WORKLOAD ASSESSMENT ELT METHODS



WORKLOAD ASSESMENT

English Language Teaching (ELT) Methods

Academic Year 2020/2021

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF LANGUAGES AND ARTS UNVERSITAS NEGERI SURABAYA

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A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya		Unive Facult English I		Document Code					
	Lesson Plan								
COURSE Code Cluster Credits Semester						Compilation Date			
ELT Me	ethods	8820304057	Lar	nguage	T=4 P=4	3	2021		
AUTHORIZATION		Lesson Plan Deve	eloper	Co	ordinator	Head of	Study Program		
		Ririn Pusparir	ni	Est	i Kurniasih	Ah	nmad Munir		
Program		PLO							
Learning	PLO1	Demonstrate speaking and	writing co	mpetence at t	he level of B2 CEFR.				
Outcome	PLO 2	Demonstrate good underst	anding abo	ut the concep	ts of English learning	in national and gl	obal perspectives.		
(PLO)	PLO 4	Plan, carry out and evaluat	e English in	structions ef	ectively and creativel	y.			
	PLO 7	Apply critical thinking and	analytic ski	ills in solving	problems in English i	nstructions.			
	PLO 8	Demonstrate the oral and w	written skill	ls in commun	icating knowledge ab	out English instruc	ctions.		
	PLO 9	Participate in life-long edu	cation, prof	essional deve	lopment and update of	of technology deve	elopment.		
	PLO 11	Demonstrate awareness of	academic v	values, ethics	and norms.				
	PLO 12	Show the characters of reli	gious, smar	t, independer	nt, honest, caring and	strong.			
	Course Lea	rning Outcome (CLO)							
	CLO 1	Make use of IT to communit develop it based on the late		ncept of ELT	nethods and the gene	erating possible te	chniques as well as to		
	CLO 2	Master the concept of vario analyze them.	ous kinds of	ELT method	s and techniques so as	s to be able to reco	gnize, compare and		
	CLO 3	Determine which method s	should be ap	opropriately	eferred to for teachin	g a certain langua	ge skill or component.		
CLO 3Determine which method should be appropriately referred to for teaching a certain landCLO 4Be responsible for making a written summary on the concept just discussed as a reflect concept.									

Course Description	traditional methods	ned to examine the nature of each of the four language skills from a discourse perspective (review of s and approaches in language teaching); to introduce students to the current teaching methods and						
	learning);to develog about how second	based, task based, and content based, project based learning, discovery learning, problem based p links between what teachers and learners do in class and what applied linguistic research tells us language acquisition takes place; to develop an understanding of interactional competence and the						
		among L2 learners; to develop a reflective approach to teaching through classroom observations.						
Learning	-	1. Teaching methods in English Language Teaching: Grammar Translation Method, Direct Method, Audio-lingual Method,						
Materials/	2	Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-						
Topics		based instruction, Task-based Instruction, Participatory Approach, Multiple Intelligences, and Language Learning Strategy						
	Instruction.	athede Discourse Learning Scientific Annuach Converbaged Annuach Duchlam hazad Learning and						
	2. Other teaching in Project-based Le	nethods: Discovery Learning, Scientific Approach, Genre-based Approach, Problem-based Learning, and						
	,	ge skills: listening, reading, speaking, and writing.						
		ge components: pronunciation, vocabulary, and grammar.						
References	Primary	1. Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford:						
References	i i iiiai y	University Press.						
		2. Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A						
		Description and Analysis. Cambridge: Cambridge University Press.						
		3. Harmer, Jeremy. (2007). <i>The Practice of Language Teaching</i> . England: Pearson Education Ltd.						
	Supplementary	4. Nunan, D. (2015). <i>Teaching English to speakers of other languages: An introduction</i> . New York: Routledge.						
		 Oxford, R.L. (2016). <i>Teaching and Researching Language Learning Strategies</i>. New York: Routledge. 						
		6. Brown, D. (2014). <i>Principles of Language Learning and Teaching: A Course in Second Language Acquisition.</i> New York: Pearson Education.						
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		8. Johnson, A.P. (2017). Teaching Strategies for All Teachers Enhancing the Most Significant Variable.						
		Lanham: Rowman & Littlefield.						
		9. Walker, A., Leary, H., Hmelo-Silver, C.E. and Ertmer, P.A. (2015). <i>Essential readings in problem-</i>						
		based learning. West Lafayette: Purdue University Press.						
		10. Larmer, J., Mergendoller, J. and Boss, S. (2015). <i>Setting the standard for project-based learning</i> .						

	Alexandria: ASCD.
	11. Troyan, F.J. (2020). Genre in World Language Education: Contextualized Assessment and Learning.
	London: Taylor & Francis.
Lecturer(s)	Ririn Pusparini, Esti Kurniasih, Arik Susanti
Prerequisite	

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
1	Students are able to explain the basic concepts of ELT Methods	 Able to distinguish the terms <i>techniques, methods and approach</i> Able to identify the factors to consider when choosing a particular method. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective (3=correct; 2=almost correct; 1= a little bit correct, 0=incorrect)
2	Students are able to explain the learner- centered language instructions.	 Able to distinguish teacher- centered and learner-centered language instructions. Able to explain the advantages of learner-centered language instructions. Able to explain how to make language instructions more learner- centered. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	2, 4	Subjective
3	Students are able to explain Grammar Translation Method (GTM).	 Able to explain the principles of GTM. Able to explain the roles of the teacher and the students in GTM. Able to explain the characteristics 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form	1, 2	Subjective

Week	Learning	Assessment			rning Activities Time Allotment	Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
		of the teaching-learning process in GTM.			(Quiz) [2 x 50 minutes]		
4	Students are able to explain Direct Method (DM).	 Able to explain the principles of DM. Able to explain the roles of the teacher and the students in DM. Able to explain the characteristics of the teaching-learning process in DM. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
5	Students are able to explain Audio- lingual Method (ALM).	 Able to explain the principles of ALM. Able to explain the roles of the teacher and the students in ALM. Able to explain the characteristics of the teaching-learning process in ALM. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
6	Students are able to explain Desuggestopedia.	 Able to explain the principles of Desuggestopedia. Able to explain the roles of the teacher and the students in Desuggestopedia. Able to explain the characteristics of the teaching-learning process in Desuggestopedia. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
7	Students are able to explain The Silent Way.	 Able to explain the principles of The Silent Way. Able to explain the roles of the teacher and the students in The Silent Way. Able to explain the characteristics 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz)	1, 2	Subjective

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
		of the teaching-learning process in The Silent Way.			[2 x 50 minutes]		
8	Students are able to explain Community Language Learning.	 Able to explain the principles of Community Language Learning. Able to explain the roles of the teacher and the students in Community Language Learning. Able to explain the characteristics of the teaching-learning process in Community Language Learning. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
9	Students are able to explain Total Physical Response (TPR).	 Able to explain the principles of TPR. Able to explain the roles of the teacher and the students in TPR. Able to explain the characteristics of the teaching-learning process in TPR. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
10	Students are able to explain Communicative Language Teaching (CLT).	 Able to explain the principles of CLT. Able to explain the roles of the teacher and the students in CLT. Able to explain the characteristics of the teaching-learning process in CLT. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
11	Students are able to explain Content- based Instruction (CBI).	 Able to explain the principles of CBI. Able to explain the roles of the teacher and the students in CBI. Able to explain the characteristics of the teaching-learning process in 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz)	1, 2	Subjective

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
		CBI.			[2 x 50 minutes]		
12	Students are able to explain Task-based Instruction (TBI).	 Able to explain the principles of TBI. Able to explain the roles of the teacher and the students in TBI. Able to explain the characteristics of the teaching-learning process in TBI. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
13	Students are able to explain Participatory Approach.	 Able to explain the principles of Participatory Approach. Able to explain the roles of the teacher and the students in Participatory Approach. Able to explain the characteristics of the teaching-learning process in Participatory Approach. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
14	Students are able to explain Cooperative Learning.	 Able to explain the principles of Cooperative Learning. Able to explain the roles of the teacher and the students in Cooperative Learning. Able to explain the types of Cooperative Learning. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective
15	Students are able to explain Multiple Intelligences.	 Able to explain the types of Multiple Intelligences. Able to identify the activities that develop each type of intelligence. 	e Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	1, 2	Subjective

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Scoring
WEEK	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
16	Mid-term Exam						
17	Students are able to explain Language Learning Strategies Instruction.	 Able to explain the definition of Language Learning Strategies. Able to explain the types of Language Learning Strategies. Able to explain how to teach Language Learning Strategies. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	5	Subjective
18	Students are able to practice teaching Pronunciation.	 Able to explain the components of pronunciation. Able to explain the principles of teaching pronunciation. Able to demonstrate how to teach pronunciation. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
19	Students are able to practice teaching Grammar.	 Able to explain the components of grammar. Able to explain the principles of teaching grammar. Able to demonstrate how to teach grammar. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
20	Students are able to practice teaching Vocabulary.	 Able to explain the components of vocabulary. Able to explain the principles of teaching vocabulary. Able to demonstrate how to teach vocabulary. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
21	Students are able to	• Able to explain the components of	Criteria:	-	Google Classroom	3, 4, 6, 7	Subjective

