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### Investigating the Implementation of 2013 Revised Curriculum and School-Based Curriculum from Postmethod Pedagogy Principle: Teachers' Perspective

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#### Abstrak

*Kebijakan pendidikan yang terus berubah di Indonesia tampaknya merupakan masalah yang sangat krusial untuk dibahas. Postmethod Pedagogy (Pedagogi pasca-metode) menawarkan klaim kontroversial bahwa di era ke-21 peranan metode pengajaran telah mati. Penelitian ini adalah studi kasus kualitatif yang bertujuan menyelidiki perspektif guru bahasa Inggris terhadap postmethod pedagogi. Para guru bahasa Inggris dari dua sekolah menengah atas di Subang adalah partisipan dalam penelitian ini. Sekolah pertama adalah sekolah negeri, yang menerapkan kurikulum 2013 yang direvisi dan satu sekolah lainnya adalah sekolah swasta yang menerapkan Kurikulum Berbasis Sekolah atau kurikulum terpadu. Semua guru bahasa Inggris dari kedua sekolah tersebut diberikan angket dan satu guru perwakilan untuk setiap sekolah akan dipilih untuk melakukan observasi kelas dan wawancara semi-terstruktur. Menurut hasil penelitian ini, peneliti menunjukkan bahwa semua peserta cenderung menerapkan Pendekatan Komunikatif - Pengajaran Bahasa Komunikatif (CLT) - Pengajaran Berbasis Tugas di kelas mereka. Meskipun para peserta memiliki gaya mengajar mereka sendiri, mereka tidak cukup percaya diri untuk menghasilkan metode pengajaran mereka sendiri. Mereka memiliki otoritas untuk menggabungkan dan membuktikannya dengan kepercayaan dan latar belakang pengetahuan mereka. Mereka memperhatikan latar belakang pelajar bahasa dan seharusnya tidak hanya fokus pada nilai penutur asli. Peneliti hampir dapat mengamati strategi makro yang dimaksudkan oleh Kumaravadivelu. Tidak ada perbedaan antara guru yang menerapkan kurikulum revisi 2013 dan kurikulum berbasis sekolah atau kurikulum terintegrasi dari prinsip pedagogi pasca metode.*

**Kata kunci:** Kurikulum berbasis sekolah, Kurikulum 2013 revisi, Postmethod Pedagogi

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## Abstract

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Take-in the ever-changing policy of Education in Indonesia seems a very long-crucial issue to be discussed. Post-method pedagogy offers with the controversial claim that in the 21st era the play of teaching method is dying. Post-method pedagogy is the current issue of English Language Teaching (ELT) nowadays. This is a qualitative case study aims at investigating English teachers' perspective towards post-method pedagogy. English teachers from two senior high schools in Subang has taken as the participants. A school is a public school, in which implements 2013 revised-curriculum and one another school is a private school that implements a School-based Curriculum or integrated curriculum. Those teachers administered the questionnaire and one teacher for each school will be chosen to conduct classroom observation and semi-structured interviews. According to the result of this study, the researcher indicates that all the participants tend to implement Communicative Approaches-Communicative Language Teaching (CLT)-Task Based Language Teaching most in their future classes. Eventhough the participants have their own style of teaching, they are not believe in themselves enough to produce their own teaching method. They have an authority to combine and prove it with their beliefs and background knowledge. They pay attention to the background of language learner and should not only focus on native speakers' value. The researcher is almost able to observe the macro strategies that purposed by Kumaravadivelu. There is no difference between teacher who implements the 2013 revised curriculum and school-based curriculum or integrated curriculum from post method pedagogy principle.

**Keywords: School-based curriculum, 2013 revised curriculum, and post method pedagogy**

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### BACKGROUND OF THE STUDY

Nowadays, teachers are challenging in creating 21st-century world outcomes in academic knowledge, such as life and career skills, learning, innovation skills, information, media, and technology skills. Suherdi (2012, p. 18) claims four elements to accomplish those achievements, there are standards and assessment, curriculum and instructions, professional development, and learning environment. English teachers should do something to confront the complexities

matter in teaching and learning process. In 1994, Kumaravadivelu offers pedagogy called post-method which combines the relationship between the theorizers and practitioners. The conventional concept of method (theorizers) emphasis knowledge-oriented, while post-method allows the practitioners (teachers) to construct classroom-oriented theories and practice (Kumaravadivelu, 1994). He claimed this is the time to move to English language teaching from method to post method.

