THE LEARNING OBJECTIVES FOR EFL CLASSES: A CASE STUDY IN THREE SECONDARY SCHOOLS IN JAKARTA

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A Thesis submitted in Partial Fulfilment of the Requirement for

The degree of "Sarjana Pendidikan"

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2011

ABSTRACT

Shanty Septyaningsih. *The Learning Objectives for EFL Classes: A Case Study in Secondary Schools.* Skripsi. English Department Faculty Languages and Arts State University of Jakarta. 2011.

This study was meant to review the learning objectives for English as Foreign Language (EFL) classes stated in lesson plans and classroom teaching. The learning objectives were classified based on the kinds of learning objectives reflected from Richards' (2001) language and non-language outcomes. The non-language outcome was assumed to provide more meaningful environment in language learning. Under the non-language outcomes, there were five curriculum ideologies (academic rationalism, social and economic efficiency, learner-centeredness, social reconstructionalism, and cultural pluralism) to refer. From the theories, the classification was developed into competency, content, language and learning strategies based. In this study, the review was based on the learning objectives stated in lesson plans and classroom teaching. The interviews were conducted to clarify the review. Based on classification, it was found that the most of learning objectives referred to language based. It was implied that language learning in secondary schools in Jakarta was mostly oriented to language-based learning. In this case, the implications of learning objectives in the classroom teaching indicated that the teachers mostly still referred to language based even though the competency and content based were involved in certain parts of teaching.

ABSTRAK

Shanty Septyaningsih. *Indikator Pembelajaran untuk Kelas Bahasa Inggris sebagai Bahasa Asing: Studi Kasus di Sekolah Menengah.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengkaji indikator pembelajaran untuk pemelajran bahasa Inggris sebagai bahasa asing yang dinyatakan pada Rancangan Pelaksanaan Pembelajaran (RPP) dan pembelajaran dalam kelas. Indikator pembelajaran diklasifikasikan berdasarkan jenis indikator pembelajaran bahasa seperti yang tercermin dalam target pembelajaran bahasa dan bukan bahasa oleh Richards (2001). Target pembelajaran bukan bahasa diasumsikan menyediakan lingkungan yang lebih bermakna dalam pembelajaran bahasa. Dibawah target pembelajaran bukan bahasa, terdapat lima ideologi kurikulum (rasionalisme akademik, keefektifan sosial dan ekonomi, siswa sebagai pusat pembelajaran, rekonstruksi sosial, dan keanekaragaman budaya) untuk dirujuk. Dari teori tersebut, pengklasifikasian dikembangkan menjadi berdasarkan pengembangan kompetensi, penguasaan pokok bahasan, penguasaan kebahasaan, dan strategi belajar. Pengkajian didasarkan pada indikator pembelajaran yang disebutkan pada RPP dan dinyatakan dalam kelas. Wawancara dilakukan kejelasan kajian. Berdasarkan klasifikasi, telah ditemukan bahwa sebagian besar indikator pembelajaran mengacu kepada penguasaan kebahasaan, beberapa dari indikator pembelajaran tersebut mengacu pada pengembangan kompetensi berbahasa, sedikit yang mengacu pada penguasaan pokok bahasan. Hal ini menyiratkan bahwa pembelajaran pada tingkat menengah lebih berorientasi pada penguasaan kebahasaan dan tidak ada yang didasarkan pada strategi belajar. Pada kasus ini, implikasi dari indikator pembelajaran yang disebutkan pada RPP dan pengajaran di kelas menunjukkan bahwa guru-guru tersebut masih lebih banyak mengacu pada penguasaan kebahasaan walaupun pengembangan kompetensi berbahasa dan penguasaan pokok bahasan dilibatkan dalam beberapa bagian.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

A. Background of the study

This study was meant to review learning objectives for English as Foreign Language (EFL) stated in the lesson plan and classroom teaching. The learning objectives were classified based on the kinds of learning objectives reflected from Richards' (2001) language and non-language outcomes. The non-language outcome was assumed to provide more meaningful environment in language learning. Under the non-language outcomes, there were five curriculum ideologies (academic rationalism, social and economic efficiency, learner-centeredness, social reconstructionalism, and cultural pluralism) to refer. From the theories, the classification was developed into competency, content, language and learning strategies based. The review was based on the learning objectives stated in lesson plans and classroom teaching. Some interviews were conducted to clarify the review.