Week	Learning			Learning Activities and Time Allotment		Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
	practice teaching Listening Comprehension.	 listening comprehension. Able to explain the principles of teaching listening comprehension. Able to demonstrate how to teach listening comprehension. 	Holistic rubric Quiz: Answer essay-type items		(lecture & discussion) Google Form (Quiz) [2 x 50 minutes]		
22	Students are able to practice teaching Reading Comprehension.	 Able to explain the components of reading comprehension. Able to explain the principles of teaching reading comprehension. Able to demonstrate how to teach reading comprehension. 	Criteria: Holistic rubric Quiz: Answer essay-type items	_	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
23	Students are able to practice teaching Speaking.	 Able to explain the components of speaking. Able to explain the principles of teaching speaking. Able to demonstrate how to teach speaking. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
24	Students are able to practice teaching Writing.	 Able to explain the components of writing. Able to explain the principles of teaching writing. Able to demonstrate how to teach writing. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	3, 4, 6, 7	Subjective
25	Students are able to explain Discovery Learning.	 Able to explain the principles of Discovery Learning. Able to explain the roles of the 	Criteria: Holistic rubric Quiz: Answer	-	Google Classroom (lecture & discussion)	8, 9	Subjective

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Scoring
week	Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
		 teacher and the students in Discovery Learning. Able to explain the characteristics of the teaching-learning process in Discovery Learning. 	essay-type items		Google Form (Quiz) [2 x 50 minutes]		
26	Students are able to explain Problem- based Approach.	 Able to explain the principles of Problem-based Approach. Able to explain the roles of the teacher and the students in Problem-based Approach. Able to explain the characteristics of the teaching-learning process in Problem-based Approach. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	8, 10	Subjective
27	Students are able to explain Project- based Approach.	 Able to explain the principles of Project-based Approach. Able to explain the roles of the teacher and the students in Project- based Approach. Able to explain the characteristics of the teaching-learning process in Project-based Approach. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	8, 11	Subjective
28	Students are able to explain Genre- based Approach.	 Able to explain the principles of Genre-based Approach. Able to explain the roles of the teacher and the students in Genre- based Approach. Able to explain the characteristics of the teaching-learning process in Genre-based Approach. 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [2 x 50 minutes]	8, 12	Subjective
29	Students are able to	• Able to explain the principles of	Criteria:	-	Google Classroom	8	Subjective

Week	Learning	Assessment		Learning Activities and Time Allotment		Learning	Securing
week	^K Objectives	Indicators	Criteria/Form/ Type	Offline	Online	Sources	Scoring
	explain Scientific	Scientific Approach.	Holistic rubric		(lecture &		
	Approach.	• Able to explain the roles of the teacher and the students in	Quiz: Answer essay-type items		discussion)		
		Scientific Approach.			Google Form		
		• Able to explain the characteristics			(Quiz)		
		of the teaching-learning process in			[2 x 50 minutes]		
		Scientific Approach.					
30	Review						
31	End-of-term Exam						

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit	ECTS	Meeting	Structured	Independent
(CU)		Hours	Assignments	Study
4 CU	6.36	3000 minutes	3360 minutes	3360 minutes

2. Program Learning Outcomes (PLO)

- PLO 1 Demonstrate speaking and writing competence at the level of B2 CEFR.
- PLO 2 Demonstrate good understanding about the concepts of English learning in national and global perspectives.
- PLO 4 Plan, carry out and evaluate English instructions effectively and creatively.
- PLO 7 Apply critical thinking and analytic skills in solving problems in English instructions.
- PLO 8 Demonstrate the oral and written skills in communicating knowledge about English instructions.
- PLO 9 Participate in life-long education, professional development and update of technology development.
- PLO 11 Demonstrate awareness of academic values, ethics and norms.
- PLO 12 Show the characters of religious, smart, independent, honest, caring and strong.

3. Course Learning Outcomes (CLO)

- CLO 1 CLO 1 Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.
- CLO 2 Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.
- CLO 3 Determine which method should be appropriately referred to for teaching a certain language skill or component.
- CLO 4 Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.

4. Assessment of PLO

a. Students' Grades

ENGLISH EDUCATI	ON STUDY PROGRAM
COURSE	: ELT Methods

COURSE	. ELI METIOUS
CLASSES	: 2018 A, B, C, D
CREDITS	: 4
ACADEMIC YEAR	: 2020/2021

No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PL0 11	PL0 12
1	18020084001	PUTRI FATIMATUZ ZUHRO	70	80	70	78	75.4	B+	75.4	75.4	75.4	75.4	75.4	75.4	75.4	75.4
2	18020084002	DEVA MELANIA	80	80	65	80	77	B+	77	77	77	77	77	77	77	77
3	18020084003	TASYA REYNA SHALSABILLA	75	80	65	78	75.4	B+	75.4	75.4	75.4	75.4	75.4	75.4	75.4	75.4
4	18020084004	DIAH RAHMI YULIANINGSIH	80	80	75	84	80.2	A-	80.2	80.2	80.2	80.2	80.2	80.2	80.2	80.2
5	18020084005	FIZARIYAH SUKMA	85	85	70	80	80.5	A-	80.5	80.5	80.5	80.5	80.5	80.5	80.5	80.5
6	18020084006	KARISMA KURNIAWATI	80	80	75	84	80.2	A-	80.2	80.2	80.2	80.2	80.2	80.2	80.2	80.2
7	18020084007	ANISA MAHDIANA AWALIN	70	80	50	78	71.4	В	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4
8	18020084008	FITRIA AFIFATUS SALAMAH	70	80	90	80	80	A-	80	80	80	80	80	80	80	80
9	18020084009	SEPTIARA DWI YUDHIA	80	80	60	80	76	B+	76	76	76	76	76	76	76	76
10	18020084010	AULIA PUTRI YULISTIA	75	80	60	78	74.4	В	74.4	74.4	74.4	74.4	74.4	74.4	74.4	74.4
11	18020084011	ZENITA SALSABILA	75	78	60	77	73.5	В	73.5	73.5	73.5	73.5	73.5	73.5	73.5	73.5
12	18020084012	IZZA AUDINA	75	80	90	82	81.6	A-	81.6	81.6	81.6	81.6	81.6	81.6	81.6	81.6
13	18020084013	ARDHELIA CINTARA DWIKI FRENDY	75	78	70	77	75.5	B+	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5
14	18020084014	LUISITA KHADLROTUL MASYHUROH	80	78	80	82	80	A-	80	80	80	80	80	80	80	80
15	18020084015	ADINI AMALIA	80	80	70	80	78	B+	78	78	78	78	78	78	78	78
16	18020084016	DIANA PUTRI	70	80	70	78	75.4	B+	75.4	75.4	75.4	75.4	75.4	75.4	75.4	75.4

