



ENGLISH SYLLABUS DESIGN FOR ELEMENTARY SCHOOL
TEACHER EDUCATION DEPARTMENT, FACULTY
OF EDUCATION, STATE UNIVERSITY
OF YOGYAKARTA: A STUDY TO
DEVELOP AN ALTERNATIVE
ENGLISH SYLLABUS

DISSERTATION

Submitted in partial fulfillment of the requirements for the Doctorate Degree
in English Language Education Program

ALI MUSTADI
2201607002

POST GRADUATE PROGRAM
STATE UNIVERSITY OF SEMARANG
2011

BOARD OF PROMOTORS

Promotor : Prof. Retmono, M.A., Ph.D
Co-Promotor : Prof. Mursid Saleh, M.A., Ph.D
Promotor Member : Bambang Sugeng, Ph.D

BOARD OF EXAMINERS

1. Chairperson : Prof. Dr. Sudijono Sastroatmodjo, M.Si.
2. Secretary : Prof. Dr. Maman Rachman, M.Sc.
3. Promotor : Prof. Retmono, M.A., Ph.D
4. Co-Promotor : Prof. Mursid Saleh, M.A., Ph.D
5. Promotor Member : Bambang Sugeng, Ph.D
6. Member : Prof. Abbas Achmad Badib, M.A, M.A., Dipl TEFL., Ph. D
7. Member : Prof. Dr. Warsono, Dipl. TEFL., M.A
8. Member : Prof. Mursid Saleh, M.A., Ph.D

ACKNOWLEDGEMENTS

First and foremost I would like to thank God, Allah the Almighty for His blessing and the inspiration He gave me so that I managed to complete this dissertation.

My sincere gratitudes go to my promotor, Professor Retmono, M.A., Ph.D, for his very useful support and assistance and for sacrificing his very valuable time during the process of writing this dissertation. I would like also to pass my sincere gratitudes to my co-promotor, Professor Mursid Saleh, M.A., Ph.D for giving me a lot of inputs and suggestions regarding the writing, language as well as the contents of this dissertation. I would also like to render my deep appreciation to my promoter member, Bambang Sugeng, Ph.D, who had given me a lot of advice and encouragement during the process of writing this dissertation so that I finally managed to finish it. And I wish to acknowledge with gratitudes to my advisor at the Ohio State University, Professor Keiko K. Samimy, Ph.D (Professor of Language literacy and culture, Foreign and second language education) for her great advice and valuable assistance regarding the accomplishment of this dissertation.

I feel indebted to all my lecturers at The English Education of The Post Graduate Program, State University of Semarang, some of whom became my advisors in the writing of this dissertation, who had been very helpful during my

study in this program. My deep appreciations also go to all my classmates who had given a mutual encouragement and help in trying to complete our studies timely.

On this occasion I would also like to extend my deep appreciations to all the members of my family, especially to my beloved son, Ivander Reynard Rasya, and also to my beloved wife, drg. Niken Kusumawati, M.PH., for the patience and encouragement during the process of writing this dissertation from the beginning until the present.

Semarang,, 2011
The Writer

Ali Mustadi

SARI

Ali Mustadi. 2011. *English Syllabus Design for Elementary School Teacher Education Department, Faculty of Education, State University of Yogyakarta: A Study to Develop an Alternative English Syllabus*. Dissertation: English Education Study Program, Post Graduate Program of Semarang State University. Promotor: Prof. Retmono, M.A., Ph.D, Co Promotor: Prof. Mursid Saleh, M.A., Ph.D, Promoter Member: Bambang Sugeng, Ph.D.

Kata Kunci: English syllabus design, English syllabus for Elementary School Teacher Education department (ESTD), alternative syllabus.

Sebagai calon guru Sekolah Dasar (SD) di masa yang akan datang, kebutuhan mahasiswa PGSD akan penguasaan bahasa Inggris baik *spoken* maupun *written* dan kecakapan mengajar menggunakan bahasa Inggris sebagai bahasa pengantar dalam proses pengajaran dan pembelajaran di kelas sangatlah *urgent* mengingat tuntutan profesi di masa yang akan datang terutama kebutuhan akan tenaga edukatif sebagai guru di SD yang berstandar internasional baik yang RSBI maupun SBI dimana semua guru di sekolah tersebut harus mampu menggunakan *English for Bilingual Instruction* dalam proses pengajaran dan pembelajaran di kelas pada semua mata pelajaran yang ditentukan. Selain itu juga tuntutan kebutuhan akan kecakapan mengajarkan mata pelajaran Bahasa Inggris di kelas sangatlah tinggi, sehingga PGSD UNY sebagai institusi pendidikan yang menyiapkan calon guru SD harus mampu menjawab tantangan tersebut dengan membekali kompetensi-kompetensi bahasa Inggris yang dibutuhkan baik berupa *knowledge* maupun *skill* yang relevan. Secara garis besar, kompetensi yang dimaksud adalah kompetensi penguasaan bahasa Inggris/*English knowledge and skills*, kompetensi bahasa Inggris untuk siswa sekolah dasar, termasuk kemampuan mengajarkan bahasa Inggris/*English for elementary school students*, kompetensi mengajar menggunakan bahasa Inggris sebagai bahasa pengantar pengajaran dan pembelajaran/*English for bilingual instruction*. Dari pembahasan diatas maka perlu kiranya dilakukan pengembangan atau pembaruan terhadap silabus

mata kuliah Bahasa Inggris yang tentunya dapat memenuhi kebutuhan mahasiswa sebagai calon guru SD yang professional dengan program yang sejalan dengan kebutuhan dan tuntutan tersebut diatas.

Silabus yang dikembangkan dalam penelitian ini disebut dengan *Competency-Task Based Syllabus* dimana silabus ini dikembangkan dengan berbasis pada teori terkini dalam *English Language Teaching (ELT)* yaitu *Communicative Competence* yang mencakup 4 area, yaitu: *Grammatical Competence*, *Sociolinguistic Competence*, *Discourse Competence*, dan *Strategic Competence*, selain itu pengembangan silabus ini juga berbasis pada *Empirical Findings* melalui *Need Analysis* akan kebutuhan mahasiswa sebagai calon guru SD di masa yang akan datang.

Sehingga penelitian pengembangan ini difokuskan untuk menjawab pertanyaan berikut:

What is an alternative syllabus like that will meet the needs of the students of the department of ESTD?

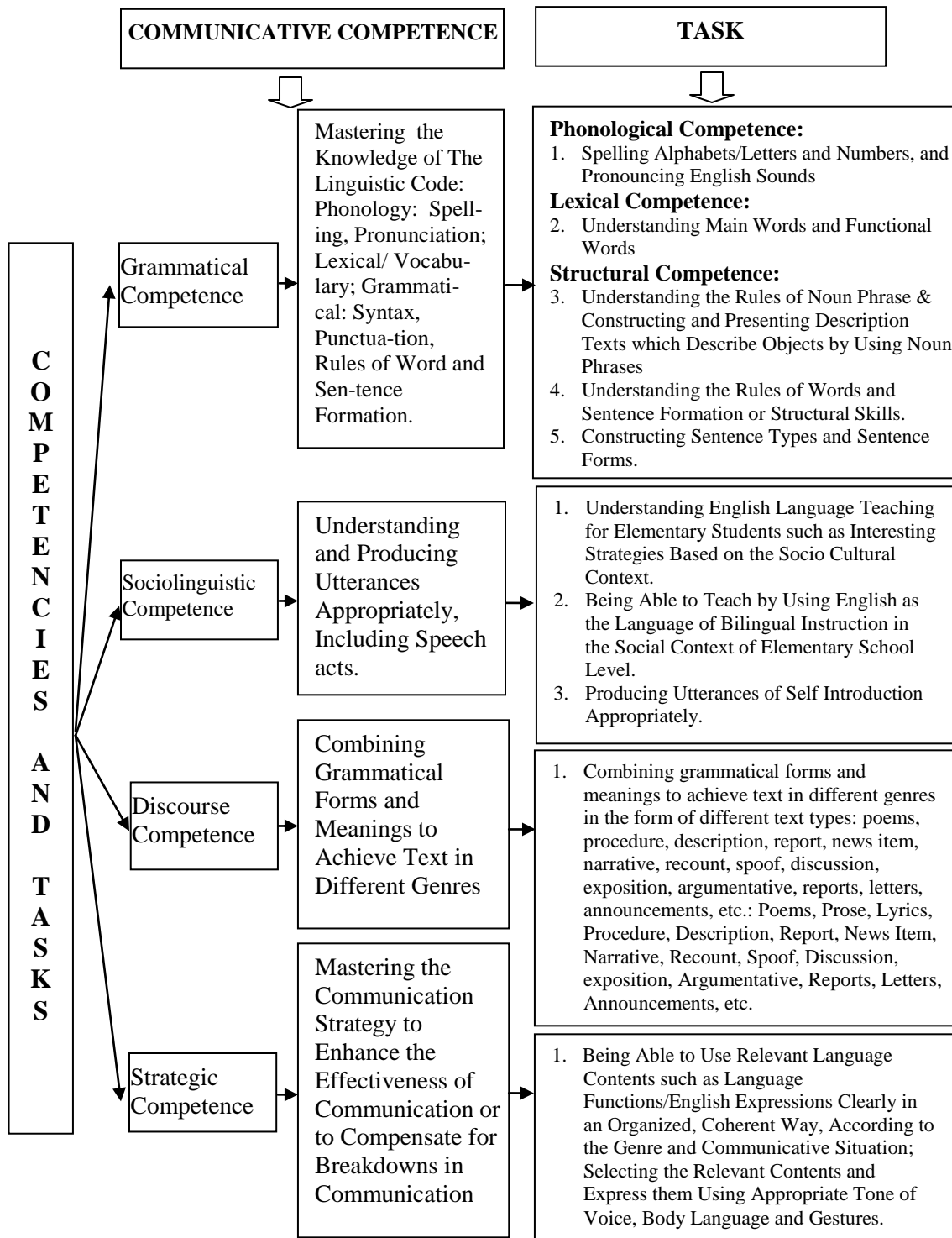
- a. What competencies to be specified in the syllabus?
- b. What tasks to be specified in the syllabus?
- c. What teaching and learning experiences are like to meet the needs of the students?