Learning objectives reflected the curriculum approaches applied in educational systems. It was stated in Richards (2001: 112) that in deciding aims and objectives, planners choose from among alternatives based on assumptions about the role of teaching and of a curriculum. Therefore, it is crucial to conduct this research since learning objectives that reflecting language curriculum have been developed to be meaningful in certain contexts.

Richards (2001: 122) implied that an objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its

different components. Moreover, he also suggested that the objectives of a language program refer to knowledge, skills, and values that educational planners believe learners need to develop. It was related to Brown (2001: 150) that objectives are most clearly captured in terms of stating what students will do. It should be clearly stated what students will do in class in order to achieve something.

In school based curriculum which is known as KTSP (Kurikulum Tingkat Satuan Pendidikan) guidance (2006: 1), it was stated the implication of language learning is that students will be able to communicate in the target language and take apart in society where the target language is used. Therefore, it was assumed that the four kinds of learning objectives under the curriculum perspectives referring to Richards (2001) represented language curriculum approaches that have been developed to be meaningful in the context of KTSP.

Some researches related to objectives, Tumposky (1984), in his study *Behavioral Objectives, the Cult of Efficiency, and Foreign Language Learning: Are they Compatible,* exposed the aspects that teachers of English as Second Language (ESL)/English as Foreign Language (EFL) and foreign languages must consider in administering behavioral objectives so that they teachers and students do not feel stressed of the existence of them, otherwise, the goal of learning can be accomplished.

Biggs (2003), in his study *Aligning Teaching and Assessing to Course Objectives,* proposed an approach to curriculum design which he called Constructive alignment (CA). The statements of objectives in the study came to the first step of the system, called Desired Learning Outcomes (DLOs). He put three points in setting objectives: 1. the criteria and assessment must be authentic to the discipline, 2. the way

one behaves changes in the topic area, and 3. teachers need to specify such "performance of understanding".

B. Definition of terms

1. Learning objective

Learning objectives are the specific purposes of what learners will gain at the end of programs.

2. Ideology

Ideology is what a person believe and something that becomes a goal.

3. Competency – based objective

Competency – based objective is the result of the learning that focuses on developing life skills.

4. Content – based objective

Content – based objectives is the specific purpose that emphasizes on mastering subject matters.

5. Language – based objective

Language – based objective is the specific learning process that the focus relies on linguistics aspects.

6. Learning strategies – based objective

Learning strategies – based objective is the objective which is based on self-development to learn.

C. Research questions

What kinds of objective are stated in the lesson plans and classroom teaching?

D. Purposes of the study

To portray and classify learning objectives stated in lesson plan and classroom teaching

E. Method

This research will be conducted as a case study. The data are collected by document analysis, observation and interview. The subjects of this study are three teachers: a Senior High School teacher and two Junior High School teachers. The materials are lesson plans of each teacher and classroom observation records.

F. Significance of the study

The study will be beneficial for teachers in stating objectives. The data of this study will reveal the real condition of objectives stated in lesson plan and in classroom teaching. The result will show the dominant language learning mostly used by the teachers. It will be beneficial for further researcher to treat the topic in different methods.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will elaborate English learning objectives, classification of learning objectives, stating objectives, research justification and theoretical framework.

A. English Learning Objectives

English learning objectives are the outcomes as a result of an English learning program. Generally, objectives are the results that the students will get at the end of the program. Objectives are statements about how the goals will be achieved. Through objectives, a goal is broken down into learnable and teachable units. By achieving the objectives, the goal will be reached. For this reason, the objective must relate to the goal (Kathleen, 2000: 76). In addition, objectives are precise statements about what content or skills the students must master in order to attain a particular goal (Brown, 1995: 21). From the definitions of objectives above, objectives are precise, specific, and observable statements.

To identify the objectives, some characteristics are pointed out by Richards (2001: 123). Objectives generally have the following characteristics:

1. They describe what the aim seeks to achieve in terms of smaller units of learning.
2. They provide a basis fro the organization of teaching activities.
3. They describe learning in terms of observable behavior or performance.

