INSTRUCTIONAL DESIGN OF ENGLISH

AT ACCELERATION PROGRAM OF

SMP NEGERI 1 WONOGIRI:

A MICRO ETHNOGRAPHIC STUDY

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Sutrisno

S200110066

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APPROVAL

INSTRUCTIONAL DESIGN OF ENGLISH
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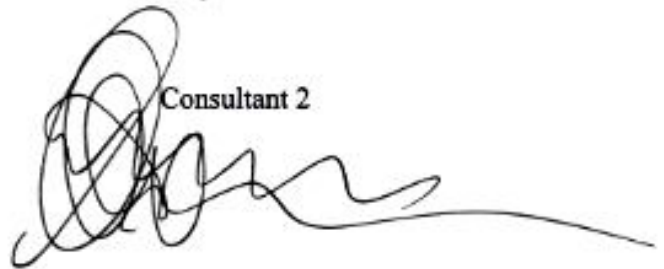## A MICRO ETHNOGRAPHIC STUDY

by

Sutrisno

S200110066

This article has been approved by the advisors on September 1st 2015

Consultant 1

Prof. Dr. Endang Fauziati.

Consultant 2

Drs. Abdilah Nugroho, M. Hum.

ABSTRACT

Sutrisno. "Instructional Design of English At Acceleration Program of SMP Negeri 1 Wonogiri: A Micro Ethnographic Study". Thesis. English Education Department, Graduate School, Muhammadiyah University, Surakarta. 2015.

The objective of the research is to get a clear description of the instructional design of English at acceleration program of SMP Negeri 1 wonogiri in which covers about to know the syllabus used by the teachers, the objective of English teaching learning process, to know the materials, the classroom procedure, classroom activities, teacher's and learner's role, the media, and the evaluation.

The research was conducted in Sekolah Menengah Pertama Negeri 1 Wonogiri, from August 2013 to October 2014. It is qualitative research in the form of ethnography study. The object of the research was the instructional design of English at acceleration program of SMP Negeri 1 Wonogiri.

The data of this thesis were collected from several techniques including observation, interview, and document analysis. In analyzing the qualitative data, the researcher conducted method triangulation to examine the data from interview with the result of the observation, source triangulation to examine the information with the document, and the last is theory triangulation, it is to know the relation among the theories used in this research toward the data research.

The efforts of study reveal an integrated syllabus which categorized into functional syllabus, text-based syllabus, and grammatical syllabus. The learning objectives are general and specific learning outcome. The instructional material is divided into text book, worksheet and hand out. The classroom procedure consisted of three stages namely exploration, elaboration, and confirmation. The classroom activities are oral repetition, identifying key words, answering questions, role play, problem solving, silent reading, questioning, skimming and scanning, constructing a new dialogue or conversation based on the example, and free writing. The media are LCD and tape recorder. The teacher's roles are motivator, guide, manager, explainer, and evaluator. The student's roles are participant, listener, evaluator, tutor for the other learners, and negotiator. The evaluation models are reviewing question, formative test, mid-test, summative test, and national examination.

The research findings of this study imply that the instructional design of English at acceleration program of SMP Negeri 1 Wonogiri has been suitable with the theories of English teaching learning. Therefore, it is recommended that (1) the education stakeholders especially Dinas Pendidikan should give an addition of the frequency to conduct the seminars, trainings and also the short courses for all teachers, (2) School as the institution to conduct the teaching learning process should give the supervision directly to the educational practitioners, especially to the teachers, (3) The teachers should give much attention to method of teaching learning especially how to design the classroom activity, so the students will be highly motivated, the last (4) the other researchers develop some parts which have not been developed in this research.

Keywords : Instructional design, teaching, learning

INTRODUCTION

Education is a creation of human culture which always develops. But, sometimes it gets a decrease in its quality. As the result, it will be damaged in line with the development of era. Ideally, education must be a meaningful thing. Education will be more meaningful if it can educate pragmatically suitable with the human era. Therefore, education must be perceived as a process to give the human a lot of abilities to do and to overcome the life's problems.

Education of a nation with other nations will not be the same for every nation and the State has a certain educational philosophy and goals. It is influenced by various aspects in terms of religion, ideology, culture, and needs of the State itself.