Berdasarkan pertanyaan tersebut, maka tujuan penelitian ini adalah:

To design an alternative syllabus that will meet the needs of the students of the department of ESTD.

- a. To identify the competencies that are specified in the syllabus.
- b. To identify the tasks that are specified in the syllabus.
- c. To describe the teaching and learning experiences that are like to meet the needs of the students.

Desain silabus yang dikembangkan dalam penelitian ini adalah berupa model desain silabus bahasa Inggris sebagai silabus alternatif bagi dosen-dosen bahasa Inggris di PGSD UNY. Silabus yang dimaksud adalah *Competency-Task Based Syllabus*, di mana silabus ini adalah silabus dalam bentuk *Transitional Model* yang berbasis pada *Communicative Competence* yang mencakup 4 area kompetensi: *Grammatical Competence*, *Sociolinguistic Competence*, *Discourse Competence*, dan *Strategic Competence* dan *Tasks* yang harus dikuasai oleh mahasiswa. Penelitian ini dilaksanakan dalam 4 tahapan yaitu: *Exploration*, *Draft Development*, *Field Testings*, dan *Finalization*. Dari hasil analisa data kuisioner, interview, observasi, dan analisa dokumen serta pembahasan, hasilnya ditemukan bahwa terdapat 4 *Competencies* dan 10 *Task.s* dan terdapat 2 strategi dalam implementasi *Competence* dan *Task* di kelas yaitu 1) *Four Teaching-Learning Cycles* yang dipelopori oleh Burns and Joyce 1991 (*adapted from Callaghan and Rothery, 1988*), keempat langkah itu adalah *building knowledge of the field*, *modeling of text*, *joint construction*, and *independent construction*, dan 2) *Three Muranoi's Interaction Enhancements* (*cited in Doughty & Williams, 1998:241-242*), langkah-langkah tersebut adalah *rehearsal phase*, *performance phase*, and *debriefing phase*. Silabus ini juga mengimplementasikan keempat *English Basic Skills* yaitu *speaking*, *listening*, *reading*, dan *writing* secara terintegrasi di setiap *Competency* dan *Task*. Sedangkan *Competency* dan *Task* yang dimaksud yaitu sebagaimana tertera pada figure berikut ini,



ABSTRACT

Ali Mustadi. 2011. *English Syllabus Design for Elementary School Teacher Education Department, Faculty of Education, State University of Yogyakarta: A Study to Develop an Alternative English Syllabus*. Dissertation: English Education Study Program, Post Graduate Program of Semarang State University. Promotor: Prof. Retmono, M.A., Ph.D, Co Promotor: Prof. Mursid Saleh, M.A., Ph.D, Promoter member: Bambang Sugeng, Ph.D.

Key Words: English syllabus design, English syllabus for Elementary School Teacher Education department (ESTD), alternative syllabus.

This study uses a research and development approach, motivated by the needs for an appropriate English syllabus for students of Elementary School Teacher Department (ESTD) at the Faculty of Education, State University of Yogyakarta (SUY). The former English syllabus mostly contains general English that is English for general profession, so it is not suitable for the students who wish to be elementary school teachers with good English. Therefore, it is important that the English syllabus is designed based on the current theories of foreign language teaching and also based on the empirical findings. With this background, the problem of the study is what is an alternative English syllabus like that will meet the needs of the students of the department of ESTD? The aim of this study is to design an alternative syllabus that will meet the needs of the students of the department of ESTD. This study attempts to identify the kind of competencies and tasks that the students may use in their future profession as elementary school teachers.

This study is conducted at ESTD of SUY. It uses the Research and Development (R&D) approach, in which a model of an English syllabus design as an alternative English syllabus for ESTD of SUY is produced. The study is conducted in ten steps of research as pointed out by Borg and Gall (1983, p. 775-776), that are simplified into four main stages: (1) exploration, which consists of analyzing the former syllabus and analyzing the students' need; (2) draft development, where the draft of the proposed syllabus is written up; (3) field testing of the draft of the proposed syllabus, in which the draft is tried out in two times; preliminary field testing and main field testing; and (4) finalization, in which validation process is conducted. The participants of the study are 5 English lecturers of ESTD, and 252 students of ESTD. The sampling technique used is the purposive sampling technique. The data for the study are collected from questionnaires, interviews, observations and field notes. The data are analyzed by implementing 4 components of *Interactive Analysis*, they are: data reduction and categorization, data display, drawing conclusion, and verification.

The findings show that the former syllabus puts an emphasis on General English that is English for general profession and the time allotment for the English course is not sufficient. The syllabus is not based on the current theories of English Language Teaching (ELT) and not based on the empirical findings. This study identifies 4 areas of communicative competence and 10 task types. The competencies are: a) grammatical competence, b) sociolinguistic competence, c) discourse competence, d) strategic competence. The tasks are: 1) spelling alphabets/letters and numbers, and pronouncing English sounds (*phonological competence*); 2) understanding main words and functional words (*lexical competence*); 3) understanding the rules of noun phrase & constructing and presenting description texts which describe objects by using noun phrases; 4) understanding rules of words and sentence formations or structural skills; 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences (*structural competence*); 6) understanding English language teaching for elementary schools students such as interesting strategies based on the socio cultural context; 7) being able to teach by using English as the language of bilingual instruction in the social context of elementary school level; 8) producing utterances of self introduction appropriately; 9) combining grammatical forms and meanings to achieve text in different genres in the form of different text types; 10) being able to use relevant language contents such as language functions/English expressions clearly in an organized, coherent way, according to the genre and communicative situation; selecting the relevant contents and express them using appropriate tone of voice, body language and gestures. Every task is then analyzed for its topics and language functions, and besides that, it identified factors that are likely to contribute to the tasks.

This study proposes an alternative syllabus named Competency Task Based Syllabus, which is in the form of a transitional model. It is suggested to be organized and implemented in two learning strategies: 4 *Teaching-Learning Cycles* proposed by Burns and Joyce 1991, and 3 *Muranoi's Interaction Enhancements* (cited in Doughty & Williams, 1998:241-242), where these two strategies are being conducted according to the type of the tasks. Besides, the design accommodates integratedly the four English language skills: speaking, listening, reading, and writing.

ENGLISH SYLLABUS DESIGN FOR ELEMENTARY SCHOOL
TEACHER EDUCATION DEPARTMENT, FACULTY
OF EDUCATION, STATE UNIVERSITY
OF YOGYAKARTA: A STUDY TO
DEVELOP AN ALTERNATIVE
ENGLISH SYLLABUS

A SUMMARY

English language education, especially for primary school students in Indonesia, has become English educators' interest. The educators are concerned with the teaching and learning of English, including English teaching and learning in the early childhood or elementary school level. It is also in line with the policy of the Department of National Education, No.0487/14/1992 chapter VIII and the decree of the Minister of National Education, No. 060/U/1993 which state that English subject can be included into the local content of the curriculum of elementary schools.

