in the first rank. What can be concluded from this feedback? First, they realize that mastering a foreign language is a long process; it needs consistent and persistent actions. Second, they realize that English is an important means of communication in the globalization era. In UBAYA context, English helps them to perform their jobs since more and more overseas students come to UBAYA every year. The last, the learning and teaching process in the training was good and enjoyable so that they want to have it again and again in the future. This conclusion is in line with their positive comments on the quality of trainers, facilities, and teaching materials which comes up to 98 %.

The feedback/comment in line two is important to discuss further. The point is that not everyone can join the training program - only those who need English to perform their jobs. This is what they want. For example, the staff at the international office need English to communicate with overseas students. The security staff need English because they are in the front line to give directions and information about the location on the campus to overseas students. The administration managers need English for email and telephone conversations. During the training, it was observed that some participants were not motivated they think that they do not need for their jobs. Others think that they are too old to learn because they are in the age of retirement. Therefore, it is not wise to have this program as compulsory for every administrative staff without exception. There should be some selections and needs analysis should be more detailed.

## CONCLUSION

From the discussion above, it is concluded that the grand design of the English language training program for the administrative staff at University of Surabaya (UBAYA) has been designed theoretically and practically in the right track in accordance with the ADDIE model of course design. However, the test instrument used in the evaluation stage is not consistent with the one used in the pre-test. Accordingly, the score of pre-test and post-test cannot be compared to see the progress. In brief, participant progress cannot be measured.

Second, referring to the question of to what extent the training is successful, it is concluded that the implementation and execution of the training are successfully seen from the following: The participant satisfaction level is above the target. In addition, the participants' level of attendance is above the target, due to the strict requirement from the HRD Directorate which makes this training compulsory.

Lastly, concerning the perception of the participants, the result of the data analysis shows that their perception of the training course is positive. The participants want the training program to continue in the future. It implies that they like the training program and activities.

This research is limited to the design of the training program. Future research is recommended to focus on the design of the test instruments to guarantee the measurability. To improve the design and the evaluation of the training program in the future, it is recommended that the target or learning outcome of training should be set in such a way that is realistic and easy to measure. Then, there should be consistency in the measurement tool used in the pre-test and post-test so that that it is easy to measure the success after the training. Last, the participants should be selective in the sense that only those whose jobs are related to the use of English will be given the priority for the training, for example: the international office and security staffs.

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