

**DESIGNING ACCESSIBLE ENGLISH MATERIAL BASED ON 2013 CURRICULUM
FOR THE SEVENTH GRADE JUNIOR HIGH SCHOOL OF SMP N 3 KASIHAN IN
ACADEMIC YEAR 2017/2018**

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The objective of this research was to design accessible English materials to teachers which ease them in teaching English to junior high school. The next objective was to find out the feasibility of the appropriate design of accessible materials to teachers for the English Learning of the Seventh Grade Students of Junior High Schools at the SMP N 3 Kasihan.

This research is Research and Development (R&D). The steps of this research consisted of the need analysis, developing the materials, evaluating the first draft of the materials, revising the first draft, implementing the second draft, and writing the final draft. The instruments of the data collection were questionnaires, an interview guide, and observation guide. The types of the data were quantitative and qualitative. They were analyzed quantitatively and qualitatively. The materials were evaluated and revised based on the data obtained.

The result of the study shows that the designed materials had the feasibility of appropriate design of Accessible English Materials to Teachers proposed by the experts. The result of the expert judgement questionnaires also showed that the mean of material aspect was 4.02 (Very Good).

Therefore, the characteristics of good materials were 1) matching with standard and basic competencies, 2) providing materials which are interesting, motivating, suitable, and organized from easy to difficult level, 3) making the students communicate, interact other friends in English and more active in English class, 4) consisting of individual, pair and group work, 5) including integrated skills, 6) providing songs and games which are appropriate with the topics, easily mastered by the teacher, various, interesting, motivating the students, and having clear games rule. Then, good manuals should be easy to use, suit with the teacher' needs, and providing clear instructions, while good media should be interesting, motivating, and easy to use.

Keywords: Design Accessible English Materials to Teachers, 2013 curriculum, Seventh grade junior high school.

INTRODUCTION

The new 2013 curriculum demands students' activeness about teaching and learning in the classroom. The curriculum focuses more on the students' activities than the teacher activism, which is called students centered. According to (Directorate of High School Development, Directorate General of Primary and Secondary Education, Ministry of Education and Culture, 2017) students are required to think critically during classroom teaching, which refers to Higher Order Thinking Skills (HOTS) and literacy. HOTS indicators include thinking critically and solving problems, creation and innovation, communication, and collaboration. Literacy skills include information literacy, media literacy, and technology literacy.

So, it is undeniable that the curriculum. That is developed on the basis of competence is needed as an instrument to form students into qualified, devoted, homeless, tolerant, respectful diversity, honest, fair, empathy, compassionate, respectful, simplistic, forgiving, low-hearted, integrity, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, appreciation of achievement, friendship, peace of mind, love to read, caring environment, social care, responsibility, and courage.

The implementation of 2013 curriculum on teaching English at junior high school is still bewildered. Most of teachers do not understand well about the curriculum. English teacher of the seventh grade of SMP N 3 Kasihan Yogyakarta uses Grammar Translation Method (GTM) where the activities are almost the same in every teaching and learning process. This is incompatible with 21st century competencies. Teachers only use one book to teach students with the same activities, such as giving material by writing on the blackboard and asking students to write it in their books. After that, the teacher asks the students to read aloud in turn. Then, the students do the exercises in the worksheet or Student Worksheet (LKS).

Many students are still unable to develop their potential, while by the 2013 curriculum, students are required to be active, can build their attitudes, knowledge and skills to achieve established goals. In the 2013 curriculum, it is stated that the scientific approach emphasizes more on learning that allows students to focus on five important aspects: understanding, applying, analyzing, evaluating, and creating. These aspects must be really visible in the implementation of classroom learning. In the process of teaching and learning the students have not met the criteria of those five aspects. The inhibition of students in achieving these five aspects is influenced by the personal factors of passive students, students are accustomed to learning through lecture method and GTM method. Those methods stimulate students do not to find knowledge outside of learning, such as reading books, searching information via the Internet, discussing, etc.

These problems require teachers to succeed in learning K13 by selecting and designing modules containing materials, activities and assignments based on the 2013 curriculum. A good module is a module that can facilitate the needs of students and in accordance with the contextual. Contains material should involve students participating in the teaching and learning process, so that learning goes well and helps them achieve their goals. The selection of teaching materials to suit students' needs will have a positive impact in the implementation of the 2013 curriculum. Teachers do not only focus on the book that became his handbook, but also a teacher must be creative and can develop the material as interesting as possible and students can grow actively, creatively, and innovatory.

