**RENCANA PEMBELAJARAN SEMESTER (RPS)**

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| **MATA KULIAH (MK)** | **KODE** | **Rumpun MK** | **BOBOT (sks)** | | **SEMESTER** | **TglPenyusunan** |
| **Intermediate Speaking** | **KBG 616213** | Language Skill | T=1 | P=1 | 1 (Ganjil) |  |
| **OTORISASI / PENGESAHAN** | **Dosen Pengembang RPS** | | **Koordinator RMK (optional)** | | **Ka PRODI** | |
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| **Capaian**  **Pembelajaran** | **CPL-PRODI yang dibebankanpada MK** | |
| S | Menginternalisasi nilai, norma dan etika akademik |
| P | Mampu menguasai konsep teoritis yang berkaitan dengan keterampilan berbicara/berkomunikasi secara lisan pada level menengah |
| KU | Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya |
| **CapaianPembelajaran Mata Kuliah (CPMK)** | |
| CPMK | Mampu memahami dan menerapkan teori speaking pada level menengah |
| **CPL** ⬌**Sub-CPMK** | |
| **CPMK 1** | Mampu memahami dan memaparkan konsep tentang *asking dan giving opinion* |
| **CPMK 2** | Mampu mengidentifikasi percakapan tentang *asking dan giving opinion* |
| **CPMK 3** | Mampu menyusun dialog/ percakapan tentang asking dan giving opinion |
| **CPMK 4** | Mampu memahami konsep tentang *order food in the restaurant* |
| **CPMK 5** | Mampu menyusun dialog tentang order food in the restaurant |
| **CPMK 6** | Mampu memahami konsep tentang *expressing agreement and disagreement* |
| **CPMK 7** | Mampu mengidentifikasi *ekspresi agreement dan disagreement* |
| **CPMK 8** | Mampu menyebutkan kosakata yang berhubungan dengan *shopping* |
| **CPMK 9** | Mampu menyusun percakapan yang diacak tentang *shopping* menjadi percakapan yang benar dan sistematis |
| **CPMK10** | Mampu memahami konsep tentang *making plan* |
| **CPMK 11** | Mampu menyusun *list of plan*  dengan baik dan benar |
| **CPMK 12** | Mampu menyajikan presentasi sederhana tentang cara membuat/memasak *scrambled egg* |
| **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:**  Materi  pembelajaran | *Asking and giving opinion*  *Ordering food in the restaurant*  *Shopping list*  *Expressing agreement and disagreement*  *Making plan*  *Demonstrating how to cook srambled egg* | |
| **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  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. | |
| **DosenPengampu** | Hery Yufrizal. M.A., Ph.D. (PJ)  Novita Nurdiana, S.Pd., M.Pd. (Anggota) | |

