**RENCANA PEMBELAJARAN SEMESTER (RPS)**

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| **MATA KULIAH (MK) Basic Speaking**  | **KODE****KBG 619114** | **Rumpun MK** | **BOBOT (sks)** | **SEMESTER** | **TglPenyusunan** |
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| **OTORISASI / PENGESAHAN** | **DosenPengembang RPS** | **Koordinator RMK (optional)** | **Ka PRODI** |
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| **Capaian****Pembelajaran** | **CPL-PRODI yang dibebankanpada MK** |
| S9 |

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| Menginternalisasi nilai, norma dan etika akademik  |

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| P | Mampu menguasai konsep teoritis yang berkaitan dengan keterampilan berbicara pada level dasar  |
| KU | Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya |
| **CapaianPembelajaran Mata Kuliah (CPMK)** |
| CPMK | Mampu memahami dan menerapkan teori speaking pada level dasar |
| **CPL** ⬌**Sub-CPMK** |
| **CPMK 1** | Mampu memahami dan memaparkan konsep tentang *self introduction* |
| **CPMK 2** | Mampu mengidentifikasi percakapan tentang *self introduction* |
| **CPMK 3** | Mampu memahami dan memaparkan konsep tentang *introduction someone else* |
| **CPMK 4** | Mampu mengidentifikasi percakapan tentang *introduction someone else* |
| **CPMK 5** | Mampu menyajikan perkenalan diri secara sederhana  |
| **CPMK 6** | Mampu memahami dan memaparkan konsep tentang *describing person* |
| **CPMK 7** | Mampu mengidentifikasi kata sifat/ adjectives yang biasa digunakan pada *describing person* |
| **CPMK 8** | Mampu mendeskripsikan anggota keluarga  |
| **CPMK 9** | Mampu memahami dan memaparkan konsep tentang *telling time and daily activities* |
| **CPMK10** | Mampu menyusun rutinitas sehari – hari/daily activities  |
| **CPMK 11** | Mampu menyajikan/mempresentasikan kegiatan sehari hari yang dilakukan (daily activities) |
| **CPMK 12** | Mampu memaparkan tentang hobi dan kesukaan (hobby or interest) |
| **DiskripsiSingkat****MK** | Pada mata kuliah ini kompetensi yang ingin dicapai melalui mata kuliah ini adalah mahasiswa mampu memahami konsep speaking (bahasa Inggris lisan tingkat menengah) dan menerapkan konsep tersebut dihubungkan dengan konteks kehidupan sehari - hari dengan cara mahasiswa berlatih berkomunikasi secara lisan, menyusun dialog dalam berbagai topik dalam kehidupan sehari-hari. |
| **BahanKajian:**Materipembelajaran | Introducing ourselves Introducting someone else Describing personTelling timeTalking about daily activitiesTalking about hobby or interest  |
| **Pustaka** | Jack, Richard C. 1990. Conversationally speaking: approaches to the teaching of conversation. In Jack C richards. The language Teaching Matrix. New York: Cambridge University Press. 67-85 |
| **DosenPengampu** | Mahpul, M.A., Ph.D.  |

