

WORKLOAD ASSESMENT

Teaching English for Young Learners (TEYL)

Academic Year 2019/2020

Coordinator:

<<Name>>

Team:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA**


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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>	Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program					Document Code	
Lesson Plan							
COURSE		Code	Cluster	Credits		Semester	Compilation Date
TEYL		2024212055	English Education	T=1	P=1	6	
AUTHORIZATION		Lesson Plan Developer <name>		Coordinator Sumarniningsih, M.Pd		Head of Study Program Ahmad Munir, Ph.D	
Program Learning Outcome (PLO)	PLO						
	PLO2	Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives.					
	PLO4	Design, implement, and evaluate the English teaching and learning process effectively and creatively.					
	Course Learning Outcome (CLO)						
	CLO1	Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly.					
	CLO2	Work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes					
CLO3	Work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances						
CLO4	Present the students' designed lesson plans and implemented them in peer-teaching activities						
Course Description	The course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in teaching and learning process. The students are trained to develop lesson plans covering appropriate teaching techniques, media, and materials for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and feedback.						

Learning Materials/ Topics	<ol style="list-style-type: none"> 1. Working with young learners 2. Issues on TEYL 3. Formulating indicators/instructional objectives 4. Selecting materials 5. Employing the teaching method/technique 6. Employing appropriate media 7. Designing teaching and learning process 8. Developing assessment/evaluation 9. Developing a learning sheet based on the assessment matrix 	
References	Primary	<ol style="list-style-type: none"> 1. Cameron, Lynn. 2001. <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press. 2. Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i>. Longman Handbooks for Language Teachers. 3. Scott A., Wendy and LH, Ytreberg. 1990. <i>Teaching English to Children</i>. New York: Longman Group UK Limited
	Supplementary	<ol style="list-style-type: none"> 4. Garten, Sue. & Copland, Fiona. 2019. <i>The Routledge Handbook of Teaching English to Young Learners</i>. New York: Routledge the Taylor and Francis Group 5. Various articles on teaching English to young learners
Lecturer(s)	Sumarniningsih, S.Pd., M.Pd Ririn Pusparini, S.Pd., M.Pd Kusumarasdyati, Ph.D Prof. Lies Amin Lestari Anis Trisusana, S.Pd., M.Pd Rahayu Kuswardani, M. Appl.	
Requirement Course	-	

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources /Media	Time Allotment	Learning Experience
1-2	Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners	<ul style="list-style-type: none"> • compare Piaget, Vygotsky, and Bruner Theory of language learning • identify the characteristics of young learners • identify the differences between young learners and adult learners in learning languages • explain the implications of the characteristics of young learners in TEYL • identify teachers' ability and attitude to create good classroom management 	Working with young learners	<ul style="list-style-type: none"> • brainstorming • lecturing • classroom discussion • buzz group 	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> • brainstorming on how children learn foreign language • discussing theory of Piaget, Vygotsky, and Bruner about children learning foreign language book [1]) • sharing the results of the discussion • discussing important points of characteristics of young learners (book [2] and [3] unit 1) • discussing the implications of the characteristics of young learners from book [2] unit 2 (group work) • sharing the results of the discussion • discussing how to create good classroom management and atmosphere • sharing the results of the discussion
3	Being able to explain current issues on teaching English to young learners	<ul style="list-style-type: none"> • identify macro issues on teaching English to young learners • identify current issues related to teaching techniques in EYL classes • relate the issues to the practice of EYL classes in Indonesia 	Issues on TEYL	<ul style="list-style-type: none"> • lecturing • classroom discussion • buzz group 	Book [4]	100'	<ul style="list-style-type: none"> • in groups, identify important points of current issues in TEYL, which are described in an article (book [4]) • summarizing the articles in no more than 150 words • giving comments on the issues and relate them to the real EYL classes in Indonesian context • sharing ideas

4	Being able to design lesson plan for TEYL: formulate instructional objectives/indicators	<ul style="list-style-type: none"> Formulate instructional objectives/indicators from basic competencies 	Cognitive levels in Bloom Taxonomy	<ul style="list-style-type: none"> lecturing classroom discussion 	[5]	100'	<ul style="list-style-type: none"> Formulating instructional objectives from basic competencies Determining the cognitive levels of the instructional objectives
5	Being able to design lesson plan for TEYL: select suitable teaching techniques for EYL classes	<ul style="list-style-type: none"> identify suitable techniques to teach language skills to young learners identify suitable techniques to teach pronunciation, vocabulary and grammar to young learners explain the procedures of the teaching techniques 	The Teaching of language skills and components to young learners	<ul style="list-style-type: none"> classroom discussion buzz group student presentation 	units 3-6 book [3] and units 4-5 book [1]	2x100'	<ul style="list-style-type: none"> in small groups, discussing the important points of teaching language skills to young learners in small groups, discussing the important points of teaching language pronunciation, vocabulary and grammar to young learners selecting a suitable teaching technique in teaching language skills and explaining the procedures (individual work) selecting a suitable teaching technique in teaching pronunciation, vocabulary, and grammar and explaining the procedures (individual work) presenting the student's work to the class
6-7	Being able to design lesson plan for TEYL: design fun activities for EYL classes	<ul style="list-style-type: none"> select suitable games and songs for young learners modify existed games and songs to design activities that are applicable in Indonesian setting 	Teaching English through games and songs	<ul style="list-style-type: none"> lecturing classroom discussion buzz group demonstration 	[5]	2x100'	<ul style="list-style-type: none"> in groups, discussing games (fun activities) and songs described in the articles on fun activities in TEYL selecting a game or song from the articles modifying it so that it will be suitable to apply in Indonesian context demonstrating the most interesting ones to the class and asking for feedback revising the procedures of the game and share to the class

8	Being able to design lesson plan for TEYL: Develop media	<ul style="list-style-type: none"> • identify kinds of media appropriate and effective for YL • develop media appropriate and applicable for YL in Indonesian setting 	Effective media for YL	<ul style="list-style-type: none"> • lecturing • classroom discussion • buzz group • demonstration 	[5]	100'	<ul style="list-style-type: none"> • discussing the effective media for YL • sharing ideas how to develop media for YL • sharing to the class
9	Mid-Term Test						
10-11	Being able to design lesson plan for TEYL: Developing language assessment	<ul style="list-style-type: none"> • explain the principles for assessing children's language learning • construct assessment suitable for children or young learners 	Assessment	<ul style="list-style-type: none"> • brainstorming • lecturing • classroom discussion • buzz group 	[1]	100'	<ul style="list-style-type: none"> • discussing the principles of assessing children's language learning • sharing ideas • constructing assessment suitable for young learners • sharing to the class
12-13	Being able to design lesson plan for TEYL: Developing learning sheets	<ul style="list-style-type: none"> • select suitable teaching materials for young learners • adapt existed materials to young language learners • develop teaching materials for young learners 	Material Development	<ul style="list-style-type: none"> • lecturing • classroom discussion • buzz group 	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> • discussing how to develop teaching materials • in groups, selecting suitable materials • sharing to the class • in groups, selecting any kinds of existed materials, then trying to adapt them to young learners • sharing to the class • comparing the two kinds of materials and choosing the most suitable for Indonesian young learners