State University of Yogyakarta (SUY), one of Indonesian institutions that are concerned with education, establishes and develops the program of elementary school teacher education to meet the increasing demands of elementary school teachers. SUY offers the Strata I (S1) or undergraduate program of elementary school teachers and the students of this program will have the qualifications as professional elementary school teachers. The Elementary School Teacher Department (ESTD) is the department that carries out this elementary teacher education program. This department is one of the three departments under the management of the Educational

Sciences Faculty; they are Elementary School Teacher Education, Kindergarten Teacher Education, and Early Childhood Teacher Education.

The students of ESTD are expected to have the competencies as elementary school teachers with good English, both spoken and written, especially English skills for delivering instructional materials when they teach in the classroom. To achieve these competencies, ESTD trains students in acquiring professional skills and qualifications in elementary school teaching by providing them with general English, English for instruction, and English for the early childhood or elementary school students. Hopefully, the students will acquire the competencies as professional teachers with good English and they can deliver materials or a number of subjects by using English as the language of instruction. This is in line with the needs of the elementary school students where they receive a number of subjects including English.

The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. It has been over three decades since communicative approach to language teaching first appeared in English language teaching. In various types of language program, language educators and curriculum researchers have implemented communication-oriented teaching syllabus to seek for more effective ways for

improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

Understanding the concept of communicative competence and applying them to language teaching is a hard work, especially the adaptation and implementation such as: educational experience of the lecturers, the input of the students, and teaching and learning facilities in the department. Regarding to the hard adoption of the current theory of communicative competence in developing English syllabus in ESTD, it needs a transition from the old to the new version. The transition is in the form of the design of a proposed syllabus which combines structurally based with the new perspective of communicative competence. It means that this transition model does not fully communicative competence implemented. This model of the proposed syllabus design is the strategy for easing students' transition from structurally based approach to communicative competence based language teaching.

English language education, especially for developing the curriculum, syllabus, material design, assessment or evaluation has become the English language researchers' interest. The researchers are concerned with the teaching and learning of English language including curriculum, syllabus, course material, and assessment. Among of them are: 1) Sadeghian, J. B. (1981) from Georgetown University, Washington D.C. The study reviews the past practice and present concerns in syllabus design. The study extracts the basic principles specific to current English as the Foreign Language (EFL) practice. There is stated that the realization of the

distinction between linguistic competence and communicative competence in language pedagogy becomes the consideration as the most basic idea which has influenced current language learning practice. The findings also draw attention to the significance of the identification and analysis of the learners' language needs as major principle specific to current EFL practice; 2) Astika, G. (2004) from Sebelas Maret University, Surakarta. She concerns with the need of an appropriate English syllabus design for tourist guide course. The study focuses on ESP practice as the basis of developing the syllabus. The proposed syllabus is constructed based on the target task which is identified in the target settings. The result shows that the tasks vary according to the characteristics of setting and social contexts where the tasks are carried out. There is also stated that the classroom setting is in contrast with the target setting, where the emphasis of language learning in the classroom setting is on grammatical skill rather than communicative skill which is needed in the target setting; 3) Faridi, A. (2008) from State University of Semarang, Semarang. He considers the material design of English course for elementary schools in Central Java. The study finds that the current materials used by the teachers do not accommodate the needs of the students in English teaching at elementary schools in Central Java. The study proposes a model of material design which is based on socio-cultural aspects like names, daily habits, folktales in Central Java, by which, the teacher can use it for developing their English teaching. The study concerns with the development of English teaching in elementary schools because elementary school

levels become the basic foundation for the next educational stages of the learners; 4) Rukmini, D. (2007) from State University of Semarang, Semarang. The study focuses on the rhetorical development realization of reading texts in the English text books. The study aims at finding out the various genres available in the text books, explaining how the respective rhetorical developments serve to achieve the respective social purposes, describing how the linguistic features serve to accomplish the respective social purposes, and explaining how compatible the texts are with the English curriculum. It is suggested that the text types in different genres should be proportionally designed in the text books. The users of text books should consider its rhetorical developments and realizations, linguistic features, and its compatibility of the texts with the curriculum in terms of achieving the respective social purposes and the use of authentic texts should be done through a careful selection.

Based on the discussion of the previous studies, it can be concluded that it is important to develop English language teaching including the curriculum, syllabus, course material, and also assessment of the course based on the empirical findings. The relevance factor between this study and the previous ones is on the aim which is to develop a proposed model in English language teaching.

This study concerned with the development of English syllabus which carried out the learners' needs as the basis of the design. The aim of this study was to produce an English syllabus that is relevant to the needs of the students and also in line with the purpose of the department. The design of the syllabus was based on the

current theory of syllabus design and based on the empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provided students with the necessary and appropriate knowledge and skills as elementary school teachers in the future.

Based on the observation, there are some problems identified in this study: input of the students, English lecturer, and English syllabus. The followings are the description of each problem: 1) Input of the students. The students admitted to ESTD are high school graduates who have three years of English in the junior high school and three years in the senior high school. In spite of these years of English learning experience, their English proficiency is not sufficient. This fact is found in the result of the entrance test for new students of ESTD. Entering students are screened through several competency tests developed by ESTD; one of which is a spoken test in the form of an interview and another is a written test. In response to the spoken and written tests, some of the students' English proficiency is low, especially in speaking. In addition, in an interview with the head of the department, it is found that the English proficiency of new students is low, especially in speaking skills. The low English of the new students has become the concern of the lecturers in ESTD; 2) The English lecturers of ESTD. The English lecturers of ESTD are working towards increasing the English language proficiency level of the students of ESTD to the point where they can be expected to be able to use the English language for their future jobs as professional teachers. This leads lecturers to realize that the students

need some training in basic and proper English even though they have had English course in the high school for at least six years. Based on the experience of teaching English at the department, the lecturers assume that the students cannot be expected to understand and use English to communicate in the profession if they do not master an adequate skill of English.

The lecturers design the syllabus individually as the course progresses throughout the semester and the decision for the syllabus content is mainly based on the contents of the textbook as personally experienced by individual lecturers. It is not very helpful in terms of professional growth, because this matter could lead to deskilling because lecturers may be trapped into the habit of following the materials faithfully. The syllabus should not be made by the lecturers individually, but it should be designed in a team. Besides that, the syllabus should be theoretically constructed or research based, not based on the personal experience of individual lecturers; 3); Former English syllabus. Based on the observation, it is found that the current syllabus of English mostly focuses on General English that is English for general communication. This syllabus emphasizes on structural linguistics, is not based on a specific purpose and is the same as that used by other departments in the university. In addition, the syllabus does not proportionally discuss English for the early childhood or elementary school students. Meanwhile some of the students will teach a number of subjects using English as the language of instruction in the classroom.

In addition, the department also has problems with some aspects of curriculum activities such as materials design, methods of teaching, and media. Although those aspects are not the concern of this study, it is important to reveal that the lecturers at the department exposed about these aspects in order to contextualize the syllabus problems into its perspective.

These pieces of information indicate that the students' English proficiency has not been satisfactory because the English syllabus does not provide students the necessary and appropriate knowledge and skills. This fact points out to the need of syllabus evaluation and reviews. ESTD should provide students specializing in teaching a number of subjects using English as the language of instruction in the classroom and therefore the English syllabus has to be adjusted to accommodate the needs of the students and should be set proportionally based on the purpose of the department.

Hence, the language program has to be designed in order to meet the needs. The syllabus design involves identifying learners' needs and purpose of learning, establishing learning goals and objective, selecting and grading contents, organizing learning arrangements, developing materials and assessment. Further, the syllabus has to take into account its relevance to a specific purpose of the department, which is to deliver professional elementary school teachers.

The focus of this study is on the research and development of an alternative English syllabus which carried out the learners' needs as the basis of the design. The

syllabus is designed based on the current theory of Communicative Competence in English language teaching and the study was also based on the empirical findings by identifying the kinds of competences and tasks needed by the students.

According to the background and identification of the problem, this study is limited to the English syllabus design. It is important that the design of the English syllabus for ESTD should be based on the current theories of ELT and based on the empirical findings. Therefore, the main objective of this study is to design a syllabus that is relevant to the department by identifying the kinds of competences and tasks carried out in the target setting. Target setting is defined as the place where the students will be a teacher. In addition, to find out the competences and tasks in the target setting, this study observes what kinds of competences and tasks the learners do in their English classes and how those competences and tasks are carried out during the learning process.

The discussion above points out to the need for the syllabus renewal or an alternative syllabus in order to provide the students with a more relevant program. With the background mentioned above, the study aims to answer the following question:

What is an alternative English syllabus like that will meet the needs of the students of the department of ESTD?