### **The Post-method Era**

It is important to have a clear perception between the concept of method and post-method. Kumaravadivelu (2006, p. 84) defines method as the methodological beliefs proposed by theorist and practiced by teachers, he also Brown (2001, p.14) and Harmer (2007, p.77) vote similar discussion. Meanwhile a post-method is the construction of classroom procedures and principles by the teachers themselves based on their former and experiential knowledge (Kumaravadivelu, 2006, p. 170), he also Saengboon (2013, p. 156), Akbari (2008, p. 642) and Chen (2014, p. 23) vote similar discussion. It can be concluded that in post-method pedagogy, teachers could fill the gap from their beliefs on language's methods and try to go beyond them to find out the solution depends on their former experience or real contextual classroom. Tsanimi (2014) argued that "Teachers considered not only as practitioners, but as researchers, theorizing from their practice and practicing what they theorize". Actually, post method pedagogy is not the end of methods or method-crusher, but requires teachers to go beyond their method beliefs in the ELT classroom (Can, in press). Zeng (2012) also says post method does not set explicitly what and how teachers should do in the classroom. Post method pedagogy brings teachers should be able to adopt, adapt and/or develop their own theories and practices in their context (Soto 2014). Hence, post method provides the guidelines to create teaching learning process, which draws by pedagogic parameters and macro strategy frameworks.

### **Pedagogic Parameters**

If there were a new English teaching method, teachers would try to implement it in their classroom. However, in the 20th century, some experts believe that there is no need to invent a new method. Brown (2002) states that teachers are needed to more focus on how to unify

an approach to language teaching and how far teachers could stand on designing effective task and techniques informed by that approach. There are three parameters in terms' post-method pedagogy: particularity, practicality and, possibility (Kumaravadivelu, 2006 p. 171). Particularity means that the post-method pedagogy comes from particular teacher's experience, goals and, social context. This is the most important aspect of post-method pedagogy called situational understanding. Practicality is related to how teacher combine between the methodological theory and practice. While possibility is concerned with how teacher face the divers learners background or learner identity.

### **Kumaravadivelu's Frameworks**

When teachers will decide their own way of teaching, it does not mean they are totally free in their decision. There are some guidelines in post-method called macro-strategy and micro strategy. Kumaravadivelu (2006, p. 201) says that in post-method, teachers need a framework to develop the knowledge, skill, attitude and, autonomy in order to devise their personal theory or practice systematically, coherently and, relevantly. Here are ten following numbers of macro-strategies frameworks in post-method (p. 201): (1) Maximize learning opportunities. This macro-strategy is a effort to make balance between the teacher as a managers of teaching process and as mediators of learning process. It means that the teachers play as a creator of learning opportunities and utilize learning opportunities created by learners. (2) Minimize perceptual mismatches. This macro-strategy stresses the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the educator on teaching learning process. (3) Facilitate a negotiated interaction. This macro-strategy creates a meaningful interaction between teacher-learner, learner-learner on decision making of teaching. This strategy tends to avoid

merely react and respond the teachers' talk. (4) Promote learner autonomy. It means that this strategy emphasis learner to have necessary self-direct and self-monitor their own learning. (5) Foster language awareness. This macro-strategy involves any attempt to the function of L2 language itself. (6) Activate intuitive heuristics. This macro-strategy refers to the importance of providing rich textual data in order to make learner familiar with L2 language text.

