**RENCANA PEMBELAJARAN SEMESTER (RPS)**

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| **MATA KULIAH (MK)** | **KODE** | **Rumpun MK** | **BOBOT (sks)** | | **SEMESTER** | **TglPenyusunan** |
| **Advanced Speaking** | **KBG** | Language Skill | T=1 | P=1 | 1 (Ganjil) |  |
| **OTORISASI / PENGESAHAN** | **Dosen Pengembang RPS** | | **Koordinator RMK (optional)** | | **Ka PRODI** | |
| **Mahpul, M.A., Ph.D.** | |  | |  | |

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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 mahir |
| KU | Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya |
| **CapaianPembelajaran Mata Kuliah (CPMK)** | |
| CPMK | Mampu memahami dan menerapkan teori speaking pada level mahir |
| **CPL** ⬌**Sub-CPMK** | |
| **CPMK 1** | Mampu memahami dan memaparkan konsep tentang *explaining advantages and disadvantages* |
| **CPMK 2** | Mampu mengidentifikasi kosakata bahasa Inggris pada tingkatan mahir |
| **CPMK 3** | Mampu memahami konsep tentang how to deliver good speech |
| **CPMK 4** | Mampu membedakan antara *good speech and bad speech performances* |
| **CPMK 5** | Mampu menyusun pidato dalam bahasa Inggris dengan baik |
| **CPMK 6** | Mampu memahami konsep tentang *how to present English material well* |
| **CPMK 7** | Mampu mengidentifikasi kesalahan kesalahan pada presentasi bahasa Inggris |
| **CPMK 8** | Mampu menyebutkan dan meguraikan bagian – bagian penting dari presentasi |
| **CPMK 9** | Mampu menyajikan presentasi dengan baik dan benar |
| **CPMK10** | Mampu memahami konsep tentang *how to be good newspresenter* |
| **CPMK 11** | Mampu menyajikan/membaca berita dengan pengucapan dan intonasi yang baik dan benar |
| **CPMK 12** | Mampu mengkaji film animasi berbahasa Inggris dan memaparkan nya kembali dengan baik |
| **DiskripsiSingkat**  **MK** | Pada mata kuliah ini kompetensi yang ingin dicapai melalui mata kuliah ini adalah mahasiswa mampu memahami konsep speaking (bahasa Inggris lisan tingkat mahir) dan menerapkan konsep tersebut dihubungkan dengan konteks kehidupan sehari - hari dengan cara mahasiswa berlatih berkomunikasi secara lisan, menghasilkan komunikasi lisan dalam berbagai topik dalam kehidupan sehari-hari. | |
| **BahanKajian:**  Materi  pembelajaran | *Explaining advantages and disadvantages*  *Distinguishing bad speech and good speech*  *Delivering speech*  *Present English material*  *Reading news*  *Telling story* | |
| **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** | Mahpul. 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 advantages and disadvantages | 1. Concept of explaining advantages and disadvantages | Brainstorming, Lecturing;  Group discussion | 100’ | 1. Brainstorm have you ever eaten junk food?  2. Listen lecturer’s explanation about concept of explaining advantages and disadvantages  3. Discuss in group about related topic  4. Present result of discussion in front of class | 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, 3, 4 | 1. Able to master concept of how to deliver speech in English well expression about  2. Able to identifying good speech and bad speech  3. Able to differenciating between good speech and bad speech  4. Able to create good speech and deliver it | How to deliver speech in English well | Brainstroming, discussing, watching video about speech, discussing in group, answering questions, doing personal task, performance | 3 x 100’ | 1. Brainstorm:  “what is a good speech?”  2. Watching video about some speeches  3. Discuss in group about related topic to identify bad and good speech  4. Answer questions about related topic  5. Create good speech in English as personal task  6. Deliver speech in front of class | 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. 3. Students’ performance in delivering speech | 6% |
| 5,6, 7 | 1. Able to master concept of how to present material in English well  2. Able to identify important aspects in presenting material in English well  3. Able to present material in English well | How to | Brainstroming, lecturing, discussing in group,  Presenting | 3 x 100’ | 1. Brainstorm:  “have you ever presented material in English?”  2. Watching video about how to present material in English  3. Discuss in group about related topic to identify aspects in presentation  4. Choose one topic  6. Present chosen topic in front of class | 1. Indicator : students’ are able to present material in English well about related topic  2. It is also depend on students’participation in group discussion | 7% |
| 8 | MID TEST | All topics that were discussed before | MID TEST | 90’ | Choose one of topic  Perform chosen topic well | 1. Students’ performance | 7% |
| 9, 10 | 1. Students are able to explain concept how to be good newspresenter  2. Students are able to read news well | Concept of beeing good newspresenter | Brainstroming, Watching video to get lesson, doing task, performance, giveing comment and suggestion | 2 x 100’ | 1. Brainstorm:  “what does she do in the picture?”  2.Get lesson from video about how to be good news presenter  3. Choose news  4. Read chosen news in English well  5. Give comment and suggestion about friend’s performance | 1. Students are able to eplain how to be a good news presenter  2. Students are able to read news in English well  3. Students are able to give comment and suggestion | 7% |
| 11 and 12 | 1. Students are able to analyze English animation movie  2. Students are able to retell story from movie that they watched | English animation movie | Brainstroming, watching video, discussing, Answering questions | 100’ | 1. Brainstorm : Do you know it (show picture)? Have you ever watched it? What does it tell about?  2. Watch video about english animation movie  3. Discuss to find out theme, characters, story from it  4. Answer questions about related topic  5. Retell story from video | 1. Students are able to be actively involved in brainstroming activity  2. Students are able to perform orally | 9 % |
| 13 and 14 | 1. Students are able identify components in English journal related to background, literature review, method and result journal review)  2. Students are able to review journal orally | International journal in Education | Discussing in group, answering questions, personal performance | 100’ | 1. Brainstorm : have you ever read International journal??  2. Discuss in group to identify components in English journal related to background, literature review, method and result (journal review)  3. Answer some questions from lecturer about related topic  4. Review English journal orally in front of class | 1. Students are able to explain components in international journal  2. Students are able to review journal orally | 7% |
| 15 and 16 | 1. Students are able to analyze problems that they face in speaking  2. Students are able find out solutions | Problems in advanced speaking | Discussing in group,presenting result of discussion, answering questions, getting feed back | 100’ | 1. Discuss in group to find out problems that they face in advanced speaking and try to find solutions  2. Present result of discussion  3. Answer questions about related topic  4. Get feed back from lecturer and other friends | 1. Students are able to explain their problems in speaking and their solutions  2. Students are able answer questions orally |  |
| 17 | UAS | Test |  | 100’ |  |  |  |

Dosen PJ,

Mahpul , M.A., Ph.D.

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