Based on preliminary observations at SMP N 3 Kasihan Yogyakarta, one of the first junior high schools in Kasihan, it is very important for English teachers of SMP N 3 Kasihan Yogyakarta to design modules because of the limited material provided by

the school. Teachers only use student worksheets or Student Worksheets (LKS) in the learning process. In fact, it is not interesting and makes the students bored. Actually, the schools give teachers some modules and good books, but teachers have trouble in using them. The module provided only offers material without the teacher manual. Teachers need module prepared with manual as it will help and guide them to use the module. Moreover, the students will get the impact. In this case, the students are young learners who love interesting material and various activities, so that the module designed should also be suitable with their needs and according to K13 learning.

Associating those problems, the researchers decided to design English material that could be accessed based on the 2013 Curriculum for junior high school in seventh grade to help teachers and students to get the objectives of learning process. The modules are designed not only based on the needs of the students, but also based on the teacher's needs. The module comes with manuals and teacher media to make it easier for teachers to use it. Therefore, it is important to conduct a research entitled "Designing Accessible English Material Based on the 2013 Curriculum for Junior High School at SMP N 3 Kasihan Yogyakarta."

Based on what is stated in the background of the study, identification of the problems, and the limitation of the problem presented previously, the problems of this study are formulated as follows:

- a. How to design good and appropriate accessible English materials based on 2013 curriculum for the grade VII students of Junior High Schools?
- b. What is accessible English materials designing based on 2013 curriculum feasible for the grade VII students of Junior High Schools?

LITERATURE REVIEW

1. Curriculum 2013

Law number 20 year 2003: PP number 19 year 2005 on Education System National (2012:5) mentions that the curriculum is a set plans and arrangements concerning objectives, content, and learning material. As well as the means used for implementation guidelines learning activities to achieve specific educational goals. Based on this understanding, there are two dimensions of the curriculum, which are the first is the plan and the arrangement regarding the purpose, content, and lesson material, while the second is a way used for learning activities.

Based on the module of strengthening the role of teacher guidance and counseling in the implementation of the curriculum 2013 (2017: 1-2), the curriculum 2013 is a curriculum that includes the program of interest of learners that is a process of selection and decision-making by learners based on the understanding of potential and opportunities Exist in the educational unit. In the implementation of the 2013 curriculum in 2017.

There is a policy and dynamics of curriculum development. The first is a rating system that refers to the 21st century High Order Thinking Skill (HOTS). The second is the strengthening of character education that will be strengthened namely: religious, nationalism, independence, mutual cooperation, and integrity. The third is the application of literacy in learning, which is the basis, the vehicle, and the absolute requirement for learners to learn to dig and gain further knowledge.

2. Materials

a. Definition of Materials

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning

(Tomlinson, 1998: 2). In addition, the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate.

Besides, it generates student's motivation to actively get involved in the teaching and learning process (Hutchinson and Waters, 1987: 107). As a point of additions, the materials in this manuals also include the tasks, worksheets, and answer keys which will support the teacher in such process.

b. Definition of Manuals

This manual is designed to help teachers prepare students for the challenges they face as they make more complex financial decisions. The manual takes students through a series of activities which reflect every day financial choices and provides a practical guide to the banking and financial world (Commonwealth Secretariat, 2003: 3). It contains five simple lessons which can be prepared quickly, are cost effective and provides the basic information needed to teach basic financial concepts with confidence. Teachers are provided with key objectives, teaching strategies, and reinforcement and evaluation activities.

In line with that, Hornby (1995: 715) states that a manual lexically is a book containing information or practical instructions on a given subject. This is clear that the given information in the manual will lead people to follow what they want to do. An example is the manual that provides information related to the steps a teacher has to do in teaching. English. When there is a manual, the teacher only reads and practices the guidelines written in the manual.