- a. What competencies to be specified in the syllabus?
- b. What tasks to be specified in the syllabus?

- c. What teaching and learning experiences are like to meet the needs of the students?

The study aims to produce a proposed English syllabus which is based on the specific purposes. The syllabus should cover the competencies and tasks that are relevant to the needs of the students. The purpose of the research is:

To design an alternative English syllabus that will meet the needs of the students of the department of ESTD.

- a. To identify the competencies that are specified in the syllabus.
- b. To identify the tasks that are specified in the syllabus.
- c. To describe the teaching and learning experiences that are like to meet the needs of the students.

This study aims to produce an English syllabus that is relevant to the needs of the students and also in line with the purpose of the department. The design of the syllabus is based on the current theory of syllabus design and based on the empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provides students with the necessary and appropriate knowledge and skills as elementary school teachers in the future.

As seen in the objectives, this study aims at producing an alternative English syllabus that is relevant to the department. This study implies the use of competency approach in English language education, especially providing the students with communicative English skill. There are several implication of this study, they are: 1)

The theoretical implication of this study is that it is an invitation to those who concern with language education to reconsider communicative competence as the basis of developing English teaching. The proposed syllabus produced in this study was based on the current theory of syllabus design and based on the empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provided students with the necessary and appropriate knowledge and skills as elementary school teachers in the future; 2) Pedagogical Implication. A well-designed and relevant syllabus that this study produced could provide students with relevant knowledge and skills needed. The proposed syllabus was pedagogically significant to the English teaching and learning in the classroom of the ESTD. It seems obvious that language education or literacy education must be directed towards enabling the learners to have competencies in active communication both spoken and written. The proposed syllabus provided competencies of language knowledge and skill of English needed by the students, especially preparing the students to be elementary school teachers with good English; 3) Practical Implication. It is important, therefore, to move from pedagogy of information-transmission to pedagogy of communicative skill. At the program level, this study provided the lecturers with choices of syllabuses and insights to develop their professional skills in teaching the language and planning program evaluation. At the institutional level, this study was also significant because the department would be able to provide the students with more relevant knowledge and skills and the institutions' accountability

is assured. It needs to be noted that this research was conducted with the above mentioned objectives within the domain of English language teaching.

This study was organized under the discussion of English language syllabus design (Nunan, 1988, 1999; Widdowson 1984; Nation and Macalister, 2010), which emphasizes on communicative competence (Hymes 1972, 1974; Canale and Swain 1980, Canale 1983, Scarcella, Andersen, and Krasen 1990, Savignon 1997), which involves four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. This study developed a proposed syllabus to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

Understanding the concept of communicative competence and applying them to language teaching is a hard work, especially related with the adaptation and educational experiences of the lecturers and the students. Regarding to the hard adoption of the current theory of communicative competence in developing English syllabus in ESTD, it needed a transition model that is the transition from the old to the new version (August 2002).

The transition curriculum model was in the form of the design of a proposed syllabus which combined structurally based with the new perspective of communicative competence. It meant that this transition model did not fully implement communicative competence because it was influenced by structural linguistics. This model of the proposed syllabus design, named '*competency-task based syllabus*', was the strategy for easing students' transition from a structurally based approach to communicative competence based language teaching.

In an attempt to find the answer to the query, this study uses Research and Development (R & D) method, in which a new product is a hardware model of proposed English syllabus design as an alternative English syllabus for ESTD of YSU. The process of this development research is conducted in ten steps of research as pointed out by Borg and Gall (1983: 775-776), as stated previously. Then, these steps of research are simplified into 4 main stages; they are (1) exploration, in which this first step consists of analyzing the former syllabus and analyzing the students' needs. The former syllabus was analyzed for its strengths and weaknesses, while the students' need here is identified through the analysis of the data of questionnaire, interview, and observation, (2) draft development, where this step is in the form of developing the prototype of the proposed syllabus and field try out of the design of the proposed syllabus, (3) field testing which is carried out in two times; preliminary and main field testing, and (3) finalization, in which there was a discussion of the

team of English lecturers at ESTD, and also it was conducted through expert judgment.

The participants of the study are 5 English lecturers of ESTD, and 252 students of ESTD. The sampling technique used is the *purposive sampling technique*. The data for the study are collected through questionnaire, interview, observation, and documentation of the former English syllabus currently used at the department.

The procedure for determining competencies and tasks follow the suggestion from Long (1985a). He suggests that the target competencies and tasks should be identified through needs analysis. They are classified into competencies and task types, in which there are eight major competencies and thirteen major tasks carried out during the teaching and learning. The competencies are: a) grammatical competence, b) sociolinguistic competence, c) discourse competence, d) strategic competence. The tasks are: 1) spelling alphabets/letters and numbers, and pronouncing English sounds (*phonological competence*); 2) understanding main words and functional words (*lexical competence*); 3) understanding the rules of noun phrase & constructing and presenting description text s which describe objects by using noun phrases; 4) understanding rules of words and sentence formations or structural skills; 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences (*structural competence*); 6) understanding English language teaching for elementary schools students such as interesting

strategies based on the socio cultural context; 7) being able to teach by using English as the language of bilingual instruction in the social context of elementary school level; 8) producing utterances of self introduction appropriately; 9) combining grammatical forms and meanings to achieve text in different genres in the form of different text types; 10) being able to use relevant language contents such as language functions/English expressions clearly in an organized, coherent way, according to the genre and communicative situation; selecting the relevant contents and express them using appropriate tone of voice, body language and gestures. Every task is, then analyzed for its topics and language functions, and besides that, it is also identified its factors that are likely to contribute to the tasks.

For the purpose of analysis, each of the tasks is referred to the competency (Long, 1985a) with an understanding that the task is part of the competency. Every task is, then, analyzed for its topics and language function, and beside that, the competency and task are also identified the difficulty, it means that there is a discussion of tasks difficulties, identified in English teaching and learning process, or the factors that were likely to contribute to the difficulty of the tasks.

The implementation and the analysis of the competency and task in the proposed syllabus is based on what steps or stages the lecturer took during the lessons. There are two kinds of steps implemented in the proposed syllabus. They are *Four Teaching-Learning Cycles* proposed by Burns and Joyce 1991 (adapted from Callaghan and Rothery, 1988), and *Muranoi's Interaction Enhancement* (cited in

Doughty & Williams, 1998:241-242). These two steps are being conducted according to the type of the tasks.

This research has been able to answer the research questions. The question relates to what is an alternative syllabus like that will meet the needs of the students of the department of ESTD. It relates to the types of competencies and tasks that are carried out during the teaching and learning process. This study has identified 4 competencies and 10 types of tasks. The comparison between the current syllabus and the proposed one indicates that there are mismatches between the two. The discrepancies are particularly evidence in the content of the syllabus. These findings are significant in that they clearly point to the need for an educational undertaking that could create a close correspondence between what is offered at the department and what is needed by the students in the future jobs. This education gap, then, would justify the argument for designing proposed and alternatives syllabuses that can be offered to the department in order to prepare students to acquire the necessary language skills needed in their job as future professional elementary school teachers.

Based on the conclusions above, this study suggested the following recommendations: 1) This syllabus is recommended to be adopted in English course in the ESTD, because it had strong pedagogic justifications as described in the previous chapters. In adopting the proposed syllabus, the structural items should be selected in such a way so that only those relevant aspects that were needed for

particular tasks which were taught. This view pointed to the need to teach relevant structural items in a particular task. Similarly, vocabulary items should also be selected on the basis of their relevance. Then those structural aspects should be built in communicative competence as the basis of the tasks so that the design can promote active communication of the students; 2) There are three pre-requisites that must be met before adopting the proposed syllabus. First, the department should provide physical support to the program because the implementation of the syllabus requires comfortable rooms, where the tasks can be carried out maximally. Second, the implementation of the competency task based syllabus would necessitate the lecturers and the students to have sufficient knowledge and understanding about competency-task based language teaching. If they were not familiar with it, a training program especially for the lecturers should be designed. The program had to include, among other things, the underlying current theories of English language teaching, concepts of competency task based language teaching, task grading and sequencing, teaching techniques, teaching media, materials design, and assessment or evaluation. The third was time allotment. Sufficient time allotment that was needed in the implementation of the proposed syllabus should be proportionally available. Based on the analysis of the findings, the 2 credit hours was very limited, and based on the questionnaires and interviews, it should be evaluated. The time provided should be at least 7 credit hours of English course: 3 credit hours in the regular subjects or main course, and 4 credit hours in the form of optional package subjects where the students have to choose one

package among the optional packages; 3) The proposed syllabus only contained syllabus items of competence and task in the form of transitional model. It was recommended for further research to develop a further and advanced communicative competence approach in the curriculum design. Besides that, it was required for further research on the development of material design and assessment or evaluation.