The education conducted in school facilitates the students with various opportunities to develop their prior knowledge. One of the school program is acceleration program. It is a program in which the students can have an opportunity to develop their own talent and competence, so that they are able to finish their study faster than the time determined by certain institution.

Since the role of English as an international language and the dominant language in many fields of activity, the instructional design of English in acceleration program have to meet a proper students' need exactly. The students have to be provided with materials to develop their activities in other subjects. The field of activities such as science, technology, business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, pop music and so on, need a good mastering in English. The result is English has become the common language of scientific discourse in a world where relative development of a nation can best be measured in terms of its access to science through English. On the other hand, especially in education sector, the role of English implies that it is very important to be learned as the foreign language. As a foreign language to teach in a school of acceleration program of Junior High School it needs a clear instructional design.

Instructional design specifically addresses learning through products and contexts which facilitate the development of knowledge (Parrish, 2005). The traditional

methodology of the instructional design field encompasses the analysis, design, development, implementation, and evaluation of instructional processes and products (Reiser, 2001). Other professional fields of design, such as interface design, systems engineering, information sciences, industrial design, technical communications, and new media design have similarly strong understandings in psychology, community context, implementation, and social value (Wilson, 2005).

Richard (2013) stated that there is no best curriculum design and it may differ in any circumstances in visualizing its elements, it is interesting to know how the instructional design in teaching English in acceleration program. The students of acceleration program have a shorter time to accomplish their study compared to the students of regular program. The acceleration program students have to accomplish their study in two years but the regular students accomplish their study in three years. They have to master the same materials but in the different time target to finish their study as defined in syllabus of curriculum contents. The acceleration programs students are necessary to meet a proper instructional design.

Instructional design in teaching learning process, included English is very important. It is why the researcher wants to know the instructional design of English in the acceleration program of SMP Negeri 1 Wonogiri. Therefore the researcher decided to deliver the study with the tittle "INSTRUCTIONAL DESIGN OF ENGLISH AT ACCELERATION PROGRAM OF SMP NEGERI 1 WONOGIRI: A MICRO ETHNOGRAPHIC STUDY.

The research problem was "What is the instructional design applied for the teaching learning process of English in acceleration program of SMP Negeri 1 Wonogiri". From the research problem, it appears some research questions, namely: 1) What syllabus is used by the teachers?, 2) What are the learning objectives?, What are the instructional materials given to students?, What are the classroom procedures?, What are the classroom activities?, What are the teaching media used in the teaching learning process?, What are the teacher's and student's roles?, And what are the evaluation models conducted?.

The objectives of the study is to describe the instructional design in teaching learning process of English at Acceleration Program of SMP N 1 Wonogiri, especially it covers about the syllabus used by the teachers, the learning objective, the instructional materials given to students, the conducting of classroom procedures, the conducting of classroom activities, the teacher's and learner's role, the media used in the teaching learning process, and the conducting of evaluation.

UNDERLYING THEORY

There are many researches done by some researchers discussing about instructional design. It is indispensible for the researcher and may for the reader to catch the more specific and what is the different or similar point between the exploration with the preceded research done by other investigation.

The first research was done by Richards (2013) with the tittle "*Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design*". It studied about the aspects of language teachings and their implications to the instructional design. The study is a literary study in nature. Richards tried to compare three curriculum of language teaching approaches, namely forward, central, and backward design. The differences between the first research undertaken by Richards and the current study lies on the focus of the study and the method. Richards focuses on curriculum design whereas the current study focuses on the curriculum application. The method employed in the first research is literary research, whereas the current study employs ethnographic research. The similarity of the first research and the current study is the subject of the study. The subject is English language teaching practice.

The second research is Neumann and Koper (2010) in their study entitled "*Instructional Method Classifications Lack User Language and Orientation*" studied about the classifications for learning and teaching in order to identify possible classifications for instructional methods. The data analysis technique was done using cluster analysis. The research concluded that a classification of instructional methods is still needed as the reviewed classifications do not provide sufficient quality, purpose-

related setup, or user orientation. Future classification efforts should involve the users in the development to ensure appropriate language and task orientation of the classification. Neumann and Koper focused on a classification of instructional methods and the current study focuses on the instructional design. Neumann and Koper study used literary research.