No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PL0 11	PL0 12
		ANJANI VICKA PRASASTI														
17	18020084017	HASIBUAN	85	80	75	80	80	A-	80	80	80	80	80	80	80	80
18	18020084018	DINDA AYU OCTAVIA PUTRI	75	80	65	78	75.4	B+	75.4	75.4	75.4	75.4	75.4	75.4	75.4	75.4
19	18020084019	FITRIN ARLINDA	85	78	75	82	80	A-	80	80	80	80	80	80	80	80
20	18020084020	HILDA APRILINDA	80	80	65	80	77	B+	77	77	77	77	77	77	77	77
21	18020084021	MUNAWAROH ALFIANTI	85	80	85	90	85	А	85	85	85	85	85	85	85	85
22	18020084022	ROISUL LAURA GLADIKA	78	80	80	82	80.2	A-	80.2	80.2	80.2	80.2	80.2	80.2	80.2	80.2
23	18020084024	KHUSNUL KHOTIMAH	70	80	60	78	73.4	В	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4
24	18020084025	YULI QOUMIM MAHMUDAH	85	85	87	85	85.4	А	85.4	85.4	85.4	85.4	85.4	85.4	85.4	85.4
25	18020084026	DIVYA AYU DAMAYANTI	75	80	57	80	74.4	В	74.4	74.4	74.4	74.4	74.4	74.4	74.4	74.4
26	18020084027	PAULA EKA RAMDHANI	80	83	70	85	80.4	A-	80.4	80.4	80.4	80.4	80.4	80.4	80.4	80.4
27	18020084028	IKA NUR AINI	85	85	77	75	80.4	A-	80.4	80.4	80.4	80.4	80.4	80.4	80.4	80.4
		MUTIARA MAHARSI														
28	18020084029	MUMPUNI	85	85	63	75	77.6	B+	77.6	77.6	77.6	77.6	77.6	77.6	77.6	77.6
29	18020084030	EKA SYAHWALDA PUTRI	80	80	80	70	77	B+	77	77	77	77	77	77	77	77
30	18020084031	JULIANI NUR MUSTIKA SARI	75	80	80	75	77.5	B+	77.5	77.5	77.5	77.5	77.5	77.5	77.5	77.5
31	18020084032	JALU WINTANG WIDODO	85	80	77	85	81.9	A-	81.9	81.9	81.9	81.9	81.9	81.9	81.9	81.9
32	18020084033	RATNA GUSTI DENOK	85	82	60	80	77.6	B+	77.6	77.6	77.6	77.6	77.6	77.6	77.6	77.6
33	18020084034	DIANA NURIA PUTRI	80	84	93	85	85.3	А	85.3	85.3	85.3	85.3	85.3	85.3	85.3	85.3
34	18020084036	NATASYA ADELIA PUTRI	80	85	97	80	84.9	A-	84.9	84.9	84.9	84.9	84.9	84.9	84.9	84.9
35	18020084037	AINUN RAHMADIA ASIH	85	80	77	80	80.4	A-	80.4	80.4	80.4	80.4	80.4	80.4	80.4	80.4
36	18020084038	MEDINA AULIA SYAHRIAR	80	85	70	80	79.5	B+	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5
		ZHAFIRAH ROSA														
37	18020084039	KUSUMAWARDANA	85	85	63	70	76.1	B+	76.1	76.1	76.1	76.1	76.1	76.1	76.1	76.1
38	18020084040	MILLATUZ ZAKIYAH	85	85	93	80	85.1	A	85.1	85.1	85.1	85.1	85.1	85.1	85.1	85.1
39	18020084041	WANDA HIJRIANI HERWANTO	75	85	87	80	81.9	A-	81.9	81.9	81.9	81.9	81.9	81.9	81.9	81.9
39	10020084041	NAUFAL MUHAMMAD	/5	83	8/	80	81.9	A-	81.9	81.9	01.9	81.9	81.9	81.9	81.9	01.9
40	18020084042	WAHIDUL QUTHBI	70	76	63	75	71.9	В	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9
41	18020084043	TIFFANI WIDYA LARASATI	85	80	50	70	72	В	72	72	72	72	72	72	72	72

No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PL0 11	PL0 12
		SATYA DWINANDA SURJONO														
42	18020084044	PUTERA	75	80	30	60	63	C+	63	63	63	63	63	63	63	63
43	18020084046	SASI KIRANA SUGI WIWIKANANDA	85	80	73	80	79.6	B+	79.6	79.6	79.6	79.6	79.6	79.6	79.6	79.6
44	18020084047	RAVITA MAHARANI	80	80	77	80	79.4	B+	79.4	79.4	79.4	79.4	79.4	79.4	79.4	79.4
TT	10020004047	HAFIRSYANI RIZKA	00	00	//	00	77.4	D+	77.4	77.4	77.4	77.4	7.7.4	77.4	7.7.4	7.7.4
45	18020084048	OKTRIANUR	80	80	47	80	73.4	В	73.4	73.4	73.4	73.4	73.4	73.4	73.4	73.4
46	18020084049	JIBRIIL AHMAD ABDILLAH	80	85	50	60	69.5	B-	69.5	69.5	69.5	69.5	69.5	69.5	69.5	69.5
		DIOVANO ARDIN														
47	18020084050	RACHMANTA	75	80	70	75	75.5	B+	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5
48	18020084051	MELINA CAHYANINGTYAS	80	85	83	78	81.5	A-	81.5	81.5	81.5	81.5	81.5	81.5	81.5	81.5
49	18020084053	SEPTIAN DWI ANGGARA	80	85	73	78	79.5	B+	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5
50	18020084054	SELVIA MEYRA NUGRAHAENI	85	85	78	75	80.6	A-	80.6	80.6	80.6	80.6	80.6	80.6	80.6	80.6
51	18020084054	ELDA KARTIKASARI	80	85	68	80	79.1	B+	79.1	79.1	79.1	79.1	79.1	79.1	79.1	79.1
51	18020084055		75	80	70	74	75.2	В+ В+	75.2	79.1	79.1	75.2	75.2	75.2	75.2	75.2
52	18020084056	JOAN CHANDRA JOVANDO RACHMAH SHOFIATUL	/5	80	70	/4	/5.2	D+	/5.2	/5.2	/5.2	/5.2	75.2	/5.2	/5.2	75.2
53	18020084057	AIDAH	80	85	70	80	79.5	B+	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5
54	18020084058	AYU KURNIAWAN	85	90	85	84	86.2	Α	86.2	86.2	86.2	86.2	86.2	86.2	86.2	86.2
55	18020084059	AZMINATUL ALFAY ROHMAH	85	85	85	82	84.1	A-	84.1	84.1	84.1	84.1	84.1	84.1	84.1	84.1
56	18020084060	NILAM SARI	80	85	70	70	76.5	B+	76.5	76.5	76.5	76.5	76.5	76.5	76.5	76.5
57	18020084061	MAS AJENG FAHMA TAHTA	80	85	85	70	79.5	B+	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5
58	18020084062	SYLVIA PUSPA WINDRAWATI	80	85	80	80	81.5	A-	81.5	81.5	81.5	81.5	81.5	81.5	81.5	81.5
59	18020084063	APRILIA AYU KUSUMA DEWI	85	85	80	70	79.5	B+	79.5	79.5	79.5	79.5	79.5	79.5	79.5	79.5
60	18020084064	NUR JIHAD ROMADHONI	85	85	60	70	75.5	B+	75.5	75.5	75.5	75.5	75.5	75.5	75.5	75.5
		MUHAMMAD TAUFIQUR														
61	18020084065	RACHMAN	80	80	70	70	75	B+	75	75	75	75	75	75	75	75
62	18020084067	ALFINDA FEBRIANI	80	85	75	75	79	B+	79	79	79	79	79	79	79	79
63	18020084068	SRI WAHYUNI	80	85	78	80	81.1	A-	81.1	81.1	81.1	81.1	81.1	81.1	81.1	81.1
64	18020084069	ESTER MELANI	80	85	80	75	80	A-	80	80	80	80	80	80	80	80
65	18020084070	VIKA SYAH ALDINA	80	85	73	75	78.6	B+	78.6	78.6	78.6	78.6	78.6	78.6	78.6	78.6

No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PLO 11	PL0 12
66	18020084071	RIZKY EKA SYAHPUTRA	75	80	70	70	74	В	74	74	74	74	74	74	74	74
67	18020084072	DEVINA DINAR SALSABILA	80	85	78	78	80.5	A-	80.5	80.5	80.5	80.5	80.5	80.5	80.5	80.5
68	18020084073	NOVRITA NURUL IZZA	80	85	75	75	79	B+	79	79	79	79	79	79	79	79
69	18020084074	MUCHAMAD NURKHOLIS	70	75	80	71	73.8	В	73.8	73.8	73.8	73.8	73.8	73.8	73.8	73.8
70	18020084075	SALSABILA KHAIRUNNISA	78	78	80	80	79	B+	79	79	79	79	79	79	79	79
71	18020084076	SYAFRILA PAHLEVI ASSYURA	70	75	70	70	71.5	В	71.5	71.5	71.5	71.5	71.5	71.5	71.5	71.5
72	18020084077	TALITHA AYU RAMADHANI	80	80	85	77	80.1	A-	80.1	80.1	80.1	80.1	80.1	80.1	80.1	80.1
73	18020084078	VERINA AINUR IZZAMI HARIYANTO	80	78	80	78	78.8	B+	78.8	78.8	78.8	78.8	78.8	78.8	78.8	78.8
74	18020084079	MAHANANI ILMI IBRAHIM	85	85	95	81	85.8	Α	85.8	85.8	85.8	85.8	85.8	85.8	85.8	85.8
75	18020084080	LODEWYK ELFEIAND SUBEKTI	78	77	80	80	78.7	B+	78.7	78.7	78.7	78.7	78.7	78.7	78.7	78.7
76	18020084081	SITI WIJIPRATIWI	80	85	90	81	83.8	A-	83.8	83.8	83.8	83.8	83.8	83.8	83.8	83.8
77	18020084082	ALFINA DWIYANTI	80	75	85	78	78.9	B+	78.9	78.9	78.9	78.9	78.9	78.9	78.9	78.9
78	18020084083	ZAHRA ELBANISA	80	75	80	77	77.6	B+	77.6	77.6	77.6	77.6	77.6	77.6	77.6	77.6
79	18020084084	HAYUS HADIANTORO	70	80	60	70	71	В	71	71	71	71	71	71	71	71
80	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	70	80	65	74	73.2	В	73.2	73.2	73.2	73.2	73.2	73.2	73.2	73.2
81	18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	80	75	85	73	77.4	B+	77.4	77.4	77.4	77.4	77.4	77.4	77.4	77.4
82	18020084087	RIZKY LILIANI FEBRIANTI	80	80	75	76	77.8	B+	77.8	77.8	77.8	77.8	77.8	77.8	77.8	77.8
83	18020084088	BAMANDA AULIA PUTRI	86	86	86	83	85.1	Α	85.1	85.1	85.1	85.1	85.1	85.1	85.1	85.1
84	18020084089	DINDA PURNA PUTRI	80	75	80	81	78.8	B+	78.8	78.8	78.8	78.8	78.8	78.8	78.8	78.8
85	18020084090	FETTY NABILA ANNADAWY	80	83	85	82	82.5	A-	82.5	82.5	82.5	82.5	82.5	82.5	82.5	82.5
86	18020084091	MILLENIA BERLIAN FEBRINA	80	75	90	80	80.5	A-	80.5	80.5	80.5	80.5	80.5	80.5	80.5	80.5
87	18020084092	ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG	85	86	95	83	86.7	А	86.7	86.7	86.7	86.7	86.7	86.7	86.7	86.7
88	18020084093	ABDULLAH FARHAN RIFFANI	68	70	50	65	64.1	C+	64.1	64.1	64.1	64.1	64.1	64.1	64.1	64.1
89	18020084094	MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI	80	75	95	78	80.9	A-	80.9	80.9	80.9	80.9	80.9	80.9	80.9	80.9
90	18020084095	SALMA NOVIA LAILIKA	75	78	80	78	77.8	B+	77.8	77.8	77.8	77.8	77.8	77.8	77.8	77.8