(7) Contextualized linguistic input. This macro-strategy highlight the role of linguistic is shaped the language usage. (8) Integrate language skills. This macro-strategy refers to how the 4-language skills: listening, speaking, reading, and writing are used holistically integrate. (9) Raise cultural consciousness. It means that teachers should sensitive to the external factors such as: political, economic, and educational environment, which could be influenced to the L2 language usage. (10) Ensure social relevance. This macro-strategy refers to treat learners as cultural informants of language. It means that when learners learn a language they also need to learn the cultural consciousness. Macro strategies framework are the guidelines to create meaningful interaction between learner-learner and learner-teacher (Birjandi & Hashamdar, 2014).

## METHODOLOGY

This research is a qualitative case study, which draws out the teachers' perspective towards post-method. The reason why the case study was taken in this study because the sources come from teachers' cases in terms of English Language Teaching (Richards & Farrel, 2005, p. 5). The participants consist of the teachers from two senior high schools in Subang. A school is a private school, in which implement the school based curriculum and one another school is a public school, in which implement 2013 revised curriculum. To accomplish the objectives of this research, questionnaire, classroom observation and semi-structured

interviews will be conducted with the participants. After getting the data, the researcher analyzed what he found from the questionnaire and interview. This study had followed three iterative steps, there are: reading or memoing the transcripts both written and tapes, describing the whole perception or idea from the participant, classify the data by categorizing, grouping and coding them into themes (Gay *et al.*, 2009, pp. 449).

## FINDINGS

### Teachers' Demographic

SMAN 3 Subang has three English teachers. However, a teacher from those three is still leaving school for Hajj. Hence, only two teacher who has administered the questionnaire. Besides, eventhough SMAIT As-Syifa has four English teachers, only two teachers who have filled the questionnaires. It can be concluded that the data of questionnaire are taken from four English teachers. The characteristics of teacher can be seen in the following table.

**Table 1.** Teachers' Characteristics

No	Teacher	School	Age	Gender	Years of Teaching Experience
1.	T#1	SMA N 3 Subang	55	Female	32
2.	T#2	SMA N 3 Subang	48	Female	22
3.	T#3	SMAIT As-Syifa	38	Female	13
4.	T#4	SMAIT As-Syifa	39	Male	12

As can be seen in the previous table, there are three female teachers and one male teacher who have various teachers'

experiences in English Language Teaching (ELT). After administering the questionnaire, the teacher who has the longest experience in ELT or the eldest were chosen to conduct classroom observation and semi-structured interview.

**RQ #1 What methods do the teachers possess?**

The data from the questionnaire are taken to accomplish this research question. The participants were asked to select what method would they implement most in their future classes. The findings are provided in the table below.

**Table 2.** The frequency of ELT Teachers' Preferred Teaching Methods

No.	Teaching Method	T#1	T#2	T#3	T#4
1.	Grammar Translation Method				
2.	Direct Method				
3.	Audio-Lingual Method				
4.	Total Physical Response				
5.	Suggestopedia				
6.	The Silent Way				
7.	Communicative Approaches- Communicative Language Teaching-Task Based Language Teaching	√	√	√	√
8.	The Eclectic Method				

Regarding the findings in the table 2, all the teachers tend to implement Communicative Approaches-Communicative Language Teaching (CLT)-Task Based Language Teaching most in their future classes. Richard (2006) defines the role of teachers in CLT tend to be a facilitator and monitor rather than being the one and only model. It is in line with 2013 revised curriculum that has been implemented in that school. This

curriculum tends to propose a student-centered learning.

**RQ#2 Do teachers have a positive perspective towards the post method pedagogy or vice-versa?**

The second research question is going to investigate teachers' perspective towards post method pedagogy. The data from questionnaire were used to answer this question. The teachers have to respond 25 statements with likert scale from 1 to 5. 1 is strongly disagree, 2 is disagree, 3 is rare, 4 is agree, and 5 is strongly agree. Those 25 statements described into three Kumaravadivelu's post method pedagogy principle, such as particularity, practicality, and possibility. The data will be presented in the following tables.