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| **Week** | **LEARNING OUTCOMES** | **LEARNING MATERIAL** | **LEARNING METHOD** | **DURATION** | **STUDENTS’ EXPERIENCE** | **CRITERION AND INDICATOR OF GIVING SCORE** | **PROCENTAGE OF SCORE** |
| 1 | 1. Able to explain concept of asking giving opinion 2. Able to explain concept of giving opinion | 1. Concept of asking opinion  2. Concept of giving opinion | Brainstorming, Lecturing;  Group discussion | 100’ | 1. Brainstorm have you ever asked and given opinion?  2. Listen lecturer’s explanation about concept of asking and giving opinion  3. Answer questions about related topic | 1. Criterion that is used is score based (penilaian acuan patokan) based on score rubric 2. Criterion is also based on students’ answer orally | 5% |
| 2 | 1. Able to identifying expression about asking opinion  2. Able to identifying expression about giving opinion | Asking and giving opinion | Lecturing, Answering questions | 100’ | 1. Doing task for identifying expression of asking and giving opinion  2. Discussing in group | 1. Indicator : students’ ability to identify expression of asking and giving opinion 2. It also depends on students’ ability to answer questions about related topic. | 6% |
| 3 | Able to arrange dialog about asking and giving opinion | Asking and giving opinion | Doing task, Group discussing,  Giving comment, suggestion | 100’ | 1. Do task (arrange dialog about asking and giving opinion)  2. Discuss in group  3. Give comment and suggestion related to friends’dialog | 1. Indicator : students’ are able to arrange dialog about related topic  2. It is also depend on students are able to give comment and suggestion related to friends’ performance | 7% |
| 4 | 1. Able to explain concept of ordering food in the restaurant  2. Mention some expressions that can be used for ordering food in the restaurant | Ordering food in the restaurant | Lecturing, Discussing in group, | 100’ | 1. Listen lecturer’s explanation about how to order food in the restaurant  2. Discuss in group what expression that are commonly used for ordering food in the restaurant | 1. Indicator: Students are able to get information/concept how to order food in the restaurant  2. Students are able to find out some expression that are used for ordering food in the restaurant | 7% |
| 5 | 1. Able to arrange jumbled dialog about order food in the restaurant  2. Able to perform how to order food in the restaurant | How to order food in the restaurant | Brainstroming, doing task, performing | 100’ | 1. Brainstorming : can you guess what are people doing in the picture?  2. Arrange jumbled conversation about how to order food in the restaurant  3. Perform the conversation that has been arranged (in pair) in front of class | 1. Indicator :  Students are able to take involved in brainstroming activity  2. Students are able to arrange jumbled conversation about related topic  3. Students are able to perform it well |  |
| 6 | 1. Able to explain concept of agreement and disagreement | Agreement and disagreement | Lecturing, discussing, answering questions | 100’ | 1. Listen lecturer’s explanation about concept of agreement and disagreement  2. Discuss in group what kind of expressions for agreement and disagreement  3. Answer questions about related topic | 1.Students are able explain concept about related topic  2. Students are able to answer questions orally | 7% |
| 7 | 1. Able to identify expressions of agreement and disagreement | Agreement and disagreement | Brainstroming,  Doing task, group discussing, | 100’ | 1. Brainstorming : Do you agree that being good teacher is difficult??  2. Identify expression of agreement and disagreement from long conversation  3. Discuss in group about related topic | 1.Students are actively involved in brainstroming activity  2. Students are able to do task well |  |
| 8 | MID TEST | All topics that were discussed before | MID TEST | 90’ | Choose one of topic then speak up about it for 7 minutes  Give your reason Why you choose that topic for 5 minutes | 1. Students’ performance | 7% |
| 9 | 1. Students are able to mention shopping list  2. Students are able to explain concept how to have shopping | Shopping | Doing task, Presentation, lecturing, answering questions | 100’ | 1. Mention some vocabulary from provided pictures  2. Get lesson from lecturing about shopping  3. Answer questions about related topic | 1. Students are able to mention shopping words  2. Students are able to answer questions about related topic | 7% |
| 10 | 1. Students are able to create conversation about how to buy something in department store (shopping)  2. Students are able to perform how to be seller and customer | Shopping | Brainstroming, Doing task, Performing | 100’ | 1. Brainstorm : what do you want to buy at department store???  2. Make short conversation about shopping in pair  3. Perform how to be seller and customer | 1. Students are able to be actively involved in brainstroming activity  2. Students are able to perform orally | 9 % |
| 11 | 1. Students get concept/lesson how to make good plan in English  2. Students are able answer questions about how to make good plan in English | Make good plan in English | Brainstroming, lecturing, individual performance | 100’ | 1. Brainstorm : have you ever made plan??  2. Get lecturing about how to make good plan in English  3. Answer some questions from lecturer about related topic | 1. Students are able to get concept how to make plan  2. Students are able to answer questions orally | 7% |
| 12 | 1. Students are able to make plan  2. Students are able to tell about their plans orally | Make plan | Brainstroming, individual performance | 100’ | 1. Brainstorm : what are your planning this week??  2. Make plan for this week  3. Tell their plans in front of class | 1. Students are able to be actively involved in brainstorming activity  2. Students are able to make and tell their plan for this week | 7% |
| 13 | 1. Students get lesson/ concept how to make something (procedure) |  | Brainstroming, lecturing, group discussing | 100’ | 1. Brainstorm : what do you want to make?  2. Get lecturing about how to make something  3. Discuss how to make scrambled egg | 1. Students are able to get concept how to make something  2. Students are able to be involved in discussion | 7% |
| 14, 15 and 16 | 1. Students are able to present how to cook something  2. Students are able to review all materials that they got  3. Students are able to explain what are their problems in speaking and solutions | 1. How to cook something (procedural steps)  2. Problems in speaking and solutions | Lecturing, personal presentation, giving comment and suggestions | 3 x 100’ | 1. Personal presentation about how to cook something  2. Give comment and suggestions  3. Discuss in group to find problem in their speaking and solutions  4. Present result of discussion in front of class (representatives) | 1. Students are able to present in front of class  2. Students are able to give comment and suggestion  3. Students are able to explain their problems in speaking and solution |  |
| 17 | UAS | Test |  | 90’ |  |  |  |

Dosen PJ,

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