The third research was revealed by Velasquez and Holguin (2012), in their study entitled "*Describing Two Teachers' Instructional Design for Language Teaching and Its Relation to Colombian Standards for Learning English*" aimed: 1) to describe the instructional design implemented by two teachers at a public high school in Pereira, Risaralda, Colombia; and 2) to associate such instructional design to the language learning standards established by the Colombian Ministry of National Education. the difference lie on the design of the research employed. Velasquez and Holguin's research employs comparative design whereas the current study employs single site study. The method employed is comparative research, whereas the current study employs ethnographic research.

Furthermore, Kuswahyuningsih (2013) in her study entitled "*The Instructional Design of English Teaching at SMK Bina Patria I Sukoharjo*" aimed to study the existence of instructional design is a recent issue in English teaching especially in Vocational High School. The research tried to reveal briefly of instructional design of English teaching at SMK Bina Patria I Sukoharjo in which encompasses syllabus, learning objective, instructional material, teaching design, evaluation and strengths-weaknesses of English teaching. The results are the overview of notional-functional syllabus and the learning objectives are general and specific learning outcome. The instructional material is divided into printed, audio and visual material, The classroom procedure is three patterns namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, and BKOF-MOT-JCOT. The classroom activities are advance organizer, presentation, classroom practice, role play, comprehension, answer question and reading aloud and the media are grouped into two forms; printed media and unprinted media. The evaluation models are dialogue

completion task, multiple choice and cloze procedural text and the kind of evaluation involves formative and summative evaluation.

Another study entitled *"The Teaching of English at the Acceleration Class at SMAN 4 Malang"*. It was written by Desy sulistiyana (2011) and it was intended to describe the teaching process of English in acceleration class at grade X at SMAN 4 Malang in terms of the teaching materials, media, teaching techniques, and assessment used. This study described the teaching process in the acceleration class with a focused on the teacher. This study is descriptive qualitative research. In this case the researcher used observation, interview, and questionnaire which were supported by some instruments, such as observation sheet, interview guide, and questionnaire to collect the data. The study concluded that the teacher used the required textbook entitled Interlanguage and some other additional materials which supported the curriculums applied in SMAN 4 Malang. The teacher used several media in her teaching, i.e. visual, audio, and audio-visual media. The teacher used several teaching technique; they are presentation, question answer, role play techniques. The teacher never conducted the teaching learning process outside the classroom. The teacher also used assessment which was divided into two types; they were ongoing assessment and formal assessment. The teacher in the acceleration class did not use anecdotal record to draw the students' improvement in the teaching of English.

The underlying theory consisted of previous study and theoretical review. The previous study reveals several researchers who have conducted the study of instructional design of English. They are Richards' work (2013) published by *RELC Journal Vol. 44 No. 1,* Neumann and Koper's work (2013) was published by *Educational Technology & Society,* Velasquez and Holguin's work (2012) was published by Universida Technologica De Pereires, Kuswahyuningsih's work (2013) was published Muhammadiyah University of Surakarta, Desy Sulistiyana's work (2011) was provided by Universitas Negeri Malang.

The theoretical reviews consisted of the theories of language teaching and instructional design. The concept of language learning according to Harmer (2005: 7) refers to the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse

capacities including syntax, phonetics, and an extensive vocabulary, the language might be vocal as with speech or manual as in sign. The instructional design, also called method design (Richards and Rodgers, 2001), is the framework through which teachers take the planned learning and teaching actions to a lesson. It usually is an intended set of actions or unconscious behavior because many times teachers represent in actions what they do not seem to be able to express in theoretical orientations. The elements of instructional design stated in Richard and Rodger (2001: 20) defined design as the level of method analysis in which we consider : a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates, c) type of learning task and teaching activities the method advocates, d) the role of the learner, e) the role of teachers and f) the role of instructional material.