No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PL0 11	PL0 12
91	18020084096	ALYA ROHANI FADHILAH	80	75	65	77	74.6	В	74.6	74.6	74.6	74.6	74.6	74.6	74.6	74.6
92	18020084097	BETARI UTAMA SAFITRI	77	79	65	73	74	В	74	74	74	74	74	74	74	74
93	18020084098	DEWANTI NAGA PUTRI	88	87	83	83	85.2	А	85.2	85.2	85.2	85.2	85.2	85.2	85.2	85.2

<u>Note</u>

Part: Participation

Assg: Assignment

Mid: Mid-term exam

End: End-of-term exam

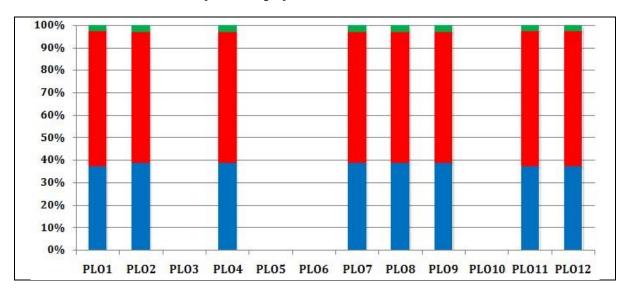
b. Assessment Plan

	PLO1	PLO2	PLO4	PLO7	PLO8	PLO9	PLO11	PLO12
CLO 1	Assignment, Mid-term & End-of-term Exams		Assignment, Mid-term & End-of-term Exams		Assignment, Mid-term & End-of-term Exams	Assignment, Mid-term & End-of-term Exams		
CLO 2		Assignment, Mid-term & End-of-term Exams		Assignment, Mid-term & End-of-term Exams				
CLO 3		Assignment, Mid-term & End-of-term Exams		Assignment, Mid-term & End-of-term Exams				Assignment, Mid-term & End-of-term Exams
CLO 4							Assignment, Mid-term & End-of-term Exams	Assignment, Mid-term & End-of-term Exams

	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PLO 11	PLO 12
Excellent	32	29	29	29	29	29	32	32
Good	51	43	43	43	43	43	51	51
Satisfy	2	2	2	2	2	2	2	2
Fail	0	0	0	0	0	0	0	0
Total	85	74	74	74	74	74	85	85

c. Students' Performance (Levels of Achievement)

e. Students' Performance (Bar Graph)



APPENDICES

APPENDIX A ASSESSMENT RUBRIC

1. Course Assessment

a. 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 thecompletion of group assignment	85 ≤ SA ≤ 100
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	70 ≤ 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 ≤ 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	≤ SA < 55

b. Knowledge/Cognitive Domain

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

Rubric for Assignment

Components	Scores	Descriptions
Organization	4	Used appropriate pattern
		Clearly stated main points
		 Provide logical conclusion
		Show coherence and cohesive devices
Content	4	• The content is relevant to the assigned
		topic
		 Subject knowledge is evident
Grammar	3	Use accuracy & variety of grammatical
		structures (for example; sentence
		structure)
Vocabulary	3	 use suitable words/technical
		terms/concepts/ appropriate registers
		(effective word choice)
Mechanics	3	 The mechanics are accurately used
Plagiarism	3	• Plagiarism is kept to a minimum as shown
		by the similarity index in Turnitin.

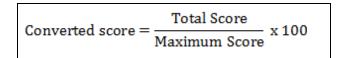
The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

$$Converted \ score = \frac{Total \ Score}{Maximum \ Score} \ x \ 100$$

Rubric for Mid-term Exams

Descriptions	Raw Scores
The answer is correct; the explanation is comprehensive; an	3
accurate example of the concept is provided.	5
The answer is almost correct; the explanation is sufficient but	
some aspects are not discussed; a quite good example of the	2
concept is provided.	
The answer is a little bit correct; the explanation only includes a	
few aspects of the concept; the example is not relevant to the	1
concept.	
The answer is incorrect; the explanation is inaccurate; no	0
example is provided.	U

The above raw scores are converted into a score ranging from 0 to 100 by using the following formula:



Rubric for End-of-term Exams

Components	Scores	Descriptions
Organization	4	Used appropriate pattern
		Clearly stated main points .
		 Provide logical conclusion
		 Show coherence and cohesive devices
Content	4	 The content is relevant to the assigned topic
		Subject knowledge is evident
Grammar	3	Use accuracy & variety of grammatical
		structures (for example; sentence
		structure)
Vocabulary	3	 use suitable words/technical
		terms/concepts/ appropriate registers
		(effective word choice)
Mechanics	3	The mechanics are accurately used
Plagiarism	3	• Plagiarism is kept to a minimum as shown
		by the similarity index in Turnitin.

The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

 $Converted \ score = \frac{Total \ Score}{Maximum \ Score} \ x \ 100$

2. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if they obtain a minimum grade of C (or a minimum score of 56). The grade is calculated based on the following components and weights:

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

Scoring Conversion

Scoring Interval	Point	Grade
85 ≤ NA ≤ 100	4.00	А
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	В
65 ≤ NA < 70	2.75	В-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	С
40 ≤ NA < 55	1.00	D
$0 \leq \mathrm{NA} < 40$	0	Е

APPENDIX B COURSE ACTIVITIES RECORDS

1. Students' Attendance



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

ATTENDANCE LIST

Odd Semester 2020/2021

Course : ELT Methods

Lecturer : Ririn Pusparini

Class : 2018A

Study Program : S1 English Education

										Sessi	on							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
No	Reg No	Name	15	17	22	24	29	01	06	08	13	15	20	22	27	29	03	%
			Sep	Sep	Sep	Sep	Sep	0ct	0ct	0ct	0ct	Oct	0ct	Oct	Oct	Oct	Nov	
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
1.	18020084001	PUTRI FATIMATUZ ZUHRO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084002	DEVA MELANIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084003	TASYA REYNA SHALSABILLA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084004	DIAH RAHMI YULIANINGSIH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084005	FIZARIYAH SUKMA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084006	KARISMA KURNIAWATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
7.	18020084007	ANISA MAHDIANA AWALIN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

8.	18020084008	FITRIA AFIFATUS SALAMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084009	SEPTIARA DWI YUDHIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084010	AULIA PUTRI YULISTIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084011	ZENITA SALSABILA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084012	IZZA AUDINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084013	ARDHELIA CINTARA DWIKI FRENDY	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084014	LUISITA KHADLROTUL MASYHUROH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084015	ADINI AMALIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084016	DIANA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084017	ANJANI VICKA PRASASTI HASIBUAN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084018	DINDA AYU OCTAVIA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084019	FITRIN ARLINDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084020	HILDA APRILINDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084021	MUNAWAROH ALFIANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22.	18020084022	ROISUL LAURA GLADIKA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23.	18020084024	KHUSNUL KHOTIMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

(Cont.)

