

## Appendix 01. Syllabus of IEC Course

### SILABUS BERBASIS CAPAIAN PEMBELAJARAN(CP)

#### I. IDENTITAS MATA KULIAH

Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah	: IEC A (buku IA,IB,IC)
Kode	: ING1101
Semester	I
Sks	: 5 SKS
Prasyarat	:-
Dosen Pengampu	: Dr. Ni Made Ratminingsih, M.A.Ni Putu Astiti Pratiwi, S.Pd.,M.Pd, Luh Gede Eka Wahyuni, S.Pd.,M.Pd.,

#### II. CAPAIAN PEMBELAJARAN (CP) MATA KULIAH

##### A. CP Sikap:

- (1) Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- (2) Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika
- (3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila
- (4) Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa
- (5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain
- (6) Bekerjasama dan memiliki kepeka sosial serta kepedulian terhadap masyarakat dan lingkungan
- (7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara
- (8) Menginternalisasi nilai, norma, dan etika akademik
- (9) Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri
- (10) Mempunyai ketulusan, komitmen, dan kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserta didik
- (11) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
- (12) Menunjukkan perilaku berdasarkan nilai moral luhur, bersikap empatik dan menghargai perbedaan, dan menjunjung tinggi nilai kemanusiaan melalui pembentukan kepribadian dan interaksi sosial yang humanis
- (13) Menunjukkan sikap dan perilaku yang bertanggung jawab, beretika serta menghargai pendapat dan temuan orisinal orang lain.

- (14) Memiliki kepribadian dan interaksi sosial yang berempatik dan humanis
- (15) Menunjukkan sikap mental profesi dan perilaku taat hukum yang bertanggungjawab atas pekerjaan di bidang keahliannya dengan selalu mengutamakan peningkatan mutu kehidupan bermasyarakat dan berbangsa.

### **B. CP Pengetahuan:**

Mampu menerapkan pemikiran dan perilaku sistematis, kreatif, inovatif, dan bertanggung jawab dalam penerapan pengetahuan di bidang keahlian berbahasa, pendidikan Bahasa Inggris, kebahasaan, kesusastraan yang meliputi:

- (1) Menguasai teks transaksional dan interpersonal tentang *greetings and describing people and things*
- (2) Menguasai teks transaksional dan interpersonal tentang *telling numbers*
- (3) Menguasai teks transaksional dan interpersonal tentang *telling spellings of certain objects*
- (4) Menguasai teks transaksional dan interpersonal tentang *describing room*
- (5) Menguasai teks fungsional tentang *describing places in campus and favorite places*
- (6) Menguasai teks fungsional tentang *things you have in your room and location of them*
- (7) Menguasai teks transaksional dan interpersonal tentang *telling time*
- (8) Menguasai teks fungsional tentang *telling daily activities*
- (9) Menguasai teks transaksional dan interpersonal tentang *telling daily activities*
- (10) Menguasai penggunaan *want to, need to, have to, dan like to in describing daily activities*
- (11) Menguasai teks fungsional tentang *telling facilities or things in a certain place with there is or there are*
- (12) Menguasai teks transaksional dan interpersonal tentang *describing public places in the surrounding area*
- (13) Menguasai teks fungsional tentang *describing people*
- (14) Menguasai teks fungsional tentang *describing location of certain buildings or places in a surrounding area*
- (15) Menguasai teks fungsional tentang *describing what people are wearing*
- (16) Menguasai teks transaksional dan interpersonal tentang *making questions about someone's outfit.*
- (17) Menguasai teks fungsional tentang *asking the reason and how to do something*
- (18) Menguasai teks transaksional dan interpersonal tentang *describing present activities.*
- (19) Menguasai teks transaksional dan interpersonal tentang *telling numbers and date.*
- (20) Menguasai teks fungsional tentang *future events.*
- (21) Menguasai teks transaksional dan interpersonal tentang *giving command.*
- (22) Menguasai teks fungsional tentang *showing possession.*
- (23) Menguasai teks fungsional tentang *telling past events using regular verb*
- (24) Menguasai teks fungsional tentang *telling the event that happen in the past using irregular verb*
- (25) Menguasai teks fungsional tentang *showing ability using the modal can and using personal object pronoun in making a call.*

- (26) Menguasai teks transaksional dan interpersonal tentang *telling future events using modal will*.
- (27) Menguasai teks transaksional dan interpersonal tentang *telling the amount of money*.
- (28) Menguasai teks fungsional tentang *expression of measurement and expression of quantity*.
- (29) Menguasai teks transaksional dan interpersonal tentang *introducing family members*
- (30) Menguasai teks transaksional dan interpersonal tentang *describing people and things using compound nouns dan expression of look like*
- (31) Menguasai teks transaksional dan interpersonal tentang *telling what you did and you were doing*
- (32) Menguasai teks transaksional dan interpersonal tentang *comparing people and things*
- (33) Menguasai penggunaan *possessive pronouns, nouns, and reflexive pronouns* dalam *telling possession*
- (34) Menguasai teks fungsional tentang *telling a story or past experience*
- (35) Menguasai teks transaksional dan interpersonal tentang *telling choices using expression of like better*
- (36) Menguasai teks fungsional tentang *giving suggestion and asking information with positive and negative questions using modal auxiliary*
- (37) Menguasai teks transaksional dan interpersonal tentang *telling quantity for countable and uncountable nouns*
- (38) Menguasai teks transaksional dan interpersonal tentang *asking permission and inviting someone to do something in a polite way*
- (39) Menguasai teks fungsional tentang *telling quantity to compare the things using expression of more, less, and fewer*
- (40) Menguasai penggunaan *prepositions* seperti *with, in, from, about, at, for, and through*
- (41) Menguasai teks transaksional dan interpersonal tentang *asking and giving permission or possibility using modal auxiliary of may and might*
- (42) Menguasai teks fungsional tentang penggunaan *passive voice*.

### **C. CP Keterampilan Umum:**

- (1) Mampu mengembangkan keterampilan berbahasa Inggris untuk merencanakan kariernya sendiri (career and personal development) di bidang pendidikan Bahasa Inggris baik dalam tataran pendidikan formal maupun nonformal
- (2) Mampu mengimplementasikan keterampilan Bahasa Inggris untuk menjalin hubungan profesional dan interpersonal secara konstruktif dan bertanggung jawab untuk membantu menyelesaikan persoalan pembelajaran Bahasa Inggris
- (3) Mampu mengembangkan keterampilan berbahasa Inggris untuk menjalin jaringan kerja dengan teman sejawat, dosen, pembimbing, baik di lingkungan Undiksha maupun universitas lain di dalam dan luar negeri dengan memanfaatkan teknologi informasi

### **D. CP. Keterampilan khusus**

- (1) Mampu berkomunikasi secara lisan dan tertulis dalam Bahasa Inggris, serta membangun hubungan interpersonal yang produktif
- (2) Mampu memanfaatkan perangkat teknologi informasi dan komunikasi untuk mendukung pengembangan keterampilan berbahasa Inggris.

### III. Garis Besar Rencana Pembelajaran

No	Capaian Pembelajaran	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4
1	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B1, B15, B29, C1, C2, C3, D1, D2.	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>greetings and describing people and things</i></li> <li>2. Dapat menampilkan dialogue tentang <i>greetings and describing people and things</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing what people are wearing</i></li> <li>4. Dapat menyusun teks tentang <i>describing what people are wearing</i></li> <li>5. Dapat menyebutkan informasi-informasi terkait dengan identitas diri anggota keluarga</li> <li>6. Dapat menanyakan atau memberi informasi terkait dengan identitas diri anggota keluarga</li> <li>7. Dapat memperkenalkan anggota keluarga atau tokoh umum secara lisan</li> </ol>	<p><i>Language expressions of greetings and describing people and things</i></p> <p><i>Language expressions of describing what people are wearing</i></p> <p><i>Language expressions of introducing family members</i></p>
2	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B2, B16, B30, C1, C2, C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling numbers</i></li> <li>2. Dapat menampilkan dialogue tentang <i>telling numbers</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>making questions about someone's outfit.</i></li> <li>4. Dapat menampilkan dialog tentang <i>making questions about someone's outfit.</i></li> <li>5. Dapat mengidentifikasi kata sifat dan <i>compound nouns</i> yang digunakan dalam mendeskripsikan seseorang atau benda secara lisan atau tertulis</li> <li>6. Dapat menjelaskan fungsi penggunaan ekspresi "<i>look like</i>" dalam mendeskripsikan kemiripan seseorang dengan orang lain atau benda</li> <li>7. Dapat mendeskripsikan seseorang atau benda secara lisan dan atau tertulis menggunakan kata-kata sifat, <i>compound nouns</i>, dan ekspresi "<i>look like</i>"</li> </ol>	<p><i>Language expressions of telling numbers</i></p> <p><i>Language expressions in making questions about someone's outfit.</i></p> <p><i>Language expressions of describing a person or a thing, compound nouns, and look like</i></p>

3	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B3, B17, B31, C1, C2, C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling the spellings of certain objects</i></li> <li>2. Dapat menampilkan dialogue tentang <i>telling the spellings of certain objects</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>asking the reason and the way to do something</i></li> <li>4. Dapat menyusun dan menjawab pertanyaan tentang <i>asking the reason and how to do something</i></li> <li>5. Dapat mengidentifikasi ekspresi yang digunakan dalam menceritakan kegiatan masa lampau</li> <li>6. Dapat menceritakan kegiatan yang dilakukan di masa lampau secara lisan</li> </ol>	<p><i>Language expressions of telling the spellings of certain objects</i></p> <p><i>Language expressions of asking the reason and how to do something</i></p> <p><i>Language expressions of telling what you did and you were doing</i></p>
4	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B4, B 18, B32, C1, C2,C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing room</i></li> <li>2. Dapat menyusun teks tulis tentang <i>describing room</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing present activities</i></li> <li>4. Dapat menyusun dialog tentang <i>describing present activities</i></li> <li>5. Dapat mengidentifikasi ekspresi yang digunakan dalam membandingkan seseorang atau benda</li> <li>6. Dapat membandingkan orang atau benda secara lisan</li> </ol>	<p><i>Language expressions of describing room</i></p> <p><i>Language expressions of Describing present activities</i></p> <p><i>Language expressions of comparing people and things</i></p>
5	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B5, B19, B33, C1, C2, C3,D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing places in campus and favorite places</i></li> <li>2. Dapat menyusun teks tulis <i>describing places in campus and favorite places.</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling numbers and date.</i></li> <li>4. Dapat menyusun dialog tentang <i>telling numbers and date.</i></li> <li>5. Dapat mengidentifikasi penggunaan <i>possessive pronound, nouns,</i> dalam kalimat sederhana yang ditunjukkan</li> <li>6. Dapat menggunakan <i>possessive pronouns</i> dalam kalimat sederhana</li> </ol>	<p><i>Language expressions of describing places in campus and favorite places</i></p> <p><i>Language expressions dalam telling numbers and date.</i></p> <p><i>The use of whose,</i></p>

		secara tertulis dan atau lisan.	<i>possessive pronouns and nouns</i>
6	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B6, B20, B34, C1, C2, C3,D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>things you have in your room and location of them</i></li> <li>2. Dapat menyusun teks tulis tentang <i>things you have in your room and location of them</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling future events.</i></li> <li>4. Dapat menyusun teks tentang <i>telling future events</i></li> <li>5. Dapat mengidentifikasi ekspresi yang digunakan dalam menceritakan sebuah cerita atau pengalaman</li> <li>6. Dapat menceritakan sebuah cerita atau pengalaman secara lisan</li> </ol>	<p><i>Language expressions of things you have in your room and location of them</i></p> <p><i>Language expressions of telling future events</i></p> <p><b><i>Language expressions of telling a story and past experience</i></b></p>
7	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B7, B21, B35, C1, C2, C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling time</i></li> <li>2. Dapat menampilkan dialog tentang <i>telling time</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>giving command</i></li> <li>4. Dapat menyusun dialog tentang <i>giving command</i></li> <li>5. Dapat menjelaskan fungsi "which", "like ... better", dan "go + ving" serta aturan penggunaannya</li> <li>6. Dapat menggunakan fungsi "which", "like ... better", dan "go + ving" dalam bertanya atau memberi informasi secara tertulis dan atau lisan</li> <li>7. Dapat melakukan percakapan sederhana menggunakan ekspresi "which", "like ... better", dan "go + ving"</li> </ol>	<p><i>Language expressions of telling time</i></p> <p><i>Language expression of giving command</i></p> <p><i>Language expressions of telling choices using expression of like better</i></p>
8	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B8, B22, B36, C1, C2, C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling daily activities</i></li> <li>2. Dapat menjawab pertanyaan-pertanyaan berdasarkan teks</li> <li>3. Dapat membuat kalimat-kalimat dengan struktur <i>simple present tense</i></li> </ol>	<p><i>Language expressions of telling daily activities (monologue)</i></p> <p><i>Language expressions of showing possession</i></p>