Particularity is one of the post method pedagogy parameters. Particularity can be defined as the post-method pedagogy that comes from a particular teacher's experience, goals, and social context (Kumaravadivelu, 2006). As can be seen in table 3, the participants strongly agreed that method comes from the interaction among teachers, learners, materials, and classroom activities (statement number 5). It is proved by the participants' response who strongly agreed that methods should be suited to the local needs and it emerges every English teacher has his/her own methodology. However, the participants are not believe in themselves enough to produce their own teaching method. It is proved that participants have vary response to the statement number 3.

Selecting appropriate method is one of the teachers' effort to meet and achieve students' need. However, the teachers face the difficulties in implementing a method to be conducted in every single class. It is proved by the participants' perspective that there is not the one and only ideal method for teaching English (statement number 11). Therefore, Kumaravadivelu (2006) proposes

practicality as the parameter of post method. Practicality is related to how a teacher combines between methodological of theory and practice. It is proved that all the participants strongly disagree with the statement number 22. It can be concluded that practicality when the teachers face the difficulties in implementing a method, they have an authority to combine and prove it with their beliefs and background knowledge. It is in line with participants who agreed with the statement number 16 that teachers need to combine a variety of methods in their classes.

Possibility is concerned with how teacher faces the divers' learners background or learner identity (Kumaravadivelu 2006). The data on the table 5 shows that the participants believe in increasing awareness of local value. It is proved that all the participants strongly agreed with the statement number 24 and 25. It means the method should pay attention to the background of language learner and should not only focus on native speakers' value. Nonetheless, the participants do not quite believe in themselves to produce their own method. It can be seen from the response statement number 18. The participants tend to disagree that ESL/EFL speakers should lead methods designed processes since ESL/EFL speakers outnumber those who are native speakers.

**Q#3 Do the teachers in their classes reflect the post method pedagogy principle?**

Classroom observation and semi-structured interview were used to answer the third question. As mentioned in the previous discussion, the teacher who has the longest experience in ELT or the eldest teacher were chosen to conduct classroom observation and semi-structured interview. This research has observed and interviewed T#1 and T#4. This study has observed two meetings for each teacher. The result of the

classroom observation data will be carried out as follow.

**Classroom Observation**

Observation checklist from Kumaravadivelu (1994) framework was used to investigate how the teachers' belief in implementing teaching method. This framework is under the guidance of three operating principle: Particularity, Practicality, and Possibility. Kumaravadivelu suggests 10 macro strategies for teachers as the guidelines. Those strategies are (1) Maximize learning opportunities; (2) Minimize perceptual mismatches; (3) Facilitate a negotiated interaction; (4) Promote learner autonomy; (5) Foster language awareness; (6) Activate intuitive heuristics; (7) Contextualized linguistic input; (8) Integrate language skills; (9) Raise cultural consciousness; and (10) Ensure social relevance. Hence, The researcher tried to find out either or not T#1 and T#4 implement these ten micro strategies in their teaching and learning process.

**Teacher #1**

The first classroom observation has conducted on Thursday 22 August 2019. Teacher #1 taught XII MIPA from 12.30 a.m to 02.00 a.m. The second classroom observation has conducted on Thursday 29 August 2019 in the similar class to the first meeting. This class was chosen randomly by the teacher. The researcher gave space for the T#1 to choose what class that are allowed to be observed. The topic of learning materials that T#1 has delivered is about Application Letter. This data has taken from those two meetings. The data is given in the following table.

**Table 5.** The Classroom Observation of T#1

Macro Strategies	Observed? (Check if Yes)
1. Maximize learning Opportunities.	√

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**Evidence: Group Discussion and media in use**

In the first meeting, T#1 started the class by giving the students a piece of paper with several questions related to the topic. T#1 divided students into several groups to answer those questions. T#1 played the audio from the tape to answer fill in the blank questions. After giving the time to the students to discuss with each peer, the students ask randomly each group to share and write their answer in the white board.

2. Minimize Perceptual Mismatches.	√
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**Evidence: Put students in group**

Since the first activity, T#1 ask the students to make a group in doing learning process, the students has a chance to discuss to each other. However, T#1 divide it with the students' chairmate and/or someone who sits in front or back him or her.