14-15	Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students	demonstrate teaching English to young learners based on the students' lesson plans	Teaching practice	<ul style="list-style-type: none"> • teaching demonstration • classroom discussion 	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> • based on the students' lesson plans, demonstrating how to teach English to young learners • discussing the performance • giving feedback
16	Final Test						

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
2 CU	4,77	2100 minutes	2520 minutes	2520 minutes

2. Program Learning Outcome (PLO)

PLO2 Students can demonstrate a good understanding of English language teaching (ELT) from national and global perspectives.

PLO4 Students can design, implement, and evaluate the English teaching and learning process effectively and creatively.

3. Course Learning Outcome

CLO1 Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly

CLO2 Work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes

CLO3 Work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances

CLO 4 Present the students' designed lesson plans and implemented them in peer-teaching activities

4. Assessment of PLO

STUDENT PERFORMANCE

UNDERGRADUATE ENGLISH EDUCATION PROGRAM

COURSE : TEYL

CLASS : A, B, C

CREDIT : 2

ACADEMIC YEAR : 2018

Student Number	Nama	Part	Task	Mid-Term Test	Final Test	Score	Grade	PL02	PL04	PLO2	PLO4
18020084001	PUTRI FATIMATUZ ZUHRO	85	75	85	92	84.1	A-	84.10	84.1	Excellent	Excellent
18020084002	DEVA MELANIA	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084003	TASYA REYNA SHALSABILLA	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084004	DIAH RAHMI YULIANINGSIH	85	75	82	87	82	A-	82.00	82	Excellent	Excellent
18020084005	FIZARIYAH SUKMA	85	75	87	95	85.4	A	85.40	85.4	Excellent	Excellent
18020084006	KARISMA KURNIAWATI	85	75	85	87	82.6	A-	82.60	82.6	Excellent	Excellent
18020084007	ANISA MAHDIANA AWALIN	85	75	85	92	84.1	A-	84.10	84.1	Excellent	Excellent
18020084008	FITRIA AFIFATUS SALAMAH	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084009	SEPTIARA DWI YUDHIA	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084010	AULIA PUTRI YULISTIA	85	75	82	87	82	A-	82.00	82	Excellent	Excellent
18020084011	ZENITA SALSABILA	85	75	87	95	70	B	70.00	70	Good	Good
18020084012	IZZA AUDINA	85	75	85	87	82.6	A-	82.60	82.6	Excellent	Excellent
18020084013	ARDHELIA CINTARA DWIKI FRENDY	85	75	85	92	84.1	A-	84.10	84.1	Excellent	Excellent
18020084014	LUISITA KHADLROTUL MASYHUROH	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084015	ADINI AMALIA	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084016	DIANA PUTRI	85	75	82	87	82	A-	82.00	82	Excellent	Excellent

18020084017	ANJANI VICKA PRASASTI HASIBUAN	85	75	87	95	85.4	A	85.40	85.4	Excellent	Excellent
18020084018	DINDA AYU OCTAVIA PUTRI	85	75	85	87	82.6	A-	82.60	82.6	Excellent	Excellent
18020084019	FITRIN ARLINDA	85	75	85	95	85	A	85.00	85	Excellent	Excellent
18020084020	HILDA APRILINDA	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084021	MUNAWAROH ALFIANTI	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084022	ROISUL LAURA GLADIKA	85	75	82	87	82	A-	82.00	82	Excellent	Excellent
18020084024	KHUSNUL KHOTIMAH	85	75	85	87	82.6	A-	82.60	82.6	Excellent	Excellent
18020084025	YULI QOUMIM MAHMUDAH	85	75	85	92	84.1	A-	84.10	84.1	Excellent	Excellent
18020084026	DIVYA AYU DAMAYANTI	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084027	PAULA EKA RAMDHANI	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084028	IKA NUR AINI	85	75	82	87	82	A-	82.00	82	Excellent	Excellent
18020084029	MUTIARA MAHARSI MUMPUNI	85	75	87	95	85.4	A	85.40	85.4	Excellent	Excellent
18020084030	EKA SYAHWALDA PUTRI	85	75	85	87	82.6	A-	82.60	82.6	Excellent	Excellent
18020084031	JULIANI NUR MUSTIKA SARI	85	75	85	92	84.1	A-	84.10	84.1	Excellent	Excellent
18020084032	JALU WINTANG WIDODO	85	75	82	92	83.5	A-	83.50	83.5	Excellent	Excellent
18020084033	RATNA GUSTI DENOK	85	75	87	92	84.5	A-	84.50	84.5	Excellent	Excellent
18020084034	DIANA NURIA PUTRI	80	80	80	83	80.9	A	80.90	80.9	Excellent	Excellent
18020084036	NATASYA ADELIA PUTRI	80	80	85	85	82.5	A-	82.50	82.5	Excellent	Excellent
18020084037	AINUN RAHMADIA ASIH	80	80	80	82	80.6	A-	80.60	80.6	Excellent	Excellent
18020084038	MEDINA AULIA SYAHRIAR	80	75	85	85	81	B+	81.00	81	Excellent	Excellent
18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	80	75	85	85	81	A-	81.00	81	Excellent	Excellent
18020084040	MILLATUZ ZAKIYAH	80	80	80	83	80.9	A	80.90	80.9	Excellent	Excellent
18020084041	WANDA HIJRIANI HERWANTO	80	75	85	85	81	A-	81.00	81	Excellent	Excellent

