**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 pra-menengah |
| KU | Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya |
| **CapaianPembelajaran Mata Kuliah (CPMK)** |
| CPMK | Mampu memahami dan menerapkan teori speaking pada level pra-menengah |
| **CPL** ⬌**Sub-CPMK** |
| **CPMK 1** | Mampu memahami dan memaparkan konsep tentang *formal and informal introduction* |
| **CPMK 2** | Mampu mengidentifikasi percakapan tentang *formal and informal introduction* |
| **CPMK 3** | Mampu memahami dan memaparkan konsep tentang *expressing surprise* |
| **CPMK 4** | Mampu mengidentifikasi percakapan tentang *expressing surprise* |
| **CPMK 5** | Mampu menyajikan perkenalan diri secara formal dan informal  |
| **CPMK 6** | Mampu memahami dan memaparkan konsep tentang *asking and giving direction*  |
| **CPMK 7** | Mampu mengidentifikasi kata kerja (verb) yang biasa digunakan untuk asking and giving direction |
| **CPMK 8** | Mampu mendeskripsikan popular *figures in the world* |
| **CPMK 9** | Mampu memahami dan memaparkan konsep tentang *congratulating*  |
| **CPMK10** | Mampu menyusun *plan*  |
| **CPMK 11** | Mampu menyajikan/mempresentasikan rutinitas dalam satu minggu  |
| **CPMK 12** | Mampu memaparkan tentang hobby dan kesukaan anggota keluarga  |
| **DiskripsiSingkat****MK** | Pada mata kuliah ini kompetensi yang ingin dicapai melalui mata kuliah ini adalah mahasiswa mampu memahami konsep speaking (bahasa Inggris lisan tingkat pra- 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 | Formal IntroductionInformal IntroductionAsking and giving direction Expressing surprise Describing popular figureCongratulating  |
| **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 expressing surprise | Concept how to express surprise | Brainstorming, Lecturing, answering questions Interviewing frieds in the classroom.  | 100’ | 1. Brainstorming: Match some pictures with appropriate vocabulary 2. Get lecturing about expressing surprise | 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 5 verbs related to ask and give direction 2. Students are able to explain concept how to ask and give direction  | Concept how to ask and give direction  | Brainstorming Lecturing, Discussing in group, performing  |  2 x 100’ | 1. Brainstorming: Do you know where Gramedia bookstore is?2. Listen lecturer’s explanation about how to ask and give direction 3. Mention 5 verbs that are commonly used in asking and giving direction 4. Discuss in group to find out the location of some buildings in pictures  | 1. Indicator: Students are able to get information about direction 2. Students are able to explain how to ask and give direction  | 12% |
| 8 | Students are able to describe popular figures related to 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 arrange their plan2. Students are able to present their plan  | Concept of making plan  | Brainstroming, lecturing, answering questions, doing exercises and presenting daily activities in front of a friend (in a pair) |  2 x 100’ | 1. Brainstorming : what are your planning this week 2. Get information how to make plan 3. Answer some questions about related topic4. Do some exercises about related topic 5. Present about plan in front of a friend (in a pair) then get peer feed back | 1. Indicator : Students are able to talk about plan2. Students are able to get fed back  | 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 explain characteristics of statistical data3. Students are able to answer questions about related topic | 12% |
| 14, 15 & 16  | 1. Students are able to express congratulation 2. Students are able to review what they learned in pre-intermediate speaking 3. Students are able to talk their problems in speaking and solutions  | Congratulating Reviewing (all of topic that they got) | Brainstorming, group discussing, presenting  | 3 x 100’ | 1. Brainstorming Answer a question : Have you ever given someone congratulation? 2. Get lecturing about congratulating someone 3. Discuss in group for finding the most difficult and the easiest topic in pre intermediate speaking and put some reasons 4. Present result of discussion  | 1. Students are able to congratulate2. 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