3. Facilitate negotiated interaction.	√
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**Evidence: Designing group**

The effort of T#1 to design group is to enhance the interaction between student – student, and student – teacher. The students have to determine their answer based on all members of group.

4. Promote learner autonomy.	√
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**Evidence: Technology in use**

In the end of first meeting, T#1 ask the students to find a job vacancy that their interested in. They can find it in printed or electronic media.

5. Foster language awareness.	√
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**Evidence: Reading aloud**

In the last activity of second meeting, the students have their own application letter. T#1 asked the students randomly to read aloud their own letter in front of the class. T#1 tried to give feedback if the students did mistakes in grammar, pronunciation, and spelling.

6. Activate Intuitive Heuristics.	√
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**Evidence: Surf the net**

On the second meeting, the students have to bring job vacancy. The students have to write an application letter regarding their own job vacancy. Most students found it from the internet.

7. Contextualize linguistics input.	
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**Evidence: Selecting the contextual term**

T#1 has delivered application letter topic since the students are in the third grade of senior high school. The topic quite relates to the students because they need it to prepare themselves to get a job. The students learn about terms, expression, how to find a job vacancy, and write an application letter.

8. Integrate language skill.	√
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**Evidence: Vary activities**

T#1 stick to the use of source book. The students have to follow the sequence of activity that the book provided. T#1 uses 2013 Curriculum book. It provides and integrates between speaking, listening, reading, and writing skills.

9. Ensure social relevance.	x
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**Evidence:**

10. Raise cultural consciousness.	x
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**Evidence:**

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**Teacher #4**

The first classroom observation has conducted on Friday 13 September 2019. SMAIT As-syifa separate classes based on their gender. This research has observed boys class. Teacher #4 taught XII from 07.30 a.m to 09.00 a.m. The second classroom observation has conducted on Friday 20 September 2019 in the similar class to the first meeting. This class was chosen randomly by the teacher. The researcher gave space for the T#4 to choose what class that are allowed to be observed. The topic of learning materials that T#4 has delivered is about Application Letter. This topic of T#4 is similar to the topic of T#1.

However, T#4 has taught about the introduction of application letter. It means in 13 September 2019, the reseracher observed that last activity of that topic. On the second meeting, T#4 delivered the questionnaire to the students. This questionnaire is used to know the students' responses through the activities. This data has taken from those two meetings. The data is given in the following table.

**Table 6.** The Classroom Observation of T#4

Macro Strategies	Observed? (Check if Yes)
1. Maximize learning Opportunities.	√
<b>Evidence: Group Discussion and project based</b>	
The students have learned how to make a Curriculum Vitae (CV) in the previous meeting with the teacher. After knowing how to make a CV, they need to find the job that relates to their strengths. The first meeting was started by delivering several printed job vacancies from the internet. Since the students have limited time to access the internet, T#4 has provide it. The students cut those printed job vacancies and arrange them into some categories. The students have to stick it on the wall.	
2. Minimize Perceptual Mismatches.	√
<b>Evidence: Reflection</b>	
On the second meeting, T#4 delivered the questionnaire to the students. It aims at knowing the students' responses on the teaching and learning process. The students went to the laboratorium to access the questionnaire on the google form.	
3. Facilitate negotiated interaction.	√
<b>Evidence: Designing group and Questionnaire</b>	
The students should arrange and stick printed job vacancies on the wall. They	

have to determine and arrange it based on each criteria such as engineering, art, accountant, bussines etc. It has increased the interaction between student – student. The questionnaire that the students have to answer on the last meeting plays as the reflection to measure and asses the teaching and learning process. The students have chance to share their responses.

4. Promote learner autonomy.	√
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**Evidence: Portfolio**

After the students stick the job vacancies on the wall, each student has to go around the class to find the job vacancies that suits them. They have a week to determine which job vacancies that interested in them. After determining the company, they have to write an application letter and prepare all the requirements needed.

5. Foster language awareness.	√
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**Evidence: Translation**

On the second meeting, the students should fulfill the questionnaire. The questionnaire is open and close-ended questions which desingned in English version. The students are allowed to access electronic dictioannary to response to the questionnaire.