Nunan (1988: 64) also argued that most syllabus planners who advocate the use of performance objectives suggest that should contain three components. The first of these, the performance component, describes what the learner is to be able to do, the second, the condition component, specifies the conditions under which the learner will perform, and the final component, the standards component, indicates how well the learner is to perform.

B. Classification of Learning Objectives

In the language curriculum, objectives can be classified into two types: language and non-language outcomes. Richards (2001: 127) pointed out that sound objectives in language teaching are based on an understanding of the nature of the subject matter being taught (e.g., listening, speaking, reading, writing), an awareness of attainable levels of learning from basic, intermediate, or advanced-level learners, and the ability to be able to describe course aims in terms of logical and well-structured units of organization. As Richards (2001: 133) stated that if the curriculum seeks to reflect values related to learner centeredness, social re-constructionism, or cultural pluralism, outcomes related to these values will also need to be included. Because such outcomes go beyond the content of a linguistically oriented syllabus, they are sometimes referred to as non-language outcomes.

Jackson (cited in Richards 2001: 134) pointed out that non-language outcomes are essential prerequisites for on-going and meaningful involvement with the process of language learning and learning in general. Gronlund (cited in Brown: 1995) provided additional lists of useful verbs for various types of behaviors, two of which are of particular interest in language programs: language behaviors and study behaviors. The

language behaviors are the verbs used to describe language outcomes and the study behaviors refer to non language outcomes.

Other Useful Words to Use (adapted from Gronlund 1978)

Language Behaviors :

Abbreviate	Edit	Punctuate	Speak	Tell
Accent	Hyphenate	Read	Spell	Translate
Alphabetize	Indent	Recite	State	Verbalize
Articulate	Outline	Say	Summarize	Whisper
Call	Print	Sign	Syllabify	Write
Capitalize	Pronounce			

Study Behaviors

Arrange	Compile	Itemize	Mark	Record
Categorize	Copy	Label	Name	Reproduce
Chart	Diagram	Locate	Note	Search
Circle	Find	Look	Organize	Sort
Cite	Follow	Map	Quote	Underline

In this study, the non language outcome is seen through the difference approaches, Competency-based outcomes and Content-based instructions and learning strategies. Richards (2001: 129) stated that competencies refer to observable behaviors that are necessary for the successful completion of real world activities. According to Richards & Rodgers (2001: 141) "Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching". In

Competency-Based Education (CBE) the focus is on the "outcomes or outputs of learning" and the center of this educational movement is what the "learners are expected to do with the language" (Richards & Rodgers: 2001: 141). Competency-based Language Teaching "is designed not around the notion of subject knowledge but around the notion of competency" (Richards & Rodgers, 2001: 144). Therefore, the focus is on how the students can use the language instead of their knowledge about the language. Schenck (1978: http://teflpedia.com/Competency-based_Language_Teaching) points out that the teacher provides a list of competencies which the course is going to deal with, and these are "typically required of students in life role situations".

Richards and Rogers (2001: 146) pointed out eight key features of competency-based language teaching. **The first one** is that it focuses in successful functioning in society meaning that language which is taught is to fulfill the demand of the real world. **The second one** is the focus on life skills so that language is taught as a medium of communication in concrete tasks. **The third one** is task/performance – centered orientation meaning that the focus is on what the students can do with the language not on what the students know about the language. **The fourth one** is modularized instruction that emphasize that the competencies are systematically arranged. **The fifth one** is explicit outcomes so that students know exactly what are expected from them. **The sixth one** is that continuous and ongoing assessment. **The seventh one** is the demonstrated mastery of performance objectives meaning that the assessment is based on the students' performance of specific behaviors instead of paper-pencil tests. **The last one** is students-centered instruction which means the focus is on the progress the individual students make at their own rate.

Moreover, Richards (2001: 114) acknowledged that one of the justifications for academic rationalism is the intrinsic value of the subject matter. He also implied that the content matter of different subjects is viewed as the basis for a curriculum and mastery of content is an end in itself rather than a means to solving social problems or providing efficient means to achieve the goals of policy makers. Curtain and Pesola (1988: 25) elaborated that some Foreign Learning in Elementary Schools (FLES) programs are content-enriched, which means that some subject content is taught in the foreign language and that more than an hour a day (but less than half the day) is spent in the foreign language. Therefore, content-base teaching is the teaching approach that put the target language as a mean to deliver other subjects beyond language itself.

