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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**  **(RPS)** | | | | | | | | |
| **MATA KULIAH:** | | **KODE** | | **RUMPUN MK** | **BOBOT (SKS)** | | **SEMESTER** | **Tgl penyusunan** |
| **INTERMEDIATE STRUCTURE** | | KBG616211 | | Elemen Bahasa | (2-0) | | III | Juli 2020 |
| **OTORISASI** | | **PENGEMBANG RPS** | | | **KOORDINATOR RMK** | | | **Ka. PRODI** |
| Lilis Sholihah, M.Pd | | | Dr. Ari Nurweni, M.A | | | Dr. Ari Nurweni, M.A |
| **CAPAIAN PEMBELAJARAN** | **Program Studi** |  | | | | | | |
| S9 | Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; dan menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan. | | | | | | |
| P | Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (*general English*) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *intermediate;* | | | | | | |
| 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 | | | | | | |
| KK | Mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat intermediate; | | | | | | |
| CP MK | 1. Menjelaskan berbagai pola kalimat berdasarkan kata kerjanya. 2. Menyebutkan berbagai jenis kata dalam bahasa Inggris 3. Membuat kalimat dengan berbagai pola kalimat berdasarkan kata kerjanya. 4. Menjelaskan berbagai *tenses* bahasa Inggris. 5. Membuat kalimat dengan berbagai pola kalimat, tenses dan *other grammar points*. 6. Menggunakan kalimat dengan berbagai pola dan tenses dan *other grammar points* dengan tepat sesuai dengan konteksnya. | | | | | | |
| **Deskripsi Singkat MK** | Kompetensi yang ingin dicapai melalui matakuliah ini adalah mahasiswa mampu menguasai tata bahasa Inggris tingkat *intermediate* dan mampu menerapkan penguasaan tata bahasa Inggris tingkat *intermediate* dalam berkomunikasi lisan dan tulisan dengan cara mahasiswa mengkaji pola-pola kalimat atau *verb patterns*, mengkaji berbagai jenis *tense*, mengkaji bentuk-bentuk dan jenis-jenis kalimat, berlatih mengidenfikasi berbagai *tense*, berlatih memproduksi kalimat lisan dan tulis dengan menggunakan berbagai bentuk dan jenis kalimat, dan berlatih memproduksi kalimat lisan dan tulis dengan menggunakan berbagai pola kalimat atau *verb-patterns*. | | | | | | | |
| **Materi Pembelajaran/Pokok Bahasan** | 1. simple senteces 2. compound sentences 3. complex sentences 4. passive sentences 5. conditional sentences 6. Causative: have, make, get 7. Modals, present participle and past participle 8. Tenses: the simple past tense, the present perfect tense, the present perfect continuous tense, and the past perfect tense 9. Gerund and infinitive 10. Adjective Clause | | | | | | | |
| **Pustaka** | **Utama** | |  | | | | | |
| 1. Allen, W. Stannard. 1974. *Living English Structure.* London: Longman Limited Group. 2. Anonym. 2016. *Official Guide to the TOEFL ITP Test*. Jakarta: Penerbit Airlangga. 3. Ebaum, Sandra N. 1986. *Grammar in Context. Book Two.* Boston: Little, Brown and Company. 4. Fuchs, M. dan Bonner, M. 2000. *Focus on Grammar: A High Intermediate Course for Reference and Practice Workbook.* New York: Addison Wesley Longman, Inc. | | | | | | | |
| **Pendukung** | |  | | | | | |
| 1. Krohn, Robert. 1971. *English Sentence Structure.* Michigan: The University of Michigan Press. 2. Quirk, Randolph and Greenbaum, Sidney. 1983. *A University Grammar of English*. Fourth ELBS Impression. Essex: The English Language Book Society and Longman Group Limited. | | | | | | | |
| **Media Pembelajaran** | **Software:** | | | | | **Hardware:** | | |
| Power point presentation, google classroom, [www.schoology.com](http://www.schoology.com) | | | | | Handout | | |
| **Team Teaching** | Dr. Ari Nurweni, M.A, Novita Nurdiana, M.Pd | | | | | | | |
| **Matakuliah Syarat** | Basic structure, pre-intermediate structure | | | | | | | |

**Jabaran Materi Pembelajaran untuk setiap Pertemuan:**

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| **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 2. 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 | 1 x 150’ | 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 | 1. Able to recognize if sentences are written/spoken in simple sentences, compound sentences, and complex sentences 2. 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 | 1 x 150’ | 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 | 1. Able to explain the concept, the form, and the uses of passive sentences. 2. Able to produce passive sentences correctly | Passive sentences | Lecturing;  Giving exercises, group work’ | 1 x 150’ | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 10% |
| 4 | Able to produce passive sentences correctly and texts containing passive sentences | Passive sentences + Quiz 1 | Lecturing;  Giving exercises, group work’ | 1 x 150’ | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 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’ | 1 x 150’ | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting | 10% |
| 6 | Able to explain the concept of Conditional Sentences | Conditional Sentences | Lecturing;  Giving exercises, group work | 1 x 150’ | Attending the lecture, listening to explanation, asking questions, working on exercises | Criterion Reference  Submiting all the completed tasks of this meeting |  |
| 7 | Able to explain and implement tenses: 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 | 1 x 150’ | 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 | 1. 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 | Concep, forms, uses of causative have, make, get  Example of causative have, make, get | Lecturing;  Giving exercises, group work | 1 x 150’ | 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 | Mid-semester test (UTS) |  |  | 1 x 150’ |  |  | 5% |
| 10 | 1. 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; 2. 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 | 1 x 150’ | 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 | 1. 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 | Conditional sentences: with and without if  Concept, form, and function  Examples of conditional sentences: with and without if | Lecturing;  Giving exercises, group work | 1 x 150’ | 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 | 1. 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 | Gerunds  Infinive to  Concept, form, and function  Examples of sentences containg gerunds and infinitive to  + QUIZ 2 | Lecturing;  Giving exercises, group work | 1 x 150’ | 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 | 1. 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) | 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 | 1 x 150’ | 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 | 1. Able to mention modals 2. Able to recognize the functions of modals 3. Able to produce sentences and texts containing modals | Definition of modals  Forms of modals  Function of modals | Lecturing;  Giving exercises, group work | 1 x 150’ | 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 | 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 | 1 x 150’ | 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 | 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 | 1 x 150’ | 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, Juli 2020**