REFERENCES

- Abbot, G. (1978). *ELT Documents: Individualization*. London: The British Council.
- Allen, J. P. B. (1984). "General-Purpose Language Teaching: A Variable Focus Approach". In C. J. Brumfit. *General English Syllabus Design* (pp: 61-74). Oxford: Pergamon Press.
- Astika, G. (2004). *Syllabus Design for Tour and Travel Management Department at Satya Wacana University*. Dissertation, Surakarta: Sebelas Maret University
- August, Diane. (2002). *Transitional Programs For English Language Learner*. Baltimore, MD.: CRESPAR/Johns Hopkins University.
- Benesch, S. (1996). "Needs Analysis and Curriculum development in EAP: An Example of a Critical Approach". *TESOL Quarterly*, 30(4), 723-738.
- Berko-Gleason, J. (1985). *The Development of Language*. Columbus, OH: Merrill.
- Berwick, R. (1993). "Towards an Educational Framework for Teacher-led Tasks". In G. Crookes & S. Gass (eds.), *Tasks in a Pedagogical Context: Integrating Theory and Practice* (pp. 97-124). Adelaide: Multilingual Matters.
- Breen, M. P. (1987). "Contemporary Paradigms in Syllabus Design". *Part II. Language Teaching*, 20(3), 157-166.
- Brewer, J. A. (2007). *Introduction to Early Childhood education: Preschool through Primary Grades*. 6th ed. Unites States. Pearson Education, Inc.
- Brindley, G. P. (1984). *Need Analysis and Objective Setting in Adult Migrant Education Program*. Sydney: NSW Adult Migrant Education Service.
- _____. (1989). "The Role of Needs Analysis in Adult ESL Programme Design". In R. K. Johnson (ed.), *The Second Language Curriculum* (pp. 63-78). New York: Oxford University Press.
- Brown, G. and Yule, G. (1988). *Teaching the Spoken Language*. New York: Cambridge University Press.
- Brown, J. D. (1995). *The Elements of Language Curriculum*. Boston: Heinle & Heinle Publishers.

- Bygate, M; Skehan, P; and Swain, M. (2001). "Introduction". In M. Bygate, P. Skehan, and M. Swain (eds.), *Researching Pedagogic Tasks* (pp.1-20). Harlow: Pearson Education.
- Canale, M. and M. Swain. (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". *Applied Linguistics* 1/1:1.-47.
- Canale, M. (1983). "From Communicative Competence to Communicative Language Pedagogy". In J.C. Richards and R.W. Schmidt, (eds.). *Language and Communication*. New York: Longman.
- Candlin, C. N. (1987). "Towards Task-based Language Learning". In C. N. Candlin & D. F. Murphy (Eds.) *Language Learning Tasks* (pp. 5-22). Englewood Cliffs: Prentice Hall.
- Carroll, J. B. (1993). *Human Cognitive Abilities*. New York: Cambridge.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Mass.: MIT Press.
- Clark, J. L. (1987). *Curriculum Renewal in Foreign Language Learning*. Oxford: Oxford University Press.
- Crocker, T. (1981). "Scenes of Endless Science: ESP and Education". In J. McDonough and T. French, *ELT Documents 112, The ESP Teacher: The Role, Development and Prospects*. London: The British Council.
- Crookes, G. (1986). *Task Classification: a Cross-disciplinary Review*. Technical Report No. 4, Department of ESL, University of Hawai at Manoa.
- Curtain, H. and Dahlberg, C. A. (2010). *Language and Children, Making the Match; New Language for Young Learners, Grade K-8* (4th ed.). Boston, M.A.: Pearson education Inc.
- Dick, W., and Carey, L. (2001). *The Systematic Design of Instruction* (5th ed.). New York: Longman
- Dudley-Evans, T. and John, A. M. (1991). English for Specific Purposes: International in Scope, Specific in Purpose. *TESOL Quarterly*, 25, 297-314.
- Dudley-Evans, T. and St John, M. J. (1998). *Developments in ESP: A Multi-disciplinary Approach*. New York: Cambridge University Press.

- Dwiraharjo, M. (2001). *Bahasa Jawa Krama*. Surakarta: Pustaka Cakra.
- Early, P. B. (1981). *The ESP Teacher's Role: Implications for the Knower-Client Relationship*, pp: 25-46. London: The British Council.
- Ellis, R. (1998). *Classroom Second Language Development*. New York: Prentice Hall.
- _____. (1998). "The Evaluation of Communicative Tasks". In B. Tomlinson, *Materials Development in Language Teaching*, pp: 217-238. Cambridge University Press.
- _____. (2000). *Task-Based Research and Language Pedagogy*. *Language Teaching Research*, 4(3), 193-220.
- Faridi, A. (2008). *Pengembangan Model Materi Ajar Muatan Lokal Bahasa Inggris di Sekolah Dasar Jawa Tengah yang Berwawasan Sosiokultural*. Dissertation, Semarang: State University of Semarang.
- Ferris, D. (1998). "Students' View of Academic Aural/Oral Skills: A Comparative Needs Analysis". *TESOL Quarterly*, 32(2), 289-318.
- Ferris, D. and Tagg, T. (1996). "Academic Oral Communication Needs of EAP Learners: What Subject-Matter Instructors Actually Require". *TESOL Quarterly*, 30(1), 31-55.
- Finney, D. (2002). "The ELT Curriculum: A Flexible Model for a Changing World". In J.C. Richards and W.A. Renandya (eds.), *Methodology in Language Teaching: an Anthology of Current Practice* (pp.69-79). New York: Cambridge University Press.
- Gall, M. D. and Borg, W. R. (1983). *Educational Research: An Introduction*. 4th ed. New York & London: Longman.
- Gall, M. D., Gall, J. P., and Borg, W. R. (2003). *Educational Research: An Introduction*. 7th ed. Boston, M.A.: Pearson Education, Inc.
- Gans, H. J. (1999). "The Participant- Observer as a Human Being: Observations on the Personal Aspects of Field Work". In A. Bryman & R.G. Burgerss (eds.), *Qualitative Research* (Vol. II, pp. 39-54). London: SAGE Publications.

- Gardner, R. (1992). "What Now in English Language Curriculum in Australia?" *Prospect*, 7, 3:67-75.
- Gough, N. (2000). "Locating Curriculum Studies in the Global Village". *Journal of Curriculum Studies*, 32, 2: 329-342.
- Halliday, M. A. K. (1970). "Language Structure and Language Function". In J. Lyons (ed.) *New Horizons in Linguistics*. Harmondsworth, England: Penguin.
- _____. (1973). *Explorations in the Functions of Language*. London: Edward Arnold Press.
- Holstein, J. A. and Gubrium, J. F. (1999). "Active Interviewing". In A. Bryman & R.G. Burgess (eds.), *Qualitative Research* (Vol. II, pp. 105-121). London: SAGE Publications.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: A Learning-centered Approach*. New York: Cambridge University Press.
- Hymes, D. (1971). "Competence and Performance in Linguistic Theory". In R. Huxley and E. Ingram (eds.) *Language Acquisition: Models and Methods*. London: Academic Press.
- _____. (1972). "On Communicative Competence", in J.B. Pride and J. Holmes, (eds.): *Sociolinguistics*. Harmondsworth, Middlesex: Penguin Education, 269-93
- _____. (1974). *Foundation in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.
- Johnson, D. M. (1992). *Approaches to Research in Second Language Learning*. London: Longman.
- Johnson, R. K. (1989). *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- _____. (1992). "TESOL; Teacher-training for Content Subject Teachers in L2 Immersion Programs". In J. Flowerdew, M. Brock, & S. Shia (eds.), *Perspectives on Second Language Teacher Education* (pp. 167-185). Hong Kong: City Polytechnic of Hong Kong.

- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Research Book for Teachers*. New York: Cambridge University Press.
- Kelly, A. V. (1989). *The Curriculum: Theory and Practice*. London: Paul Chapman Publishing.
- Kern, R. (1990). "Use of Competency-Based Course Syllabus and Its Effects on Student Performance in Introductory Computer Courses." *Community/Junior College Quarterly of Research and Practice*, 14: 115-122.
- Lincoln, Y. S. and Guba, E. G (1985). *Naturalistic Inquiry*. London: SAGE Publications.
- Littlewood, W. (1991). "Curriculum Design". In R. Bowers and C. Brumfit. *Applied linguistics and English Language Teaching*. PP: 11-22. London: MacMillan Publishers.
- Lofland, J. and Lofland, L. H. (1999). "Data Logging in Observation: Field Notes". In A. Bryman & R.G. Burgess (eds.), *Qualitative Research* (Vol. III, pp. 3-12). London: SAGE Publications.
- Long, M. H. (1983a). "Does Second Language Instruction Make a Difference? A Review of Research". *TESOL Quarterly*, 17(3), 359-382.
- _____. (1983b). "Native Speaker / Non – native Speaker Conversation in the Second Language Classroom". In M.A Clarke & J. Handscombe (eds.), *On TESOL '82: Pacific Perspectives on Language Learning and Teaching* (pp. 207-228). Washington D.C.: TESOL.
- _____. (1983c). "Inside the 'Black Box': Methodological Issues in Classroom Research on Language Learning". In H.W. Seliger & M.H. Long (eds.), *Classroom Oriented Research in Second Language Acquisition* (pp. 3-38). Cambridge: Newbury House.
- _____. (1985). "A Role for Instruction in Second Language Acquisition: Task-Based Language Teaching". In K. Hyltenstam & M. Pienemann (eds.), *Modeling and Assessing Second Language Acquisition* (pp. 77-99). Avon: Multilingual Matters.

- _____. (1988). "Instructed Inter-language Development". In, L.M. Beebe, *Issues in Second Language Acquisition: Multiple Perspective* (pp: 115-142). New York: Newbury House.
- _____. (1996). "The Role of the Linguistic Environment in Second language Acquisition". In W. Ritchie & T. Bhatia (eds.), *Handbook of Research on Second Language Acquisition*. New York: Academic.
- Long, M. H. and Crookes, G. (1992). "Three Approaches to Task-Based Syllabus Design". *TESOL Quarterly*, 26 (1), 27-55.
- _____. (1993). "Units of Analysis in Syllabus Design – The Case for Task". In G. Crookes and S.M Gass. *Tasks in a Pedagogical Context: Integrating Theory and Practice* (pp: 92-118). Adelaide: Multilingual Matters.
- Lynch, B. K. (1996). *Language Program Evaluation*. New York: Cambridge University Press.
- Majchrzak, A. (1984). *Methods for Policy Research*. California: SAGE Publication.
- Mc. Donough, J. (1984). *ESP in Perspective: A Practical Guide*. London: Joe Mc Donough.
- Miles, M. B and Huberman, A. M (1994). *Qualitative Data Analysis*. London: SAGE Publication.
- Nation, I. S. P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Taylor & Francis.
- Nelson, Katherine. (1973). "Structure and Strategy in Learning to Talk." *Monographs of the society for Research in Child development*, 38: 149.
- Nunan, D. (1988a). *The Learner-Centered Curriculum*. New York: Cambridge University Press.
- _____. (1988b). "Teaching Grammar in Context". *English Language Teaching Journal*, 52(2), 101-109.
- _____. (1988c). *Syllabus Design*. New York: Oxford University Press.
- _____. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.

- _____. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Nurhadi, M. A. (1993). *Wawasan Konsep Dasar Penelitian Kebijakan Pendidikan*. Paper Presented at a Seminar on Primary School Teacher Development Project. Yogyakarta.
- Olive, P. F. (1982). *Developing the Curriculum*. Boston: Little, Brown and Company.
- Paltridge, B. (1994). "Genre Analysis and the Identification of Textual Boundaries". *Applied Linguistics*, 15 (3), 288-299.
- Patton, M. Q. (1980). *Qualitative Evaluation and Research Methods*. London: SAGE Publication.
- Paulston, C. (1974). "Linguistic and Communicative Competence". *TESOL Quarterly* 8:347-362.
- Pica, T., Kanagy, R., and Falodun, J. (1993). "Choosing and Using Communication Tasks for Second Language Instruction". In G, Crookes & S.M. Gass (eds.), *Tasks and Language Learning: Integrating Theory and Practice* (pp. 9-34). Philadelphia: Multilingual Matters.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J. C. (1984). "Language Curriculum Development". *RELC Journal*, 15(1), 1-29.
- _____. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. and Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C., Platt, J., and Webber, H. (1986). *Longman Dictionary of Applied Linguistics*. Essex: Longman.
- Richards, J. C., Platt, J. and Platt, H. (1992). *Dictionary of Applied Linguistics*, 2nd ed. Harlow, UK: Longman.
- Robinson, P. (1989). "An Overview of English For Specific Purposes". In H. Coleman (ed.), *Working with Language: A Multidisciplinary*

- consideration of Language Use in Work Context* (pp. 395-427). Berlin: Mouton de Gruyter.
- _____. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- _____. (1998). *Task-Based Syllabus*. <http://langue.hyper.chubu.ac.jp>
- Rodgers, T. S. (2001). *Language Teaching Methodology*. ERIC Digest (<http://www.cal.org/erieel/digest/roddgers.html>)
- Rukmini, D. (2007). *The Rhetorical Development Realizations of Reading Texts in the Senior High School English Text Books*. Dissertation, Semarang: State University of Semarang.
- Sadeghian, J. B. (1981). *Syllabus Design and Communicative Language Teaching*. Dissertation. Washington, D.C.: Georgetown University
- Samimy, K. K., & Kobayashi, C. (2004). "Toward the development of intercultural communicative competence: Theoretical and pedagogical implications for Japanese English teachers". *JALT Journal*, 26 (2): 245-261.
- Samuda, V. (2001). "Guiding Relationship between Form and Meaning during Task Performance: The Role of the Teacher". In M. Bygate et.al (eds.), *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing* (pp. 119-140). Harlow: Pearson Education.
- Savignon, S. J. (1997). *Communicative Competence Theory and Classroom Practice; Texts and Contexts in Second Language Learning*. Second edition. United States of America: McGraw-Hill Companies, Inc.
- Scarcella, R.C., Andersen, E.S., and Krasen, S.D. (1990). *Developing Communicative Competence in a Second Language*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Spradley, J. P. (1980). *Participant Observation*. New York: Holt, Rinehart, and Winston.
- Stevens, P. (1988). "Interaction outside the Classroom: Using the community". In W.M. Rivers (ed.), *Interactive Language Teaching* (pp. 170-176). Cambridge: Cambridge University Press.

- Sugiyono. (2006). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutopo, H. B. (2002). *Metodologi Penelitian Kualitatif*. Surakarta: Sebelas Maret University Press.
- Taylor, S. J. (1999). "Leaving the Field: Research, Relationship, and Responsibilities". in A. Bryman & R.G. Burgess (eds.), *Qualitative Research*, Vol. IV, pp. 274-282. London: SAGE publications
- Tuckman, B. W. (1978). *Conducting Educational Research*. Second edition. United State of America: Harcourt Brace Jovanovich, Inc.
- Tumposky, N. (1984). "Behavioral Objectives, the Cult of Efficiency, and Foreign Language Learning. Are they Compatible?" *TESOL quarterly*, 18(2), 295-310.
- Van EK, J. A. and Trim, J.L. (1991). *Threshold 1990*. Cambridge: Cambridge University Press.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- _____. (1984). "Educational and Pedagogical Factors in Syllabus Design". In C. J. Brumfit (ed.), *General English Syllabus Design* (pp. 23-28). Oxford: Pergamon Press.
- _____. (1987). "Aspects of Syllabus Design". In M. Tickoo (ed.), *Language Syllabuses: States of The Art* (pp. 65-89). Singapore: RELC
- _____. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Wilkins, D. A. (1978). *Notional Syllabus*. London: Oxford University Press.