18020084042	NAUFAL MUHAMMAD WAHIDUL QUTHBI	80	75	78	78	77.5	B	77.50	77.5	Good	Good
18020084043	TIFFANI WIDYA LARASATI	80	80	83	83	81.5	B+	81.50	81.5	Excellent	Excellent
18020084044	SATYA DWINANDA SURJONO PUTERA	80	75	80	80	78.5	B	78.50	78.5	Good	Good
18020084046	SASI KIRANA SUGI WIWIKANANDA	80	75	85	85	81	A-	81.00	81	Excellent	Excellent
18020084047	RAVITA MAHARANI	80	78	82	82	80.4	A-	80.40	80.4	Excellent	Excellent
18020084048	HAFIRSYANI RIZKA OKTRIANUR	80	80	80	80	80	A-	80.00	80	Excellent	Excellent
18020084049	JIBRIIL AHMAD ABDILLAH	85	75	75	78	76.9	A-	76.90	76.9	Good	Good
18020084050	DIOVANO ARDIN RACHMANTA	80	75	78	78	77.5	B-	77.50	77.5	Good	Good
18020084051	MELINA CAHYANINGTYAS	80	80	80	80	80	A-	80.00	80	Excellent	Excellent
18020084053	SEPTIAN DWI ANGGARA	85	75	85	85	81	B+	81.00	81	Excellent	Excellent
18020084054	SELVIA MEYRA NUGRAHAENI	80	85	85	85	85	A-	85.00	85	Excellent	Excellent
18020084055	ELDA KARTIKASARI	85	80	82	83	81.3	A-	81.30	81.3	Excellent	Excellent
18020084056	JOAN CHANDRA JOVANDO	85	85	85	85	85	A-	85.00	85	Excellent	Excellent
18020084057	RACHMAH SHOFIATUL AIDAH	85	75	83	83	80	A-	80.00	80	Excellent	Excellent
18020084058	AYU KURNIAWAN	85	80	82	82	81	A-	81.00	81	Excellent	Excellent
18020084059	AZMINATUL ALFAY ROHMAH	85	85	85	85	85	A	85.00	85	Excellent	Excellent
18020084060	NILAM SARI	85	85	85	85	85	A	85.00	85	Excellent	Excellent
18020084061	MAS AJENG FAHMA TAHTA	75	85	85	90	86.5	A	86.50	86.5	Excellent	Excellent
18020084062	SYLVIA PUSPA WINDRAWATI	75	85	85	85	85	A-	85.00	85	Excellent	Excellent
18020084063	APRILIA AYU KUSUMA DEWI	75	85	85	85	85	A	85.00	85	Excellent	Excellent
18020084064	NUR JIHAD ROMADHONI	75	85	85	85	85	A-	85.00	85	Excellent	Excellent
18020084067	ALFINDA FEBRIANI	75	78	65	90	78.4	B+	78.40	78.4	Good	Good

18020084068	SRI WAHYUNI	75	77	75	78	76.5	B+	76.50	76.5	Good	Good
18020084069	ESTER MELANI	75	84	78	90	82.8	A-	82.80	82.8	Excellent	Excellent
18020084070	VIKA SYAH ALDINA	75	88	86	90	85.6	A	85.60	85.6	Excellent	Excellent
18020084071	RIZKY EKA SYAHPUTRA	75	73	72	74	73.5	B	73.50	73.5	Excellent	Excellent
18020084072	DEVINA DINAR SALSABILA	75	78	78	78	77.4	B+	77.40	77.4	Excellent	Excellent
18020084073	NOVRITA NURUL IZZA	75	78	66	90	78.6	B+	78.60	78.6	Excellent	Excellent
18020084075	SALSABILA KHAIRUNNISA	75	65	0	67	54.6	D	54.60	54.6	Excellent	Excellent
18020084074	MUCHAMAD NURKHOLIS	75	75	72	78	75.3	B+	75.30	75.3	Good	Good
18020084076	SYAFRILA PAHLEVI ASSYURA	75	66	65	67	67.9	B-	67.90	67.9	Fail	Fail
18020084077	TALITHA AYU RAMADHANI	75	83	82	84	81.5	A-	81.50	81.5	Excellent	Excellent
18020084078	VERINA AINUR IZZAMI HARIYANTO	75	85	80	90	83.5	A-	83.50	83.5	Excellent	Excellent
18020084079	MAHANANI ILMI IBRAHIM	75	76	74	78	76	B+	76.00	76	Good	Good
18020084080	LODEWYK ELFEIAND SUBEKTI	75	80	70	90	80	A-	80.00	80	Excellent	Excellent
18020084081	SITI WIJIPRATIWI	75	77	75	78	76.5	B+	76.50	76.5	Good	Good
18020084082	ALFINA DWIYANTI	75	71	65	77	72.4	B	72.40	72.4	Good	Good
18020084083	ZAHRA ELBANISA	75	85	80	90	83.5	A-	83.50	83.5	Excellent	Excellent
18020084084	HAYUS HADANTORO	65	77	69	84	77.1	B+	77.10	77.1	Good	Good
18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	70	75	65	84	75.7	B+	75.70	75.7	Good	Good
18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	70	73	68	77	73.6	B	73.60	73.6	Good	Good
18020084087	RIZKY LILIANI FEBRIANTI	80	82	90	75	80.1	A-	80.10	80.1	Excellent	Excellent
18020084088	BAMANDA AULIA PUTRI	85	84	78	90	82.8	A-	82.80	82.8	Excellent	Excellent
18020084089	DINDA PURNA PUTRI	80	82	80	84	80.8	A-	80.80	80.8	Excellent	Excellent

18020084090	FETTY NABILA ANNADAWY	80	81	88	78	80.3	A-	80.30	80.3	Excellent	Excellent
18020084091	MILLENIA BERLIAN FEBRINA	80	82	86	78	80.2	A-	80.20	80.2	Excellent	Excellent
18020084092	ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG	80	83	88	78	80.9	A-	80.90	80.9	Excellent	Excellent
18020084093	ABDULLAH FARHAN RIFFANI	75	74	70	77	74.3	B	74.30	74.3	Good	Good
18020084094	MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI	80	74	74	74	74.2	B	74.20	74.2	Good	Good
18020084095	SALMA NOVIA LAILIKA	70	78	65	90	78.4	B+	78.40	78.4	Good	Good
18020084096	ALYA ROHANI FADHILAH	80	78	78	78	77.4	B+	77.40	77.4	Good	Good
18020084097	BETARI UTAMA SAFITRI	0	83	76	90	82.1	A-	82.10	82.1	Excellent	Excellent
18020084098	DEWANTI NAGA PUTRI	80	82	82	80	80	A-	80.00	80	Excellent	Excellent