RESEARCH METHOD

The type of the research is a descriptive qualitative research. It is used to answer the research questions. In qualitative research, the data collected are words or pictures rather than numbers. Qualitative research is conducted through an intense or prolonged contract with a 'field' or life situation (Huberman and Miles, 1994: 6). There are some kinds of qualitative research. They are biography, phenomenology ethnographic, and case study. The writer used ethnography. Ethnography is a description and interpretation of a culture or social group or system (Creswell, 1988:58).The writer used ethnography because some of reasons: first, ethnography focus on describing and interpretation a culture and social group so, it can be used in teaching learning process of English in classroom, the second, ethnography method offers a document technique about interaction of teaching learning of English between teachers and students, so that it becomed reference to develop inductive theory. The third, ethnography method can expose roles of culture in teaching learning process, especially teacher's roles, student's roles, strengths and weakness, etc.

This research was held at SMP Negeri 1 Wonogiri. It is sited on Kepodang V street Wonogiri. The location of the school is in the middle of Wonogiri city and it can be

reached by public transportation easily. The methods of collecting data were observation, interview, and document analysis. The data collection is triangulation. It carried out event, informant and document. The techniques of analyzing data were reduction data, data categorization, synthesis, and arrange work proportionally.

FINDING AND DISCUSSION

There were eight major matters in the research findings. They were syllabus, learning objectives, instructional material, teaching procedure, classroom activities, teaching media, evaluation model, teachers and students' roles.

1. Syllabus

The syllabus is a lesson plan in a certain subject material covering competence standard, basic competence, learning materials, learning activities, indicators, time allocation, and learning sources/ material/ learning tools. Syllabus is a manifestation of competence standard and basic competence into any learning material, learning activities, and achievement indicators for its evaluation.

Based on the observation, the syllabus employed by the teachers in acceleration program of SMP Negeri 1 Wonogiri was the integrated syllabus. It included the functional syllabus, text-based syllabus, and grammatical syllabus. The first syllabus was functional syllabus. This kind of syllabus focused on communicative competence. When the researcher observed the document of English syllabus of acceleration program at SMP Negeri 1 Wonogiri he found that the functional syllabus was applied when the teachers delivered interpersonal and transactional expression.

The second syllabus applied was text-based syllabus. This kind of syllabus focused the language teaching and learning on the texts which are based on the context. After the researcher observed the document of English syllabus there are short functional text and long functional text.

The third syllabus was grammatical syllabus. The basic concept of Grammatical (or Structural) syllabus is the syllabus that is organized around grammatical items. In this syllabus the focus of the teaching and learning process is

the structure of the language. The plan of the teaching activity is based on the grammatical items. The target outcome is that the students are able to master the language rules. Based on the observation, all material attached in syllabus consist of grammatical issues delivered to the students.

2. Learning Objectives

Learning objectives is a term of what the learner should do as the result of instruction, describes what to be sought to achieve smaller units of learning and describes in terms of observable behavior or performance. Objective should be applicable with the curriculum, should be accurate and should be practicable.

The learning objectives of teaching - learning process in SMP Negeri 1 Wonogiri is formulated into two namely, general objectives and specific objectives. General objective describes an action that the teacher expected to perform after teaching and learning process and Specific Objective is intended to give students clear statement about what they are to do or complete in the learning situation.

3. Instructional Materials

The material is so essential in the classroom. The teachers cannot deliver the instructional design without the existence of material. Richard (2001) argued that instructional materials generally serve as basis for much of language inputs for learners receive and practice language that occurs in the classroom. These may take the form such as: a) Printed material such as book, workbooks, worksheet, b) Unprinted material such as cassette or audio material, videos, computer-based material, and c) Material that comprises both print and unprinted source as self-access material and material on the internet. The instructional material, it absolutely encourages in teaching.

The material is delivered based on syllabus and instructional is the lesson given in one meeting by teacher as a guide for the students to learn. The instructional materials of English in acceleration program of SMP Negeri 1 Wonogiri given to students through text books, worksheet and hand out.

4. Teaching Procedures

People are sometimes confused with the word approach, method, procedure and technique in language teaching. A procedure is an ordered sequenced of technique. Approach is theories about the nature of language and language learning that serves as the source of practice and principle in language teaching. Method is practical realization of an approach, and technique described typical procedure or set of procedure.