									Se	ssion	l							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec							
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
1.	18020084001	PUTRI FATIMATUZ ZUHRO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084002	DEVA MELANIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084003	TASYA REYNA SHALSABILLA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084004	DIAH RAHMI YULIANINGSIH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	Η	100

									Se	ssior	L							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec							
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
5.	18020084005	FIZARIYAH SUKMA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084006	KARISMA KURNIAWATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
7.	18020084007	ANISA MAHDIANA AWALIN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
8.	18020084008	FITRIA AFIFATUS SALAMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084009	SEPTIARA DWI YUDHIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084010	AULIA PUTRI YULISTIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084011	ZENITA SALSABILA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084012	IZZA AUDINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084013	ARDHELIA CINTARA DWIKI FRENDY	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084014	LUISITA KHADLROTUL MASYHUROH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084015	ADINI AMALIA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084016	DIANA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084017	ANJANI VICKA PRASASTI HASIBUAN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084018	DINDA AYU OCTAVIA PUTRI	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084019	FITRIN ARLINDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084020	HILDA APRILINDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084021	MUNAWAROH ALFIANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22.	18020084022	ROISUL LAURA GLADIKA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23.	18020084024	KHUSNUL KHOTIMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SURABAYA Jl. Lidah Wetan, Surabaya - 60213 Telepon :+6231-99424932 Faksimile :+6231-99424932 e-mail :bakpk@unesa.ac.id

ATTENDANCE LIST

Odd semester 2020/2021

Course

: ELT Methods

:2018B

Lecturer : Esti Kurniasih

Class

Study Program : S1 English Education

									S	essior	ı							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
No	Reg No	Name	15	17	22	24	29	01	06	08	13	15	20	22	27	29	03	%
			Sep	Sep	Sep	Sep	Sep	0ct	0ct	0ct	0ct	0ct	Oct	0ct	Oct	0ct	Nov	1
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
1.	18020084025	YULI QOUMIM MAHMUDAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084026	DIVYA AYU DAMAYANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084027	PAULA EKA RAMDHANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084028	IKA NUR AINI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084029	MUTIARA MAHARSI MUMPUNI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084030	EKA SYAHWALDA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

									S	essior	ı							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
No	Reg No	Name	15	17	22	24	29	01	06	08	13	15	20	22	27	29	03	%
			Sep 20	Sep 20	Sep 20	Sep 20	Sep 20	Oct 20	0ct 20	Oct 20	Oct 20	Oct 20	0ct 20	Oct 20	Oct 20	Oct 20	Nov 20	
7.	18020084031	JULIANI NUR MUSTIKA SARI	<u>20</u> Н	100														
8.	18020084032	JALU WINTANG WIDODO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084033	RATNA GUSTI DENOK	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084034	DIANA NURIA PUTRI	Н	Н	Н	Н	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084036	NATASYA ADELIA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084037	AINUN RAHMADIA ASIH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084038	MEDINA AULIA SYAHRIAR	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084040	MILLATUZ ZAKIYAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084041	WANDA HIJRIANI HERWANTO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084042	NAUFAL M, WAHIDUL QUTHBI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084043	TIFFANI WIDYA LARASATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084044	SATYA DWINANDA SURJONO PUTERA	А	А	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084046	SASI KIRANA SUGI WIWIKANANDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084047	RAVITA MAHARANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

									S	ession	1							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
No	Reg No	Name	15	17	22	24	29	01	06	08	13	15	20	22	27	29	03	%
			Sep	Sep	Sep	Sep	Sep	Oct	Oct	0ct	0ct	0ct	0ct	Oct	Oct	Oct	Nov	
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
22.	18020084048	HAFIRSYANI RIZKA OKTRIANUR	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23.	18020084049	JIBRIIL AHMAD ABDILLAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

(cont.)

									Se	ession	1							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Ν	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
0	0		No	De														
			v 20	с 20														
1	100200040										-							100
1.	180200840 25	YULI QOUMIM MAHMUDAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	180200840 26	DIVYA AYU DAMAYANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	180200840 27	PAULA EKA RAMDHANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	180200840 28	IKA NUR AINI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	180200840 29	MUTIARA MAHARSI MUMPUNI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	180200840 30	EKA SYAHWALDA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

									Se	ession	l							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
N	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
0	0		No	De														
			v 20	с 20														
7.	180200840 31	JULIANI NUR MUSTIKA SARI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
8.	180200840 32	JALU WINTANG WIDODO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	180200840 33	RATNA GUSTI DENOK	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10	180200840 34	DIANA NURIA PUTRI	Н	Н	Η	Н	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	100
11	180200840 36	NATASYA ADELIA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12	180200840 37	AINUN RAHMADIA ASIH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13	180200840 38	MEDINA AULIA SYAHRIAR	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14	180200840 39	ZHAFIRAH ROSA KUSUMAWARDA NA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15	180200840 40	MILLATUZ ZAKIYAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16	180200840 41	WANDA HIJRIANI HERWANTO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17	180200840 42	NAUFAL M. WAHIDUL QUTHBI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18	180200840 43	TIFFANI WIDYA LARASATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19	180200840 44	SATYA DWINANDA	А	А	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

									Se	ession	1							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
N O	Reg No	Name	05 No	10 No	12 No	17 No	19 No	24 No	26 No	01 De	03 De	08 De	10 De	15 De	17 De	22 De	24 De	%
			v 20	с 20														
		SURJONO PUTERA																
20	180200840 46	SASI KIRANA SUGI WIWIKANANDA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21	180200840 47	RAVITA MAHARANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22	180200840 48	HAFIRSYANI RIZKA OKTRIANUR	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23	180200840 49	JIBRIIL AHMAD ABDILLAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SURABAYA

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ATTENDANCE LIST

Odd Semester 2020/2021

Course : ELT Methods

: 2018C

Study : S1 English Education

Program

Class

Lecturer : Arik Susanti

			Session															
			1	2	2	4	-	(7			10	11	10	10	14	1 -	
No	Reg No	Name	1 15	2 17	3 22	4 24	5 29	6 01	/ 06	8 08	9 13	10 15	11 20	12 22	13 27	14 29	15 03	%
no	Neg No	Nume	Sep	Sep	Sep	Z4 Sep	29 Sep	Oct	06 Oct	08 Oct	15 Oct	15 Oct	20 Oct	22 Oct	27 Oct	29 Oct	Nov	70
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
1.	18020084050	DIOVANO ARDIN RACHMANTA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084051	MELINA CAHYANINGTYAS	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084053	SEPTIAN DWI ANGGARA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084054	SELVIA MEYRA NUGRAHAENI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084055	ELDA KARTIKASARI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084056	JOAN CHANDRA JOVANDO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
7.	18020084057	RACHMAH SHOFIATUL AIDAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
8.	18020084058	AYU KURNIAWAN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084059	AZMINATUL ALFAY ROHMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084060	NILAM SARI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084061	MAS AJENG FAHMA TAHTA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084062	SYLVIA PUSPA WINDRAWATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084063	APRILIA AYU KUSUMA DEWI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084064	NUR JIHAD ROMADHONI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084065	MUHAMMAD TAUFIQUR RACHMAN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084067	ALFINDA FEBRIANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084068	SRI WAHYUNI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084069	ESTER MELANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084070	VIKA SYAH ALDINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084071	RIZKY EKA SYAHPUTRA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084072	DEVINA DINAR SALSABILA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

22. 18020084073 NOVRITA NURUL IZZA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100	
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(Cont.)

									Se	ssior	1							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov 20	Nov 20	Nov 20	Nov 20	Nov 20	Nov 20	Nov 20	Dec 20	Dec 20	Dec 20	Dec 20	Dec 20	Dec 20	Dec 20	Dec 20	
1.	18020084050	DIOVANO ARDIN RACHMANTA	<u>20</u> Н	<u>20</u> Н	<u>20</u> Н	H	<u>20</u> Н	<u>20</u> Н	H	H	H	H	<u>20</u> Н	<u>20</u> Н	<u>20</u> Н	H	<u>20</u> Н	100
2.	18020084051	MELINA CAHYANINGTYAS	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084053	SEPTIAN DWI ANGGARA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084054	SELVIA MEYRA NUGRAHAENI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084055	ELDA KARTIKASARI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084056	JOAN CHANDRA JOVANDO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
7.	18020084057	RACHMAH SHOFIATUL AIDAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
8.	18020084058	AYU KURNIAWAN	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084059	AZMINATUL ALFAY ROHMAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084060	NILAM SARI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084061	MAS AJENG FAHMA TAHTA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084062	SYLVIA PUSPA WINDRAWATI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084063	APRILIA AYU KUSUMA DEWI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084064	NUR JIHAD ROMADHONI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084065	ESTER MELANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084067	VIKA SYAH ALDINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084068	RIZKY EKA SYAHPUTRA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084069	ESTER MELANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084070	VIKA SYAH ALDINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

									Se	ssior	l							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec							
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
20.	18020084071	RIZKY EKA SYAHPUTRA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084072	DEVINA DINAR SALSABILA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22.	18020084073	NOVRITA NURUL IZZA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SURABAYA

