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| LOGO+UNIVERSITAS+LAMPUNG | **UNIVERSITAS LAMPUNG** | | | | | | | | | |
| **PRODI PENDIDIKAN BAHASA INGGRIS** | | | | | | | | | |
| **JURUSAN PENDIDIKAN BAHASA DAN SENI** | | | | | | | | | |
| **FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** | | | | | | | | | |
| **RENCANA PEMBELAJARAN SEMESTER** | | | | | | | | | | |
| **MATA KULIAH:** | | | **KODE** | | | **RUMPUN MK** | **BOBOT (SKS)** | | **SEMESTER** | **Tgl penyusunan** |
| Intermediate Structure | | | KBG616211 | | | Skill | 2 | | 3 | 10 Agustus 2019 |
| **OTORISASI** | | | **PENGEMBANG RPS** | | | | **KOORDINATOR RMK** | | | **Ka. PRODI** |
| Fajar Riyantika, S.Pd., M.A. | | | | Dr. Ari Nurweni, M.A | | | Dr. Ari Nurweni, M.A |
| **CAPAIAN PEMBELAJARAN** | | **Program Studi** | Pendidikan Bahasa Inggris | | | | | | | |
| S9 | Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri; | | | | | | | |
| P1 | Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (*general English*) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *postintermediate;* | | | | | | | |
| KU1 | Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; | | | | | | | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | | | | | | | | |
| CPMK-1 | | Menjelaskan berbagai pola kalimat berdasarkan kata kerjanya. | | | | | | |
| CPMK-2 | | Menyebutkan berbagai jenis kata dalam bahasa Inggris | | | | | | |
| CPMK-3 | | Membuat kalimat dengan berbagai pola kalimat berdasarkan kata kerjanya. | | | | | | |
|  | | CPMK-4 | | Menjelaskan berbagai *tenses* bahasa Inggris. | | | | | | |
|  | | CPMK-5 | | Membuat kalimat dengan berbagai pola kalimat, tenses dan *other grammar points*. | | | | | | |
|  | | CPMK-6 | | Menggunakan kalimat dengan berbagai pola dan tenses dan *other grammar points* dengan tepat sesuai dengan konteksnya. | | | | | | |
| **Deskripsi Singkat MK** | | Pada mata kuliah ini mahasiswa belajar tentang konsep struktur kalimat dalam bahasa Inggris mulai dari kalimat sederhana, kalimat majemuk hingga ungkapan pengandaian. Selain itu, berbagai fitur *perfect tenses* juga diulas di mata kuliah ini. | | | | | | | | |
| **Materi Pembelajaran/Pokok Bahasan** | | 1. Konsep menulis kalimat, pengertian kalimat lengkap, pengertian kalimat simple, kalimat compound, kalimat complex, dan pengertian kalimat compound complex. 2. Menulis kalimat simple yang terdiri dari kalimat lengkap. 3. Menulis kalimat compound dengan menggabungkan 2 independent clause bersama dengan conjunction dan semicolon. 4. Menulis kalimat complex dengan menggabungkan independent clause dan dependent clause 5. Menulis kalimat compound complex dengan menggabungkan kalimat compound dan kalimat complex 6. Kalimat passive dalam berbagai tenses. 7. Kalimat pengandaian tanpa *if.* | | | | | | | | |
| **Pustaka** | | **Utama** | | |  | | | | | |
| * Allen, W. Stannard. 1974. *Living English Structure.* London: Longman Limited Group. * Anonym. 2016. *Official Guide to the TOEFL ITP Test*. Jakarta: Penerbit Airlangga. | | | | | | | | |
| Pendukung | | |  | | | | | |
| * Ebaum, Sandra N. 1986. *Grammar in Context. Book Two.* Boston: Little, Brown and Company. * Fuchs, M. dan Bonner, M. 2000. *Focus on Grammar: A High Intermediate Course for Reference and Practice Workbook.* New York: Addison Wesley Longman, Inc. * Krohn, Robert. 1971. *English Sentence Structure.* Michigan: The University of Michigan Press. * Quirk, Randolph and Greenbaum, Sidney. 1983. *A University Grammar of English*. Fourth ELBS Impression. Essex: The English Language Book Society and Longman Group Limited. * <https://curiosity.com/> * <https://www.youtube.com/watch?v=pJzdmEpTcoM> | | | | | | | | |
| **Media Pembelajaran** | | **Software:** | | | | | | **Hardware:** | | |
| [www.schoology.com](http://www.schoology.com) | | | | | | LCD dan Projector | | |
| **Team Teaching** | | Dr. Ari Nurweni, M.A dan Fajar Riyantika, S.Pd., M.A. | | | | | | | | |
| **Matakuliah Syarat** | | Pre- IntermediateStructure, Basic Structure | | | | | | | | |