From the classroom observation, it can be obtained that the procedures of teaching and learning in the classroom consisted of three stages. Those stages were exploration, elaboration, and confirmation. The stages were applied in teaching the four language skills; listening, speaking, reading, and writing.

5. Classroom Activities

The kinds of activities found in SMP Negeri 1 Wonogiri were various based on the language skill presented in the classroom. In teaching listening there were oral repetition, identifying key words, and answering questions. Role-play and problem solving were applied in teaching speaking and silent reading, questioning, skimming, and scanning were applied in teaching reading. In teaching writing the teacher applied two activities, they were constructing a new dialogue or conversation based on the example, and free writing.

6. Teaching Media

The media attracted the student to understand material and they will not feel bored in teaching-learning process. Media is such as things that can be distributed as the message from the sender to receiver to inspire the sense, mind, and attention and students interest in fabricating instructional design successfully. The teaching media which were used by the English teachers of SMP Negeri 1 Wonogiri were LCD and Tape Recorder.

7. The Teachers' and Students' Roles

Teaching is regarded as something that teachers do in order to bring about change in learner. Teachers' role are main factors which provoke the learner attains their achievement in instructional design. Hammer (1987: 56) defined that the role of

teacher in instructional design as facilitator, manager and organizer, assessor, prompter, observer, investigator and researcher. Based on the researcher's observation in the classroom the roles of teachers at SMP Negeri 1 Wonogiri were motivator, guide, manager, explainer, and evaluator.

The role of student is concerning the learning activities undertaken. It is attached in teacher's roles. Based on writer observation, there were some learner's roles shown by students in instructional design of English. The student's roles were as participant, as a listener, as an evaluator, as a tutor for the other learners, and as a negotiator in instructional design of English.

8. The Evaluation Models

Richard (1997: 17) stated that evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability and efficiency of a program to facilitate decision making. Evaluation is a device to make score of students' competence. Based on the explanation from the curriculum vice headmaster and the English teachers, it can be concluded that kinds of evaluation in SMP Negeri 1 Wonogiri consist of Reviewing Question, Formative test, Mid-Test, Summative test, and National examination.

DISCUSSION

The discussion of the research stated the comparison among the current study to previous research finding and underlying theory. The researcher also extended the previous research and underlying theory in different point. The researcher found that the study attempted to complete the previous research. Therefore, the current study was good on instructional design of English, but the researcher was aware that it had weakness. This study endeavored to give differences and similarity between previous finding and current finding.

The first was the syllabus which was used in acceleration program of SMP Negeri 1 Wonogiri was integrated syllabus. It was a syllabus compacted from the syllabus used in the regular class. The syllabus that was applied was the combination of functional

syllabus, text-based syllabus, and grammatical syllabus. The model of syllabus is different with Maryani's work (2011) which focused on lexical where it identified a target vocabulary to be taught normally arranged according to level (Richards, 2001). The model of syllabus was also different with Kuswahyuningsih's work which focused on notional-functional syllabus.

The second was learning objectives. The learning objectives of teaching - learning process in SMP Negeri 1 Wonogiri was categorized into two namely, general objectives and specific objectives.When researcher compared to previous findings, it will be different from Richard's work (2013), Neumann and Koper's work (2010), Wang, Song, Xia, and Yan's work (2009), Xantou and Pavlou's work (2011) and Velasquez and Holguin's work (2012). Velasques and Holguin (2012), for example, concluded that in all classes, the classroom activities aimed at developing grammatical competences over communicative and vocabulary ones. It also had similarities with the previous findings of Kuswahyuningsih's work (2013) and Desy Sulistiyana's work (2011). As the findings were based on the School Level Based curriculum (SLBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP), the learning objective will be general and specific objectives. But they are different in detail. The learning objectives in vocational school are different with the general high school as stated in each syllabus.

The third was instructional materials. The instructional material for the acceleration program of SMP Negeri 1 Wonogiri was available in the form of text book, hand out and worksheet. The delivering instructional material is harmonized to Richard's theory (2001:252) that the instructional material is source of activities for learner to practice and communicative interaction. In Kuswahyuningsih's work (2013) showed that the teachers used printed material, audio material and visual material and Sulistiyana (2011) described that Interlanguage textbook and the material from internet and newspapers were used as the instructional material.