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ATTENDANCE LIST

Odd Semester 2020/2021

Course : ELT Methods

Class : 2018D

Lecturer : Ririn Pusparini

Study Program : S1 English Education

				Session														
			1	2	2	4	-	(1	10	11	10	10	14	15	
No	Reg No	Name	1	2 17	3 22	4	5 29	6 01	7 06	8 08	9 13	10 15	11 20	12 22	13 27	14 29	15 03	%
NU	neg no	Name	15 Sep	Sep	Sep	24 Sep	Z9 Sep	01 Oct	06 Oct	08 Oct	13 Oct	15 Oct	20 Oct	22 Oct	27 Oct	29 Oct	03 Nov	70
			20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
1.	18020084074	MUCHAMAD NURKHOLIS	Н	Η	Н	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084075	SALSABILA KHAIRUNNISA	Н	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
3.	18020084076	SYAFRILA PAHLEVI ASSYURA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
4.	18020084077	TALITHA AYU RAMADHANI	Н	Η	Н	Η	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084078	VERINA AINUR IZZAMI HARIYANTO	Н	Н	Н	Η	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
6.	18020084079	MAHANANI ILMI IBRAHIM	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
7.	18020084080	LODEWYK ELFEIAND SUBEKTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
8.	18020084081	SITI WIJIPRATIWI	Н	Η	Н	Η	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084082	ALFINA DWIYANTI	Н	Η	Н	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
10.	18020084083	ZAHRA ELBANISA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
11.	18020084084	HAYUS HADIANTORO	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
12.	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
13.	18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084087	RIZKY LILIANI FEBRIANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084088	BAMANDA AULIA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084089	DINDA PURNA PUTRI	Н	Η	Н	Η	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084090	FETTY NABILA ANNADAWY	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084091	MILLENIA BERLIAN FEBRINA	Н	Η	Н	Η	Η	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

19.	18020084092	ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084093	ABDULLAH FARHAN RIFFANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084094	MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22.	18020084095	SALMA NOVIA LAILIKA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23.	18020084096	ALYA ROHANI FADHILAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
24.	18020084097	BETARI UTAMA SAFITRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
25.	18020084098	DEWANTI NAGA PUTRI	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	Н	Н	Н	Н	100

(Cont.)

									Se	ssio	1							
		eg No Name		17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No			10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov 20	Dec 20														
1.	18020084074	MUCHAMAD NURKHOLIS	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
2.	18020084075	SALSABILA KHAIRUNNISA	Н	Н	Н	Н	Н	Н	Η	Н	Η	Η	Η	Н	Н	Н	Н	100
3.	18020084076	SYAFRILA PAHLEVI ASSYURA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	Н	100
4.	18020084077	TALITHA AYU RAMADHANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
5.	18020084078	VERINA AINUR IZZAMI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
	10020001070	HARIYANTO																
6.	18020084079	MAHANANI ILMI IBRAHIM	Н	Н	Н	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	Н	100
7.	18020084080	LODEWYK ELFEIAND SUBEKTI	Н	Н	Н	Н	Н	Н	Η	Н	Н	Η	Н	Н	Н	Н	Н	100
8.	18020084081	SITI WIJIPRATIWI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
9.	18020084082	ALFINA DWIYANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Η	Н	Н	Н	Н	Н	100
10.	18020084083	ZAHRA ELBANISA	Н	Н	Н	Н	Н	Н	Η	Н	Η	Η	Η	Н	Н	Н	Н	100
11.	18020084084	HAYUS HADIANTORO	Н	Н	Н	Н	Н	Н	Η	Н	Н	Η	Н	Н	Н	Н	Н	100

									Se	ssion	l							
			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
No	Reg No	Name	05	10	12	17	19	24	26	01	03	08	10	15	17	22	24	%
			Nov 20	Dec 20														
12.	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100
13.	18020084086	ADHILA N.WAHYU PRIHANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
14.	18020084087	RIZKY LILIANI FEBRIANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
15.	18020084088	BAMANDA AULIA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
16.	18020084089	DINDA PURNA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
17.	18020084090	FETTY NABILA ANNADAWY	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
18.	18020084091	MILLENIA BERLIAN FEBRINA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
19.	18020084092	ZAKIYYATUL M. H. ASSAGUNG	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
20.	18020084093	ABDULLAH FARHAN RIFFANI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
21.	18020084094	MAGHFIROTUL L. R.IBTIYANTI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
22.	18020084095	SALMA NOVIA LAILIKA	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
23.	18020084096	ALYA ROHANI FADHILAH	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
24.	18020084097	BETARI UTAMA SAFITRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100
25.	18020084098	DEWANTI NAGA PUTRI	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	100

2. Course Log Books



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

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Course Class Time & Room	:	ELT Methods 2018A T04.03.12 (Tuesday 7.00 - 8.40) T04.02.10 (Thursday 7.00 - 8.40)
Lecturer	:	T04.03.10 (Thursday 7.00-8.40) RIRIN PUSPARINI (197605212003122001)

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
1	15-09- 2020	1	Introduction	23	Scheduled	Ririn Pusparini
2	17-09- 2020	2	Learner- centered teaching	23	Scheduled	Ririn Pusparini
3	22-09- 2020	3	Grammar Translation Method	23	Scheduled	Ririn Pusparini
4	24-09- 2020	4	Direct Method	23	Scheduled	Ririn Pusparini
5	29-09- 2020	5	Audio Lingual Method	23	Scheduled	Ririn Pusparini
6	01-10- 2020	6	The Silent Way	23	Scheduled	Ririn Pusparini
7	06-10- 2020	7	Community Language Learning	23	Scheduled	Ririn Pusparini
8	08-10- 2020	8	Total Physical Response	23	Scheduled	Ririn Pusparini
9	13-10- 2020	9	Communicative Language Teaching	23	Scheduled	Ririn Pusparini

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
10	15-10- 2020	10	Content Based Instruction	23	Scheduled	Ririn Pusparini
11	20-10- 2020	11	Task Based Instruction	23	Scheduled	Ririn Pusparini
12	22-10- 2020	12	Participatory Approach	23	Scheduled	Ririn Pusparini
13	27-10- 2020	13	Multiple Intellegences	23	Scheduled	Ririn Pusparini
14	29-10- 2020	14	Cooperative Learning	23	Scheduled	Ririn Pusparini
15	03-11- 2020	15	Mid-term exam	23	Scheduled	Ririn Pusparini
16	05-11- 2020	16	Language Learning Strategies	23	Scheduled	Ririn Pusparini
17	10-11- 2020	17	Teaching Pronunciation	23	Scheduled	Ririn Pusparini
18	12-11- 2020	18	Teaching Grammar	23	Scheduled	Ririn Pusparini
19	17-11- 2020	19	Teaching Vocabulary	23	Scheduled	Ririn Pusparini
20	19-11- 2020	20	Teaching Listening	23	Scheduled	Ririn Pusparini
21	24-11- 2020	21	Teaching Reading	23	Scheduled	Ririn Pusparini
22	26-11- 2020	22	Teaching Speaking	23	Scheduled	Ririn Pusparini
23	01-12- 2020	23	Teaching Writing	23	Scheduled	Ririn Pusparini
24	03-12- 2020	24	Discovery Learning	23	Scheduled	Ririn Pusparini
25	08-12- 2020	25	Project Based Learning	23	Scheduled	Ririn Pusparini
26	10-12- 2020	26	Problem Based Learning	23	Scheduled	Ririn Pusparini
27	15-12- 2020	27	Scientific Approach	23	Scheduled	Ririn Pusparini

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
28	17-12- 2020	28	Genre-based Approach	23	Scheduled	Ririn Pusparini
29	22-12- 2020	29	Review	23	Scheduled	Ririn Pusparini
30	24-12- 2020	30	Collective Leave Holiday	23	Scheduled	Ririn Pusparini



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UNIVERSITAS NEGERI SURABAYA

Course	:	ELT Method
Class	:	2018B
Time & Room	:	T04.03.12 (Tuesday 8.50 -10.30)
		T04.03.10 (Thursday 8.50-10.30)
Lecturer	:	ESTI KURNIASIH (197709252006042001)

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
1	15-09- 2020	1	Introduction	23	Scheduled	Esti Kurniasih
2	17-09- 2020	2	Learner- centered teaching	23	Scheduled	Esti Kurniasih
3	22-09- 2020	3	Grammar Translation Method	23	Scheduled	Esti Kurniasih
4	24-09- 2020	4	Direct Method	23	Scheduled	Esti Kurniasih
5	29-09- 2020	5	Audio Lingual Method	23	Scheduled	Esti Kurniasih