| **No** | **Minggu ke** | **Kemampuan Akhir yang diharapkan** | **Bahan Kajian** | **Metode Pembelajaran** | **Waktu** | **Pengalaman Belajar Mahasiswa** | **Kriteria Penilaian Dan Indikator** | **Bobot Nilai** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 1 | Able to explain the characteristics and components of: phrases, clauses, simple sentences, Able to identy compound sentences, complex sentences | Pretest TOEFL: Structure and written expression; and review of phrases, simple sentences, compound sentences, and complex sentences | Lecturing;  Giving exercises  Question and answer  Discussion  Groupwork | 100 menit | Working on a TOEFL of structure and written expression; attending the lecture, listening to explanation, asking questions, working on exercises | 1. Criterion, Process 2. able to explain the difference of phrase, clause, simple sentence, and complex sentence 3. able to identify phrase, clause, simple sentence, and complex sentence 4. Active in asking questions, giving answrs, and giving comments | 5% |
| 2 | 2 | Able to recognize if sentences are written/spoken in simple sentences, compound sentences, and complex sentences  Able to produce simple sentences, compound sentences, and complex sentences correctly | simple sentences, compound sentences, and complex sentences;  examples of simple sentences, compound sentences, and complex sentences | Lecturing;  Giving exercises, group work,  Question and answer | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | 1. Criterion, 2. Process: able to explain and to identify simple sentences, compound sentences, and complex sentences 3. Able to produce simple sentences, compound sentences, and complex sentences | 5% |
| 3 | 3 | Able to explain the concept, the form, and the uses of passive sentences.  Able to produce passive sentences correctly | Passive sentences | Lecturing;  Giving exercises, group work’ | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 10% |
| 4 | 4 | Able to produce passive sentences correctly and texts containing passive sentences | Passive sentences + Quiz 1 | Lecturing;  Giving exercises, group work’ | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 5 % |
| 5 | 5 | Able to explain the concept, the form, and the uses of passive causative sentences  Able to produce texts containing passive causative | the concept, the form, and the uses of passive causative sentences  example of passive causative sentences | Lecturing;  Giving exercises, group work’ | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 10% |
| 6 | 6 | Conditional Sentences | Conditional Sentences | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting |  |
| 7 | 7 | The simple present tense and sentences with ‘be’ as the main verb, past tense, past continuous, and past perfect tense | The simple present tense and sentences with ‘be’ as the main verb, oast tense, past continuous, and past perfect tense | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises | 1. Criterion: able to explain The simple present tense and sentences with ‘be’ as the main verb, past tense, past continuous, and past perfect tense 2. able to produce text containing The simple present tense and sentences with ‘be’ as the main verb, past tense, past continuous, and past perfect tense | 10% |
| 8 | 8 | Able to explain the concept, forms, uses of causative have, make, get  Able to produce texts containing the concept, the form, and the uses of passive causative sentences | Concep, forms, uses of causative have, make, get  Example of causative have, make, get | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: Able to explain the concept, forms, uses of causative have, make, get 2. Able to produce texts containing the concept, the form, and the uses of passive causative sentences | 5% |
| 9 | 9 |  | Mid-semester test (UTS) |  | 90 menit |  |  | 5% |
| 10 | 10 | Able to explain the concept, form, and fuction of the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense;  Able to produce texts containing the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense | The simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense  Examples of sentences in the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: able to explain the concept, form, and function of the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense; 2. Able to produce texts containing the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense | 5% |
| 11 | 11 | Able to explain the concept, the form, and the function of conditional sentences: with and without if  Able to produce sentences and texts contining conditional sentences: with and without if | Conditional sentences: with and without if  Concept, form, and function  Examples of conditional sentences: with and without if | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: able to explain the concept, the form, and the function of conditional sentences: with and without if 2. Able to produce sentences and texts contining conditional sentences: with and without if | 5% |
| 12 | 12 | Able to explain the concept, form, and function of gerunds and infinive to  Able to produce sentences and texts containing gerund and infinitive to | Gerunds  Infinive to  Concept, form, and function  Examples of sentences containg gerunds and infinitive to  + QUIZ 2 | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group; working on the quiz | 1. Criterion: Able to explain the concept, form, and function of gerunds and infinive to 2. Able to produce sentences and texts containing gerund and infinitive to | 5% |
| 13 | 13 | Able to explain the concept, the form, and the function of adjective clauses (conjunctions: who, whom whose, which, that, where, when, why);  Able to produce sentences and texts containing adjective clauses (conjunctions: who, whom whose, which, that, where, when, why) | adjective clauses (conjunctions: who, whom whose, which, that, where, when, why)  Examples of sentences containing adjective clauses (conjunctions: who, whom whose, which, that, where, when, why) | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: Able to explain the concept, the form, and the function of adjective clauses (conjunctions: who, whom whose, which, that, where, when, why); 2. Able to produce sentences and texts containing adjective clauses (conjunctions: who, whom whose, which, that, where, when, why) | 5% |
| 14 | 14 | Able to mention modals  Able to recognize the functions of modals  Able to produce sentences and texts containing modals | Definition of modals  Forms of modals  Function of modals | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: Able to mention modals 2. Able to recognize the functions of modals 3. Able to produce sentences and texts containing modals | 5% |
| 15 | 15 | Able to mention the form of active participles; the kinds of present participle; the functions in a phrase and in sentence; and to produce texts containing present participles | Present participles  Forms  Kinds of present participle  Functions | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: able to mention the form of present participles; the kinds of present participle; the functions in a phrase and in sentence; and 2. able to produce texts containing present participles | 5% |
| 16 | 16 | Able to mention the form of past participles; the kinds of past participle; the functions in a phrase and in sentence; and to produce texts containing past participles | Past participles  Forms  Kinds of past participle  Functions of past participle | Lecturing;  Giving exercises, group work | 100 menit | Attending the lecture, listening to explanation, asking questions, working on exercises individually and in group | 1. Criterion: able to mention the form of past participles; the kinds of past participle; the functions in a phrase and in sentence; and 2. able to produce texts containing past participles | 5% |

Bandar Lampung, Agustus 2019

Dosen PJ,

Dr.Ari Nurweni, M.A.

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