In other words, a manual is a book which gives information on how to use something or how to do something. Finally, in this study, a manual means a book that provides teacher's guidelines which are completed with media to support the teaching and learning process.

c. The Components of Manuals

A manual in this study does not only consist of teacher's Guidelines, but also the media used. The explanations are as follows

1) Teacher's Guidelines

According to Warschauer (1997:1), are independent that can assist the teachers in successfully planning and implementing the projects. The guidelines are designed to help the teachers in the classroom. In this study, teacher's guidelines are defined as the steps on how the teacher teachers the materials and uses the media. The teacher's guidelines offer the steps to take from the opening of the class until its closing in order to help the teacher to run the class well.

2) Media

Media in the teaching and learning process are usually known as instructional technology. This term is defined as the tools and materials that are used by the teacher to facilitate the teaching in order to make the explanation clearer and more interesting for the students. According to Kozma (1991:180), media can be defined by their technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology as well as the mechanical and electronic aspects that determine its functions and, to some extent, its shape and other physical features.

In addition, Lever-Duffy and McDonald (2009:61) state that media are technologies that are used to facilitate the method. One example is that the teachers may be the method, while the used overhead projector trans-potencies (OHP) used by the teacher is the medium used to support, enhance and facilitate the instructional delivery. The use of media in the teaching and learning process is very important because it can improve the quality of the process. Moreover, the students can comprehend the lesson more easily.

3) Accessible Materials

According to Soanes and Stevenson (2003), the term “accessible lexically means easily understood or appreciated”. In this study, the manuals are used to help the teacher understand the materials used in the teaching and learning process. By accompanying manuals, the teachers’ will find it easier to use the materials they want to teach.

Furthermore, Hornby (1995:7) lexically defines the term “accessible” into two definitions. First, this means “able to be reached, got or used”. The materials for the teaching and learning process should be easy to be used by the teachers. Thus, it will be better if the published materials are completed by its manuals in order to ease the teacher to use it. Meanwhile, the second definition is “easy to understand”. The teachers sometimes find a difficulty in finding materials which are understandable for them. They are looking for materials which provide by its manual. This relates to the fact that many teachers still find difficulty to use the materials

because they do not offer clear instructions for the users.

From those lexical definitions, accessible materials mean a set of learning materials which are easy to reach, to use, and to understand by the teacher. They are suitable with the needs of both the teachers and students. Moreover consist of materials, teacher’s manuals, and media. As the point of addition, the teacher’s manuals consist of all things that the teacher should do including the materials that should be given to the students, the worksheets that they will use and the media that the teachers need. Therefore, these materials will really support the teaching and learning process.

4) Instructional Design Models

Taylor (2004: 3-5) proposes three instructional design models. They are ADDIE, Hannifen and Perk, Knirk and Gustafson. One of these models will be used for the designed materials. The explanations of the models are as follows.

a. The ADDIE Design Model

The ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. This model consists of five phases. They are Analysis, Design, Development, Implementation, and Evaluation. Those phases represent a dynamic and flexible guideline for building effective training and performance support tools. Figure 1 below illustrates the ADDIE instructional design model:

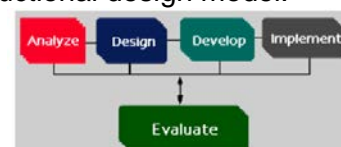


Figure 1: ADDIE instructional design model

1) Analysis

There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's existing knowledge and skills are identified.

2) Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. This phase should be systematic and specific in order to show a brief view of the goal.

3) Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

4) Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, method of delivery, and testing procedures.

5) Evaluation

The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative evaluation consists of tests which are designed for domain specific criterion-related referenced items. It provides

opportunities for feedback from the identified users.

b. The Hannifen Peck Design Model

The Hannifen Peck Design Model differs from that of the Dick and Carey model. This model consists of only three phases. Phase one involves a needs assessment being performed. Phase two is designing the program based on the result of the needs analysis. Phase three is developing and implementing the program. In fact, all phases include a process of evaluation. Figure 2 below illustrates the Hannifen Peck instructional design model:

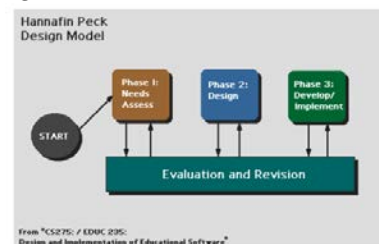


Figure 2: Hannifen Peck instructional design model

c. The Knirk and Gustafson Design Model

The Knirk and Gustafson model differs from the three phases in the Hannifen and Peck model. In this model, there are individual processes or steps involved in each stage. In fact, like the model of the Hannifen and Peck, there are three phases in this model. They involve problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. In addition, the development of objectives and strategy specifications are included in the design stage. Development

is where the materials are developed. Figure 3 below illustrates the Knirk and Gustafson instructional design model:



Figure 3: Knirk and Gustafson instructional design model

Finally, based on the explanation above, this research adapted the ADDIE as the instructional design model. The ADDIE model is easier and less complicated than the other instructional design models. Moreover, the ADDIE model is as the basic model which is used as a source in developing other instructional design models.

METHOD

The researcher used the ADDIE design model (Taylor, 2004: 3-5) to design the accessible materials to teacher. The phases are described in the following figure:

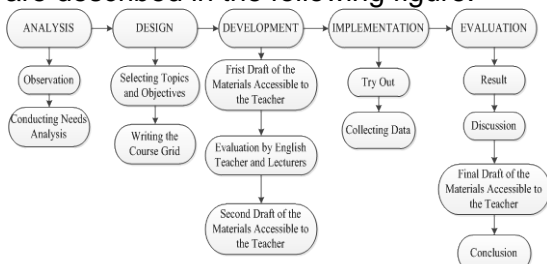


Figure 4: The Steps of Research Procedure Adapted from ADDIE Models

1. Analysis

In this step, the researcher conducted observation and needs analysis. The researcher conducted needs analysis to find information about the students' views, interests, and needs toward the English lessons at their school by using the first

questionnaire. Moreover, the questionnaires were also given to the English teachers. The purpose was to obtain the teacher's opinions and experiences in teaching English for children.

Finally, the results of the needs analysis were used as guidelines in designing the accessible materials to teachers.

2. Design

The researcher selected the topics and objectives of the accessible materials that were suitable with the school-based curriculum and the materials taught by the English teacher. Then, the researcher designed the course grid.

3. Development

After the course grid was made, the researcher designed the first draft of the accessible materials to teachers which consisted of materials, teacher's manuals, and media.

4. Implementation

The researcher asked some English teachers and lecturers to evaluate the materials before it was implemented to the students. There were some comments and suggestions from them in the form of questionnaires. Then, the researcher revised and developed the second draft of the materials.

Finally, the accessible materials to teachers were implemented at grade VII of the junior high school students at the SMP N 3 Kasihan. After that, the researcher asked for some feedback and suggestions from the students and the teachers. In fact, the data were collected by interviewing both the teachers and the students.

5. Evaluation

In this step, the researcher evaluated and revised the materials after the implementation based on the feedback. There were not many revisions from the respondents.

Finally, the researcher developed the final draft of the accessible materials to teachers.

RESULT AND DISCUSSION

The findings of the study are organized into 5 sections based on ADDIE. They are the needs analysis; the course grids; the material design; evaluation and revision of the first draft of the accessible materials to teachers; and implementation, evaluation, and revision of the second draft of the accessible materials to teachers.

1. The need analysis

The needs analysis was conducted at SMP N 3 Kasihan, the researcher implemented the accessible materials to teachers. The data of the needs analysis were obtained through questionnaires to the respondents, in this case the English teacher and students. In addition, the needs analysis was conducted to the seventh grade students of SMP N 3 Kasihan.

The questionnaires for the students consisted of two parts: close ended questions and open-ended ones. There were 28 multiple choices questions and one open-ended question. As an additional point, this needs analysis was conducted in order to get the data about the students' profiles, motivations in learning English, interests in learning English, the course book, and the teaching aids. The results of the needs analysis are explained as follows.

a. The results of the student questionnaires

1) The characteristics of the respondents

The students were asked to write down their names, ages, sex, school, class, parents' occupations, language and ethnic groups as the points of identification. The complete data of the respondents can be seen in

Appendix 1. However, the identification of the students can be simplified below.