The Ohio State University
School of Teaching & Learning
College of Education & Human Ecology
[223 Arps Hall](#) 1945 N High Street
Columbus, OH 43210 614-292-7597



Prof. Keiko K. Samimy, Ph.D

The Ohio State University

Ohio, USA

Professor

Language Literacy & Culture
Foreign & Second Language Education
School of Teaching & Learning
The Ohio state University

Work Information: [223 Arps Hall](#) 1945 N High Street Columbus, OH 43210 614-292-7597

Organization: School of Teaching & Learning
VP/College Name: College of Education & Human Ecology

CURRICULUM VITAE

- a. Nama lengkap & gelar : Ali Mustadi
 b. NIP : 19780710 200801 1 012
 c. Tempat / Tanggal Lahir : Kudus, 10 Juli 1978
 d. Jenis Kelamin : Laki-laki
 e. Status Perkawinan : Kawin
 f. Agama : Islam
 g. Pangkat/Gol : Penata Muda Tk I/IIIb
 h. Jabatan Fungsional Akademik : Asisten Ahli
 i. Perguruan Tinggi : Universitas Negeri Yogyakarta (UNY)
 j. Unit Kerja/Jurusan/Prodi (FIP)/PPSD/PGSD : Fakultas Ilmu Pendidikan
 k. Alamat : Karangmalang, Jl . Colombo, Yogyakarta, 55281
 l. Telepon : (0274) 586168
 m. Faksimili : (0274) 540611
 n. Bidang Keahlian : Pendidikan Bahasa Inggris
 o. Alamat Rumah : Jln. Samas Km. 20 Celep, dk. 3, Srigading, Sanden, Kode pos 55763, Bantul, Yogyakarta
 p. Telepon : 02747103709, Hp. 081328089490
 q. Alamat E-mail : aly_uny@yahoo.com
 r. Mata Kuliah yang Diampu : Bahasa Inggris
 Karya Tulis Ilmiah

RIWAYAT PENDIDIKAN					
No	Tahun Lulus	Jenjang	Sekolah/Perguruan Tinggi	Jurusan/ Bidang Studi	Gelar
1	1990	SD	SD N Margorejo II Kudus	-	-
2	1995	SLTP	MTs Miftahul Falah Kudus	-	-
3	1998	SLTA	MA Miftahul Falah Kudus	-	-
4	2002	S1	Universitas Negeri Semarang (UNNES) Semarang	Pendidikan Bahasa Inggris	S. Pd
5	2005	S2	PPs Universitas Negeri Semarang (UNNES) Semarang	Pendidikan Bahasa Inggris	M. Pd
6	2011	S3	PPs Universitas Negeri Semarang (UNNES) Semarang dan	Pendidikan Bahasa Inggris	Dr

PENGALAMAN PENDIDIKAN NON-GELAR (NASIONAL/INTERNASIONAL)				
No	Waktu Pelaksanaan	Nama Program Kegiatan	Institusi	Hasil/ Counterparts/ Advisor
1	Oktober 2009 s/d Februari 2010	Doctoral Sandwich Program	Ohio State University (OSU), Amerika	Sertifikat Sue Dechow, PhD Lucila Rudge, PhD
2	Desember 2009 s/d Januari 2010	International Visiting Scholar	1. Darby Elementary School 2. Gable Elementary School 3. Wickliffe Elementary School 4. Our Lady of Peace Elementary School 5. Gahanna High School	- Ms. Angela Dockery - Mrs Ruth Palmer - Mr. Chris Collaros & Mrs. E. Glover - Mrs. Carol A. Folian
3	2009-2011	Dissertation advisory	Ohio State University	Prof. K. Samimy, Ph.D
4	January 2010	International Seminar of Dissertation Project	USINTEC, USA	Prof. K. Samimy, Ph.D
5	Oktober 2009- Januari 2010	International sit in	Ohio State University	Prof. Haneda Prof. C. Dillard L Katz, PhD

PELATIHAN PROFESIONAL			
No	Tahun	Pelatihan	Penyelenggara
1	2007	Workshop pengembangan bahan ajar berbasis TIK	SMA N 5 Semarang
2	2008	Worshop Sekolah Kategori Mandiri (SKM)	SMA N 5 Semarang
3	2008	Pengembangan Instruksional pengajaran, dan pelatihan penelitian, pengabdian masyarakat, bahasa Inggris, <i>e-learning</i> , dan leadership	P3AI UNY
4	2009	Achievement motivation training	WSPK UNY
5	2010	Workshop pemberdayaan laboratorium SOP dan Optimalisasi pelayanan laboratorium Prodi PGSD	Prodi PGSD, PPSD, FIP UNY
6	2010	Workshop pemberdayaan Pembimbing Akademik (PA)	Prodi PGSD, PPSD, FIP UNY
7	2010	Workshop pemberdayaan pembelajaran berbasis <i>e-learning</i>	Prodi PGSD, PPSD, FIP UNY

PENGALAMAN JABATAN (TAMBAHAN)			
No	Jabatan	Institusi	Tahun
1	Sekretaris Program PHK-A PGSD	PGSD, FIP, Universitas Negeri Yogyakarta	2008-2009
2	Ketua Program Beasiswa S1 PGSD Berasrama.	PGSD, FIP, Universitas Negeri Yogyakarta	2008-2010
3	PIC Kegiatan 6, Kenyamanan asrama sebagai <i>leaning center</i> , PHK A PGSD.	PGSD, FIP, Universitas Negeri Yogyakarta	2007-2010
4	PIC Kegiatan Workshop Pemberdayaan dan Optimalisasi Laboratorium PGSD, DIA-BERMUTU PGSD	PGSD, FIP, Universitas Negeri Yogyakarta	2008-2011
5	Ketua Tim Akreditasi S1 PGSD	PGSD, FIP, Universitas Negeri Yogyakarta	2010

PENGALAMAN MENGAJAR				
No	Mata Kuliah	Jenjang	Institusi/Jurusan/Prodi	Tahun
1	Bahasa Inggris I dan II	S1	Tarbiyah STAIN Kudus	2002-2007
2	Bahasa Inggris	SMA	SMA N 5 Semarang	2003-2007
3	<i>Introduction to linguistics</i>	S1	Fakultas Bahasa UNAKI Semarang	2005-2007
4	<i>Translation</i>	S1	Fakultas Ekonomi UNAKI Semarang	2006-2007
5	<i>English for Civic Education</i>	S1	Fakultas Ilmu Sosial, UNNES	2005-2007
6	Bahasa Inggris	S1	Fakultas Ilmu Pendidikan, UNY	2007-Sekarang
7	Karya Tulis Ilmiah	S1	Fakultas Ilmu Pendidikan, UNY	2010-Sekarang

PENGALAMAN MEMBIMBING MAHASISWA		
No	Tahun	Pembimbingan/Pembinaan
1	2009	DPL PPL-KKN mahasiswa PGSD di SD N Cepit Bantul
2	2009	Membimbing PKM mahasiswa PGSD atas nama Tutut Umi Wulansari dkk
3	2010	DPL PPL dan KKN mahasiswa PGSD di SD N Keputran II Yogyakarta
4	2010	Membimbing PKM mahasiswa PGSD atas nama Umi Mayangsari tentang Ungker dalam PKM-M 2010
5	2010	Membimbing PKM mahasiswa PGSD angkatan 2008 atas nama Isdiono
6	2010	Membimbing PKM mahasiswa PGSD angkatan 2008 atas nama Doni
7	2011	Membimbing PKM mahasiswa PGSD angkatan 2009 atas nama M.

		Ridlwani dkk tentang Salak Merapi Pasca Erupsi dalam PKM GT 2011
7	2011	DPL PPL-KKN mahasiswa PGSD di SD N Manunggal Bantul
8	2011	Membimbing PKM mahasiswa PGSD angkatan 2009 atas nama Novi dkk tentang <i>Fun Lyrics</i> dalam SUG 2011
9	2011	Membimbing PKM mahasiswa PGSD angkatan 2009 atas nama Annisa Rizky dkk tentang <i>Eyesbook</i> dalam PIM UNAIR
10	2011	Membimbing PKM mahasiswa PGSD angkatan 2009 atas nama Ardhita dkk tentang ' <i>El-Pakar dan Si-Sodakegi</i> ' dalam PIM UNS 2011

PENGALAMAN PENELITIAN SKRIPSI, THESIS, DISERTASI				
No	Tahun	Judul Penelitian	Jenjang	Skripsi/ Thesis/ Disertasi
1	1998 - 2002	Simplified Novel Of Charles Dickens' <i>Oliver Twist</i> As An Extensive Reading Material For SMU Students	S1	Skripsi
2	2003 - 2005	Novices Explaining Techniques: Code-Switching And Code-Mixing In The Classroom	S2	Thesis
3	2007 – 2011	English syllabus design for Elementary Schools Teachers Education Department, Faculty of Education, State University of Yogyakarta: A Study to Develop an Alternative English Syllabus	S3	Disertasi

PENGALAMAN PENELITIAN				
No	Tahun	Judul Penelitian	Jabatan	Sumberdana
1	2007	Improving the Biological Concept Understanding of the Students of Sma 5 Semarang by Using <i>Mind Mapping</i> Based on ICT and English.	Anggota Peneliti	Lemlit UNNES
2	2008	Pengembangan Model " <i>PLST</i> " untuk mendeteksi Perkembangan Kemampuan Bahasa Anak Usia Dini	Anggota Peneliti	LP2M Dikti
3	2008	Penerapan Metode <i>Task Based Teaching</i> Dalam Pengajaran Bahasa Inggris di MAN 2 Wates, Kulonprogo, Yogyakarta.	Anggota Peneliti	Swadaya TIM
4	2009	Penerapan metode <i>Appraisal System</i> dalam pengajaran Reading pada mata kuliah Bahasa Inggris S1-PGSD untuk membangun <i>Critical Reading Awareness</i>	Ketua Peneliti	Hibah PHK A PGSD 2009