		<ol style="list-style-type: none"> <li>4. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>showing possession</i>.</li> <li>5. Dapat menggunakan ekspresi yang tepat tentang <i>showing possession</i> dalam teks tertulis.</li> <li>6. Dapat menjelaskan penggunaan kata kerja bantu <i>should, must, have/has to, do, be, etc</i> serta aturan dan bentuk penggunaannya dalam memberi nasihat dan meminta informasi</li> <li>7. Dapat menggunakan kata kerja bantu <i>should, must, have/has to, do, be, etc</i> dalam kalimat sederhana dalam memberi nasihat dan meminta informasi</li> <li>8. Dapat melakukan percakapan sederhana dalam memberi nasihat dan meminta informasi secara lisan</li> </ol>	<p><i>Language expressions giving suggestion and asking for information</i></p>
9	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B9, B23, B 37, C1, C2, C3, D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling daily activities</i></li> <li>2. Dapat menjawab pertanyaan-pertanyaan berdasarkan teks</li> <li>3. Dapat membuat kalimat-kalimat dengan struktur <i>simple present tense</i></li> <li>4. Dapat mengidentifikasi <i>regular verb</i> dan perubahannya dalam bentuk lampau</li> <li>5. Dapat menggunakan <i>regular verb</i> dalam <i>telling past events using regular verb</i></li> <li>6. Dapat menyusun teks dengan menggunakan bentuk <i>regular verb</i> yang tepat dalam <i>telling past events</i></li> <li>7. Dapat mengidentifikasi perbedaan penggunaan ekspresi kuantitas untuk <i>countable and uncountable nouns</i></li> <li>8. Dapat menggunakan ekspresi kuantitas untuk <i>countable and uncountable nouns</i> dalam kalimat sederhana</li> <li>9. Dapat melakukan percakapan sederhana menggunakan ekspresi kuantitas <i>countable and uncountable nouns</i> secara lisan</li> </ol>	<p><i>Language expressions of telling daily activities (dialogue)</i></p> <p><i>Language expressions in telling past events using regular verb</i></p> <p><i>Language expressions of telling quantity for countable and uncountable nouns</i></p>
10	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B10, B24, B38, C1,	<ol style="list-style-type: none"> <li>1. Dapat menjelaskan perbedaan penggunaan struktur <i>want to, need to, have to, dan like to</i> in describing daily activities</li> <li>2. Dapat membuat kalimat-kalimat dengan struktur <i>want to, need to, have to, dan like to</i> in describing daily activities</li> </ol>	<p><i>Language expressions of describing daily activities dengan menggunakan struktur</i></p>

	C2,C3, D1, D2	<ol style="list-style-type: none"> <li>3. Dapat menampilkan dialogue tentang <i>describing daily activities</i> dengan struktur <i>want to, need to, have to, dan like to in describing daily activities</i></li> <li>4. Dapat mengidentifikasi <i>irregular verb</i> dan perubahannya dalam bentuk lampau</li> <li>5. Dapat menggunakan <i>regular verb</i> dalam <i>telling past events using irregular verb</i></li> <li>6. Dapat menyusun teks dengan menggunakan bentuk <i>irregular verb</i> yang tepat dalam <i>telling past events</i></li> <li>7. Dapat mengidentifikasi <i>irregular verb</i> dan perubahannya dalam bentuk lampau</li> <li>8. Dapat mengidentifikasi ekspresi dalam meminta ijin atau mengundang seseorang dengan cara yang sopan</li> <li>9. Dapat melakukan percakapan dalam meminta ijin atau mengundang seseorang dengan cara yang sopan secara lisan</li> </ol>	<p><i>want to, need to, have to, dan like to</i>  <i>Language expressions of telling past events using irregular verb</i></p> <p><i>Language expressions of asking permission and inviting someone to do something in a polite way</i></p>
11	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B11, B25, B39, C1, C2, C3,D1, D2	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling facilities or things in a certain place with there is or there are</i></li> <li>2. Dapat membuat kalimat-kalimat dengan struktur <i>there is and there are</i></li> <li>3. Dapat menyusun teks tulis tentang <i>telling facilities or things in a certain place with there is or there are.</i></li> <li>4. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>showing ability using the modal can</i></li> <li>5. Dapat mengidentifikasi ekspresi bahasa dalam using <i>personal objectpronoun in making a call.</i></li> <li>6. Dapat menggunakan ekspresi bahasa yang tepat dalam <i>showing ability using the modal candalam teks tertulis</i></li> <li>7. Dapat menggunakan ekspresi bahasa yang tepat dalam using <i>personal object pronoun in making a call.</i></li> </ol>	<p><i>Language expressions oftelling facilities or things in a certain place with there is or there are</i></p> <p><i>Language expressions of showing ability using the modal can and using personal object pronoun in making a call.</i></p> <p><i>Language expressions of telling quantity to compare the things using</i></p>



		8. Dapat mengidentifikasi ekspresi yang digunakan dalam membandingkan kuantitas suatu benda 9. Dapat melakukan percakapan sederhana dalam membandingkan kuantitas suatu benda secara lisan	<i>expression of more, less, and fewer</i>
12	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B12, B26, B40, C1, C2, C3,D1, D2	1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing public places in the surrounding area</i> 2. Dapat menampilkan dialogue tentang <i>describing public places in the surrounding area</i> 3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling future events</i> menggunakan <i>modal will</i> 4. Dapat menggunakan <i>modal will</i> dalam kalimat-kalimat sederhana 5. Dapat menyusun dialog menggunakan <i>modal will</i> dalam <i>telling future events</i> . 6. Dapat menjelaskan perbedaan beberapa preposition yang digunakan dalam memberi informasi umum seperti <i>with, in, from, about, at, for, atau through</i> 7. Dapat menggunakan preposition-preposition tersebut dalam kalimat sederhana 8. Dapat menyampaikan informasi dengan menggunakan preposition seperti <i>with, in, from, about, at, for, atau through</i> secara lisan atau tertulis	<i>Language expressions of describing public places in the surrounding area</i> <i>Language expressions in telling future events using the modal will</i>  <i>Prepositions (with, in, from, about, at, for, through)</i>
13	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B13, B27,B41, C1, C2,C3,D1,D2	1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing people</i> 2. Dapat menampilkan <i>monologue</i> tentang <i>describing people</i> 3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling the amount of money</i> 4. Dapat menggunakan dalam ekspresi bahasa yang digunakan dalam <i>telling the amount of money</i> dalam kalimat sederhana 5. Dapat menampilkan dialog dalam <i>telling the amount of money</i> dalam kalimat sederhana. 6. Dapat mengidentifikasi ekspresi yang digunakan dalam meminta atau	<i>Language expressions of describing people</i> <i>Language expressions of telling the amount of money</i>  <i>Language expressions of asking and giving permission or possibility using modal auxiliary of</i>

		<p>memberi ijin dan kemungkinan menggunakan kata kerja bantu <i>may</i> dan <i>might</i></p> <p>7. Dapat menggunakan kata kerja bantu <i>may</i> dan <i>might</i> dalam kalimat sederhana untuk meminta dan memberi ijin atau kemungkinan</p> <p>8. Dapat melakukan percakapan sederhana dalam meminta dan memberi ijin atau kemungkinan</p>	<i>may and might</i>
14	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B14, B28, B42, C1, C2, C3,D1,D2	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing location of certain buildings or places in a surrounding area</i></p> <p>2. Dapat menampilkan <i>monologue</i> tentang <i>describing location of certain buildings or places in a surrounding area</i></p> <p>3. Dapat mengidentifikasi <i>expression of measurement</i></p> <p>4. Dapat mengidentifikasi <i>expression of quantity</i></p> <p>5. Dapat menggunakan <i>expression of measurement</i> yang tepat dalam teks tertulis</p> <p>6. Dapat menggunakan <i>expression of quantity</i> yang tepat dalam teks tertulis</p> <p>7. Dapat menyebutkan perubahan kata dari <i>infinitive</i> ke <i>past participle</i></p> <p>8. Dapat menjelaskan perbedaan kalimat aktif dan pasif</p> <p>9. Dapat menggunakan <i>passive voice</i> dalam kalimat sederhana</p>	<p><i>Language expressions of describing location of certain buildings or places in a surrounding area</i></p> <p><i>Language expressions of measurement and quantity</i></p> <p><i>Past participle</i></p>

Mengetahui :  
Ketua Program Studi

Dr. Dewa Putu Ramendra, S.Pd.,M.Pd.

NIP 197609022000031002

Singaraja, 8 Desember 2016  
Dosen Pengampu Mata Kuliah,

## RENCANA PEMBELAJARAN SEMESTER (RPS)

### I. IDENTITAS MATA KULIAH

Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah	: IECA ( Buku IA,IB,IC)
Kode	: ING1101
Semester	I
Sks	: 5 SKS
Prasyarat	:
Dosen Pengampu	: Dr. Ni Made Ratminingsih, M.A.Ni Putu Astiti Pratiwi, S.Pd.,M.Pd, Luh Gede Eka Wahyuni, S.Pd.,M.Pd.,

### CAPAIAN PEMBELAJARAN (CP) MATA KULIAH

#### A. CP Sikap:

- (1) Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- (2) Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika
- (3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila
- (4) Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa
- (5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain
- (6) Bekerjasama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan
- (7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara
- (8) Menginternalisasi nilai, norma, dan etika akademik
- (9) Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri
- (10) Mempunyai ketulusan, komitmen, dan kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserta didik
- (11) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
- (12) Menunjukkan perilaku berdasarkan nilai moral luhur, bersikap empatik dan menghargai perbedaan, dan menjunjung tinggi nilai kemanusiaan melalui pembentukan kepribadian dan interaksi sosial yang humanis
- (13) Menunjukkan sikap dan perilaku yang bertanggung jawab, beretika serta menghargai pendapat dan temuan orisinal orang lain.
- (14) Memiliki kepribadian dan interaksi sosial yang berempatik dan humanis
- (15) Menunjukkan sikap mental profesi dan perilaku taat hukum yang bertanggungjawab atas pekerjaan di bidang keahliannya dengan selalu mengutamakan peningkatan mutu kehidupan bermasyarakat dan berbangsa.

## **B. CP Pengetahuan:**

Mampu menerapkan pemikiran dan perilaku sistematis, kreatif, inovatif, dan bertanggung jawab dalam penerapan pengetahuan di bidang keahlian berbahasa, pendidikan Bahasa Inggris, kebahasaan, kesusastraan yang meliputi:

- (1) Menguasai teks transaksional dan interpersonal tentang *greetings and describing people and things*
- (2) Menguasai teks transaksional dan interpersonal tentang *telling numbers*
- (3) Menguasai teks transaksional dan interpersonal tentang *telling spellings of certain objects*
- (4) Menguasai teks transaksional dan interpersonal tentang *describing room*
- (5) Menguasai teks fungsional tentang *describing places in campus and favorite places*
- (6) Menguasai teks fungsional tentang *things you have in your room and location of them*
- (7) Menguasai teks transaksional dan interpersonal tentang *telling time*
- (8) Menguasai teks fungsional tentang *telling daily activities*
- (9) Menguasai teks transaksional dan interpersonal tentang *telling daily activities*
- (10) Menguasai penggunaan *want to, need to, have to, dan like to in describing daily activities*
- (11) Menguasai teks fungsional tentang *telling facilities or things in a certain place with there is or there are*
- (12) Menguasai teks transaksional dan interpersonal tentang *describing public places in the surrounding area*
- (13) Menguasai teks fungsional tentang *describing people*
- (14) Menguasai teks fungsional tentang *describing location of certain buildings or places in a surrounding area*
  
- (15) Menguasai teks fungsional tentang *describing what people are wearing*
- (16) Menguasai teks transaksional dan interpersonal tentang *making questions about someone's outfit.*
- (17) Menguasai teks fungsional tentang *asking the reason and how to do something*
- (18) Menguasai teks transaksional dan interpersonal tentang *describing present activities.*
- (19) Menguasai teks transaksional dan interpersonal tentang *telling numbers and date.*
- (20) Menguasai teks fungsional tentang *future events.*
- (21) Menguasai teks transaksional dan interpersonal tentang *giving command.*
- (22) Menguasai teks fungsional tentang *showing possession.*
- (23) Menguasai teks fungsional tentang *telling past events using regular verb*
- (24) Menguasai teks fungsional tentang *telling the event that happen in the past using irregular verb*
- (25) Menguasai teks fungsional tentang *showing ability using the modal can and using personal object pronoun in making a call.*
- (26) Menguasai teks transaksional dan interpersonal tentang *telling future events using modal will.*
- (27) Menguasai teks transaksional dan interpersonal tentang *telling past future events using modal would*

- (28) Menguasai teks transaksional dan interpersonal tentang *telling the amount of money*.
- (29) Menguasai teks fungsional tentang *expression of measurement and expression of quantity*.
- (30) Menguasai teks transaksional dan interpersonal tentang *introducing family members*
- (31) Menguasai teks transaksional dan interpersonal tentang *describing people and things using compound nouns dan expression of look like*
- (32) Menguasai teks transaksional dan interpersonal tentang *telling what you did and you were doing*
- (33) Menguasai tekstransaksional dan interpersonal tentang *comparing people and things*
- (34) Menguasai penggunaan *possessive pronouns, nouns, and reflexive pronouns dalam telling possession*
- (35) Menguasai teks fungsional tentang *telling a story or past experience*
- (36) Menguasai teks transaksional dan interpersonal tentang *telling choices using expression of like better*
- (37) Menguasai teks fungsional tentang *giving suggestion and asking information with positive and negative questions using modal auxiliary*
- (38) Menguasai teks transaksional dan interpersonal tentang *telling quantity for countable and uncountable nouns*
- (39) Menguasai teks transaksional dan interpersonal tentang *asking permission and inviting someone to do something in a polite way*
- (40) Menguasai teks fungsional tentang *telling quantity to compare the things using expression of more, less, and fewer*
- (41) Menguasai penggunaan prepositions seperti *with, in, from, about, at, for, and through*
- (42) Menguasai teks transaksional dan interpersonal tentang *asking and giving permission or possibility using modal auxiliary of may and might*
- (43) Menguasai teks fungsional tentang penggunaan *passive voice*.

### **C. CP Keterampilan Umum:**

- (1) Mampu mengembangkan keterampilan berbahasa Inggris untuk merencanakan kariernya sendiri (career and personal development) di bidang pendidikan Bahasa Inggris baik dalam tataran pendidikan formal maupun nonformal
- (2) Mampu mengimplementasikan keterampilan Bahasa Inggris untuk menjalin hubungan profesional dan interpersonal secara konstruktif dan bertanggung jawab untuk membantu menyelesaikan persoalan pembelajaran Bahasa Inggris
- (3) Mampu mengembangkan keterampilan berbahasa Inggris untuk menjalin jaringan kerja dengan teman sejawat, dosen, pembimbing, baik di lingkungan Undiksha maupun universitas lain di dalam dan luar negeri dengan memanfaatkan teknologi informasi

### **D. CP. Keterampilan khusus**

- (1) Mampu berkomunikasi secara lisan dan tertulis dalam Bahasa Inggris, serta membangun hubungan interpersonal yang produktif

(2) Mampu memanfaatkan perangkat teknologi informasi dan komunikasi untuk mendukung pengembangan keterampilan berbahasa Inggris.