Student Performance

	PLO2	PLO4
Excellent	69	69
Good	21	21
Satisfy	1	1
Fail	1	1
	92	92

Percentage

	PLO2	PLO4
Excellent	75%	75%
Good	23%	23%

Satisfy	1%	1%
Fail	1%	1%

Assessment

CLO-PLOCORRELATION

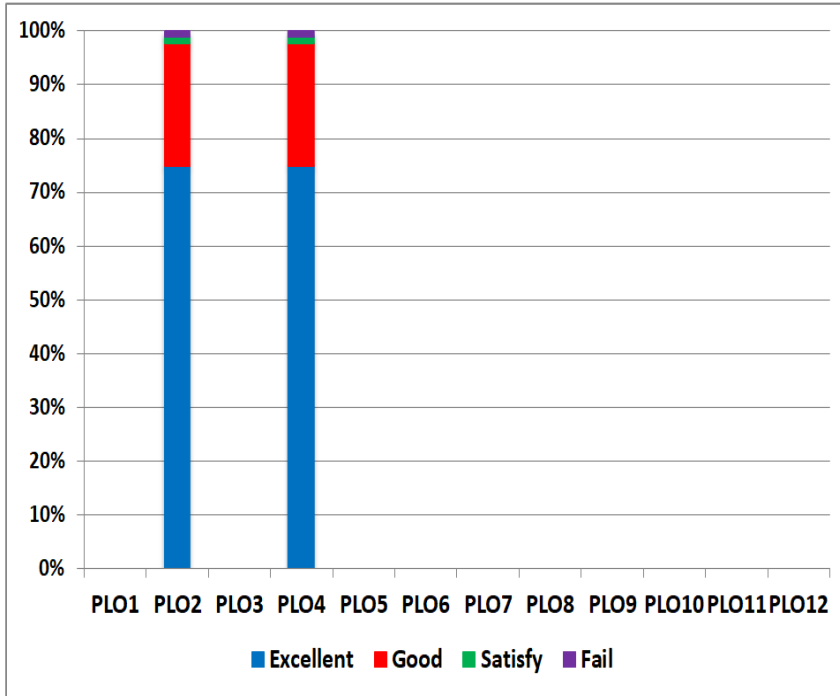
	PLO2	PLO4
CLO1	V	
CLO2	V	
CLO3		V
CLO4		V

ASSESMENT PLAN

CLOs	PLO2	PLO4
CLO1	Assignment, Mid-semester test, Final semester test	
CLO2	Assignment, Mid-semester test, Final semester test	
CLO3		Assignment, Mid-semester test, Final semester test

CLO4

Assignment, Mid-semester test,
Final semester test



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

TEYL Course

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop the teaching kits for TEYL: Instructional objectives Teaching method/techniques/strategies Media Teaching and learning process Assessment materials	100

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

- To find the best solution for the cases given;

c) End-term tests

- To demonstrate teaching English to young learners based on a lesson plan designed.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH Periode 2020/2021 Gasal

Mata Kuliah : Teyl
Kelas : 2018C
Prodi : S1 Pendidikan Bahasa Inggris

Dosen : Sumarningsih, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			16 Sep 20	23 Sep 20	30 Sep 20	07 Oct 20	14 Oct 20	21 Oct 20	28 Oct 20	04 Nov 20	11 Nov 20	18 Nov 20	25 Nov 20	02 Dec 20	09 Dec 20	16 Dec 20	23 Dec 20	
1.	18020084067	ALFINDA FEBRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
2.	18020084068	SRI WAHYUNI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
3.	18020084069	ESTER MELANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
4.	18020084070	VIKA SYAH ALDINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
5.	18020084071	RIZKY EKA SYAHPUTRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
6.	18020084072	DEVINA DINAR SALSABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
7.	18020084073	NOVRITA NURUL IZZA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
8.	18020084074	MUCHAMAD NURKHOLIS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
9.	18020084075	SALSABILA KHAIRUNNISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
10.	18020084076	SYAFRILA PAHLEVI ASSYURA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
11.	18020084077	TALITHA AYU RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
12.	18020084078	VERINA AINUR IZZAMI HARIYANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
13.	18020084079	MAHANANI ILMI IBRAHIM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
14.	18020084080	LODEWYK ELFEIAND SUBEKTI	H	H	H	H	S	H	H	H	H	H	H	H	H	H	100 %	
15.	18020084081	SITI WIJIPRATIWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
16.	18020084082	ALFINA DWIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
17.	18020084083	ZAHRA ELBANISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
18.	18020084084	HAYUS HADIANTORO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
19.	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
20.	18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
21.	18020084087	RIZKY LILIANI FEBRIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
22.	18020084088	BAMANDA AULIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
23.	18020084089	DINDA PURNA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
24.	18020084090	FETTY NABILA ANNADAWY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
25.	18020084091	MILLANIA BERLIAN FEBRINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
26.	18020084092	ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
27.	18020084093	ABDULLAH FARHAN RIFFANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
28.	18020084094	MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
29.	18020084095	SALMA NOVIA LAILIKA	A	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %	
30.	18020084096	ALYA ROHANI FADHILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
31.	18020084097	BETARI UTAMA SAFITRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
32.	18020084098	DEWANTI NAGA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email: bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Teyl

Dosen : SUMARNININGSIH (197107262005012001)

Kelas : 2018C

Jadwal & Ruang : T04.03.10 (10.20 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	16-09-2020	Pertemuan ke 1	Introduction _ Synchronous Session	31	Terjadwal	Sumarniningsih	Sesuai	
2	23-09-2020	Pertemuan ke 2	Current Issues in TEYL	32	Terjadwal	Sumarniningsih	Sesuai	
3	30-09-2020	Pertemuan ke 3	Teaching skills and components _ Synchronous Session	32	Terjadwal	Sumarniningsih	Sesuai	
4	07-10-2020	Pertemuan ke 4	Teaching skills and components	32	Terjadwal	Sumarniningsih	Sesuai	
5	14-10-2020	Pertemuan ke 5	Teaching skills and components _ Synchronous Session	31	Terjadwal	Sumarniningsih	Sesuai	
6	21-10-2020	Pertemuan ke 6	Teaching English through games and songs	32	Terjadwal	Sumarniningsih	Sesuai	
7	28-10-2020	Pertemuan ke 7	Teaching English through games and songs	32	Terjadwal	Sumarniningsih	Sesuai	
8	04-11-2020	Pertemuan ke 8	Teaching English through games and songs_synchronous session _ midterm test asynchronous	32	Terjadwal	Sumarniningsih	Sesuai	
9	11-11-2020	Pertemuan ke 9	Developing Materials and Media	32	Terjadwal	Sumarniningsih	Sesuai	
10	18-11-2020	Pertemuan ke 10	Developing Materials and Media	32	Terjadwal	Sumarniningsih	Sesuai	
11	25-11-2020	Pertemuan ke 11	Lesson Planning	32	Terjadwal	Sumarniningsih	Sesuai	
12	02-12-2020	Pertemuan ke 12	Student presentation_ synchronous session	32	Terjadwal	Sumarniningsih	Sesuai	
13	09-12-2020	Pertemuan ke 13	Student presentations	32	Terjadwal	Sumarniningsih	Sesuai	
14	16-12-2020	Pertemuan ke 14	Student presentation_ synchronous session	32	Terjadwal	Sumarniningsih	Sesuai	
15	23-12-2020	Pertemuan ke 15	Student presentations_ synchronous session	32	Terjadwal	Sumarniningsih	Sesuai	

c. Sample of Assignment:

Assignment

Subject	: TEYL
Material	: Designing Lesson Plan for TEYL
Class	: 2018C
Lecturers	: Sumarniningsih

Instructions

1. Do individually.
2. Determine the level of the students
3. Take one topic or basic competence appropriate for students and design the lesson plan
4. The instructional objectives must be in good order of cognitive levels and cover the knowledge and skill components.
5. Submit your work via email sumarniningsih@unesa.ac.id no later than Thursday, 2nd of December 2020, or 1 week after the assignment given.

