**RENCANA PEMBELAJARAN SEMESTER (RPS)**

**Subject :** ENGLISH TEACHING METHOD 1

Code/credits : KBG 620218/2 credits (1 – 1)

LECTURER : Prof. Ag. Bambang Setiyadi, Ph.D.

Tahun Ajaran : 2021/2022

Semester : Ganjil

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| **Week** | **LEARNING OUTCOMES** | **LEARNING MATERIAL** | **LEARNING METHOD** | **DURATION** | **STUDENTS’ EXPERIENCE** | **CRITERION AND INDICATOR OF GIVING SCORE** | **PROCENTAGE OF SCORE** |
| 1 | Students are able:   1. To describe in brief the history of language teaching 2. to mention the pioneers in language teaching | Language Teaching | Lecture  Discussion | 100’ | Reading | Criterian Reference Test | 5% |
| 2 | Students are able:   1. to describe the relationship of approach, method and technique 2. to develop techniques from approach | Language Teaching | Lecture  Discussion | 100’ | Reading | Criterian Reference Test | 5% |
| 3 | Students are able:   1. to mention the similarities between Teaching English as a Foreign Language (TEFL) and Teaching English as a Second Language (TESOL) 2. to mention the differences between Teaching English as a Foreign Language (TEFL) and Teaching English as a Second Language (TESOL) | Language Teaching | Lecture  Discussion | 100’ | Reading | Criterian Reference Test | 5% |
| 4 | Students are able:   1. to describe the characteristics of the Audio-Lingual Method 2. to mention the strengths and weaknesses of the Audio-Lingual Method in teaching English in Indonesia. 3. to apply the suggested procedures of the Audio-Lingual Method in the Indonesian context. 4. to mention the roles of the teacher and the roles of the language learners in the class that is taught through the Audio-Lingual Method | Audio-Lingual Method | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 5% |
| 5 | Students are able:   1. to describe the characteristics of the Direct Method 2. to mention the strengths and weaknesses of the Direct Method in teaching English in Indonesia 3. to apply the suggested procedures of the Direct Method in teaching English in the Indonesian context 4. to mention the roles of the teacher and the roles of the language learners in the class that is taught through the Direct Method | Direct Method | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 5% |
| 6 | Students are able:   1. to implement the Audio-Lingual Method 2. to implement the Direct Method | Audio-Lingual Method and Direct Method in real class | Task  presentation  Discussion | 100’ | Learning from examples.  Practising |  | 5% |
| 7 | Students are able   1. to describe the characteristics of the Total Physical Response. 2. to mention the strengths and weaknesses of the Total Physical Response in teaching English in Indonesia. 3. to apply the suggested procedures of the Total Physical Response in teaching English in the Indonesian context. | Total Physical Response | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 5% |
| 8 | Students are able:   1. to describe the characteristics of the Grammar Translation Method. 2. to mention the strengths and weaknesses of the Grammar Translation Method in teaching English in Indonesia. 3. to apply the suggested procedures of the Grammar Translation Method in teaching English in the Indonesian context. 4. to mention the roles of the teacher and the roles of the language learners in the class that is taught through the Grammar Translation Method | Grammar Translation Method | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 5% |
| 9 | MID TEST | MIDTEST | test | 100’ | Learning from examples.  Practising | Criterian Reference Test | 5% |
| 10 | Students are able:   1. to implement Total Physical Response 2. to implement Grammar Translation Method | Total Physical Response and Grammar Translation Method | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 5% |
| 11 | Students are able:   1. to describe principles of teaching English to children 2. to mention some appropriate methods for teaching English to children 3. to analyze how the principles are put into techniques in a children class | Teaching English as different levels | Project-assignment | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 10% |
| 12 | Students are able:   1. to mention principles of teaching English to teenagers 2. to mention some appropriate methods for teaching English to teenagers 3. to develop teaching techniques which are appropriate for teenagers | Teaching English as different levels | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 10% |
| 13 | Students are able:   1. to describe principles of teaching English to adults 2. to mention some appropriate methods for teaching English to adults 3. to evaluate how the principles are put into techniques appropriate for adults | Teaching English as different levels | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 10% |
| 14 | Students are able:   1. to describe the concepts of integration in context of teaching English. 2. to mention the types of language syllabus in teaching English. 3. to mention the benefit of each syllabus | Teaching Integrated Skills | Task  presentation  Discussion | 100’ | Learning from examples.  Practising | Criterian Reference Test and Performance | 10% |
| 15 | 1. to develop a syllabus that is suitable for teaching objectives 2. to develop a syllabus that is suitable for teaching integrated skills. 3. to mention some appropriate techniques in teaching integrated skills | Teaching Integrated Skills | Project-assignment | 100’ | Performance | Criterian Reference Test and Performance |  |
| 16 | REVIEW | Teaching Englsih as a Foreign Language | Discussion |  | Participation | Reading: Teaching Englsih as a Foreign Language | 10% |

**REFERENSI**

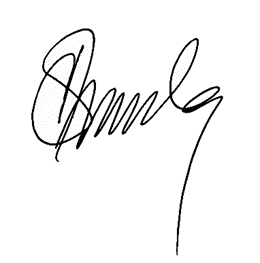
1. Ag. Bambang Setiyadi. *Teaching English as a Foreign Language (Second edition).* Yogyakarta: Graha Ilmu, 2020.
2. Ag. Bambang Setiyadi, dkk. *Teaching Language Skills*. Yogyakarta: Graha Ilmu, 2020.

**CRITERION AND INDICATOR OF GIVING SCORE**

1. Criterian Reference Tests
2. Performance
3. Participation

**TRANSPARANCY**

1. Feedback is given after the class
2. Revision of scores may be made based on the data
3. Final scores are the average of the scores of the tests

Dosen PJ,

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