## II. DESKRIPSI MATA KULIAH :

Mata kuliah membahas tentang: komponen kebahasaan, yaitu kosakata, struktur bahasa, pelafalan, ekspresi-ekspresi bahasa, dan keterampilan berbahasa (listening, speaking, reading, dan writing) yang digunakan untuk berkomunikasi lisan dan tulis, yaitu *greetings and describing people and things, telling numbers, telling spellings of certain objects, describing room, describing places in campus and favorite places, describing things you have in your room and location of them, telling time, telling daily activities, penggunaan want to, need to, have to, dan like to in describing daily activities, telling facilities or things in a certain place with there is or there are, describing public places in the surrounding area, describing people, dan describing location of certain buildings or places in a surrounding area, describing what people are wearing, making questions about someone's outfit, the reason and how to do something, describing present activities, telling numbers and date, future events, giving command, showing possession, telling past events using regular verb, telling the event that happen in the past using irregular verb, showing ability using the modal can and using personal object pronoun in making a call, telling future events using modal will, telling the amount of money, expression of measurement and expression of quantity, introducing family members, describing people and things using compound nouns dan expression of look like, telling what you did and you were doing comparing people and things, possessive pronouns, nouns, and reflexive pronouns dalam telling possession, telling a story or past experience, telling choices using expression of like better, giving suggestion and asking information with positive and negative questions using modal auxiliary, telling quantity for countable and uncountable nouns, asking permission and inviting someone to do something in a polite way, telling quantity to compare the things using expression of more, less, and fewer, prepositions seperti with, in, from, about, at, for, and through, asking and giving permission or possibility using modal auxiliary of may and might, passive voice yang diajarkan secara terintegrasi (integrated learning).*

## III. RINCIAN KEGIATAN PERKULIAHAN

Tatap Muka/ Minggu ke-	Capaian Pembelajaran	Bahan Kajian/Materi Pokok	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Metode	Pengalaman Belajar	Alokasi Waktu	Referensi
1	2	3	4	5	6	7	8
1	A1, A2,	<i>Greetings and</i>	1. Dapat	ALM ( <i>drills</i> )	1) Membaca	5 x 50	Djiwandono

	A3, A4, A8, A10, A12, A13, A14, B1, B15, B29, C1, C2, C3, D1, D2	<p><i>describing people and things</i></p> <p><i>Describing what people are wearing</i></p> <p><i>Introducing family members</i></p>	<p>mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>greetings and describing people and things</i></p> <p>2. Dapat menampilkan <i>dialogue</i> tentang <i>greetings and describing people and things</i></p> <p>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing what people are wearing</i></p> <p>4. Dapat menyusun teks tentang <i>describing what people are wearing</i></p> <p>5. Dapat menyebutkan informasi-informasi terkait dengan identitas diri anggota keluarga</p>	<p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<p>2) Berlatih pengulangan (<i>repetition drill</i>)</p> <p>3) Mengidentifikasi ekspresi bahasa</p> <p>4) Mendiskusikan temuan</p> <p>5) Tanya jawab</p> <p>6) Menyusun monologue/dialog</p> <p>7) Menampilkan monologue/dialog</p>	menit	, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang
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			<p>6. Dapat menanyakan atau memberi informasi terkait dengan identitas diri anggota keluarga</p> <p>7. Dapat memperkenalkan anggota keluarga atau tokoh umum secara lisan</p>				
2	A1, A2, A3, A4, A8, A10, A12, A13, A14, B2, B16, B30, C1, C2, C3, D1, D2	<p><i>Telling numbers</i></p> <p><i>making questions about someone's outfit.</i></p>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling numbers</i></p> <p>2. Dapat menampilkan <i>dialogue</i> tentang <i>telling numbers</i></p> <p>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>making questions about someone's outfit.</i></p> <p>4. Dapat menampilkan</p>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<p>1) Membaca dialog</p> <p>2) Berlatih pengulangan (<i>repetition drill</i>)</p> <p>3) Mengidentifikasi ekspresi bahasa</p> <p>4) Mendiskusikan temuan</p> <p>5) Tanya jawab</p> <p>6) Menyusun monologue/dialog</p> <p>7) Menampilkan</p>	5 x 50 menit	<p>Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang</p>



		<p><i>describing a person or a thing, compound nouns, and look like</i></p>	<p>dialog tentang <i>making questions about someone's outfit</i>.</p> <p>5. Dapat mengidentifikasi kata sifat dan <i>compound nouns</i> yang digunakan dalam mendeskripsikan seseorang atau benda secara lisan atau tertulis</p> <p>6. Dapat menjelaskan fungsi penggunaan ekspresi "<i>look like</i>" dalam mendeskripsikan kemiripan seseorang dengan orang lain atau benda</p> <p>7. Dapat mendeskripsikan seseorang atau benda secara lisan dan atau tertulis menggunakan kata-kata sifat, <i>compound nouns</i>, dan ekspresi "<i>look</i></p>	<p>monologue/ dialog</p>		
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			<i>like”</i>				
<b>3</b>	A1, A2, A3, A4, A8, A10, A12, A13, A14, B3, B17, B31, C1, C2, C3, D1, D2	<i>Telling spellings of certain objects</i>	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling spellings of certain objects</i></li> <li>2. Dapat menampilkan dialogue tentang <i>telling spellings of certain objects</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>asking the reason and the way to do something</i></li> <li>4. Dapat menyusun dan menjawab pertanyaan tentang <i>asking the reason and how to do something</i></li> <li>5. Dapat mengidentifikasi ekspresi yang digunakan dalam menceritakan</li> </ol>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<ol style="list-style-type: none"> <li>1) Membaca dialog</li> <li>2) Mengidentifikasi ekspresi</li> <li>3) Tanya jawab</li> <li>4) Berlatih pengulangan (repetition drill)</li> <li>5) Mengidentifikasi ekspresi bahasa</li> <li>6) Mendiskusikan temuan</li> <li>7) Menyusun monologue/dialog</li> <li>8) Menampilkan monologue/dialog</li> </ol>	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang
		<i>Asking the reason and how to do something</i>					
		<i>Telling what you did and you were doing</i>					

			kegiatan masa lampau 6. Dapat menceritakan kegiatan yang dilakukan di masa lampau secara lisan				
4	A1, A2, A3, A4, A8, A10, A12, A13, A14, B4, B18, B32, C1, C2, C3, D1, D2	<i>Describing room</i>  <i>Describing present activities</i>  <i>Comparing people and things</i>	1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing room</i> 2. Dapat menyusun teks tulis tentang <i>describing room</i> 3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>describing present activities</i> 4. Dapat menyusun dialog tentang <i>describing present activities</i> 5. Dapat mengidentifikasi ekspresi yang	ALM ( <i>drills</i> ) CLT ( <i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i> )	1) Membaca teks 2) Mengidentifikasi ekspresi bahasa 3) Mendiskusikan temuan 4) Tanya jawab 5) Menyusun teks monologue/dialogue 6) Menampilkan monologue/dialogue	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang

			<p>digunakan dalam membandingkan seseorang atau benda</p> <p>6. Dapat membandingkan orang atau benda secara lisan.</p>				
5	A1, A2, A3, A4, A8, A10, A12, A13, A14, B5, B19, B33, C1, C2, C3, D1, D2	<p><i>Describing places in campus and favorite places</i></p> <p><i>Telling numbers and date</i></p>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing places in campus and favorite places</i></p> <p>2. Dapat menyusun teks tulis <i>describing places in campus and favorite places</i></p> <p>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling numbers and date</i>.</p> <p>4. Dapat menyusun dialog tentang <i>telling numbers and date</i>.</p>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and Pair work on dialogue presentation</i>)</p>	<p>1) Membaca teks</p> <p>2) Mengidentifikasi ekspresi bahasa</p> <p>3) Mendiskusikan temuan</p> <p>4) Memberi contoh</p> <p>5) Menjawab soal-soal terkait teks</p> <p>6) Mengecek jawaban</p> <p>7) Menyusun teks tulis</p>	5 x 50 menit	<p>Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang</p>

		<i>Whose, possessive pronouns and nouns</i>	<p>5. Dapat mengidentifikasi penggunaan <i>possessive pronoun, nouns</i>, dalam kalimat sederhana yang ditunjukkan</p> <p>6. Dapat menggunakan <i>possessive pronouns</i> dalam kalimat sederhana secara tertulis dan atau lisan.</p>				
6	A1, A2, A3, A4, A8, A10, A12, A13, A14, B6, B20, B34, C1, C2, C3, D1, D2	<p><i>Describing things you have in your room and location of them</i></p> <p><i>Telling future</i></p>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing things you have in your room and location of them</i></p> <p>2. Dapat menyusun teks tulis tentang <i>describing things you have in your room and location of them</i></p> <p>3. Dapat</p>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<p>1) Membaca teks</p> <p>2) Mengidentifikasi ekspresi bahasa</p> <p>3) Mendiskusikan temuan</p> <p>4) Menjawab soal-soal terkait teks</p> <p>5) Mengecek jawaban</p> <p>6) Membuat kalimat sederhana</p> <p>7) Menyusun</p>	5 x 50 menit	<p>Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang</p>

		<p><i>events</i></p> <p><b>Telling a story and past experience</b></p>	<p>mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling future events</i>.</p> <p>4. Dapat menyusun teks tentang <i>telling future events</i></p> <p>5. Dapat mengidentifikasi ekspresi yang digunakan dalam menceritakan sebuah cerita atau pengalaman</p> <p>6. Dapat menceritakan sebuah cerita atau pengalaman secara lisan</p>		<p>teks tulis</p> <p>8) Menampilkan monologue/ dialogue</p>		
7	A1, A2, A3, A4, A8, A10, A12, A13, A14, B7, B21, B35, C1, C2, C3, D1, D2	<i>Telling time</i>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling time</i></p> <p>2. Dapat menampilkan <i>dialogue</i> tentang <i>telling time</i></p>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-</i></p>	<p>1) Membaca dialog</p> <p>2) Mengidentifikasi ekspresi bahasa</p> <p>3) Tanya jawab</p> <p>4) Berlatih pengulangan</p>	5 x 50 menit	<p>Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri</p>

		<p><i>Giving command</i></p> <p><i>Telling choices using expression of like better</i></p>	<p>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>giving command</i></p> <p>4. Dapat menyusun dialog tentang <i>giving command</i></p> <p>5. Dapat menjelaskan fungsi "<i>which</i>", "<i>like ... better</i>", dan "<i>go + ving</i>" serta aturan penggunaannya</p> <p>6. Dapat menggunakan fungsi "<i>which</i>", "<i>like ... better</i>", dan "<i>go + ving</i>" dalam bertanya atau memberi informasi secara tertulis dan atau lisan</p> <p>7. Dapat melakukan percakapan sederhana menggunakan ekspresi "<i>which</i>", "<i>like ... better</i>", dan "<i>go + ving</i>"</p>	<p><i>answer, performance</i>)</p>	<p>(repetition drill)</p> <p>5) Membuat kalimat sederhana</p> <p>6) Menyusun monologue/ dialog</p> <p>7) Menampilk an monologue/ dialog</p>	<p>Malang</p>
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<b>8</b>	<b>MIDDLE TEST</b>					5 x 50 menit	
<b>9</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B8, B22, B36, C1, C2, C3, D1, D2	<i>Telling daily activities</i>	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling daily activities</i></li> <li>2. Dapat menjawab pertanyaan-pertanyaan berdasarkan teks</li> <li>3. Dapat membuat kalimat-kalimat dengan struktur <i>simple present tense</i></li> <li>4. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>showing possession</i></li> <li>5. Dapat menggunakan ekspresi yang tepat tentang <i>showing possession</i> dalam</li> </ol>	ALM ( <i>drills</i> )  CLT ( <i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i> )	<ol style="list-style-type: none"> <li>1) Membaca teks</li> <li>2) Mengidentifikasi ekspresi bahasa</li> <li>3) Menjawab pertanyaan</li> <li>4) Menjelaskan</li> <li>5) Membuat kalimat</li> <li>6) Menampilkan monologue/ dialogue</li> </ol>	5 x 50 menit	Djiwandono , M.S., dkk. 2001. Intensive Course Program. Malang: Universitas Negeri Malang



		<i>Giving suggestion and asking for information</i>	<p>teks tertulis.</p> <p>6. Dapat menjelaskan penggunaan kata kerja bantu <i>should, must, have/has to, do, be, etc</i> serta aturan dan bentuk penggunaannya dalam memberi nasihat dan meminta informasi</p> <p>7. Dapat menggunakan kata kerja bantu <i>should, must, have/has to, do, be, etc</i> dalam kalimat sederhana dalam memberi nasihat dan meminta informasi</p> <p>8. Dapat melakukan percakapan sederhana dalam memberi nasihat dan meminta informasi secara lisan</p>				
<b>10</b>	A1, A2, A3, A4, A8, A10, A12,	<i>Telling daily activities</i>	1. Dapat mengidentifikasi ekspresi bahasa yang digunakan	ALM ( <i>drills</i> ) CLT ( <i>individual</i> )	1) Membaca dialog 2) Mengidentifikasi	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive

	<p>A13, A14, B10, B24, B38, C1, C2, C3, D1, D2</p>	<p><i>Telling past events using regular verb</i></p> <p><i>Telling quantity for countable and uncountable nouns someone to do something in a polite way</i></p>	<p>dalam <i>telling daily activities</i></p> <p>2. Dapat menjawab pertanyaan-pertanyaan berdasarkan teks</p> <p>3. Dapat membuat kalimat-kalimat dengan struktur <i>simple present tense</i></p> <p>4. Dapat mengidentifikasi <i>regular verb</i> dan perubahannya dalam bentuk lampau</p> <p>5. Dapat menggunakan <i>regular verb</i> dalam <i>telling past events using regular verb</i></p> <p>6. Dapat menyusun teks dengan menggunakan bentuk <i>regular verb</i> yang tepat dalam <i>telling past events</i></p> <p>7. Dapat mengidentifikasi perbedaan penggunaan ekspresi kuantitas untuk <i>countable and uncountable nouns</i></p>	<p><i>work, discussion, and pair work on dialogue presentation, question-answer, performance)</i></p>	<p>ekspresi bahasa</p> <p>3) Menyebutkan ekspresi lainnya</p> <p>4) Tanya jawab</p> <p>5) Berlatih pengulangan (repetition drill)</p> <p>6) Membuat kalimat</p> <p>7) Menyusun dialog</p> <p>8) Menampilkan dialog</p>		<p>Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang</p>
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			<p>8. Dapat menggunakan ekspresi kuantitas untuk <i>countable and uncountable nouns</i> dalam kalimat sederhana</p> <p>9. Dapat melakukan percakapan sederhana menggunakan ekspresi kuantitas <i>countable and uncountable nouns</i> secara lisan</p>				
11	A1, A2, A3, A4, A8, A10, A12, A13, A14, B10, B24, B38, C1, C2, C3, D1, D2	<i>The use of want to, need to, have to, dan like to in describing daily activities</i>	<p>1. Dapat menjelaskan perbedaan penggunaan struktur <i>want to, need to, have to, dan like to in describing daily activities</i></p> <p>2. Dapat membuat kalimat-kalimat dengan struktur <i>want to, need to, have to, dan like to in describing daily activities</i></p> <p>3. Dapat menampilkan <i>dialogue</i> tentang</p>	ALM ( <i>drills</i> ) CLT ( <i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i> )	<p>1) Membaca teks</p> <p>2) Mengidentifikasi ekspresi</p> <p>3) Tanya jawab</p> <p>4) Menjelaskan</p> <p>5) Membuat kalimat-kalimat</p> <p>6) Menyusun monologue/dialog</p> <p>7) Menampilkan monologue/</p>	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program. Malang: Universitas Negeri Malang

		<p><i>Telling past events using irregular verb</i></p> <p><i>Asking permission and inviting someone to do something in a polite way</i></p>	<p>describing daily activities dengan struktur <i>want to, need to, have to, dan like to</i></p> <p>4. Dapat mengidentifikasi <i>irregular verb</i> dan perubahannya dalam bentuk lampau</p> <p>5. Dapat menggunakan <i>regular verb</i> dalam <i>telling past events using irregular verb</i></p> <p>6. Dapat menyusun teks dengan menggunakan bentuk <i>irregular verb</i> yang tepat dalam <i>telling past events</i></p> <p>7. Dapat mengidentifikasi <i>irregular verb</i> dan perubahannya dalam bentuk lampau</p> <p>8. Dapat mengidentifikasi</p>	dialog		
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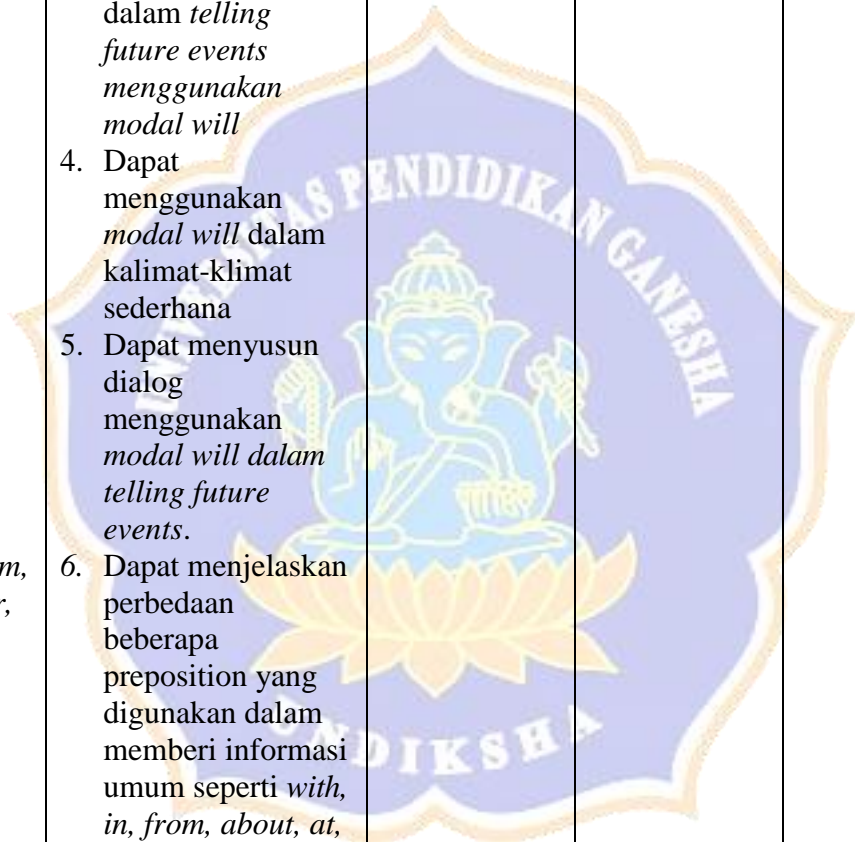
		telling past future events using modal would	<p>ekspresi dalam meminta ijin atau mengundang seseorang dengan cara yang sopan</p> <p>9. Dapat melakukan percakapan dalam meminta ijin atau mengundang seseorang dengan cara yang sopan secara lisan</p> <p>10. Telling plan in the past</p> <p>11. Telling prediction in the past</p>				
<b>12</b>	A1, A2, A3, A4, A8, A10, A12, A13, A14, B11, B25, B39, C1, C2, C3, D1, D2	<i>Telling facilities or things in a certain place with there is or there are</i>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>telling facilities or things in a certain place with there is or there are</i></p> <p>2. Dapat membuat kalimat-kalimat dengan struktur</p>	ALM ( <i>drills</i> ) CLT ( <i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i> )	<p>1) Membaca teks</p> <p>2) Mengidentifikasi ekspresi bahasa</p> <p>3) Tanya jawab</p> <p>4) Menjelaskan</p> <p>5) Membuat kalimat</p> <p>6) Membuat</p>	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang

		<p><i>Showing ability using the modal can and using personal object pronoun in making a call.</i></p>	<p><i>there is and there are</i></p> <p>3. Dapat menyusun teks tulis tentang <i>telling facilities or things in a certain place with there is or there are</i></p> <p>4. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>showing ability using the modal can</i></p> <p>5. Dapat mengidentifikasi ekspresi bahasa dalam <i>using personal object pronoun in making a call.</i></p> <p>6. Dapat menggunakan ekspresi bahasa yang tepat dalam <i>showing ability using the modal can</i> dalam teks tertulis</p>	<p>dialogue</p> <p>7) Menampilk an dialogue</p>		
		<p><i>Telling quantity to compare the</i></p>	<p>7. Dapat menggunakan</p>			

		<i>things using expression of more, less, and fewer</i>	<p>ekspresi bahasa yang tepat dalam <i>using personal object pronoun in making a call.</i></p> <p>8. Dapat mengidentifikasi ekspresi yang digunakan dalam membandingkan kuantitas suatu benda</p> <p>9. Dapat melakukan percakapan sederhana dalam membandingkan kuantitas suatu benda secara lisan</p>				
<b>13</b>	A1, A2, A3, A4, A8, A10, A12, A13, A14, B12, B26, B40, C1, C2, C3, D1, D2	<i>Describing public places in the surrounding area</i>	<p>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing public places in the surrounding area</i></p> <p>2. Dapat menampilkan dialogue tentang <i>describing public places in the</i></p>	ALM ( <i>drills</i> ) CLT ( <i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i> )	<p>1) Membaca dialog</p> <p>2) Mengidentifikasi ekspresi bahasa</p> <p>3) Menyebutkan</p> <p>4) Tanya jawab</p> <p>5) Berlatih pengulangan (repetition)</p>	5 x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang

		<p><i>Telling future events using the modal will</i></p>	<p><i>surrounding area</i></p> <p>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling future events</i> menggunakan <i>modal will</i></p> <p>4. Dapat menggunakan <i>modal will</i> dalam kalimat-kalimat sederhana</p> <p>5. Dapat menyusun dialog menggunakan <i>modal will</i> dalam <i>telling future events</i>.</p> <p>6. Dapat menjelaskan perbedaan beberapa preposition yang digunakan dalam memberi informasi umum seperti <i>with, in, from, about, at, for, atau through</i></p> <p>7. Dapat menggunakan <i>preposition-</i></p>	<p>drill)</p> <p>6) Menyusun dialog</p> <p>7) Menampilk an dialog</p>		
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*Prepositions (with, in, from, about, at, for, through)*





			<p><i>preposition</i> tersebut dalam kalimat sederhana</p> <p>8. Dapat menyampaikan informasi dengan menggunakan <i>preposition</i> seperti <i>with, in, from, about, at, for, atau through</i> secara lisan atau tertulis</p>				
14	A1, A2, A3, A4, A8, A10, A12, A13, A14, B13, B27, B41, C1, C2, C3, D1, D2	<p><i>Describing people</i></p> <p><i>Telling the amount of money</i></p>	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing people</i></li> <li>2. Dapat menampilkan <i>monologue</i> tentang <i>describing people</i></li> <li>3. Dapat mengidentifikasi ekspresi bahasa yang digunakan dalam <i>telling the amount of money</i></li> <li>4. Dapat menggunakan dalam ekspresi bahasa yang</li> </ol>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<ol style="list-style-type: none"> <li>1) Membaca teks</li> <li>2) Mengidentifikasi ekspresi bahasa</li> <li>3) Menyebutkan</li> <li>4) Tanya jawab</li> <li>5) Berlatih pengulangan (<i>repetition drill</i>)</li> <li>6) Menyusun teks <i>monologue/ dialogue</i></li> </ol>	5 x 50 menit	<p>Djiwandono, M.S., dkk. 2001. <i>Intensive Course Program; Handbook 1A, 1B, 1C.</i> Malang: Universitas Negeri Malang</p>

		<p><i>Asking and giving permission or possibility using modal auxiliary of may and might</i></p>	<p>digunakan dalam <i>telling the amount of money</i> dalam kalimat sederhana</p> <p>5. Dapat menampilkan dialog dalam <i>telling the amount of money</i> dalam kalimat sederhana.</p> <p>6. Dapat mengidentifikasi ekspresi yang digunakan dalam meminta atau memberi ijin dan kemungkinan menggunakan kata kerja bantu <i>may</i> dan <i>might</i></p> <p>7. Dapat menggunakan kata kerja bantu <i>may</i> dan <i>might</i> dalam kalimat sederhana untuk meminta dan memberi ijin atau kemungkinan</p> <p>8. Dapat melakukan percakapan sederhana dalam meminta dan memberi ijin atau kemungkinan</p>	<p>7) Menampilk an monologue/ dialogue</p>		
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15	A1, A2, A3, A4, A8, A10, A12, A13, A14, B14, B28, B42, C1, C2, C3, D1	<p><i>Describing location of certain buildings or places in a surrounding area</i></p> <p><i>Measurement and quantity</i></p> <p><i>Past participle</i></p>	<ol style="list-style-type: none"> <li>1. Dapat mengidentifikasi ekspresi bahasa yang digunakan untuk mengekspresikan <i>describing location of certain buildings or places in a surrounding area</i></li> <li>2. Dapat menampilkan <i>monologue</i> tentang <i>describing location of certain buildings or places in a surrounding area</i></li> <li>3. Dapat mengidentifikasi <i>expression of measurement</i></li> <li>4. Dapat mengidentifikasi <i>expression of quantity</i></li> <li>5. Dapat menggunakan <i>expression of measurement</i> yang tepat dalam teks</li> </ol>	<p>ALM (<i>drills</i>)</p> <p>CLT (<i>individual work, discussion, and pair work on dialogue presentation, question-answer, performance</i>)</p>	<ol style="list-style-type: none"> <li>1) Membaca teks</li> <li>2) Mengidentifikasi ekspresi bahasa</li> <li>3) Tanya jawab</li> <li>4) Berlatih pengulangan (<i>repetition drill</i>)</li> <li>5) Menulis kalimat</li> <li>6) Menyusun <i>monologue/ dialogue</i></li> <li>7) Menampilkan <i>monologue/ dialogue</i></li> </ol>	5x 50 menit	Djiwandono, M.S., dkk. 2001. Intensive Course Program; Handbook 1A, 1B, 1C. Malang: Universitas Negeri Malang
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			<p>tertulis</p> <p>6. Dapat menggunakan <i>expression of quantity</i> yang tepat dalam teks tertulis</p> <p>7. Dapat menyebutkan perubahan kata dari <i>infinitive</i> ke <i>past participle</i></p> <p>8. Dapat menjelaskan perbedaan kalimat aktif dan pasif</p> <p>9. Dapat menggunakan <i>passive voice</i> dalam kalimat sederhana</p>			
<b>16</b>	<b><i>FINAL TEST</i></b>				5 x 50 menit	

#### IV. PENILAIAN(indikator, dan bobot)

##### A. Penilaian Proses (bobot 60 %)

1. Sikap (mengacu pada penjabaran deskripsi umum)
2. Partisipasi dan aktivitas dalam proses pembelajaran (individual work, pair work, diskusi kelas, menyusun teks teks, dan oral presentation)
3. Penyelesaian tugas-tugas

B. Penilaian Produk (bobot 40 %)

- 1.Ujian Tengah Semester
- 2.Ujian Akhir Semester

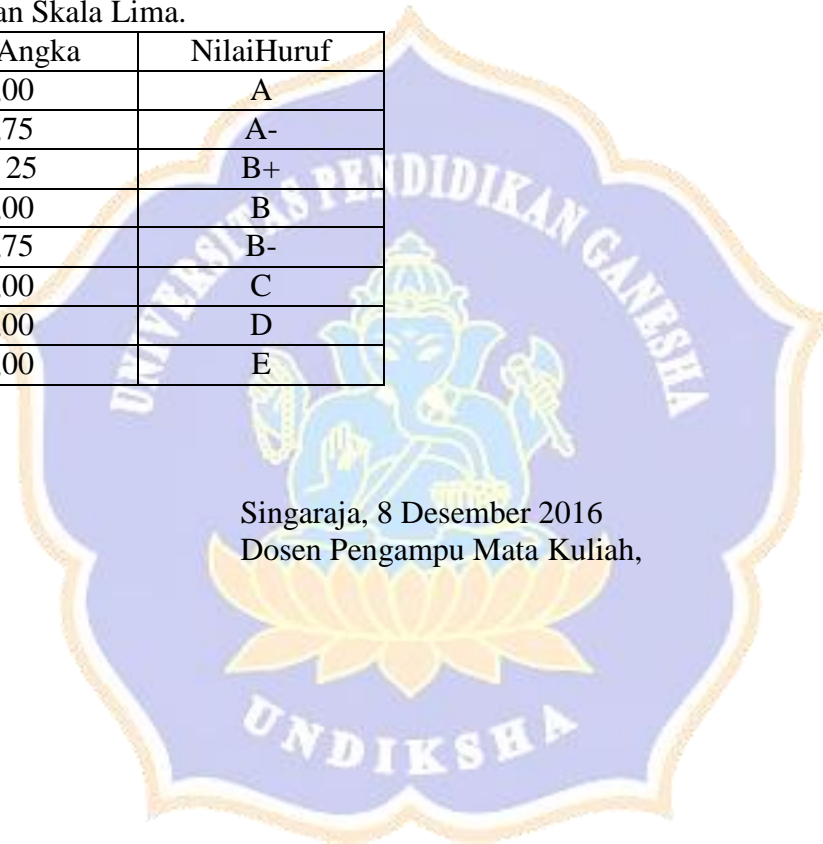
C. Acuan Penilaian: menggunakan Kisaran Skala Lima.