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
6	01-10- 2020	6	The Silent Way	23	Scheduled	Esti Kurniasih
7	06-10- 2020	7	Community Language Learning	23	Scheduled	Esti Kurniasih
8	08-10- 2020	8	Total Physical Response	23	Scheduled	Esti Kurniasih
9	13-10- 2020	9	Communicative Language Teaching	23	Scheduled	Esti Kurniasih
10	15-10- 2020	10	Content Based Instruction	23	Scheduled	Esti Kurniasih
11	20-10- 2020	11	Task Based Instruction	23	Scheduled	Esti Kurniasih
12	22-10- 2020	12	Participatory Approach	23	Scheduled	Esti Kurniasih
13	27-10- 2020	13	Multiple Intellegences	23	Scheduled	Esti Kurniasih
14	29-10- 2020	14	Cooperative Learning	23	Scheduled	Esti Kurniasih
15	03-11- 2020	15	Mid-term exam	23	Scheduled	Esti Kurniasih
16	05-11- 2020	16	Language Learning Strategies	23	Scheduled	Esti Kurniasih
17	10-11- 2020	17	Teaching Pronunciation	23	Scheduled	Esti Kurniasih
18	12-11- 2020	18	Teaching Grammar	23	Scheduled	Esti Kurniasih
19	17-11- 2020	19	Teaching Vocabulary	23	Scheduled	Esti Kurniasih
20	19-11- 2020	20	Teaching Listening	23	Scheduled	Esti Kurniasih
21	24-11- 2020	21	Teaching Reading	23	Scheduled	Esti Kurniasih
22	26-11- 2020	22	Teaching Speaking	23	Scheduled	Esti Kurniasih

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
23	01-12- 2020	23	Teaching Writing	23	Scheduled	Esti Kurniasih
24	03-12- 2020	24	Discovery Learning	23	Scheduled	Esti Kurniasih
25	08-12- 2020	25	Project Based Learning	23	Scheduled	Esti Kurniasih
26	10-12- 2020	26	Problem Based Learning	23	Scheduled	Esti Kurniasih
27	15-12- 2020	27	Scientific Approach	23	Scheduled	Esti Kurniasih
28	17-12- 2020	28	Genre-based Approach	23	Scheduled	Esti Kurniasih
29	22-12- 2020	29	Review	23	Scheduled	Esti Kurniasih
30	24-12- 2020	30	Collective Leave Holiday	23	Scheduled	Esti Kurniasih



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Course	:	ELT Method
Class	:	2018C
Time & Room	:	T04.03.12 (Tuesday 10.40 - 12.20)
		T04.03.10 (Thursday 10.40-12.20)
Lecturer	:	ARIK SUSANTI (197802052005012001)

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
1	15-09- 2020	1	Introduction	22	Scheduled	Arik Susanti

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
2	17-09- 2020	2	Learner- centered teaching	22	Scheduled	Arik Susanti
3	22-09- 2020	3	Grammar Translation Method	22	Scheduled	Arik Susanti
4	24-09- 2020	4	Direct Method	22	Scheduled	Arik Susanti
5	29-09- 2020	5	Audio Lingual Method	22	Scheduled	Arik Susanti
6	01-10- 2020	6	The Silent Way	22	Scheduled	Arik Susanti
7	06-10- 2020	7	Community Language Learning	22	Scheduled	Arik Susanti
8	08-10- 2020	8	Total Physical Response	22	Scheduled	Arik Susanti
9	13-10- 2020	9	Communicative Language Teaching	22	Scheduled	Arik Susanti
10	15-10- 2020	10	Content Based Instruction	22	Scheduled	Arik Susanti
11	20-10- 2020	11	Task Based Instruction	22	Scheduled	Arik Susanti
12	22-10- 2020	12	Participatory Approach	22	Scheduled	Arik Susanti
13	27-10- 2020	13	Multiple Intellegences	22	Scheduled	Arik Susanti
14	29-10- 2020	14	Cooperative Learning	22	Scheduled	Arik Susanti
15	03-11- 2020	15	Mid-term exam	22	Scheduled	Arik Susanti
16	05-11- 2020	16	Language Learning Strategies	22	Scheduled	Arik Susanti
17	10-11- 2020	17	Teaching Pronunciation	22	Scheduled	Arik Susanti

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
18	12-11- 2020	18	Teaching Grammar	22	Scheduled	Arik Susanti
19	17-11- 2020	19	Teaching Vocabulary	22	Scheduled	Arik Susanti
20	19-11- 2020	20	Teaching Listening	22	Scheduled	Arik Susanti
21	24-11- 2020	21	Teaching Reading	22	Scheduled	Arik Susanti
22	26-11- 2020	22	Teaching Speaking	22	Scheduled	Arik Susanti
23	01-12- 2020	23	Teaching Writing	22	Scheduled	Arik Susanti
24	03-12- 2020	24	Discovery Learning	22	Scheduled	Arik Susanti
25	08-12- 2020	25	Project Based Learning	22	Scheduled	Arik Susanti
26	10-12- 2020	26	Problem Based Learning	22	Scheduled	Arik Susanti
27	15-12- 2020	27	Scientific Approach	22	Scheduled	Arik Susanti
28	17-12- 2020	28	Genre-based Approach	22	Scheduled	Arik Susanti
29	22-12- 2020	29	Review	22	Scheduled	Arik Susanti
30	24-12- 2020	30	Collective Leave Holiday	22	Scheduled	Arik Susanti



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UNIVERSITAS NEGERI SURABAYA

Course	:	ELT Method
Class	:	2018D
Time & Room	:	T04.03.12 (Tuesday 13.00 - 14.40)

T04.03.10 (Thursday 13.00 - 14.40)Lecturer: RIRIN PUSPARINI (197605212003122001)

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
1	15-09- 2020	1	Introduction	25	Scheduled	Ririn Pusparini
2	17-09- 2020	2	Learner- centered teaching	25	Scheduled	Ririn Pusparini
3	22-09- 2020	3	Grammar Translation Method	25	Scheduled	Ririn Pusparini
4	24-09- 2020	4	Direct Method	25	Scheduled	Ririn Pusparini
5	29-09- 2020	5	Audio Lingual Method	25	Scheduled	Ririn Pusparini
6	01-10- 2020	6	The Silent Way	25	Scheduled	Ririn Pusparini
7	06-10- 2020	7	Community Language Learning	25	Scheduled	Ririn Pusparini
8	08-10- 2020	8	Total Physical Response	25	Scheduled	Ririn Pusparini
9	13-10- 2020	9	Communicative Language Teaching	25	Scheduled	Ririn Pusparini
10	15-10- 2020	10	Content Based Instruction	25	Scheduled	Ririn Pusparini
11	20-10- 2020	11	Task Based Instruction	25	Scheduled	Ririn Pusparini
12	22-10- 2020	12	Participatory Approach	25	Scheduled	Ririn Pusparini
13	27-10- 2020	13	Multiple Intellegences	25	Scheduled	Ririn Pusparini
14	29-10- 2020	14	Cooperative Learning	25	Scheduled	Ririn Pusparini
15	03-11- 2020	15	Mid-term exam	25	Scheduled	Ririn Pusparini

No.	Date	Session	Торіс	Stu- dents	Status	Lecturer
16	05-11- 2020	16	Language Learning Strategies	25	Scheduled	Ririn Pusparini
17	10-11- 2020	17	Teaching Pronunciation	25	Scheduled	Ririn Pusparini
18	12-11- 2020	18	Teaching Grammar	25	Scheduled	Ririn Pusparini
19	17-11- 2020	19	Teaching Vocabulary	25	Scheduled	Ririn Pusparini
20	19-11- 2020	20	Teaching Listening	25	Scheduled	Ririn Pusparini
21	24-11- 2020	21	Teaching Reading	25	Scheduled	Ririn Pusparini
22	26-11- 2020	22	Teaching Speaking	25	Scheduled	Ririn Pusparini
23	01-12- 2020	23	Teaching Writing	25	Scheduled	Ririn Pusparini
24	03-12- 2020	24	Discovery Learning	25	Scheduled	Ririn Pusparini
25	08-12- 2020	25	Project Based Learning	25	Scheduled	Ririn Pusparini
26	10-12- 2020	26	Problem Based Learning	25	Scheduled	Ririn Pusparini
27	15-12- 2020	27	Scientific Approach	25	Scheduled	Ririn Pusparini
28	17-12- 2020	28	Genre-based Approach	25	Scheduled	Ririn Pusparini
29	22-12- 2020	29	Review	25	Scheduled	Ririn Pusparini
30	24-12- 2020	30	Collective Leave Holiday	25	Scheduled	Ririn Pusparini

3. Sample of Assignment



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS Kampus Lidah Wetan Surabaya Gedung T4 Lidah Wetan Surabaya 60213 Telp/Fax. (031)7532192 Email: bahasainggris@unesa.ac.id

TUGAS 1 – ELT METHOD

Instruction:

After learning various ELT approaches, methods, and techniques from the recommended books and through presentations and discussions, now summarize those approaches, methods, and techniques using your own words. You may use the following books as the references.

(1) Larsen-Freeman, Diane. (2011). *Techniques and Principles in Language Teaching* (2nd ed). Oxford: Oxford University Press.

