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| **COURSE PROGRAM OF ACADEMIC YEAR 2018/2019** |
| **ENGLISH EDUCATION DEPARTMENT** |
| **ESA UNGGUL UNIVERSITY** |
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| **Course** | **:** | Basic Speaking | **Course Code** | **:** | PSB-171 |
| **Prerequisite** | **:** | - | **Credit** | **:** | 3 SKS |
| **Lecturer** | **:** | Noni Agustina, M.Pd. | **Lecturer Code** | **:** | 7218 |
| **Time Allocation** | **:** | 2 x 50 minutes |
| **Learning Objectives** | **:** | After completing this course, students are expected to be able to talk using English phrases and idioms in daily conversation, role play, retell the simple research article related to speaking skill, retell story, interview the foreigner, and have presentation effectively.  |
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| **WEEK** | **LEARNING OUTCOMES** | **TOPIC/SUB-TOPICS** | **LEARNING METHOD AND MEDIA** | **REFERENCES** | **INDICATOR FOR ASSESSMENT** |
| 1 | Students are able to elaborate the course outline and the class regulations | 1. Course outline
2. Class regulations
 | Method: Lecturing and discussionMedia: Projector and whiteboard | Course Outline | Students’ comprehension to explain course outline  |
| 2 | Students are able to do the warming-up speaking activities related to their personal life  | Warming-up speaking activities | Method: Lecturing, discussion, demonstrationMedia: Projector, whiteboard, and realia | * Ur, Penny. 2012. *A Course in English Language Teaching*. UK: Cambridge University Press
* Holmes, David. 2004. *Speaking Activities for the Classroom*.
 | Students’ performance to do the warming-up activities related to their personal life. |
| 3 | Students are able to explore and use the English idioms in daily conversation | English idioms in daily conversation | Method: Presentation, lecturing, discussion, demonstrationMedia: Projector, whiteboard, and video | * Gillet, Amy. 2004. *Speak English Like An American*. USA: Language Success Press
* Fotovatniaa , Zahra and Mehdi Goudarzib. 2014. Idiom Comprehension in English as a Foreign Language: Analysability in Focus. *Procedia - Social and Behavioral Sciences*, 98, pp. 499 – 503
* http://www.theidioms.com/
 | Students’ performance to conversate using English idioms. |
| 4 | Students are able to explore and use the English phrases in daily conversation | English phrases in daily conversation | Method: Presentation, lecturing, discussion, demonstrationMedia: Projector, whiteboard, and video | * Gillet, Amy. 2004. *Speak English Like An American*. USA: Language Success Press
* Fotovatniaa , Zahra and Mehdi Goudarzib. 2014. Idiom Comprehension in English as a Foreign Language: Analysability in Focus. *Procedia - Social and Behavioral Sciences*, 98, pp. 499 – 503
* www.espressoenglish.net
 | Students’ performance to have daily conversation using English phrases |
| 5-6 | Students are able to to conduct a role play | English role play | Method: Presentation, lecturing, discussion, and role playMedia: Projector, whiteboard, and video | * R, Arham , Abdul Hakim Yassi and Burhanudin Arafah. 2016 . The Use of Role Play to Improve Teaching Speaking. *International Journal of Scientific and Research Publications*, 6 (3).
* Ratminingsih, Ni Made. *Metode dan Strategi Pembelajaran Bahasa Inggris*. Depok: PT RajaGrafindo Persada
* Ur, Penny. 2012. *A Course in English Language Teaching*. UK: Cambridge University Press
 | Students’ role play performance  |
| 7 | Students are able to retell the research journal related to speaking | Retell the research journal related to speaking | Method: Presentation, lecturing and discussionMedia: Projector and whiteboard | * McGrath, Kevin F and Penny Van Bergen. 2017. Elementary Teacher’s Emotional and Relational Expressions When Speaking about Disruptive and Well Behaved Students. *Teaching and Teacher Education Journal,* 67.
* Ismaili, Merita and Lumturije Bajrami. 2016. Information Gap Activities to Enhance Speaking Skills of Elementary Level Students. *Procedia Social and Behavioural Sci*ences, 232.
* Srikaew, Daruwan, Kamonwan Tangdhanakond, and Sirichai. 2015. Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio. *Procedia Social and Behavioural Sciences*, 191.
 | Students’ performance to retell the research journal related to speaking |
| MID-TERM TEST |
| 8-9 | Students are able to describe and explain the characteristics of effective speaking | Effective speaking | Method: Presentation, lecturing and discussionMedia: Projector and whiteboard | * Turk, Christopher. 2003. Effective Speaking. *Communicating in Speech*. Wales: Spon Press
* *An Overview of Effective Speaking*. Retrieved in standford.edu.pdf
 | Students’ performance to describe and explain the characteristics of effective speaking |
| 10-11 | Students are able to explain what the stories are and why they need to the stories and demonstrate their stories | Storytelling | Method: Presentation, retell story and discussionMedia: Projector, pictures, and whiteboard | * Sherman, Josepha. 2008*. Storytelling*. An Encyclopedia of Mythology and Folklore. USA: Sharpe Reference
* https://www.worldoftales.com/
 | Students’ performance to retell their story |
| 12 | Students are able to identify steps to interview the foreigner and conduct the interview | Interview with foreigner | Method: Presentation, field study and discussionMedia: Projector, recorder, video and whiteboard | * Denzin, Norman K. 2001. The reflexive interview and a performative social science. *Qualitative Research Journal, 1 (1).*
* https://en.islcollective.com
 | Students’ performance to interview a foreigner |
| 13-14 | Students are able to identify and have the effective Tedx Talk-alike presentation | Tedx Talk-alike presentation | Method: Presentation, presenation and discussionMedia: Projector and whiteboard | * Carlo, Giuseppina Scotto di. 2014. The Role of Proximity in Online Popularizations: The Case of TED Talks. *Discourse Studies*, 16 (5)
* https://www.ted.com
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| FINAL TEST |

**ASSESSMENT**

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| **WEEK** | **PROCEDURE** | **FORM** | **SCORE > 77** **( A / A-)** | **SCORE> 65****(B- / B / B+ )** | **SCORE > 60****(C / C+ )** | **SCORE> 45****( D )** | **SCORE < 45****( E )** | **WEIGHT** |
| **1** |

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| **Understand the course outline and class regulation** |

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| **2** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **3** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **4** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **5-6** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **15 %** |
| **7** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **8-9** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **15 %** |
| **10-11** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **12** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **13-14** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **20 %** |

Assessment Rubric



**GRADING SYSTEM COMPONENTS**

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| Attendance | : | 10 % |
| Assignments | : | 20 % |
| Mid-Term Test | : | 30 % |
| Final Test | : | 40 % |

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| Approved by,Head of Study ProgramEsa Unggul UniversityPrayogo Hadi Sulistio, M. Pd.  |  |   | Jakarta, September 2018Lecturer, Noni Agustina, M. Pd. |