SkorPersentil	NilaiAngka	NilaiHuruf
96 - 100	4,00	A
91 - 95	3,75	A-
86 - 90	3,25	B+
81 - 85	3,00	B
76 - 80	2,75	B-
65 - 75	2,00	C
40 - 64	1,00	D
0 - 39	0,00	E

Mengetahui :  
Ketua Program Studi

Dr. Dewa Putu Ramendra, S.Pd.,M.Pd.  
NIP. 196609081991022002

Singaraja, 8 Desember 2016  
Dosen Pengampu Mata Kuliah,



## KONTRAK PERKULIAHAN

### I. IDENTITAS MATA KULIAH

Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah	: IEC A (Buku IA,IB,IC)
Kode	: ING1101
Semester	: I
Sks	: 5 SKS
Prasayarat	: -
Dosen Penampu	: Dr. Ni Made Ratminingsih, M.A.Ni Putu Astiti Pratiwi, S.Pd.,M.Pd, Luh Gede Eka Wahyuni, S.Pd.,M.Pd.,

### II. CAPAIAN PEMBELAJARAN (CP) MATA KULIAH

#### A. CP Sikap:

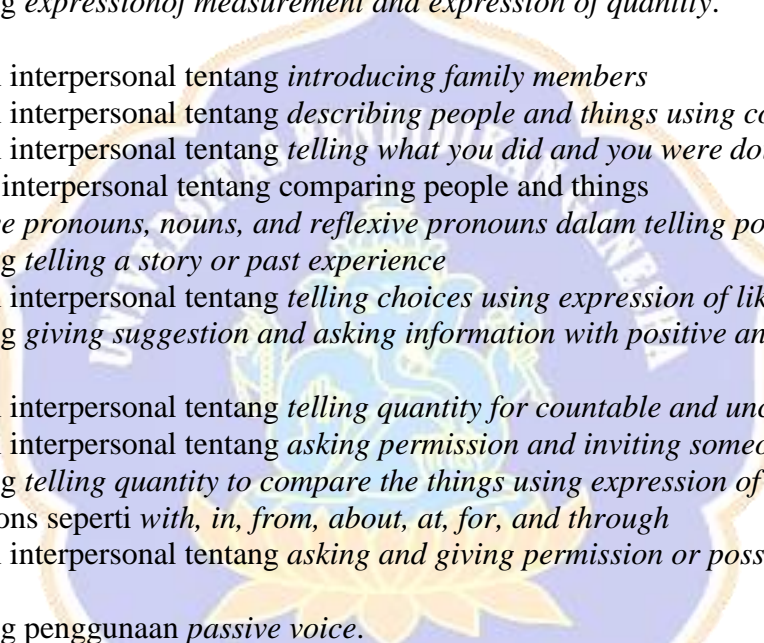
- (1) Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius
- (2) Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika
- (3) Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila
- (4) Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa
- (5) Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain
- (6) Bekerjasama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan
- (7) Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara
- (8) Menginternalisasi nilai, norma, dan etika akademik
- (9) Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri
- (10) Mempunyai ketulusan, komitmen, dan kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserta didik
- (11) Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
- (12) Menunjukkan perilaku berdasarkan nilai moral luhur, bersikap empatik dan menghargai perbedaan, dan menjunjung tinggi nilai kemanusiaan melalui pembentukan kepribadian dan interaksi sosial yang humanis

- (13) Menunjukkan sikap dan perilaku yang bertanggung jawab, beretika serta menghargai pendapat dan temuan orisinal orang lain.
- (14) Memiliki kepribadian dan interaksi sosial yang berempatik dan humanis
- (15) Menunjukkan sikap mental profesi dan perilaku taat hukum yang bertanggungjawab atas pekerjaan di bidang keahliannya dengan selalu mengutamakan peningkatan mutu kehidupan bermasyarakat dan berbangsa.

## **B. CP Pengetahuan:**

Mampu menerapkan pemikiran dan perilaku sistematis, kreatif, inovatif, dan bertanggung jawab dalam penerapan pengetahuan di bidang keahlian berbahasa, pendidikan Bahasa Inggris, kebahasaan, kesusastraan yang meliputi:

- (1) Menguasai teks transaksional dan interpersonal tentang *greetings and describing people and things*
- (2) Menguasai teks transaksional dan interpersonal tentang *telling numbers*
- (3) Menguasai teks transaksional dan interpersonal tentang *telling spellings of certain objects*
- (4) Menguasai teks transaksional dan interpersonal tentang *describing room*
- (5) Menguasai teks fungsional tentang *describing places in campus and favorite places*
- (6) Menguasai teks fungsional tentang *things you have in your room and location of them*
- (7) Menguasai teks transaksional dan interpersonal tentang *telling time*
- (8) Menguasai teks fungsional tentang *telling daily activities*
- (9) Menguasai teks transaksional dan interpersonal tentang *telling daily activities*
- (10) Menguasai penggunaan *want to, need to, have to, dan like to in describing daily activities*
- (11) Menguasai teks fungsional tentang *telling facilities or things in a certain place with there is or there are*
- (12) Menguasai teks transaksional dan interpersonal tentang *describing public places in the surrounding area*
- (13) Menguasai teks fungsional tentang *describing people*
- (14) Menguasai teks fungsional tentang *describing location of certain buildings or places in a surrounding area*
- (15) Menguasai teks fungsional tentang *describing what people are wearing*
- (16) Menguasai teks transaksional dan interpersonal tentang *making questions about someone's outfit.*
- (17) Menguasai teks fungsional tentang *asking the reason and how to do something*
- (18) Menguasai teks transaksional dan interpersonal tentang *describing present activities.*
- (19) Menguasai teks transaksional dan interpersonal tentang *telling numbers and date.*
- (20) Menguasai teks fungsional tentang *future events.*
- (21) Menguasai teks transaksional dan interpersonal tentang *giving command.*

- 
- (22) Menguasai teks fungsional tentang *showing possession*.
  - (23) Menguasai teks fungsional tentang *telling past events using regular verb*
  - (24) Menguasai teks fungsional tentang *telling the event that happen in the past using irregular verb*
  - (25) Menguasai teks fungsional tentang *showing ability using the modal can and using personal object pronoun in making a call*.
  - (26) Menguasai teks transaksional dan interpersonal tentang *telling future events using modal will*.
  - (27) Menguasai teks transaksional dan interpersonal tentang *telling the amount of money*.
  - (28) Menguasai teks fungsional tentang *expression of measurement and expression of quantity*.
  
  - (29) Menguasai teks transaksional dan interpersonal tentang *introducing family members*
  - (30) Menguasai teks transaksional dan interpersonal tentang *describing people and things using compound nouns dan expression of look like*
  - (31) Menguasai teks transaksional dan interpersonal tentang *telling what you did and you were doing*
  - (32) Menguasai teks transaksional dan interpersonal tentang *comparing people and things*
  - (33) Menguasai penggunaan *possessive pronouns, nouns, and reflexive pronouns dalam telling possession*
  - (34) Menguasai teks fungsional tentang *telling a story or past experience*
  - (35) Menguasai teks transaksional dan interpersonal tentang *telling choices using expression of like better*
  - (36) Menguasai teks fungsional tentang *giving suggestion and asking information with positive and negative questions using modal auxiliary*
  - (37) Menguasai teks transaksional dan interpersonal tentang *telling quantity for countable and uncountable nouns*
  - (38) Menguasai teks transaksional dan interpersonal tentang *asking permission and inviting someone to do something in a polite way*
  - (39) Menguasai teks fungsional tentang *telling quantity to compare the things using expression of more, less, and fewer*
  - (40) Menguasai penggunaan prepositions seperti *with, in, from, about, at, for, and through*
  - (41) Menguasai teks transaksional dan interpersonal tentang *asking and giving permission or possibility using modal auxiliary of may and might*
  - (42) Menguasai teks fungsional tentang penggunaan *passive voice*.

### **C. CP Keterampilan Umum:**

- (1) Mampu mengembangkan keterampilan berbahasa Inggris untuk merencanakan kariernya sendiri (career and personal development) di bidang pendidikan Bahasa Inggris baik dalam tataran pendidikan formal maupun nonformal



- (2) Mampu mengimplementasikan keterampilan Bahasa Inggris untuk menjalin hubungan profesional dan interpersonal secara konstruktif dan bertanggung jawab untuk membantu menyelesaikan persoalan pembelajaran Bahasa Inggris
- (3) Mampu mengembangkan keterampilan berbahasa Inggris untuk menjalin jaringan kerja dengan teman sejawat, dosen, pembimbing, baik di lingkungan Undiksha maupun universitas lain di dalam dan luar negeri dengan memanfaatkan teknologi informasi

#### **D. CP. Keterampilan khusus**

- (1) Mampu berkomunikasi secara lisan dan tertulis dalam Bahasa Inggris, serta membangun hubungan interpersonal yang produktif
- (2) Mampu memanfaatkan perangkat teknologi informasi dan komunikasi untuk mendukung pengembangan keterampilan berbahasa Inggris.

### **III. DESKRIPSI MATA KULIAH :**

Mata kuliah membahas tentang: komponen kebahasaan, yaitu kosakata, struktur bahasa, pelafalan, ekspresi-ekspresi bahasa, dan keterampilan berbahasa (listening, speaking, reading, dan writing) yang digunakan untuk berkomunikasi lisan dan tulis, yaitu *greetings and describing people and things, telling numbers, telling spellings of certain objects, describing room, describing places in campus and favorite places, describing things you have in your room and location of them, telling time, telling daily activities, penggunaan want to, need to, have to, dan like to in describing daily activities, telling facilities or things in a certain place with there is or there are, describing public places in the surrounding area, describing people, dan describing location of certain buildings or places in a surrounding area, describing what people are wearing, making questions about someone's outfit, the reason and how to do something, describing present activities, telling numbers and date, future events, giving command, showing possession, telling past events using regular verb, telling the event that happen in the past using irregular verb, showing ability using the modal can and using personal object pronoun in making a call, telling future events using modal will, telling the amount of money, expression of measurement and expression of quantity, introducing family members, describing people and things using compound nouns dan expression of look like, telling what you did and you were doing comparing people and things, possessive pronouns, nouns, and reflexive pronouns dalam telling possession, telling a story or past experience, telling choices using expression of like better, giving suggestion and asking information with positive and negative questions using modal auxiliary, telling quantity for countable and uncountable nouns, asking permission and inviting someone to do something in a polite way, telling quantity to compare the things using expression of more, less, and fewer, prepositions seperti with, in, from, about, at, for, and through, asking and giving permission or possibility using modal auxiliary of may and might, passive voice yang yang diajarkan secara terintegrasi (integrated learning).*

### **IV. METODE PEMBELAJARAN:**

Metode pembelajaran dalam mata kuliah ini menggunakan: ALM (*Audio Lingual Method*) dengan teknik *drills* dan CLT (*Communicative*

*Language Teaching*) dengan teknik *individual* dan *pair work* dalam mengidentifikasi, menemukan ekspresi, menjawab pertanyaan, membuat kalimat-kalimat, menyusun teks, menampilkan dialogue/monologue (*performance*), dan diskusi kelas dalam mendiskusikan ekspresi bahasa dan mengecek jawaban.

## V. BAHAN BACAAN/REFERENSI

1. Djiwandono, M.S. 2001. *Intensive Course Program*. Handbook 1A Lesson 1-4. Malang: Universitas Negeri Malang.
2. Djiwandono, M.S. 2001. *Intensive Course Program*. Handbook 1B Lesson 5-9. Malang: Universitas Negeri Malang.
3. Djiwandono, M.S. 2001. *Intensive Course Program*. Handbook 1C Lesson 10-14. Malang: Universitas Negeri Malang
4. Other related sources (books and internet)

## VI. TUGAS DAN KEWAJIBAN

1. Anda diwajibkan untuk mengikuti test hasil belajar (UTS dan UAS) sesuai dengan jadwal.
2. Anda diwajibkan mengikuti Ujian Tengah dan Akhir Semester sesuai dengan jadwal program yang telah ditentukan Fakultas.
3. Anda diwajibkan mengerjakan semua kegiatan atau aktivitas selama proses pembelajaran dengan sebaik-baiknya dan sungguh-sungguh.
4. Anda diwajibkan mentaati ketentuan selama perkuliahan sebagai berikut :
  - a. Mengikuti perkuliahan dengan baik dan tertib (terlambat maks. 15 menit)
  - b. Berpakaian dengan sopan dan tidak diperkenankan memakai kaos oblong dan sandal
  - c. Dilarang berkomunikasi dengan HP di dalam kelas saat perkuliahan berlangsung dan pesawat dimatikan atau di-set nada getar
  - d. Setiap pelanggaran akan ketentuan tersebut akan diberikan sanksi berupa (1) teguran, (2) peringatan dan (3) tidak diperkenankan mengikuti kuliah pada saat terjadi pelanggaran.
  - e. Jika ada hal yang mendesak (telepon) mahasiswa wajib minta ijin keluar
  - f. Jika Dosen terlambat 20 menit tanpa pemberitahuan kepada mahasiswa, mahasiswa boleh meninggalkan kelas.
  - g. Mahasiswa wajib hadir 75% dari jumlah jam tatap muka

## VII. PENILAIAN (INDIKATOR, BOBOT, DAN KRITERIA)

### A. Indikator dan Bobot Penilaian

**1. Penilaian Proses (bobot 60 %)**

- a. Sikap (mengacu pada penjabaran deskripsi umum)
- b. Partisipasi dan aktivitas dalam proses pembelajaran (Perkuliahan dan Praktek/Oral Presentation)
- c. Penyelesaian Tugas-tugas
- ci.