The forth was the classroom procedures. The researcher found that the teachers used the classroom procedures of the opening activity, main activity, and closing activity. The researcher focused on the main activity which was elaborated into exploration

activity, elaboration activity and confirmation activity. The current study compared with the previous findings, it was apparent that there was a difference on the procedures applied in vocational school research by Kuswahyuningsih.   Kuswahyuningsih's work (2013) used the procedures of BKOF, MOT, JCOT and ICOT. This term is taken from GBA which was declared by Rodger in Fauziati (2001:87). She found the classroom procedure in three patterns namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, and BKOF-MOT-JCOT.

The fifth was the classroom activities. Kuswahyuningsih (2013) in her research about Instructional Design of English Teaching in vocational school found some teaching learning activities in the classroom. The classroom activities are advance organizer, presentation, classroom practice, role play, comprehension, answer question and reading aloud. On the other hand, the research by Sulistiyana (2011) in her research about English teaching learning process at acceleration program of senior high school found presentation, question answer, role play as the classroom activities. She also described about the classroom activity more in detail. For teaching listening, the teacher much more used indentifying words from the songs or the stories, In teaching speaking, role-play and oral drills were often used, reading with understanding in teaching reading and the last, copying some words and free writing. There were similarities and differences to the current study. The similarities will be on some parts of activities, for example role-play and free writing are often applied by teachers to the students. The differences were that in the acceleration program the activity much more giving exercises and tasking.

The sixth was the teaching media. It had similarities in the finding of media in the teaching learning process. It showed that the use of the variety of media have an effort to make the students more interested. The media applied at Wang, Song, Xia, and Yan's work (2009) and Maryani's work (2011) are computers. Then the media in Kuswahyuningsih's work (2013) are grouped into two forms. The first is printed media such as picture, rainbow envelop and colorful letter. The second is unprinted media entails slide, cassette and compact disk. Sulistiyana (2011) used several media in her teaching, i.e.

visual, audio, and audio-visual media. For the common media used was audio visual media like movies.

The seventh was the teacher's roles and the student's role. There would be no significant differences in teacher's role. It means that all teachers have realized their duties as teacher and educator at a whole. But, there will be a little difference in teaching learning process in elementary school. The role of teacher was much more as the tutor. It can be realized that teaching for children will different to teaching adults. The learner's segment really influences to the some roles of students. It means that the segment of the learner's characteristics have an implication to the some roles owned by the learners. For example, the researches in pre elementary and elementary school, junior high school, and senior high school. The learner of pre elementary and the elementary school was most as the participant and listener, but in junior and senior high school, the learners have the variety of roles. It can be seen in the Velasquez and Holguin's work in their research at public high school. The roles that most of the students performed were active listeners and respondents. There will be a lot of similarities with the roles of learners in SMP Negeri 1 Wonogiri because the students in this level were included into advance learners, so they will play some roles.

The last was the evaluation model. The evaluations obtained in the current study were periodical test, midterm test, semester test, and final examination for the ninth grade students. Not far different with other findings, for example the research findings in elementary school, in vocational school, and in senior high school, they also stated and informed the same form of evaluation like in SMP Negeri 1 Wonogiri. The difference is just on the time to hold the midterm test and semester test for acceleration program students. They will have come first than others. It was caused by the certain target of the material at this program.

CONCLUTION

The study revealed the instructional design of obviously. It described all component of instructional design of English at acceleration program of SMP Negeri 1

Wonogiri. All of the aspects had been unearthed briefly on research finding which involveed syllabus, learning objective, instructional material, classroom procedures, classroom activities, teaching media, student's roles and teacher's roles, and evaluation. The research study conducted ethnographic study where the researcher was engaged on observation, interview and document analysis in collecting the data. The research had pedagogical implication that instructional design of English which is absolutely needed to prepare student's competence in facing the globalization era. Therefore, the researcher delivered some suggestions to English teacher in order to motivate the student in classroom engagement, apply the diverse method in teaching-learning process and pay more attention in EEK step in order the classroom atmosphere becomes comfortable and useful. The writer also recommended to future researcher to widen the scope of research field.

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