6. Activate Intutive Heuristics.	√
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**Evidence: Surf the net**

Even though the students have limited access to the internet, the teachers teach the students how to make a creative CV using Canva. The teachers asks the students to make their creative CV in the laboratorium.

7. Contextualize linguistics input.	
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**Evidence: Selecting the contextual term**

T#4 has delivered application letter topic since the students are in the third grade of senior high school. The topic quite relates to the students because they need it to prepare themselves to get a job. The students learn about terms, expression,



how to find a job vacancy, and write an application letter.

8. Integrate language skill.	√
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**Evidence: Cut and Stick**

T#4 provides vary and printed activities to enhance students language skills. One of the activities is cut and stick. T#4 provides several job vacancies that the students have to arrange those job vacancies into thier criteria. They have to read and comprehend the printed job vacancies and try to write an application letter based on job application.

9. Ensure social relevance.	x
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**Evidence:**

10. Raise cultural consciousness.	x
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**Evidence:**

As can be seen on the table 5 and table 6, the researcher is almost able to observe the macro strategies that purposed by Kumaravadivelu. The researcher found that both T#1 and T#4 seems to be conduct the teaching and learning process with those ten macro strategies. It means the participants are able to find the micro for each macro strategies. However, T#1 has different micro strategies to T#4. The researcher faced difficulties finding the micro strategies for number 9 and 10, they are ensure social relevance and raise cultural consciousness. The micro strategies that can be found from T#1 are Group discussion, Media in use, Put students in group, Designing group, Technology in use, Reading aloud, Surf the net, Selecting the contextual term, Vary activities. Meanwhile, the researcher found Group discussion, Project based, Reflection, Designing group, Questionnaire, Portfolio, Translation, Surf the net, Selecting the contextual term, and Cut and Stick from T#4.

**Q#4 Are there any differences between the teachers who implement the 2013 revised curriculum and school-based**

**curriculum or integrated curriculum from post method pedagogy principle?**

The last data colloection is taken from interview. After the researcher conducted the classroom observation, semi structured interview was administered to T#1 and T#4. This interview session aims at getting the data that cannot be taken by questionnaire and classroom observation. In order to get the comprehensive data, semi structured interview was used in this study. The reseracher prepare five questions as the guideline that can be developed to hook the data deeper. This data is taken to answer the las question of this research. The last question is to find out the differences between the teachers who implement the 2013 revised curriculum and school-based curriculum or integrated curriculum from post method pedagogy principle. Based on the pedagogy principle of post method number 3 (facilitate negotiated interaction) all the teachers tries to listen and take into account students' feedback. It can be seen from the excerpts below.

*T#1 : saya membuat group whatapp agar bisa berkomunikasi tentang pembahasan materi atau pelaksanaan tes.*

*T#4 saya membuat sesi refleksi dengan membagikan angket untuk dijawab oleh siswa sebagai baik sebuah penilaian terhadap proses belajar maupun tentang jenis metode atau pendekatan yang mereka sukai.*

Both teacher who implement 2013 Curriculum revised and School Based curriculum are not really satisfied on using 2013 curriculum main book. They try to elaborate and improvise that main book more to help their teaching and learning process.

T#1 : Dibuku kurikulum 2013 itu tidak dilengkapi dengan audio listening. Disana suruhannya adalah guru harus mempraktekan sendiri isi dialog tersebut dan siswa harus mendengarkan apa yang diucapkan oleh guru. Oleh karena itu saya menggunakan buku tambahan terutama untuk kemampuan listening mereka.

T#4 Kami menggunakan buku kurikulum 2013 hanya sebagai patokan materi ajar apa saja yang harus diajarkan. Untuk kegiatan dan aktivitasnya kami membuat buku lokal kami sendiri. Buku tersebut kami susun dari beberapa sumber.

As a result, there is no difference between teacher who implements the 2013 revised curriculum and school-based curriculum or integrated curriculum from post method pedagogy principle. Both of them are trying to do teachers' professionalism in order to make the students meet their need.

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