**2. Penilaian Produk (bobot 40 %)**

- a. Ujian Tengah Semester
- b. Ujian Akhir Semester

**B. Kriteria Penilaian**

Kisaran (*Antara*) Skala Lima

Skor Persentil	Nilai Angka	Nilai Huruf
96 - 100	4,00	A
91 - 95	3,75	A-
86 - 90	3,25	B+
81 - 85	3,00	B
76 - 80	2,75	B-
65 - 75	2,00	C
40 - 64	1,00	D
0 - 39	0,00	E

**VIII. MATERI DAN JADWAL PERKULIAHAN**

Tatap Muka/ Minggu ke-	Capaian Pembelajaran	Bahan Kajian/Materi Pokok
<b>1</b>	<b>2</b>	<b>4</b>
<b>1</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B1, B15, B29, C1, C2, C3, D1, D2.	<i>Language expressions of greetings and describing people and things</i> <i>Language expressions of describing what people are wearing</i> <i>Language expressions of introducing family members</i>

2	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B2, B16, B30, C1, C2, C3, D1, D2	<i>Language expressions of telling numbers Language expressions in making questions about someone's outfit. Language expressions of describing a person or a thing, compound nouns, and look like</i>
3	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B3, B17, B31, C1, C2, C3, D1, D2	<i>Language expressions of telling the spellings of certain objects Language expressions of asking the reason and how to do something Language expressions of telling what you did and you were doing</i>
4	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B4, B 18, B32, C1, C2,C3, D1, D2	<i>Language expressions of describing room Language expressions in describing present activities Language expressions of comparing people and things</i>
5	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B5, B19, B33, C1, C2, C3,D1, D2	<i>Language expressions of describing places in campus and favorite places Language expressions of telling numbers and date. The use of whose, possessive pronouns and nouns</i>
6	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B6, B20, B34, C1, C2, C3,D1, D2	<i>Language expressions of things you have in your room and location of them  Language expressions of telling future events Language expressions of telling a story and past experience</i>
7	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B7, B21, B35, C1, C2, C3, D1, D2	<i>Language expressions of telling time Language expressions of giving command  Language expressions of telling choices using expression of like better</i>
8	<b>UJIAN TENGAH SEMESTER</b>	
9	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B8, B22, B36, C1, C2, C3, D1, D2	<i>Language expressions of telling daily activities (monologue) Language expressions of showing possession Language expressions of giving suggestion and asking for information</i>
10	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B9, B23, B 37, C1, C2, C3,D1, D2	<i>Language expressions of telling daily activities (dialogue) Language expressions in telling past events using regular verb Language expressions of telling quantity for countable and uncount</i>
11	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B10, B24, B38, C1, C2,C3, D1, D2	<i>Language expressions of describing daily activities dengan menggunakan struktur want to, need to, have to, dan like to Language expressions of telling past events using irregular verb</i>

		<i>Language expressions of asking permission and inviting someone to do something in a polite way</i>
<b>12</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B11, B25, B39, C1, C2, C3,D1, D2	<i>Language expressions oftelling facilities or things in a certain place with there is or there are Language expressions of showing ability using the modal can and using personal object pronoun in making a call. Language expressions of telling quantity to compare the things using expression of more, less, and fewer</i>
<b>13</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B13, B27,B41, C1, C2,C3,D1,D2	<i>Language expressions of describing public places in the surrounding area Language expressions in telling future events using the modal will Prepositions (with, in, from, about, at, for, through)</i>
<b>14</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B13, B27,B41, C1, C2,C3,D1,D2	<i>Language expressions of describing people Language expressions of telling the amount of money Language expressions of asking and giving permission or possibility using modal auxiliary of may and might</i>
<b>15</b>	A1, A2, A3, A4, A8, A 10, A12, A13, A14, B14, B28, B42, C1, C2, C3,D1,D2	<i>Language expressions of describing location of certain buildings or places in a surrounding area Language expressions of measurement and quantity Past participle</i>
<b>16</b>		<b>UJIAN AKHIR SEMESTER</b>

Singaraja, 8 Desember 2016

DosenPengampu,

Kordinator Tingkat,

## Appendix. 02. Blueprint for Developing Digital Supplementary Past Tense Manterial by Using Quizizz Application

**Blueprint of Quizizz-Mediated English Past Tense Learning Material  
for 1<sup>st</sup> Semester Students of English Language Education Study Program  
(Source: Intensive English Course Syllabus of English Language Education Study Program)**

No.	Learning Objectives	Grammar Point	Topics	Indicators	Level Cognitive Domain				Types of Exercise	Number of Items
					C1	C2	C3	C4		
1.	Dapat menceritakan sebuah cerita atau pengalaman secara lisan tentang <i>telling past events using regular verb</i>	Simple Past Tense	<i>telling past events using regular verb</i>	1. Students are able to tell the past events related to the picture using the regular verb in the simple past tense form in a real-life context. 2. Students are able to analyze what happened in the story using the correct form of verb in the simple past tense form in a real-life context.	1, 2			3	Multiple choice  Essay (Open-ended)	3
		Past Continuous Tense	<i>telling past events using regular verb</i>	Students are able to complete the sentence by using the correct form of verb in telling past event in the past continuous tense form in a real-life context.			4, 5		Fill-in-the-blanks	2
		Past Perfect	<i>telling past events</i>	Students are able to tell past	6				Yes/No	1

		Tense	<i>using regular verb</i>	events related to the text using the past perfect tense form in a real-life context.					answers	
		Past Perfect Continuous Tense	<i>telling past events using regular verb</i>	Students are able to identify the correct form of verb in telling the past event in the past perfect continuous tense form in a real-life context.	7				Multiple choice	1
2.	Dapat menceritakan sebuah cerita atau pengalaman secara lisan tentang <i>telling the event that happen in the past using irregular verb</i>	Simple Past Tense	<i>telling the event that happen in the past using irregular verb</i>	<ol style="list-style-type: none"> <li>1. Students are able to tell the past events related to the picture using the regular verb in the simple past tense form in a real-life context.</li> <li>2. Students are able to complete the dialogue using the irregular verb in telling the event that happen in the past using simple past tense in a real-life context.</li> <li>3. Students are able to analyze the main idea of the text in telling the event that happen in the past using simple past tense form in a real-life context.</li> </ol>	8		9	10	Multiple choice  Fill-in-the-blanks  Essay (Open-ended)	3
		Past Continuous Tense	<i>telling the event that happen in the past using irregular verb</i>	Students are able to complete the sentence using the irregular verb in telling past events using past continuous tense in a real-life context.			11		Fill-in-the-blanks	1

		Past Perfect Tense	<i>telling the event that happen in the past using irregular verb</i>	Students are able to identify the irregular verb used in telling past events by using past perfect tense in a real-life context.	12				Multiple choice	1
		Past Perfect Continuous Tense	<i>telling the event that happen in the past using irregular verb</i>	Students are able to complete the sentence using the irregular verb in telling past events by using past perfect continuous tense in a real-life context.			13, 14		Fill-in-the-blanks	2
3.	Dapat menceritakan sebuah cerita atau pengalaman secara lisan tentang <i>telling what you did and you were doing</i>	Simple Past Tense	<i>telling what you did and you were doing</i>	<ol style="list-style-type: none"> <li>Students are able to tell the past events related to the text by using simple past tense in a real-life context.</li> <li>Students are able to analyze the moral values of the text by using simple past tense in a real-life context.</li> </ol>	15			16	Multiple choice  Checkbox (more than one answer)	2
		Past Continuous Tense	<i>telling what you did and you were doing</i>	Students are able to arrange the words into a good sentence in telling past events by using past continuous tense in a real-life context.			17		Fill-in the blanks	1
		Past Perfect Tense	<i>telling what you did and you were doing</i>	Students are able to tell the past events related to the picture using the past perfect	18				Multiple Choice	1



				tense form in a real-life context.						
		Past Perfect Continuous Tense	<i>telling what you did and you were doing</i>	Students are able to arrange the words into a good sentence in telling past events by using past continuous tense in a real-life context.		19			Fill-in the blanks	1
		Simple Past Tense	<i>telling what you did and you were doing</i>	Students are able to analyze what happened in the story using the simple past tense form in a real-life context.				20	Essay (Open-ended)	1
Total Number of Item										20



### Appendix 03. Instrument Validation Sheet

#### Content Expert Judgment's Sheet

**Validator : Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.**

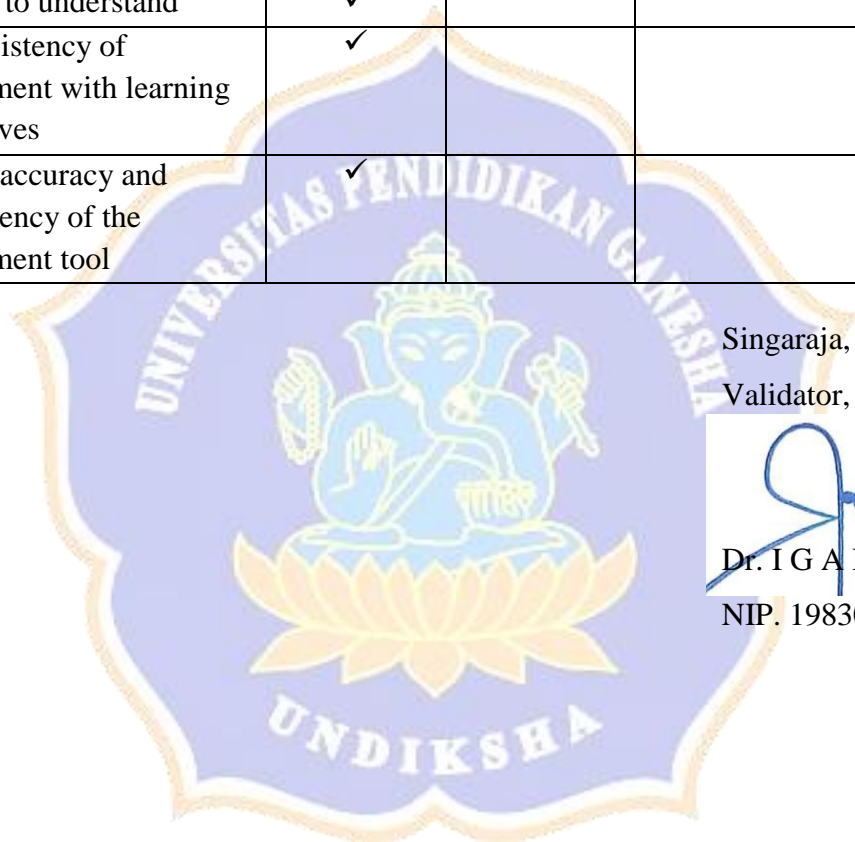
**Institution : Undiksha**

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1.	Content Expert evaluation sheet	a. The learning objectives stated clearly	✓		
		b. The learning objectives in accordance with SK/KD/Curriculum/RPS	✓		
		c. The scope and depth of learning objectives	✓		
		d. Using the appropriate learning strategies	✓		
		e. Interactivity	✓		
		f. Provide learning motivation	✓		
		g. Contextuality and	✓		

		actuality			
		h. Suitability of the quiz with the learning objectives	✓		
		i. Easy to understand	✓		
		j. Consistency of assessment with learning objectives	✓		
		k. The accuracy and consistency of the assessment tool	✓		



Singaraja, 28 December 2021

Validator,

Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

## Media Expert Judgment's Sheet

**Validator : Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.**

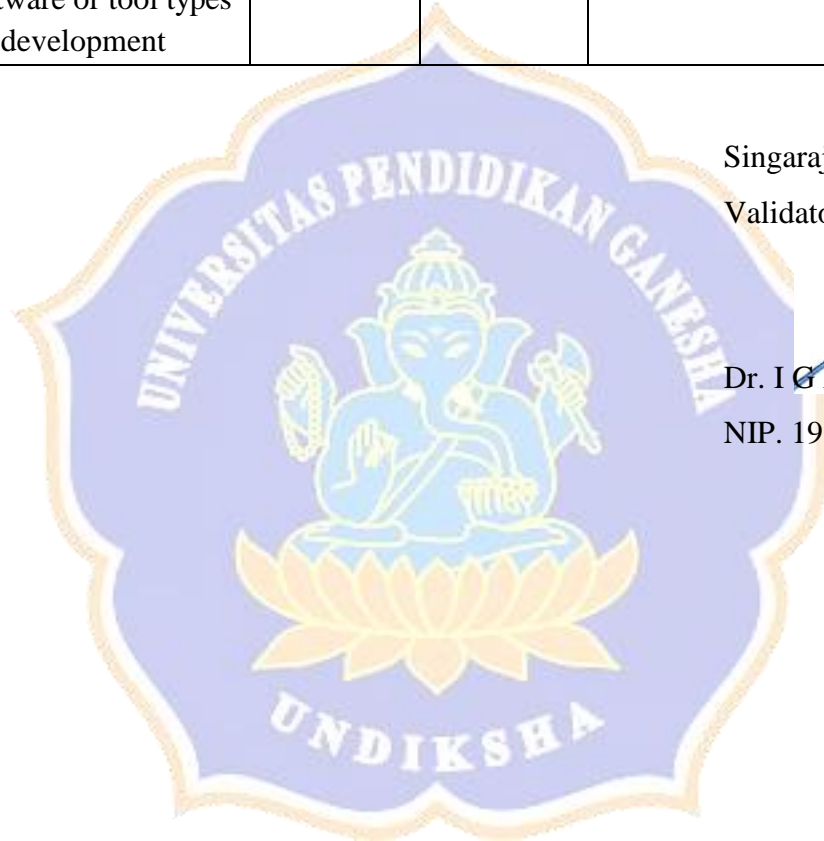
**Institution : Undiksha**

This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1.	Media Expert evaluation sheet	a. Using Interactive Design	✓		
		b. Communicative media	✓		
		c. Show the creative design	✓		
		d. The effectiveness in using media	✓		
		e. Can be managed easily	✓		
		f. Sound Clarity	✓		
		g. Carrying Capacity Music	✓		
		h. Easy to use and operate	✓		

		i. Can be used on application or web	✓		
		j. Appropriate selection of application or software or tool types for development	✓		