RPP
 RENCANA PELAKSANAAN PEMBELAJARAN
 TEKS NARASI SEJARAH
 KELAS V SD



Disusun Oleh:

Karisma Kurniawati 18020084006
 Izza Audina 18020084012
 Dinda Ayu Octavia P. 18020084018
 Khusnul Khotimah 18020084024
 Eka Syahwalda Putri 18020084030

PENDIDIKAN BAHASA INGGRIS
 FAKULTAS BAHASA DAN SENI
 UNIVERSITAS NEGERI SURABAYA
 2020

			disajikan secara tulis menggunakan aspek: <i>apa, di mana, kapan, siapa, mengapa, dan bagaimana</i>
4.5	Memaparkan informasi penting dari teks narasi sejarah menggunakan aspek: <i>apa, di mana, kapan, siapa, mengapa, dan bagaimana</i> serta kosakata baku dan kalimat efektif	4.5.1	Mengingat informasi penting dari teks narasi sejarah menggunakan aspek: <i>apa, dimana, kapan, siapa, mengapa, dan bagaimana</i> serta kosakata baku dan kalimat efektif
		4.5.2	Melafalkan informasi penting secara lisan dari teks narasi sejarah menggunakan aspek: <i>apa, di mana, kapan, siapa, mengapa, dan bagaimana</i> serta kosakata baku dan kalimat efektif

C. Tujuan Pembelajaran

- 3.5.1.1 Diberikan 1 teks narasi sejarah, siswa dapat menyimak teks narasi sejarah yang disajikan secara lisan dan tulis dengan cermat.
- 3.5.1.2 Diberikan 1 teks narasi sejarah, siswa dapat mengenal informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana* dengan baik.
- 3.5.1.3 Diberikan 1 teks narasi sejarah, siswa dapat mengidentifikasi informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana* dengan cermat dan benar.
- 4.5.1 Diberikan 1 teks narasi sejarah, siswa dapat mengingat informasi penting dari teks narasi sejarah menggunakan aspek: *apa, dimana, kapan, siapa, mengapa, dan bagaimana* serta kosakata baku dan kalimat efektif dengan dengan benar.
- 4.5.1.2 Diberikan 1 teks narasi sejarah, siswa dapat melafalkan informasi penting secara lisan dari teks narasi sejarah menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana* serta kosakata baku dan kalimat efektif dengan menggunakan pelafalan dan intonasi yang berterima.

D. Materi Pembelajaran

- Teks narasi sejarah "RA Kartini" dan teks narasi sejarah "Ir. Soekarno"
- Struktur kalimat yang terkait dengan materi: What, Who, Where, Why, When, and How
- Mengidentifikasi dan memberi informasi terkait dengan 5W-1H ; "What, Who, Where, Why, When, and How" dari Teks

E. Metode Pembelajaran

- Pendekatan : EEK (Eksplorasi, Elaborasi, Konfirmasi)
- Metode : ceramah, diskusi, tanya jawab

RENCANA PELAKSANAAN PEMBELAJARAN
 (RPP)

Nama Sekolah : SD
 Kelas/Semester : VI
 Materi Pokok : Teks Narasi Sejarah
 Alokasi Waktu : 2x35 menit (1 pertemuan)

A. KOMPETENSI INTI

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangga.
- KI 3: Memahami pengetahuan factual dengan cara mengamati (mendengarkan, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan keinginannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
- KI 4: Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis dan gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Menggali informasi penting dari teks narasi sejarah yang disajikan secara lisan dan tulis menggunakan aspek: <i>apa, di mana, kapan, siapa, mengapa, dan bagaimana</i>	3.5.1 Menyimak teks narasi sejarah yang disajikan secara lisan dan tulis
	3.5.2 Mengenal informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: <i>apa, di mana, kapan, siapa, mengapa, dan bagaimana</i>
	3.5.3 Mengidentifikasi informasi penting dari teks narasi sejarah yang

F. Media Pembelajaran

- Media : Teks narasi sejarah "RA kartini" dan teks narasi sejarah "Ir. Soekarno"
- Sumber Belajar:
 - YouTube
 - Quipper Indonesia

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru membuka pelajaran dengan salam dan menanyakan kabar siswa. • Guru meminta salah satu siswa untuk memimpin doa • Guru melaksanakan presensi • Guru member motivasi dengan menanyakan siswa beberapa bangunan kerajaan Islam • Guru memberikan apersepsi dengan melakukan tepuk seperti jika guru berkata merah peserta didik akan melakukan tepuk satu kali, kuning berarti peserta didik melakukan tepuk dua kali, dan hijau tepuk sebanyak tiga kali. Hal ini dilakukan untuk meningkatkan konsentrasi peserta didik. • Guru menyampaikan tujuan pembelajaran yang hendak dicapai. 	10 menit
Kegiatan Inti	<p>A. Mengamati</p> <ul style="list-style-type: none"> o Peserta didik membaca cepat teks bacaan yang berjudul RA. Kartini dan Ir Soekarno o Peserta didik mencermati bacaan dan menggaris bawahi informasi-informasi penting dari bacaan. o Peserta didik menuliskan kata-kata sulit dari bacaan kedalam kolom yang disediakan dan mencoba mencari arti dari kata-kata sulit tersebut <p>B. Menanya</p> <ul style="list-style-type: none"> o Peserta didik berdiskusi dengan teman sebangkunya atau menanyakan arti dari kata-kata sulit yang ditemukan kepada teman dan gurunya <p>C. Mengumpulkan informasi</p> <ul style="list-style-type: none"> o Peserta didik berlatih menggunakan kamus untuk menemukan arti dari kata-kata sulit 	50 Menit