Another kind of learning objectives referring to Richards (2001) is learning strategies. This term belongs to an educational philosophy acknowledged by Richards (1998: 117), learner-centeredness. Clark (cited in Richards 1998: 117) assumed that education is a means of providing children with learning experiences from which they can learn by their own efforts. Oxford (cited in Richard, 1996: 63) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable in new situation. She also suggests that language learning strategies have the following features. Those are that they contribute to communicative, allow learner to become more self-directed, expand the role of teachers, are problem oriented, are specific action taken by the learner, involve many aspects of the learner, support learning both directly and indirectly, are not always observable, are often conscious, can be taught, are flexible, and are flexible of a variety of factors.

In the *KTSP* guidance (2006), it is stated that language has a central role in intellectual, social and emotional development of learners and a key to achieve all the academic skills. It is also suggested a model in language learning adopted from Celce Murcia and Dornyei and Thurrel (1995, cited in Puskur), as diagram 1.
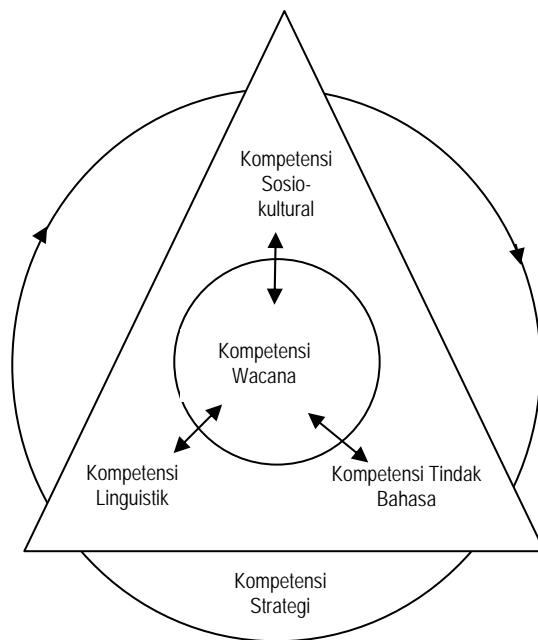

Diagram 1: Model Kompetensi Komunikatif (dari Celce-Murcia et al. 1995:10)

From the diagram above, the discourse competence is in the circle surrounded by the triangle and the triangle is in the bigger circle. It shows that the most important point in the language learning is discourse competence which is the competence to communicate written and orally.

C. Stating Objectives

Stating objectives is the prior part in lesson planning. Objectives have to be the first thing that a teacher should think about before teaching. Richards (2001: 120) pointed out that in curriculum discussions, the terms goal and aim are used interchangeably to refer to a description of the general purposes of a curriculum and objective to refer to a more specific and concrete description of purposes. Goals and objectives should be dynamic and flexible. If you are developing ones for a new course, they will probably become clearest once the course is over and you can look back at what you and your students were and were not able to do (Graves, 2000: 93).

The discussion above revealed that objectives are very crucial in planning a lesson. Some benefits can be obtained from setting clear and observable objectives. Objectives can be useful to act as a guide to the selection of the other elements in the curriculum, to provide a sharper focus for teachers, to give learners a clear idea of what they can expect from a language programme, to help in developing means of assessment and evaluation (Nunan, 1988: 61). Once objectives are in hand, the basic elements of the students' needs can be analyzed, assessed, and classified to create a coherent teaching/learning experience. In short, objectives provide the building blocks from which curriculum can be created, molded, and revised (Brown, 1995: 75).

Furthermore, Brown (1995: 94) showed some benefits of the use objectives. Objectives help teachers to alter the students' needs into teaching points. By clarifying objectives, a teacher can simply organize the teaching learning activities, adopt, develop, or adapt the materials, and evaluate students at the end of the progress. Richards (2001: 123) also some points about the advantages of stating objectives:

1. They facilitate planning: once objectives have been agreed on, course planning, materials preparation, textbook selection, and related processes can begin.

2. They provide measurable outcomes and thus provide accountably: given a set of objectives, the success or failure of a program to teach the objectives can be measured.

3. They are prescriptive: they describe how planning should proceed and to away with subjective interpretations and personal opinions.