Singaraja, 28 December 2021

Validator,

Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

## Content Expert Judgement's Sheet

**Validator : Made Hery Santosa, Ph.D.**  
**Institution : Universitas Pendidikan Ganesha**

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1.	Content Expert evaluation sheet	a. The learning objectives stated clearly	✓		
		b. The learning objectives in accordance with SK/KD/Curriculum/RPS	✓		
		c. The scope and depth of learning objectives	✓		
		d. Using the appropriate learning strategies	✓		
		e. Interactivity	✓		
		f. Provide learning motivation	✓		
		g. Contextuality and actuality	✓		
		h. Suitability of the quiz with the learning	✓		

		objectives			
		i. Easy to understand	✓		
		j. Consistency of assessment with learning objectives	✓		
		k. The accuracy and consistency of the assessment tool	✓		

Singaraja, 24 December 2021

Validator,


**Telah ditandatangani secara elektronik**  
**Made Hery Santosa, S.Pd, M.Pd., Ph.D.**  
 NIP : 197910232003121001  
 Email : mhsantosa@undiksha.ac.id

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Made Hery Santosa, Ph.D.  
 NIP 197910232003121001



### Media Expert Judgment's Sheet

**Validator : Made Hery Santosa, Ph.D.**

**Institution : Universitas Pendidikan Ganesha**

This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column.

The criteria of the instrument was adapted from Findawati and Suprianto (2014)

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1.	Media Expert evaluation sheet	a. Using Interactive Design	✓		
		b. Communicative media	✓		
		c. Show the creative design	✓		
		d. The effectiveness in using media	✓		
		e. Can be managed easily	✓		
		f. Sound Clarity	✓		
		g. Carrying Capacity Music	✓		
		h. Easy to use and operate	✓		
		i. Can be used on	✓		



		application or web			
		j. Appropriate selection of application or software or tool types for development	✓		

Singaraja, 24 December 2021

Validator,


**Telah ditandatangani secara elektronik**  
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 NIP : 197910232003121001  
 Email : mhsantosa@undiksha.ac.id

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 NIP 197910232003121001



## Appendix 04. Expert Judgement

### EVALUATION SHEETS

#### Developing Digital Supplementary for Assessing Past Tense Material by Using Quizizz Application for 1<sup>st</sup> Semester Students in English Language Education Study Program

Title : Developing Digital Supplementary for Assessing Past Tense Material by Using Quizizz Application for 1<sup>st</sup> Semester Students in English Language Education Study Program

Author : Pande Ayu Krisna Yulia Sari

Expert : Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

Institution : Ganesha University of Education

#### Description

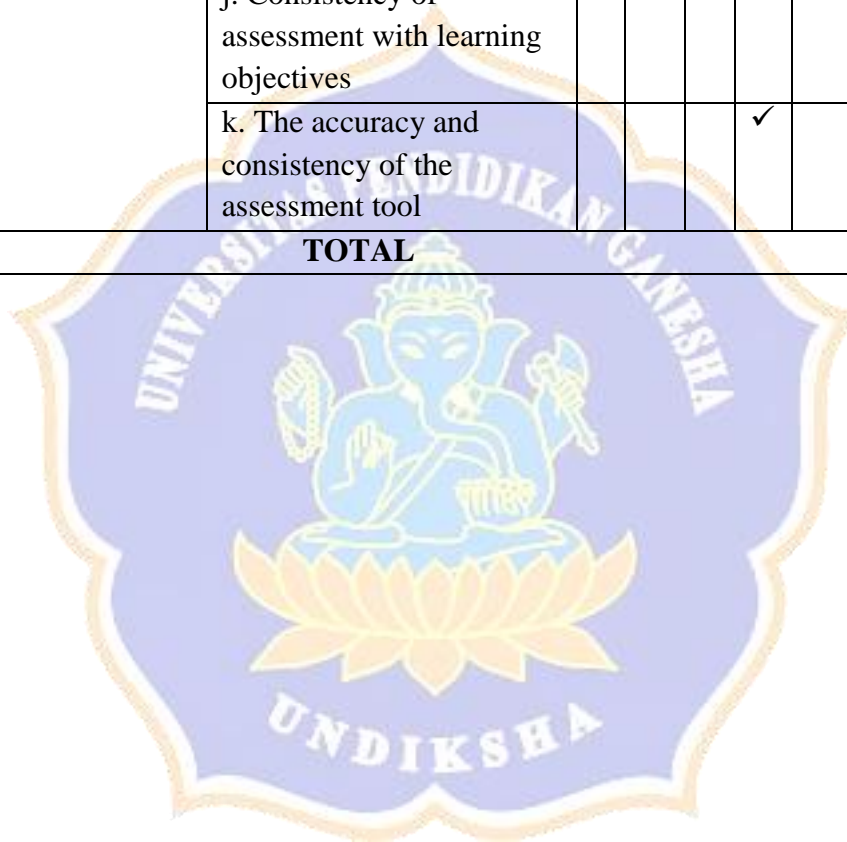
These evaluation sheets are used to judge the quality of Quizizz Application as the Digital Supplementary for Assessing Past Tense Material for 1<sup>st</sup> Semester Students in English Language Education Study Program. This quizizz is developed to help teachers in assessing the past tense material for 1<sup>st</sup> Semester Students in English Language Education Study Program. Regarding to this point, I do need your response and suggestion about the content and media of this product.

#### Instruction

1. These evaluation sheets are filled by the expert judges
2. There are 5 scope of scoring for every component
3. Give checklist mark in the scoring column with the following information:  
(5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Content Expert evaluation sheet	a. The learning objectives stated clearly					✓	5
		b. The learning objectives in accordance with SK/KD/Curriculum/RPS					✓	5
		c. The scope and depth of						5

	learning objectives						
	d. Using the appropriate learning strategies					✓	5
	e. Interactivity					✓	5
	f. Provide learning motivation					✓	5
	g. Contextuality and actuality					✓	5
	h. Suitability of the quiz with the learning objectives					✓	5
	i. Easy to understand					✓	5
	j. Consistency of assessment with learning objectives					✓	5
	k. The accuracy and consistency of the assessment tool					✓	4
<b>TOTAL</b>							54



No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Media Expert evaluation sheet	a. Using Interactive design					✓	5
		b. Communicative media					✓	5
		c. Show the creative design					✓	5
		d. The effectiveness in using media					✓	5
		e. Can be managed easily					✓	5
		f. Sound Clarity				✓		4
		g. Carrying Capacity Music				✓		4
		h. Easy to use and operate					✓	5
		i. Can be used on application or web					✓	5
		j. Appropriate selection of application or software or tool types for development					✓	5
		<b>TOTAL</b>						

**Comments/Suggestions :**

I think you need to avoid ungrammatical phrases for the 'wrong answers'.

Singaraja, 28 Desember 2021

Expert Judge,



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

## EVALUATION SHEETS

### Developing Digital Supplementary for Assessing Past Tense Material by Using Quizizz Application for 1<sup>st</sup> Semester Students in English Language Education Study Program

Title : Developing Digital Supplementary for Assessing Past Tense Material by Using Quizizz Application for 1<sup>st</sup> Semester Students in English Language Education Study Program

Author : Pande Ayu Krisna Yulia Sari

Expert : Made Hery Santosa, Ph.D.

Institution : Ganesha University of Education

#### Description

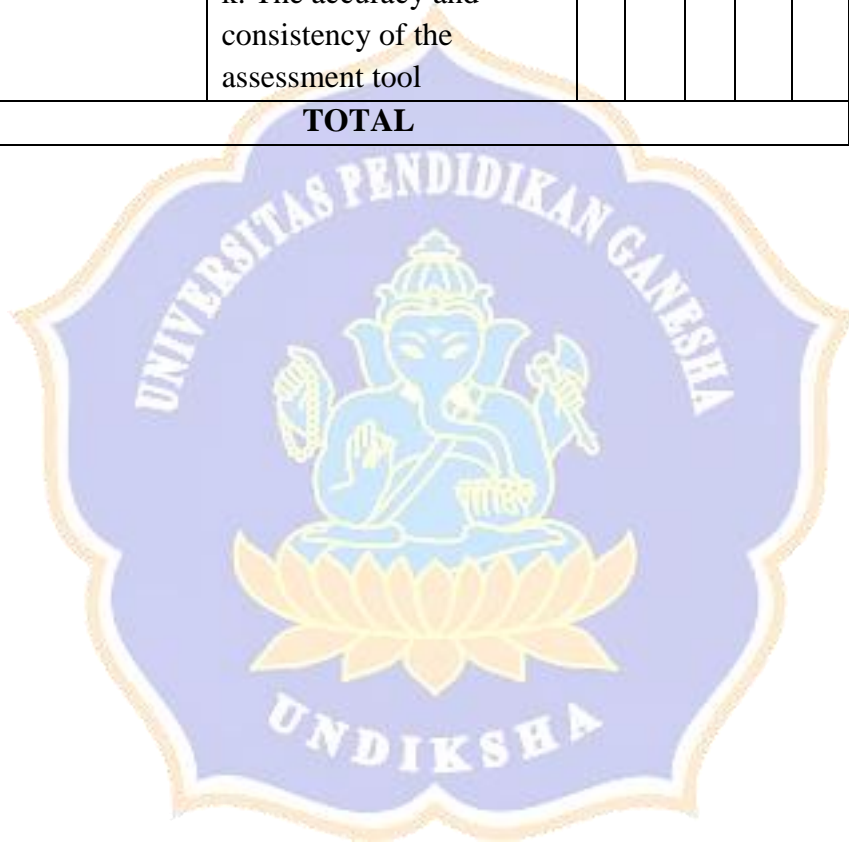
These evaluation sheets are used to judge the quality of Quizizz Application as the Digital Supplementary for Assessing Past Tense Material for 1<sup>st</sup> Semester Students in English Language Education Study Program. This Quizizz is developed to help teachers in assessing the past tense material for 1<sup>st</sup> Semester Students in English Language Education Study Program. Regarding to this point, I do need your response and suggestion about the content and media of this product.

#### Instruction

4. These evaluation sheets are filled by the expert judges
5. There are 5 scope of scoring for every component
6. Give checklist mark in the scoring column with the following information:  
(5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Content Expert evaluation sheet	a. The learning objectives stated clearly					✓	5
		b. The learning objectives in accordance with SK/KD/Curriculum/RPS					✓	5
		c. The scope and depth of learning objectives				✓		4
		d. Using the appropriate learning strategies					✓	5

	e. Interactivity					✓	5
	f. Provide learning motivation					✓	5
	g. Contextuality and actuality					✓	5
	h. Suitability of the quiz with the learning objectives					✓	5
	i. Easy to understand					✓	5
	j. Consistency of assessment with learning objectives					✓	5
	k. The accuracy and consistency of the assessment tool				✓		4
<b>TOTAL</b>							53



No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Media Expert evaluation sheet	a. Using Interactive design					✓	5
		b. Communicative media					✓	5
		c. Show the creative design					✓	5
		d. The effectiveness in using media					✓	5
		e. Can be managed easily					✓	5
		f. Sound Clarity				✓		4
		g. Carrying Capacity Music				✓		4
		h. Easy to use and operate					✓	5
		i. Can be used on application or web					✓	5
		j. Appropriate selection of application or software or tool types for development				✓		4
<b>TOTAL</b>							47	

**Comments/Suggestions :**

Well-crafted so far, make sure the clarity of picture/text being used during the live quiz. Pay attention to the distractors to always present correct and meaningful items (although they are not the answers).

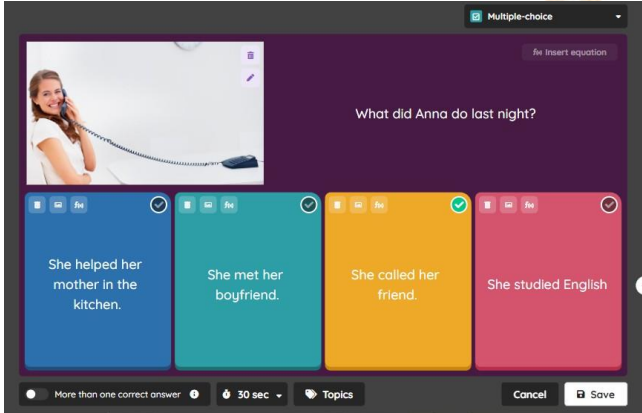
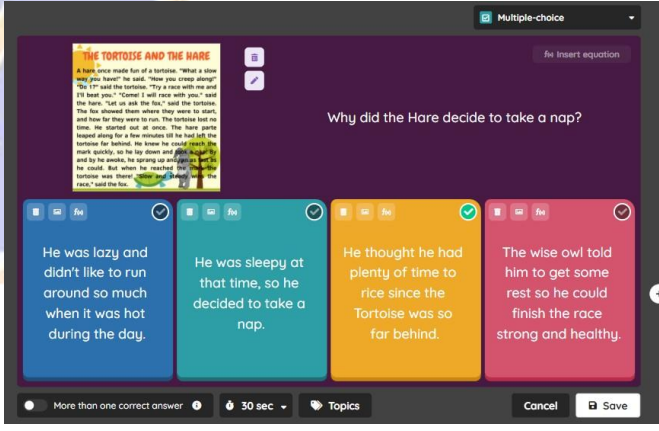
Singaraja, 24 December 2021

Validator,



Made Hery Santosa, Ph.D.  
 NIP 197910232003121001

## Appendix 05. Digital Supplementary Past Tense Material's Refinement

EVALUATION	BEFORE REFINEMENT	AFTER REFINEMENT
<p>Avoiding ungrammatical phrases for the 'wrong answers'</p>	<p>Previously, there were some ungrammatical phrases for the wrong answers.</p> 	<p>The researcher changed the ungrammatical phrases for the wrong answers.</p> 
<p>Pay attention to the distractors to always present correct and meaningful items (although they are not the answers).</p>	<p>There was no meaningful item in the distractors.</p> 	<p>The researcher added a meaningful item in the distractors.</p> 




Multiple-choice

**THE TORTOISE AND THE HARE**

Read the story below.