	<p>yang mereka temukan</p> <p>D. Menalar atau Mengasosiasi</p> <ul style="list-style-type: none"> Dengan mengartikan kata-kata sulit dari bacaan, peserta didik diharapkan lebih bisa memahami isi bacaan dan mampu menungkan pemahaman tersebut dalam bentuk kesimpulan <p>E. Mengkomunikasikan</p> <ul style="list-style-type: none"> Setelah itu peserta didik diminta mengamati tentang gambar sketsa RA. Kartini (guru memberikan bimbingan dengan memberikan pertanyaan-pertanyaan, Seperti; "What? " "Apa" "Siapa nama kep Kartini?" What is the full name of R.A Kartini? When was she born? Where does she live? Why does ra kartini be the women hero of indonesia? Who is Kartini's mother? How did ra kartini die?" <p>F. Games</p> <ul style="list-style-type: none"> Guru memberikan gambar Pahlawan Ir. Soekarno dan membagi murid menjadi 2 kelompok besar Guru membagi menjadi kelompok penanya dan penjawab Kelompok penanya menanyakan teks atau gambar dengan unsur 5W+1H "What, Who, When, Where, Why, How" Kelompok lainnya menyiapkan jawaban dengan pantauan dan bantuan guru 	
Penutup	<ul style="list-style-type: none"> Guru merefeksi materi yang sudah didiskusikan dengan menyampaikan kesimpulan bersama siswa Guru memberikan tugas lanjutan berupa PR. Guru melakukan presensi peserta didik sembari melakukan proses penilaian. Peserta didik memimpin doa di akhir pembelajaran. Guru mengucapkan salam penutup 	10 menit

H. Metode Penilaian

No	Aspek	Teknik penilaian	Instrumen	Waktu penilaian
----	-------	------------------	-----------	-----------------

1.	Diberikan 1 teks narasi sejarah, siswa dapat menyimak teks narasi sejarah yang disajikan secara lisan dan tulis dengan cermat.	Tulis	Unstructured Format	Ketika proses pembelajaran
2.	Diberikan 1 teks narasi sejarah, siswa dapat mengenal informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana dengan baik.	Tulis	Unstructured Format	Ketika proses pembelajaran
3.	Diberikan 1 teks narasi sejarah, siswa dapat mengidentifikasi informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana dengan cermat dan benar.	Tulis	Unstructured Format	Ketika proses pembelajaran
4.	Diberikan 1 teks narasi sejarah, siswa dapat mengingat informasi penting dari teks narasi sejarah menggunakan aspek: apa, dimana, kapan, siapa, mengapa, dan bagaimana serta kosakata baku dan kalimat efektif dengan dengan benar.	Tulis	Unstructured Format	Ketika proses pembelajaran
5.	Diberikan 1 teks narasi sejarah, siswa dapat melafalkan informasi penting secara lisan dari teks narasi sejarah menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana serta kosakata baku dan kalimat efektif dengan menggunakan pelafalan dan intonasi yang berterima.	Praktik	Rubrik Speaking	Ketika proses pembelajaran

• Pedoman Penilaian

a. Pedoman Penilaian Tes Tulis Pengetahuan (Unstructured Format)

$$NA = \frac{\text{Jumlah skor perolehan}}{\text{Skor maksimal}} \times 100$$

b. Pedoman Penilaian Tes Ketrampilan Berbicara

Dimension	Category	Criteria	Score
Pronunciation	Excellent to very good	Always accurate	26-40
	Good to average	Sometime accurate	11-25
	Fair to poor	Inaccurate most of the time	0-10
Fluency	Excellent to very good	Speaking fluently	21-30
	Good to average	Speaking with some pauses	6-20
	Fair to poor	Speaking with many pauses	0-5
Intonation	Excellent to very good	Always accurate	21-30
	Good to average	Sometime accurate	6-20
	Fair to poor	Inaccurate most of the time	0-5

LEMBAR KERJA PESERTA DIDIK

I. Identitas

- Nama Mata Pelajaran : Bahasa Inggris V
- Semester : Ganjil
- Kompetensi Dasar :

3.5 Menggali informasi penting dari teks narasi sejarah yang disajikan secara lisan dan tulis menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana*

4.5 Memaparkan informasi penting dari teks narasi sejarah menggunakan aspek: *apa, dimana, kapan, siapa, mengapa, dan bagaimana* serta kosa kata baku dan kalimat efektif

Indikator Pencapaian Kompetensi (IPK)

3.5.1 Menyimak teks narasi sejarah yang disajikan secara lisan dan tulis

3.5.2 Mengenal informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana*

3.5.3 Mengidentifikasi informasi penting dari teks narasi sejarah yang disajikan secara tulis menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana*

4.5.1 Mengingat informasi penting dari teks narasi sejarah menggunakan aspek: *apa, dimana, kapan, siapa, mengapa, dan bagaimana* serta kosa kata baku dan kalimat efektif

4.5.2 Melafalkan informasi penting secara lisan dari teks narasi sejarah menggunakan aspek: *apa, di mana, kapan, siapa, mengapa, dan bagaimana* serta kosa kata baku dan kalimat efektif

- Materi Pokok : Teks Narasi Sejarah

- Alokasi Waktu : 2x35 menit (1 pertemuan)

ACTIVITY 1

Please read the passage!
Ayo Bacalah!

R.A Kartini



Raden Adjeng Kartini is a Javanese noblewoman and is best known as a pioneer in the area of women's rights for native Indonesians.

Raden Adjeng Kartini was born on April 21, 1879, in Mayong, Indonesia. In 1903, she opened the first Indonesian primary school for native girls that did not discriminate based on social standing. She corresponded with Dutch colonial officials to further the cause of Javanese women's emancipation until her death, on September 17, 1904, in Rembang Regency, Java. In 1911, her letters were published.

On November 8, 1903, she wed the regent of Rembang, Raden Adipati Joyodiningrat. With help from the Dutch government and her husband, in 1903 she opened the first Indonesian primary school for native girls that did not discriminate on the basis of their social status.

On September 17, 1904, at the age of 25, Kartini died in the regency of Rembang, Java, of complications from giving birth to her first child. Seven years after her death, one of her correspondents, Jacques H. Abendanon, published a collection of Kartini's letters, entitled "From Darkness to Light: Thoughts About and on Behalf of the Javanese People." In Indonesia, Kartini Day is still celebrated annually on Kartini's birthday.

Terjemahannya

Raden Adjeng Kartini adalah seorang bangsawan Jawa dan dikenal sebagai pelopor dalam bidang hak-hak perempuan untuk penduduk asli Indonesia.

Raden Adjeng Kartini lahir pada tanggal 21 April 1879 di Mayong, Indonesia. Pada tahun 1903, ia membuka sekolah dasar pertama di Indonesia untuk anak perempuan asli yang tidak melakukan diskriminasi berdasarkan status sosial. Dia berkorespondensi dengan pejabat colonial Belanda untuk mengajukan penyebab emansipasi wanita Jawa sampai kematiannya, pada tanggal 17 September 1904, di Kabupaten Rembang, Jawa. Pada tahun 1911, surat-suratnya diterbitkan.