Roberts (1972: 228) also suggests it is necessary to state the lesson objective as exactly as possible: (1) to state just what language items are to be taught, (2) to state how this is done. This enables (3) the lesson objective to be made clear to the learner (4) it enables the teacher and learner to know when the objective has been achieved.

In the classroom teaching, it is essential to state objective clearly. Students will be more aware to the focus of what they are taught and will know what the expectations of learning are. As Edwards-Groves (2002: http://www.myread.org/explicit.htm) stated, when the learning objectives are blurred or implicit, many students may find the integration of implicit references to aspects of literacy confusing or even impossible. Stating objectives clearly is very important as it is used in SIOP (Sheltered Instruction Observation Protocol). The purposes of clear stating objectives in SIOP, Ecqevarria (2008: http://www.misd.net/billingual/ELL.pdf.htm) are to remind teachers of the lesson focus, to provide a structure to classroom procedures, to allow students to know direction of the lesson, and to supply way for students and teachers to evaluate lesson in light of content objectives.

D. Research Justification

Some studies have been found related to the variable in this study, learning objective. In their action research, *Learning Objectives: Posting and Communicating Daily Learning Objectives to Increase Students' Achievement and Motivation*, Althoff,

Linde, Mason, Nigel and O'Reilly (2007) proposed an intervention and analysis to High School students. The result shows that there was in increased students' achievement and motivation after posting and communicating learning objectives to students.

Related to objective setting, Roberts (1972: 224) pointed the differences between aims and objectives. He stated that the term aims reserved for long-term goals such as provide the justification or reason for teaching second languages and that objectives be used only for short-term goals, such as may reasonably be achieved in a classroom lesson or sequence of lessons. Furthermore, Biggs (2003) proposed an approach called CA (Constructive Alignment) in which constructive refers to the students who construct meaning from the meaningful learning and alignment refers to what teachers do to bring the students to achieve the objectives.

In addition, Andrade (in Richards 1998: 101-104) in her study, *The Introduction of Course Objectives and Criterion-Referenced Tests,* course objectives and testing were addressed to assist new teachers in the program, to identify what should be taught in each class, and to increase the value of course work for students. The result from the study is that the teacher and students offered positive feedback.

Moreover, Waller (http://www.naacls.org/docs/announcement/writing-objectives.pdf) proposed a unit to assist teachers write objectives using a standard protocol. He stated there are four components of an objective: action verb, conditions, standard, and the intended audience. The action verbs are categorized by domains of learning and various hierarchies. The domains of learning are the cognitive domain that emphasizes thinking, the affective domain highlighting attitudes and feelings, and the psychomotor domain featuring doing. O'Bannon (2002), in his article *Instructional objectives,* mentions some factors toward instructional objectives. He pointed out about

the definition of instructional objectives, their function in teaching learning program, the strategy to state them and their classification.

In other fields, learning objectives also affect in the learning process. Zales (http://archives.math.utk.edu/CTM/FIFTH/Zales/paper.pdf), in her study *Improving Student Achievement in Mathematics Through Active Learning,* stated that stating the lesson objective in the introduction to the lesson is one of the two important strategies that a teacher can use to improve students involvement. She also proposed the way how to state objective and ask questions appropriately. The result shows that when the teacher states the objective precisely, both the teacher and students know what is expected cognitively.

E. Theoretical Framework

Learning objective is an observable statement of what the students have to achieve at the end of the program. The learning objectives are stated in the lesson plan as guidance to develop materials, activities, and assessments of a program. Learning objectives also need to be stated in classroom teaching explicitly so that teachers can focus on what they will deliver and students know what they are expected to do.

This study was meant to portray and classify learning objective stated in lesson plan and classroom teaching. The kinds of learning objectives are competence – based outcomes, content – based instruction, language – based objectives and learning strategies. The concept of categorizing learning objectives into those four kinds is that in Richards (2001). The interpretation of the learning objective will be about the dominant kinds of learning objectives stated by the teachers.