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| **Week**  | **LEARNING OUTCOMES** | **LEARNING MATERIAL** | **LEARNING METHOD** | **DURATION**  | **STUDENTS’ EXPERIENCE** | **CRITERION AND INDICATOR OF GIVING SCORE** | **PROCENTAGE OF SCORE**  |
| 1 and 2 | Students are able to introduce himself/her self in a formal and informal situations  | Concept “How to introduce ourself in informal and formal situations” | Brainstorming, Lecturing;Doing some tasks  |  2 x 100’ | 1. Brainstorming: Mention 10 words that are commonly used in introducing our self 2. Listen lecturer’s explanation about concept how to introduce ourself in informal and formal situations 3. Make a dialog about informal introduction in pair4. Introduce himself/her self in formal situation for 3 minutes in front of class (individual task) | 1. Criterion that is used is score based (penilaian acuan patokan) based on score rubric
2. Criterion is also based on students’ answer and performance
 | 10% |
| 3 and 4 | Students are able to introduce someone else in a formal and informal situations  | Concept about how to introduce someone else in formal and informal situations  | Brainstroming, Lecturing, having group discussion, answering questions  | 2 x 100’ | 1. Brainstorming: Arrange some jumbled words about introduction (name, address, age, hobby, etc) then make them into good questions.2. Listen lecturer’s explanation how to introduce someone else in the formal and informal situations 3. Discuss in group to find out 5 differences between introduce someone else in the formal and informal situations.4. Answer questions about related topic | 1. Indicator : students’ ability to explain how to introduce someone else in the formal and informal situations
2. It also depends on students’ ability to answer questions about related topic.
 | 12% |
| 5 |  Students are able to talk about family  | Concept how to talk about family (including related vocabulary)  | Brainstorming, Lecturing, answering questions Interviewing frieds in the classroom.  | 100’ | 1. Brainstorming: Match some pictures with appropriate vocabulary 2. Get lecturing to tell about family 3. Answer questions about related topic 4. Interview three of friends in the classroom about related topic (e.g. Can you tell me about your father?) | 1. Indicator : students’ are able to understand lecturing explanation2. It also depends on students’ capability to answer questions about related topic  | 8% |
|  6 and 7 | 1. Students are able to mention 15 adjectives related to describing person 2. Students are able to describe popular person physically  | Concept how to describe person (physical appearances)  | Brainstorming Lecturing, Discussing in group, performing  |  2 x 100’ | 1. Brainstorming: Answer some questions about a picture that is provided by a teacher (Do you know him? Is he tall?)2. Listen lecturer’s explanation about how to describe person 3. Make list 15 adjectives that are commonly used in describing person 4. Discuss in group to find out 3 differences of 2 different pictures (related to physical appearances)5. Choose one of popular figure then describe him/her in front of classroom at least into 10 sentences (individual performance) | 1. Indicator: Students are able to get information principles in academic writing2. Students are able to explain what they have gotten about related topic | 12% |
| 8 | Students are able to describe someone personality/good characteristics  | Concept of describing personality  | Brainstroming, lecturing , group discussing, reporting  | 100’ | 1. Brainstorming :Make list of 10 adjectives for answering following questions what characteristics should be had by a good teacher?2. Get information from lecturing about how to describe someone personality 3. Discuss to find out 10 good characteristics of a good learner4. Each of group’s representative has to present their discussion result. | 1. Indicator : Students are able to answer questions2. Students are able to describe good characteristics of a good teacher and a good learner. | 6% |
| 9  | Students are able to do MID TEST well | Test  | Giving personal oral test  | 100’ | Having mid test (choose one of popular figure in the world then describe him/her into 20 information (both of phisycal appearances and personality). | It depends students’ capability to present related topic  | 7% |
| 10 & 11 | 1. Students are able to talk about time 2. Students are able to present their daily activities  | Concept of talking about time and daily activities  | Brainstroming, lecturing, answering questions, doing exercises and presenting daily activities in front of a friend (in a pair) |  2 x 100’ | 1. Brainstorming : what time is it now?? 2. Get information from video that explain how to talk about time and daily activities3. Answer some questions about related topic4. Do some exercises about related topic 5. Present about daily activities in front of a friend (in a pair) then get peer feed back  | 1. Indicator : Students are able to talk about time2. Students are able to describe daily activities  | 12% |
| 12 & 13 | 1. Students are able to represent about someone interest/favorite  2. Students are able to talk about their favorite/interest 2. Students are able to explain characteris | 1. Concept of talking about interest  | Brainstroming, group discussing, answering questions, presenting  | 100’ | 1. Brainstorming: Listen a short story from the lecturer then answer some question related to it. 2. Discuss in small group about how to talk about favorite/interest 3. Watch a video about someone favorite/interest 4. Answer questions based on information from the video 5. Make list of 10 favorite things 6. Present it in small group  | 1. Students are able to define statistical data2. Students are able to answer questions about related topic | 6% |
| 14 | 1. Students are able to talk about their friends favorite/interest | Friends’ favorite or interest  | Brainstroming, group discussing, answering questions, presenting  | 100’ | 1. Brainstorming: Guess what picture is it?? 2. Discuss in small group about how to talk about favorite/interest 3. Interview some friends about their favorite 6. Present it in small group  | 1. Students are able to talk their friends’ favorite2. Students are able to answer questions about related topic | 6% |
| 15 & 16  | 1. Students are able to review what they learned in basic speaking class 2. Students are able to find out their problems in speaking and solutions  | Reviewing (all of topic that they got) | Brainstorming, group discussing, presenting  | 2 x 100’ | 1. Brainstorming Answer a question : What is the most interesting topic that you learned in basic speaking class? 2. Discuss in group about 3 problems that you have faced during speaking activities 3. Discuss in group to find good solutions for problems that you have discussed before 4. Present the result of your group discussion  | 1. Students are able to present / tell correlation in academic writing2. Students are able to answer questions related to correlation | 12% |
| 17 | UAS | Test  |  | 60’ |  |  | 9% |

**REFERENSI**

Jack, Richard C. 1990. Conversationally speaking: approaches to the teaching of conversation. In Jack C richards. The language Teaching Matrix. New York: Cambridge University Press. 67-85

Khorashadyzadeh, A. (2014). Why to use short stories in speaking classes? International Journal of Foreign Language Teaching in the Islamic World, 2(1), 9-15.

Dewi, H . (2016). Poject based learning techniques to improve speaking skills. English Education Journal (EEJ), 7(3), 341-359.

Bandar Lampung, 22 Agustus 2018

 Dosen Penanggung Jawab MK,

 Mahpul, Ph.D.

 NIP