Pada tanggal 8 November 1903, dia menikahi Bupati Rembang, Raden Adipati Joyodiningrat. Dengan bantuan dari pemerintah Belanda dan suaminya, pada tahun 1903 ia membuka sekolah dasar pertama di Indonesia untuk anak perempuan asli yang tidak melakukan diskriminasi atas dasar status sosial mereka.

Pada tanggal 17 September 1904, pada usia 25 tahun, Kartini meninggal di Kabupaten Rembang, Jawa, dari komplikasi melahirkan anak pertamanya. Tujuh tahun setelah kematiannya, salah seorang korespondennya, Jacques H. Abendanon, menerbitkan sebuah koleksi surat-surat Kartini yang berjudul "Dari Kegelapan ke Terang: Pikiran Tentang dan pada Orang-orang Jawa". Di Indonesia, Hari Kartini masih dirayakan setiap tahun pada hari ulang tahun Kartini.

Based on the passage that you have seen above, you can complete the tasks below.

- What is the full name of R.A Kartini?
- When was she born?
- Where does she live?
- Why does she live?
- Who is Raden Adipati Joyodiningrat?
- How did R.A kartini die?

ACTIVITY 2

Ayo Amati

Coba amati gambar Ir. Soekarno dan bacalah teks dibawahnya!



Ir. Soekarno (born in Blitar, East Java, June 6, 1901 – died in Jakarta, June 21, 1970 at age 69)

years) is Indonesia's first president who served two terms from 1945 to 1966. He played an important role for the liberation of Indonesia from Dutch colonialism. He is a digger Pancasila. He was proclaimed Indonesian independence (along with Mohammad Hatta) which occurred on August 17, 1945.

Sukarno signed the Warrant March 11, 1966 Supersemar controversial, in which – according to the released version of Army Headquarters – Lt. Gen. Suharto assigned to secure and maintain state security and the institution of the presidency. Supersemar basis Lieutenant General Suharto to dissolve the Communist Party of Indonesia (PKI) and replace the members who sit in parliament. After the answer denied liability Provisional People's Consultative Assembly (MPR) in the fourth general assembly in 1967, President Sukarno removed from office as president in the MPRS Special Session of the same year and raised Suharto as acting President of the Republic of Indonesia.

Sukarno was born with the name Kusno Sosrodihardjo. His father named Raden Soekemi Sosrodihardjo, a teacher in Surabaya, Java. His mother was Ida Ayu Nyoman Rai comes from Buleleng, Bali. As a young child living with his grandfather Sukarno in Tulungagung, East Java. At the age of 14 years, a friend of his father who called Tjokroaminoto Sukarno invited to stay in Surabaya and schooled to Hoogere Burger School (HBS) in there with a Koran in the Tjokroaminoto. At Surabaya, Sukarno many met with the SI leaders, the organization led Tjokroaminoto time. Sukarno then joined the organization Jong Java (Java Youth). Finished H.B.S. 1920, Sukarno continued to Technische Hogeschool (now ITB) in Bandung, and graduated in 1925. While in Bandung, Sukarno interact with Tjipto Mangunkusumo and Dr. Douwes Dekker, who was then leader of the National organization Indische Partij.

Terjemahan

Ir. Soekarno (lahir di Blitar, Jawa Timur, 6 Juni 1901 – meninggal di Jakarta, 21 Juni 1970 pada umur 69 tahun) adalah Presiden Indonesia pertama yang menjabat dua persyaratan dari tahun 1945 sampai 1966. Ia memainkan peranan penting untuk pembebasan Indonesia dari penjajahan Belanda. Dia adalah penggali Pancasila. Ia ditandatangani kemerdekaan Indonesia (bersama dengan Mohammad Hatta) yang terjadi pada tanggal 17 Agustus 1945.

Sukarno menandatangani surat perintah 11 Maret 1966 Supersemar kontroversial, yang – menurut versi yang dirilis dari markas besar Angkatan Darat – Letjen Suharto ditugaskan untuk mengamankan dan menjaga keamanan negara dan lembaga kepresidenan. Supersemar dasar Letnan Jendral Suharto untuk membubarkan Partai Komunis Indonesia (PKI) dan mengganti anggota yang duduk di Parlemen. Setelah jawabannya menyangkal tanggung jawab rakyat Majelis Permusyawaratan (MPR) di keempat Majelis Umum pada tahun 1967, Presiden Sukarno dihapus dari jabatannya sebagai Presiden dalam sidang khusus MPRS tahun yang sama dan dibesarkan Suharto sebagai pejabat presiden Republik Indonesia.

Sukarno dilahirkan dengan nama Kusno Soekarno. Ayahnya bernama Raden Soekemi Soekarno, seorang guru di Surabaya, Jawa. Ibunya adalah Ida Ayu Nyoman Rai berasal dari Buleleng, Bali. Sebagai seorang anak kecil yang hidup dengan kakeknya Sukarno di Tulungagung Jawa Timur. Pada usia 14 tahun, seorang teman ayahnya yang disebut Tjokroaminoto Sukarno diundang ditulis oleh pelanggannya setelah masa trap mereka di Surabaya dan diadik untuk Hoogere Burger sekolah (Minnangkabani) di sana dengan Quran

di Tjokroaminoto. Di Surabaya, Sukarno banyak bertemu dengan para pemimpin SI, organisasi pemimpin Tjokroaminoto waktu. Sukarno kemudian bergabung dengan organisasi Jong Java (Jawa pemuda).

Selasai H.B.S. tahun 1920, Soekarno melanjutkan ke Technische Hogeschool (sekarang ITB) di Bandung, dan lulus pada tahun 1925. Selagi di Bandung, Soekarno berinteraksi dengan Cipto Mangunkusumo dan Dr. Douwes Dekker, yang kemudian pemimpin organisasi nasional Indische Partij.

Based on the passage that you have seen above, you can complete the tasks below. Teacher will ask these questions to you and you have to read your answer.

- What is Ir. Soekarno's real name?
- When was he born?
- Where did he live when he was child?
- Why does he become a first president in Indonesia?
- Who is the name of his father?
- How did he continue his study after H.B.S.?