Table 4.5: The Identification of the Respondents

Group of Respondents: Students of Class VII B								
Age			Sex		Parent's Occupation	Native Language	Ethnic Group	
1	1	1	Male	Female				Farmers, Workers, PNS, teacher, and entrepreneur.
1	2	3						
2	1	6	9	18				
		9						

2) The results of the needs analysis

Based on the student questionnaires, the students' motivation in learning English was high. The reasons are: having interest in learning English (59%), having taken English courses (85%), having interest in buying English books (59%), having interest in studying English accompanied by their parents (40%), having interest in studying English together with their friends (44%), and having interest in getting rewards in the English learning process (48%).

Related to the students' interests in learning English, many students chose some topics of the materials that were listed in the questionnaires. In fact, based on the percentages of the students' choice, curriculum, and teacher's advice, the topics are Greeting, Introducing, and Day & Month.

In addition, there were various interests showed by the students in learning English. For listening activities, 74% of the students liked

listen and repeat and 33% of them like to listen and fill in the blank; for speaking activities, 55% of the students like to definite opinions and 37% of them liked singing; for reading activities, 40% of the students prefer to read and fill in the blank and 51% of them like to read and color. Meanwhile, for writing activities, 62% of the students interesting copying and 40% of them like to give a label or name the things.

However, there were also students who only listened to the teacher's explanation (62%) and took a note (55%). Most of them also liked studying English both indoor and outdoor (62%). Not only showing various interests in learning English, the students also showed various goals and expectations. Firstly, 88% of the students wanted to improve their English score. Secondly, 88% of the students wanted to be able to speak in English. Finally, 62% of the student's wanted to be able to read English books/magazines/newspapers.

Meanwhile, related to the course books, many students like to the course books which were colorful (85%), used bilingual instructions (66%), and had group work activities (62%). In addition, (88%) of the students agreed that the course books and work books were able to improve their English ability. In fact, most of them wanted the course books which consisted of texts, dialogues, and pictures (70%). Finally, related to the teaching aids, the result of the needs analysis showed that many students preferred to learn English through games (40%), songs (44%), stories (55%), realia (66%), pictures (70%), and cards (55%).

b. The results of the teacher questionnaires

1) The characteristics of the respondents

First of all, the English teacher needed to write down her name, age,

sex, education, language, and ethnic group. The result was that the English teacher of SMP N 3 Kasihan, graduated from the English Education study program at Sarjanawiyata Tamansiswa University (UST). Her native language is Javanese, like all the students her ethnic group is also Javanese.

2) The result of the needs analysis

The questionnaire for teachers was conducted on the same day as the questionnaire for the students. The teacher questionnaire showed that teachers' motivation in teaching English for children still needed input to improve the teaching of English, because the level of English proficiency was still medium, although she has more than four years' experience in teaching English. She had attended an English course/ training program.

Meanwhile, related to the teacher's preferences in teaching English for children, the result showed that the teacher's preferences were quite various. For listening activities, she like to listen-mark, and also answer questions. For speaking activities, she preferred to use some dialogues. For reading activities, she like to read aloud and complete the sentence. For writing activities, she liked applying complete the sentence and compose the sentence. Not only likes to explain material while teaching English, in teaching she often asked students to take notes, to ask questions and answers, and also asked the to play.

Related to the course book, she had many expectations: being colorful, being bilingual, providing individual activities, as well as providing texts and pictures as the input. She also expected it to be cheap, so that both the teacher and students would not financially be burdened. Unfortunately, she did not like to use the course book because she found difficulties in

using it although she thought that she needed both the students' book and teacher's book (which is clear and easy to understand) when teaching English.

Correlated to the teaching aids, the conclusion that can be drawn based on the finding is that the teacher liked using games, songs and stories in the teaching and learning process, but she did not have many references for them. She also found difficulties in using media in her teaching.

2. The course grids

After the needs analysis was conducted, the next two steps were determining both the topics and objectives of the materials and writing the course grid based on the School-based Curriculum. The course grid was used as the guideline in designing the accessible materials to teachers. In addition, it consisted of topic, basic of competency, indicators, learning materials, learning activities, teacher's instruction, input text, media, and time allocation.

3. The Material Design

The researcher designed the teacher's manuals, materials, and media in order to create the teacher's manuals. The manuals include what the teacher should do and use in her teaching and learning process. In other words, the manuals should consist of the steps used by the teacher in teaching English in the classroom.