Based on the conceptual framework built, the following is the grid of the instruments used in this study to answer the research question:

Competency-Based, Language-Based, Content-Based, and Learning Strategies – Based Objectives

o.	Kinds of objective	Theories	Indicator
	Competency – based	The focus is on the "outcomes or outputs of learning" and the center of this educational movement is what the "learners are expected to do with the language" (Richards & Rodgers: 2001, p.141)	• The objectives are product oriented. • The objectives focus on real life skills. • The objectives are stated explicitly. • The objectives are in form of observable behavior.
	Language – based	Sound objectives in language teaching are based on an understanding of the nature of the subject matter being taught (e.g., listening, speaking, reading, writing), an awareness of attainable levels of learning from basic, intermediate, or advanced-level learners, and the ability to be able to describe course aims in terms of logical and well-structured units of organization (Richards, 2001: 127)	• The objectives are process oriented. • The objectives focus on linguistic aspects (phonetic & phonology, morphology, syntax, semantics, pragmatics, and the lexicon). • The objectives are not always stated explicitly. • The objectives are in form of observable behavior.
	Content – based	Some FLES programs are content-enriched, which means that some	• The objectives are process oriented. • The objectives

		subject content is taught in the foreign language and that more than an hour a day (but less than half the day) is spent in the foreign language (Curtain and Pesola, 1988: 25).	focus on subject content. • The objectives are not always stated explicitly. • The objectives are in form of observable behavior.
	Learning strategies - based	Learning strategies are the specific procedures learners use with individual learning tasks (Richards, 1996: 63).	• The objectives are problem oriented. • The objectives focus on learning. • The objectives are not always stated explicitly. • The objectives are in form of observable and unobservable behavior.

CHAPTER III

METHODOLOGY

A. Research Design

The research design used in this study is case study. Johnson (1992: 75) stated that a case study is a study of one case. In this study, the case is teachers' decision making in stating objectives. Based on Johnson (1992: 75) also, the purpose of a case study is to describe the case in its context. Therefore, the researcher in this study intends

to show teachers' decision making in stating objectives in curriculum implementation as the context of this case.

B. Subjects and Materials of The Study

The subjects of this study are teachers. Totally, there are three teachers; two are SMP teachers and one is an SMU teacher. Randomly, they are from SMP Islam Al-Mutaqqin, SMP N 99 Jakarta, and SMU Global Mandiri. The teacher from SMP Islam Al-Mutaqqin has been teaching for two years at that school and has graduated from English Department of UNINDRA. The teacher from SMP N 99 Jakarta has been teaching for a year at that school and has just graduated from English Department of UNJ. The teacher from SMU Global Mandiri has been teaching two years at that school and has graduated from English Literature of Persada University.

The materials in this study are the lesson plans used by the teachers and classroom observation records. It is not the whole parts of lesson plan that will be examined but only the objective part. The classroom observation records are used to know whether the objectives are stated implicitly or not.

C. Data Collection Method

The data are collected using document, analysis, interview, and observation. The researcher examined the objectives part of lesson plan. The second data are from the observation conducted from January until February. The lesson plans, the camera recorder, and a note book are prepared in observation. After finishing the observation, the recording and foot note as the observation results and the lesson plans are analyzed.

1. Document analysis

    Document which is analyzed in this study are lesson plans from each teacher. The part of lesson plan examined is the objective statement. The objectives statements then classified which ones belong to competency - based outcomes, content – based instruction, language - based objectives and learning strategies.

2. Classroom observation

    The observation is used to investigate how the teacher state objectives in the classroom. It is conducted also to know the implication of objectives in lesson plans and whether they are stated implicitly or explicitly. What the statements of objectives are if they are stated explicitly and in what parts of the classroom teaching if they are implicitly stated.

3. Interview

    The interview is conducted to crosscheck what have been found from the document analysis and the classroom observation. The questions are about teachers' understanding of objectives and how they deal with them in their lesson planning and teaching.

D. Data Interpretation

    The data is interpreted by using narrative method. The researcher analyzes the data and describes this study by writing narrative according to what happen in this case study. Greene in Giovannoli (http://www.sonic.net/~rgiovan/essay.2.PDF) in his study, *The Narrative Method of Inquiry,* stated that narrative research can be used to pilot a

study and gather information that will help to design the most appropriate objective research tools; it can be used to gain greater depth into a small sample within the larger context of a population that has been surveyed with objective measures; or it can be used as the sole evaluation of a real-life problem.

The data were analyzed to classify the learning objectives into competency - based outcomes, content – based instruction, language - based objectives and learning strategies. From the analyses, the data were interpreted based on the dominant kinds of learning objectives stated in lesson plans and classroom teaching.

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