KUNCI JAWABAN**Activity 1**

1. Raden Adjeng Kartini
2. She born on April 21, 1879, in Mayong, Indonesia
3. Rembang Regency, Java
4. Because she corresponded with Dutch colonial officials to further the cause of Javanese women's emancipation
5. Her husband
6. Because of having complications from giving birth to her first child

Activity 2

1. Kusno Sosrodihardjo
2. June 6, 1901, in Blitar, East Java
3. He lived with his grandfather in Tulungagung, East Java
4. Because he played an important role for the liberation of Indonesia from Dutch colonialism
5. Raden Soekemi Sosrodihardjo
6. He continued to Technische Hoger School (now ITB) in Bandung

Rubrik Penilaian Keterampilan Berbicara

Kriteria	Baik Sekali	Baik	Cukup	Perlu Bimbingan
	4	3	2	1
Pengetahuan tentang penggunaan kosa kata baku dan efektif				
Pelafalan dan intonasi				
Kecermatan Mengolah Informasi				

d. Sample of Mid-term Test



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UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH	: TEYL
KODE MATA KULIAH	: 8820302223
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL	: 4 – 5 November 2020
ALOKASI WAKTU	: Take-home Test
DOSEN	: Tim

Answer the following questions.

1. How do young learners of English differ from adult learners of English? Explain at least three differences. What are the implications in teaching English to young learners? (score: 10)
2. Mrs. Rusman is teaching English at SD Tlogowungu I Temanggung. She teaches the fourth grade students of SD. She always asks the students to translate English words, phrases, or sentences into bahasa Indonesia. She never teaches the students how to communicate in English. The students are always asked to read and answer questions in their worksheet. That is why they are bored and not motivated. When she is asked to teach English joyfully, she always says that it is impossible to do it because the resource is very limited and expensive. Besides, there are too many students to teach. There are 35 students with various learning styles in the class. Do you think she's right? Why? What would you do if you were Mrs. Rusman? Mention five activities suitable for the students so that they are encouraged to speak English. (score: 25)
3. Writing is considered to be the most difficult skill among other language skills. How should EFL teachers teach young learners to write? Explain the steps that teachers can do to boost the students' writing skill. Please explain clearly. (score: 15)





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excellent

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PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL	: 4 – 5 November 2020
ALOKASI WAKTU	: Take-home Test
DOSEN	: Sumarningsih
NAMA MAHASISWA	: Zakkiyatul M Hamidah A
NIM	: 18020084092

Answer the following questions.

1. How do young learners of English differ from adult learners of English? Explain at least three differences. What are the implications in teaching English to young learners? (score: 10)

2. Mrs. Rusman is teaching English at SD Tlogowungu I Temanggung. She teaches the fourth grade students of SD. She always asks the students to translate English words, phrases, or sentences into bahasa Indonesia. She never teaches the students how to communicate in English. The students are always asked to read and answer questions in their worksheet. That is why they are bored and not motivated. When she is asked to teach English joyfully, she always says that it is impossible to do it because the resource is very limited and expensive. Besides, there are too many students to teach. There are 35 students with various learning styles in the class. Do you think she's right? Why? What would you do if you were Mrs. Rusman? Mention five activities suitable for the students so that they are encouraged to speak English. (score: 25)



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3. Writing is considered to be the most difficult skill among other language skills. How should EFL teachers teach young learners to write? Explain the steps that teachers can do to boost the students' writing skill. Please explain clearly. (score: 15)

ANSWERS

- The differences between young learners and adult learners are the concentration, intelligency, and characteristics. Young learner tend to just have limited concentration time while studying. So, the first minutes of studying is important to attract their interesting in study. They also don't have any prior knowledge in english. It makes teacher to make sure that the material that will be taught is realistic, simple, and attractive for them, and they tend to feel shy when they don't know something. For adult, all the factors are not the main issue for them. As long as adult have motivation and willingness in learning English, they can handle it very well. This differences affect how teacher's method in teaching English.
- I think, Mrs Rusman is not totally true. Conducting innovative learning in 4th grade is possible eventhough the number of students is big and have various learning style. I agree that to create the fun learning method and tools is difficult. But that's the challenge that teacher need to conquer during teaching process. Teachers don't have to use or make the expensive one. teachers can use simple and cheap method and tools in teaching process. If it is me, I've already think about 5 possible activities to conduct in 4th grade elementary school:
 - Sing a song. To be able to speak in English, student need to have good perspective and feel of English. They need to familiar with English and think that English is easy and fun. Singing an English song is th answer of this challenge.
 - Short Dialogue. Teachers can facilitate the short dialogue for young learners to try on. Teachers need to demonstrate it firsts, then students follow them
 - Guess the Gestures. First, teachers teach about new languages. then they do a gesture game. Students have to predict what word that teachers make the gesture.
 - Video. While watching English video, young learners are also listening to the English and help them to speak in English
 - Flash card. In pairs, students take turn use flash cards and say the word also the meaning loudly.
- Steps to teach writing for young learners
 - Use picture to stimulate their interest and discussion



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- In this step, students are given picture to stimulate their prior knowledge and also make writing activity (later on) to be realistic as they see or imagine
- b. Ask students to talk about the picture
Before they write, they need to talk or describe what they see from the picture. Native language is allowed but teacher need to teach them how to say the word in English
 - c. Provide template to help students write down what they have said
Teacher give the template, it can be the form of fill in the blank, kalimat rumpang, or any kind of writing template for children to help them write down and elaborate the material dan their understanding.

Sample of End-term Test



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UJIAN AKHIR SEMESTER GASAL 2020/2021

MATA KULIAH	: TEYL
KODE MATA KULIAH	: 8820302223
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL	: Rabu/ 6 Januari 2021
ALOKASI WAKTU	: Take-home Test
DOSEN	: Tim

Instructions

1. Demonstrate how to teach English for young learners based on your lesson plan that you have designed. Record (with video) your work and upload it on YouTube. Post the YouTube link on Whatsapp Group of TEYL class. The duration of the video is about 5 to 10 minutes. Due: 6 January 2021, 05:00 pm.
2. Use appropriate media and learning materials.
3. Your performance will be assessed based on the following aspects:
 - a. Classroom language (30 points)
 - b. Teaching and learning process: (40 points)
 - Beginning the lesson
 - Running the lesson
 - Ending the lesson
 - c. The use of Media (30 points)



The screenshot shows a YouTube video player displaying a presentation slide. The slide features an illustration of three people in a kitchen setting. A speech bubble from one of the characters says "Yes, but I'm bored." Below the illustration, there is a text box that reads "Disagreeing Yes, but...". The video player interface includes a progress bar at 00:24 of 02:41, a volume control at 100%, and a share button. The video title is "Materi SD - Agreement and Disagreement (UAS TEYL UNESA)" and it has 12 views as of Jan 8, 2021. The YouTube interface also shows a search bar at the top and a sign-in button in the top right corner.

<https://www.youtube.com/watch?v=-7HMf9n7PYo>