		(CLA) dan <i>Language Literacy (LL)</i>		
5	2010	Penerapan Metode <i>Beyond Centers and Circles Time (BCCT)</i> Pada Penguasaan Kosakata Bahasa Inggris Kelas Rendah di SD N Cepit Kabupaten Bantul	Ketua Peneliti	Hibah DIA BERMUTU 2010
6	2010	Peningkatan Hasil Prestasi Belajar Mahasiswa Melalui Metode <i>Task Based Teaching (TBT)</i> Pada Mata Kuliah Bahasa Inggris Di PGSD, FIP, UNY	Ketua Peneliti	Hibah Penelitian FIP 2011
7	2010	Peningkatkan Keterampilan Berbicara Bahasa Inggris Mahasiswa Prodi PGSD, FIP, UNY Melalui Teknik <i>Role-Playing</i>	Ketua Peneliti	Hibah PHK A PGSD 2010
8	2011	Peningkatan Prestasi Belajar Siswa Kelas III Pada Pelajaran Bahasa Inggris Melalui Metode <i>Total Physical Response (TPR)</i> SD Negeri Manunggal, Bantul.	Ketua Peneliti	Hibah penelitian FIP 2011
9	2011	Pengembangan Materi Ajar Muatan Lokal Bahasa Inggris Sekolah Dasar yang Berwawasan <i>Sociocultural-Based Model</i> di Daerah Istimewa Yogyakarta	Ketua Peneliti	Proposal

KARYA TULIS ILMIAH

A. Buku//Jurnal/Koran

No	Tahun	Judul	Penerbit/Jurnal
1	2009	Pengembangan Pengajaran <i>Writing</i> Melalui Metode <i>Beyond Centers and Circles Time</i> Mata Kuliah Bahasa Inggris di PGSD	Jurnal Penelitian ILMU PENDIDIKAN FIP UNY 2009
2	2010	BEASISWA UNGGULAN: Upaya Meningkatkan Profesionalisme Tenaga Pendidikan dalam Pembangunan Manusia Indonesia	Majalah EduInfo FIP UNY Volume VII No.5 Januari-April 2010
3	2010	BEASISWA UNGGULAN dan Profesionalisme Tenaga Pendidikan	Surat Kabar Kedaulatan Rakyat Edisi 7 Agustus 2010
4	2010	Penerapan metode <i>Apraisal System</i> dalam pengajaran <i>Reading</i> pada mata kuliah bahasa inggris untuk membangun <i>Critical Reading Awareness (CRA)</i> dan <i>Language literacy (LL)</i>	Jurnal STKIP Lamongan, Jawa Timur Tahun V No.9 Feb 2010
5	2010	Peningkatan Prestasi Belajar Mahasiswa Melalui Metode <i>Task Based Teaching</i>	Jurnal PGSD, Majalah Ilmiah ELEMENTARY 1

		(TBT) Pada Mata Kuliah Bahasa Inggris di PGSD, FIP, UNY	Juli 2010
6	2010	Pentingnya <i>Good Partnership Empowerment</i> antara dosen dan mahasiswa: Kajian hubungan kemitraan dosen dan mahasiswa di Jawa	Majalah Dinamika Pendidikan FIP No.2 Thn XVII Okt 2010
7	2011	Peningkatkan Keterampilan Berbicara Bahasa Inggris melalui Teknik <i>Role-Playing</i> Mahasiswa Prodi PGSD, FIP, UNY	Jurnal Penelitian ILMU PENDIDIKAN FIP Edisi 2011
8	2011	Pendidikan Karakter Berwawasan Sosiokultural (<i>Sociocultural Based Character Education</i>) di Sekolah Dasar, Daerah Istimewa Yogyakarta (DIY)	Majalah Dinamika Pendidikan FIP Edisi 2011

B. Hand Out/Makalah/Poster

1	2009	Pengembangan metode <i>membaca kritis</i> dalam pengajaran Bahasa Inggris untuk membangun <i>Critical Discourse Analysis (CDA)</i>	Makalah PPs. UNNES
2	2008	Permasalahan Mendasar Pengajaran Reading / Membaca dalam bahasa Inggris	Makalah PPs. UNNES
3	2007	Kajian <i>Psycholinguistics</i> :Penguasaan bahasa pada Aphasia	Makalah PPs. UNNES
4	2007	<i>Improving Teaching Vocabulary for Elementary School Students</i>	Makalah PPs. UNNES
5	2007	<i>Teaching English as a Foreign Language</i>	Makalah PPs. UNNES
6	2007	<i>Techniques of Learning English Vocabulary</i>	Makalah PPs. UNNES
7	2011	Pedoman Penulisan Karya Tulis Ilmiah	Hand Out FIP UNY

C. Penyunting/Editor/Review/Resensi

1			
---	--	--	--

PESERTA/PANITIA

KONFERENSI/SEMINAR/LOKAKARYA/SIMPOSIUM/WORKSHOP

No	Tanggal/Tahun	Peserta/Panitia dan Judul Kegiatan	Penyelenggara	Keterangan/Hasil
1	21 Mei	Peserta	UNISSULA	Sertifikat

	2003	Seminar Nasional tentang 'Prospek Perindustrian Indonesia dalam Gejolak Perekonomian di Era Pasar Bebas.	Semarang	
2	17 Januari 2004	Delegasi Seminar Sehari tentang 'Koperasi Mahasiswa'	KOPMA UNNES	Sertifikat
3	3-4 Februari 2004	Peserta Seminar dan Lokakarya tentang 'Kurikulum Berbasis Kompetensi Bahasa Inggris SMP dan SMA'	FBS Universitas Negeri Semarang	Sertifikat
4	5 Desember 2004	Peserta Semiloka tentang 'Implementasi Kurikulum Berbasis Kompetensi (KBK)'	Penerima Bantuan Operasional Manajemen Mutu (BOMM) Kudus	Sertifikat
5	25 April 2005	Peserta Seminar Nasional tentang 'Mencari Format Pendidikan Nilai'	Program Pasca Sarjana UNNES	Sertifikat Hotel Graha Santika Semarang
6	21 Mei 2005	Peserta Seminar Nasional tentang 'Konflik Ambalat dalam Dinamika Hubungan Internasional'	FIS Universitas Negeri Semarang	Sertifikat
7	24 Agustus 2010	Panitia 'Workshop Pemberdayaan dan Optimalisasi Peran Penasehat Akademik'	Program DIA-BERMUTU FIP UNY	Sertifikat
8	25 Agustus 2010	Panitia 'Workshop Pemberdayaan Laboratorium'	Program DIA-BERMUTU FIP UNY	Sertifikat
9	26 Agustus 2010	Panitia 'Workshop Pengembangan Pembelajaran Berbasis E-Learning'	Program DIA-BERMUTU FIP UNY	Sertifikat
10	Januari 2010	Speaker Seminar Internasional tentang 'Dissertation Project'	Ohio State University, USA	Doctoral sandwich Program

11	7-8 April 2010	Pemakalah Seminar Nasional tentang 'Doctoral Sandwich Program'	DIKTI	Hotel Santika Semarang Sertifikat
----	-------------------	--	-------	---

KEGIATAN PROFESIONAL/PENGABDIAN KEPADA MASYARAKAT

No	Tahun	Kegiatan dan Nama Pengabdian	Sumber Dana dan Penyelenggara
1	2007- Sekarang	Instruktur <i>English Club</i> bagi dosen FIP UNY	FIP UNY
2	2008 - 2010	Instruktur Bahasa Inggris bagi Mahasiswa beasiswa berasrama PGSD UNY	Mahasiswa beasiswa berasrama PGSD FIP UNY
3	2010	Narasumber Seminar Penulisan Karya Tulis Ilmiah bagi Guru SD se-wilayah kota Yogyakarta selatan	SD N Keputran II dan Tim KKN
4	2010	Narasumber workshop Media dan Metode Pembelajaran guru SD UPTD Sewon Bantul	SD N Cepit Bantul
5	2011	Narasumber Seminar <i>School Based Academic Writing</i> bagi Guru SD se-rayon Kota Bantul, Bantul	SD N Manunggal Bantul

PENGHARGAAN/PIAGAM

No	Tahun	Bentuk Penghargaan	Pemberi
1			
2			

ORGANISASI PROFESI ILMIAH

No	Tahun	Organisasi	Jabatan
1			
2			

Yogyakarta 01 Juli 2011

Ali Mustadi