The materials are related to the topics and objectives. They are about Greeting, Introducing, and Day & Month. There are many expressions and pictures of the situations which are used to help students understand the materials. Moreover, the use of games and songs makes the materials more interesting and enjoyable for the students who are young learners.

In addition, the media are also provided to support the materials. There are a hand doll, pictures, cards, and realia which are used in the teaching and learning process. In fact, the teacher is not to be worried about how to use them because the teacher's manuals include instructions on how to use them. After the teacher's manuals, materials, and media were designed, all of them were composed into the first draft of the accessible materials to teachers. The design of the teacher's manuals is in the following figure.

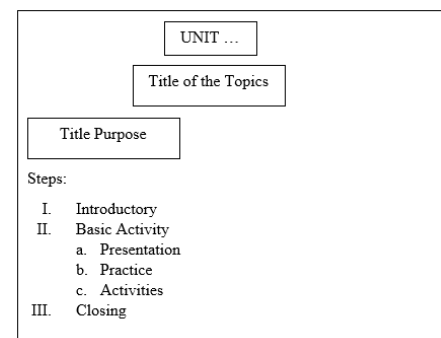


Figure 5: The Design of the Teacher's Manuals

4. Evaluation and Revision the First Draft of the Accessible Materials to Teachers.

As the first draft of the book finished, the evaluation was done. It was done by asking comments and suggestions from an expert. After the first draft of the book was evaluated, it would be the final draft of the book.

1) Participants' opinions

There were twenty seven statements and four open-ended questions addressed to the expert. The statements were analyzed by using Likert Scale and the four open-ended questions were given to find out the expert's opinions and suggestions to revise the first draft of the book.

Based on the calculation above, the mean of the product is 4.02. This mean, then is converted into the data conversion with some categorizations. The data conversion was used to describe the results using descriptive analysis.

The materials are in a very good category as its mean is above 4.02 and below 5.00. It means that these materials can be applied. Furthermore, to revise the product, the comments and suggestions from the expert was used. Then, the final product was produced.

2) Participants' comments and suggestions.

Not only giving opinions, the participants also gave their comments and suggestions about the designed accessible materials. Their comments and suggestions were about the evaluation on the accessible materials to teachers in general, weaknesses of the materials accessible to teachers, things in the accessible materials to teachers that should be added or be eliminated, and suggestions to improve the designed accessible materials.

The brief explanations of the comments and suggestions were the layout should be made more interesting. It was because these materials were used in the seventh grade students of junior high schools. In addition, the illustration of the activities in the teacher's manuals should be made in order to make it more clearly. Finally, the accessible materials to teachers should be added about the exercise/ activities in the unit 3 especially exercise /activities about reading.

Based on the expert's comment, overall the book and guideline were categorized into good books.

However, there was some weaknesses in this book. First of all, it was the layout. The expert said it was not interesting for the children. The children would not be motivated in learning English.

5. Implementation, Evaluation, and Revision the Second Draft of the Accessible Materials to Teachers.

a. Implementation the Second Draft of the Accessible Materials to Teachers.

The accessible materials to teachers were implemented from 12 September to 16 September 2017. The implementation of such materials at SMP N 3 Kasihan Yogyakarta.

b. Evaluation of the Second Draft of the Accessible Materials to Teachers.

c. Revision of the Second Draft of the Accessible Materials to Teachers.

CONCLUSION

Two implications can be drawn following the result of the study. First, the accessible materials to teachers are designed based on the needs of the seventh grade teacher and students of junior high schools. Moreover, after undergoing try out, the accessible materials to teachers are to be regarded to be appropriate and feasible to be implemented in the English teaching and learning process for the seventh grade students of junior high schools in SMP N 3 Kasihan Yogyakarta. The implication to this fact is that the accessible materials to teachers can also be used to the seventh grade students in other places that have similar characteristics with the teacher and students at Kasihan Yogyakarta.

Second, the research findings show that the result of the try out produced some feasibility the characteristics of the appropriate the accessible materials to teachers for the seventh grade students of the junior high schools in SMP N 3 Kasihan. Those characteristics are needed to

develop the accessible materials to teachers. It implies that when the teachers want in developing the good accessible materials to teachers, they should fulfill those characteristics.

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