A hare once made fun of a tortoise. "What a slow way you have!" he said. "Now you creep along!" The tortoise said, "Try a race with me and I'll beat you." "I cannot! I will race with you," said the hare. "Let us ask the fox," said the tortoise. The fox showed them where they were to start, and how far they were to run. The tortoise went on first. He started out at once. The hare leaped along for a few minutes till he had left the tortoise far behind. He knew he could reach the mark quickly, so he lay down and took a nap. By and by he awoke, he sprung up and ran as fast as he could. But when he reached the mark, the tortoise was there. "Slow and steady wins the race," said the fox.



What are the moral values of the text?

We learned from our failure

We realized our strengths are different from others.

We shouldn't be ungrateful to those who help us.


Overconfidence will eventually fail you.

More than one correct answer 45 sec Topics Cancel Save

Multiple-choice

**THE TORTOISE AND THE HARE**

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What are the moral values of the text?

We learned from our failures in the past.


We realized our strengths are different from others.

We shouldn't be ungrateful to those who help us.

Overconfidence will eventually fail you.

More than one correct answer 45 sec Topics Cancel Save

Multiple-choice




Had she met a famous person before the accident?

Yes, she had

No, she hadn't

More than one correct answer 30 sec Topics Cancel Save

Multiple-choice



Alexa knocked the door. There was nobody inside because her mother \_\_\_\_\_ yet.

didn't return

hasn't returned

haven't returned

hadn't returned

More than one correct answer 30 sec Topics Cancel Save

Make sure the clarity of picture/text being used during the live quiz.

### THE TORTOISE AND THE HARE

Read the story below.

A hare once made fun of a tortoise. "What a slow way you have!" he said. "How you creep along!" "Do I?" said the tortoise. "Try a race with me and I'll beat you." "Come! I will race with you." said the hare. "Let us ask the fox," said the tortoise. The fox showed them where they were to start, and how far they were to run. The tortoise lost no time. He started out at once. The hare leaped along for a few minutes till he had left the tortoise far behind. He knew he could reach the mark quickly, so he lay down and took a nap. By and by he awoke, he sprang up and ran as fast as he could. But when he reached the mark the tortoise was there! "Slow and steady wins the race," said the fox.



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### A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

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Last week, I went to my friend's birthday party. I went there with my baby blue dress and wearing a flat baby blue shoes too. My mom drove me to get to her house.

I was the first person came there, she seems really happy when she saw me. She hugged me and then took me to the birthday room. Ten minutes later, our other friends came too.

After the party ends, I called my mom to pick me up, but she had to go to out of town for business. My mom won't let me alone at home, so I decided to sleepover at my friend's house. Before we go to bed we opened the presents. after that we went too sleep because its almost midnight

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## THE MOUSEDEER AND THE CROCODILE



Once upon a time, there lived a Mouse Deer in the jungle. One day, the Mouse Deer saw fruits on the other side of the river. Mouse Deer wanted to cross the river. He wanted to eat the tasty fruits but there are many crocodiles in the river.

Mouse Deer didn't want Crocodile to eat him first! Then, Mouse Deer had an idea. He called out, "Hey Crocodile!", "The King wants to know the number of crocodiles in this river.", "You must line up from this side of the river to the other side."

So, all the crocodiles line up in a row for the Mouse Deer to count them. The Mouse Deer jumps from one crocodile to another and counts the number loudly. "One, two, three" until the last crocodile, "Ten". Finally, the Mouse Deer reaches the other side of the river safely. The crocodile feels very angry because they cannot eat the Mouse Deer.

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## "Golden Eggs"

Long time ago a remote village, in central China was inhabited mostly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with a long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have anything expensive to give you and hope this goose will help you to ease your hardship."

A week later to a most surprise the farmer found an egg in his garden. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood, and rapidly improved but the farmer had forgotten his earlier hardship.

He became so arrogant and spendthrift. Strongly, the goose could no longer produce golden eggs every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it's already too late.

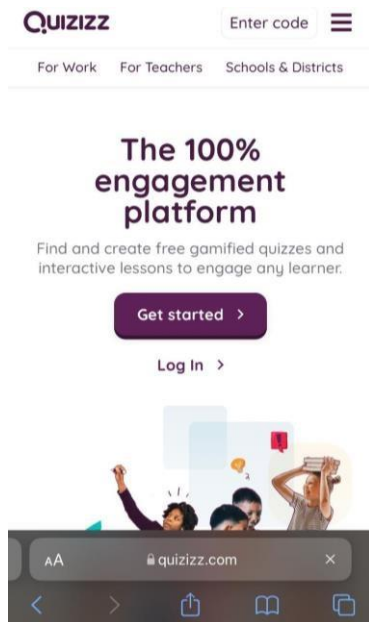


## Appendix 06. Digital Supplementary Past Tense Material' Design

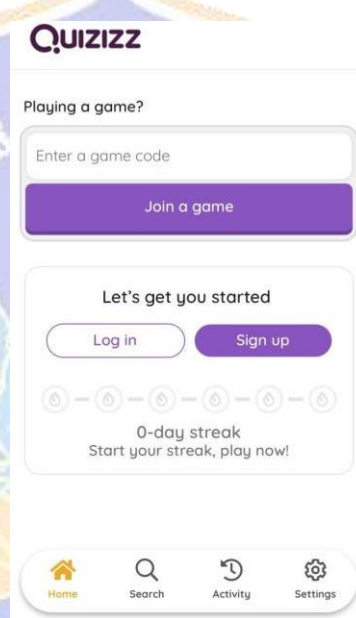
### Digital Supplementary Past Tense Material for Freshman Students in English Language Education Study Program

There are 3 topics of past tense material developed into digital supplementary. The content of the digital supplementary past tense material based on the blueprint for developing digital supplementary based on the IEC course syllabus. There are a total of 20 quizzes in digital supplementary past tense material that have been adapted to the 3 existing topics. Below are the steps in using digital supplementary past tense material as assessing media.

1. Open the Quizizz via website or application

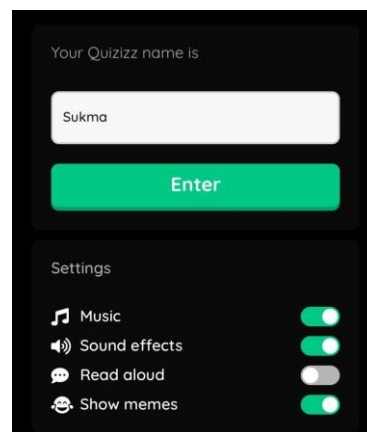
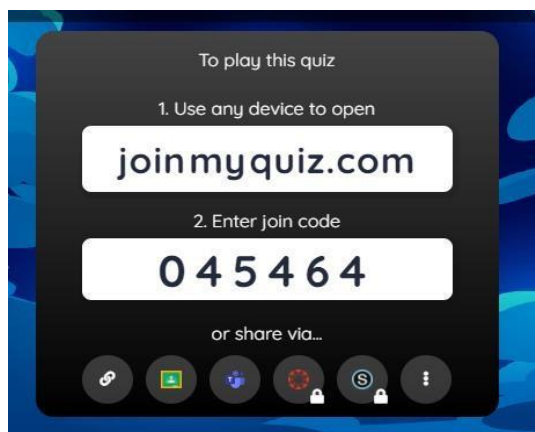


(via Website)



(via Application)

2. Enter the live game code that has been shared via and also enter your name on Quizizz



3. Do the quiz

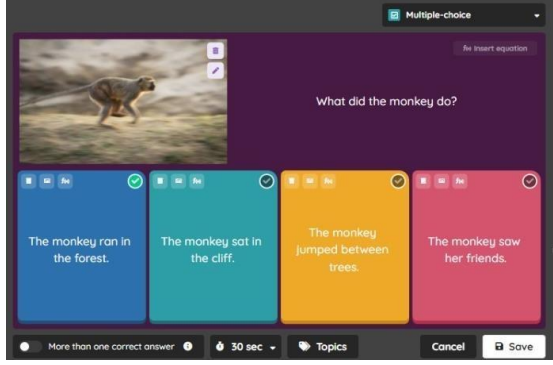
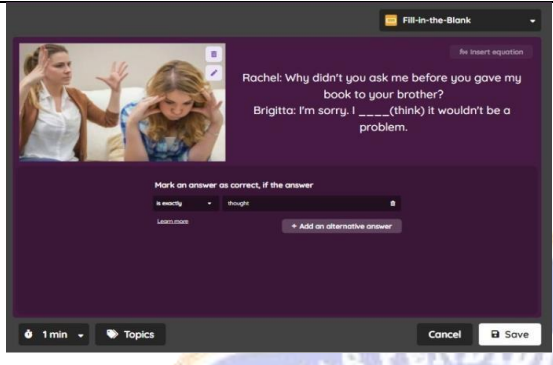
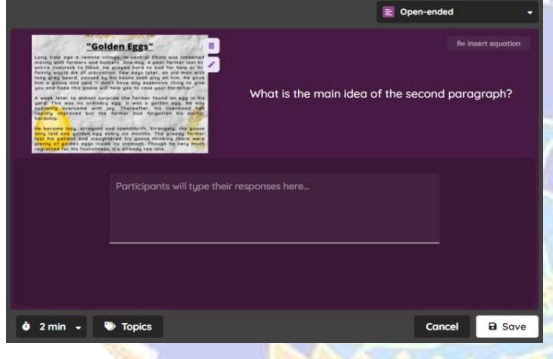
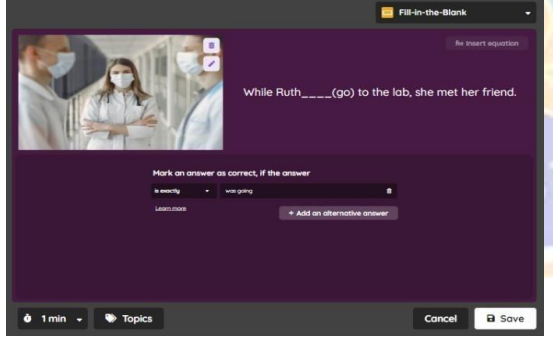
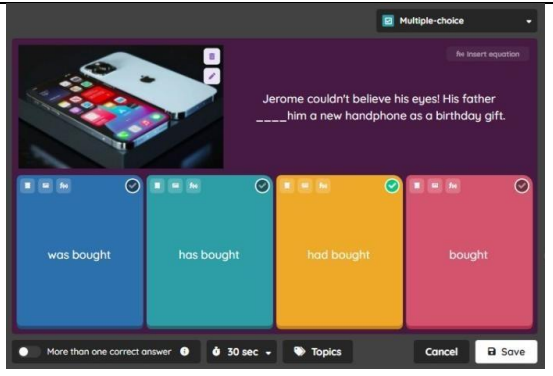


(You will get randomized questions and you will get some memes after answering one question)

These are the design of 20 quizzes on Quizizz

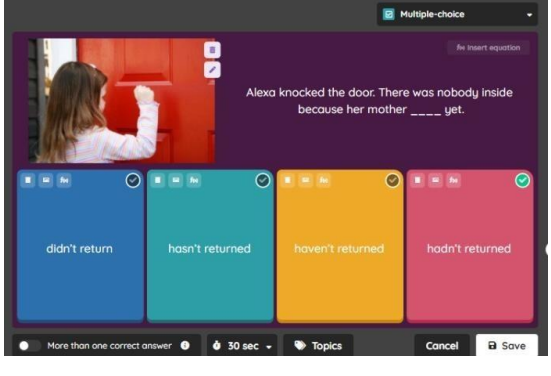

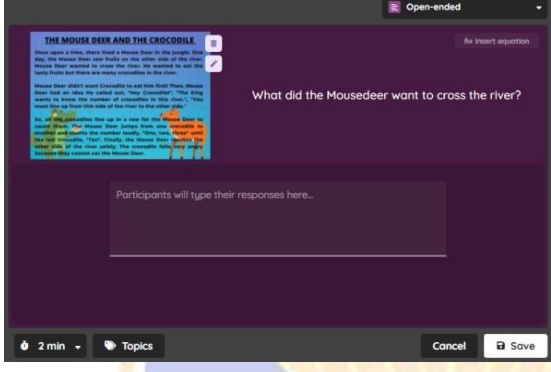
No.	Quiz	Grammar Point
1.		Simple Past Tense
2.		Simple Past Tense

3.		Simple Past Tense
4.		Past Continuous Tense
5.		Past Continuous Tense
6.		Past Perfect Tense
7.		Past Perfect Continuous Tense

8.		Simple Past Tense
9.		Simple Past Tense
10.		Simple Past Tense
11.		Past Continuous Tense
12.		Past Perfect Tense



13.		Past Perfect Continuous Tense
14.		Past Perfect Continuous Tense
15.		Simple Past Tense
16.		Simple Past Tense
17.		Past Continuous Tense

18.		Past Perfect Tense
19.		Past Perfect Tense
20.		Simple Past Tense