(2) Richards, Jack C and Theodore S. Rodgers. (1986). *Approaches and Methods in Language Teaching*: A Description and Analysis. Cambridge: Cambridge University Press.

www.unesa.ac.id "Growing with character"



4. Sample of Student's Work on Assignment

ASSIGNMENT 1 - SUMMARY ON ELT METHODS AND APPROACHES

IKA NUR AINI 18020084028 2018 B

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1. GRAMMAR TRANSLATION METHOD (GTM)

The grammar-translation method is a first method called the classical method because it used since the 20th century. This method has any goals; Training students to read any kind of text, improve students' vocabulary by translation, and to improve their structure and grammar. This method is very suitable for young learners; elementary school, junior high school, and senior high school. Students understand this method by translating native speakers. If they cannot understand they are should find out in the dictionary or ask other students. This method makes students become passive learners because they are emphasized in the writing and reading skills. This method has several techniques; Translation of a literary passage, reading comprehension questions, antonyms or synonyms, fill in the blanks, memorization, and use words in sentences. The Grammar Translation Method has been practiced so widely and has survived so long for its main advantages. First, as many schools still have classes with a large number of students, GTM with its focus on teacher centeredness is cost-effective and appropriate.

2. THE DIRECT METHOD

The Direct Method of teaching sometimes called the natural method. The Direct Method has one very basic rule: No translation is allowed. The Direct Method receives its name from the fact that meaning is to be concerned directly with the target language, without going through the process of translating into students' native language. This method has the goals; training students to communicate, to teach students to be active learners. If the students make errors they should self-corrections.

This method has any rules; Teachers do not explain but use action and demonstration instead, concepts and vocabulary are taught through pantomiming, real-life objects and other visual materials, concrete vocabulary is taught through demonstration, objects, and pictures, abstract vocabulary is taught by association of ideas. Teaching grammar is done by using an inductive approach. This method has several techniques; reading aloud, conversation practice, fill the blank, dictation, and question answer.

3. THE AUDIO-LINGUAL METHOD

The Audio-Lingual Method is an oral-based approach. This method drills students in the use of grammatical sentence patterns. The teacher is also responsible for providing their students with a good model for imitation and as the leader in the class. Students can use drama, pictures, gestures, and others. They are learning through imitation and repetition. In this method, the teacher emphasizes listening first. Grammar is taught inductively. Rules are generalized from practice and experience with the target language.

The goals of this method are; to make students able to use the target language communicatively and automatically without stopping to think and to help students to acquire the structural patterns. This method has several techniques; Dialogue memorization, complete the dialogue, repetition drill, grammar game, and question and answer.

4. THE SILENT WAY

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. The goals of this method are; students are expected to become independent, autonomous and responsible, students can use the language for selfexpression, they can develop independence from the teacher, it is a platform of interaction between and among the students, it develops self-exploration by discovering their own mistakes.

If the students make error teachers use gestures to point other students and students give the correct answer by asking friends. This method has several techniques; Self-correction gestures, word chart, peer correction, structured feedback, and sound-color chart. The advantages of this method are; Students learn by themselves, students can fix their pronunciation based on the teacher's guide.

5. DESUGGESTOPEDIA

This method developed out of believing that the human brain could process great quantities of material given the right conditions of learning like relaxation. Teachers should break the language barriers of students, so they can learn about the target language effectively. It is believed that if the students learn in a comfortable situation, they will gain information more effectively. Apart from soft, comfortable seats in a relaxed setting, everything else remained the same. This method used to improve the self-confident of students.

The goals of this method are; to help students eliminate and overcome the barriers to learning and increase the communicative ability of the students. Characteristics of desuggestopedia are doing games, songs, role play. Vocabulary, speaking and grammar are emphasized in this method. Desuggestopedia has several techniques; positive suggestion, classroom set-up, role play, and creative adaptation.

6. COMMUNITY LANGUAGE LEARNING

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates in Chicago, 1995. It is sometimes cited as an example of a humanistic approach and derives its primary insights from counseling. It is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed.

5. Sample of Mid-term Test



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> Quality ISO 9001

B

UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH : ELT METHOD KODE MATA KULIAH : 8820304057 JUMLAH SKS : 4 SKS PRODI/ANGKATAN : PEND. BAHASA INGGRIS/2018 HARI/ TANGGAL : KAMIS/3 NOVEMBER 2020 ALOKASI WAKTU : 100 MENIT DOSEN : TIM

Read and answer the following questions carefully!

- 1. What are some of the characteristics of the Direct Method (DM) that make it so distinct from the Audio-Lingual Method (ALM)?
- Gardner (2006) has theorized that individuals have at least eight distinct intelligences that can be developed over a lifetime. Create learning activities that involve <u>two</u> of those intelligences.
- 3. What is the role of the teacher when she or he applies Dessugestopedia?

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6. Sample of A Student's Answer to the Mid-term Exam



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS KampusLidahWetan Surabaya Gedung T4 LidahWetan Surabaya 60213 Telp/Fax. (031)7532192 Email: bahasainggris@unesa.ac.id

UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH KODE MATA KULIAH JUMLAH SKS PRODI/ANGKATAN HARI/ TANGGAL ALOKASI WAKTU DOSEN ELT METHOD
8820304057
4 SKS
PEND. BAHASA INGGRIS/2018
KAMIS/3 NOVEMBER 2020
100 MENIT
TIM

Name: Eka Syahwalda Putri NIM: 18020084030 Model: B

Read and answer the following questions carefully!

1. What are some of the characteristics of the Direct Method (DM) that make it so distinct from the Audio-Lingual Method (ALM)?

Answer: In direct method, students learn how to use the target language in the right context or situations. The syllabus that is used in direct method is depend on the situations (one unit can consist of language use at bank and another language that can be used in the market. The syllabus is also depend on the topics such as weather, geographic, or day and month. For example: based on the experience in the book, the teacher teaches the students about the geographic of United States of America. He uses a map of United States as a media. If there is a students who ask, the teacher will give a example to explain the meaning. He gives the example by using the target language. On the other hand, the students will learn about grammar pattern orally in Audio-Lingual Method. So, the teacher will teach the grammar

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structure directly and orally to students. He/she will drill the students a sentence or a phrase one by one and the students will repeat the sentence directly.

(Score: 3)

2. Gardner (2006) has theorized that individuals have at least eight distinct intelligences that can be developed over a lifetime. Create learning activities that involve <u>two</u> of those intelligences.

Answer: The teacher makes a group of students. After that, the teacher give a commands to students to observe the green plants around the school. Then, the teacher give a commands to make a report in a piece of paper. This learning activities makes students to use two of their intelligences. That is interpresonal and naturalist because students will make a project from their obervation. It means that students need interpresonal intelligences. In addition, the students will observe the green plant around the school. It means that students need naturalist intelligences to do the observation.

(Score: 2.3)

3. What is the role of the teacher when she or he applies Dessugestopedia?

Answer: The teacher is the authority in the classroom. To successfully this method, the students must trust and respect their teacher. The students will retain information better from someone in whom they have confidence since they will be more responsive to her 'desuggesting' their limitations and suggesting how easy it will be for them to succeed. Once the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited.Even so, teachers cannot teach directly, they must become partners for students and participate in student activities.

(*Score: 3*)

7. Sample of End-of-term Exam



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS Kampus Lidah Wetan Surabaya Gedung T4 Lidah Wetan Surabaya 60213 Telp/Fax. (031)7532192 Email: bahasainggris@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL 2020/2021

MATA KULIAH KODE MATA KULIAH JUMLAH SKS PRODI/ ANGKATAN HARI/ TANGGAL ALOKASI WAKTU DOSEN

: ELT METHODS : 8820304057 : 4 SKS : PEND. BAHASA INGGRIS/2018 : SELASA/5 JANUARI 2021 : 100 menit : TIM

Instruction:

Write a 4-8 page report describing the result of your analysis on the video of English Teaching – Learning Process. Your report should consist of:

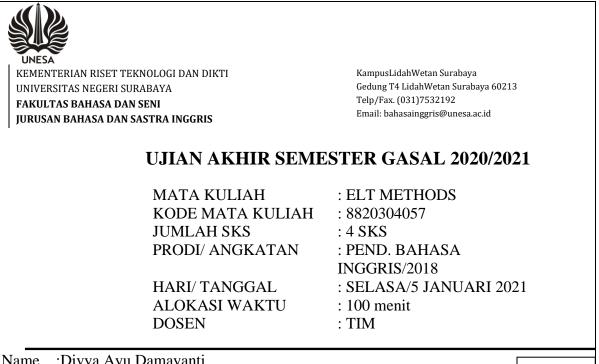
- a. Short description on the video of English Teaching Learning Process.
- b. The strength and the weaknesses of the teaching and learning process.
- c. Your opinion about the approach/method/techniques used by the teacher (on the video).
- d. (Your) suggestions on the appropriate approach/method/techniques towards the use of the approach/method/techniques applied by the teacher (on the video). Clarify your answer by providing the steps/stages on the approach/method/techniques you have chosen.

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8. Sample of of A Student's Answers to the End-of-term Exam



Name :Divya Ayu Damayanti NIM : 18020084026/ B

Instruction:

Write a 4-8 page report describing the result of your analysis on the video of English Teaching – Learning Process. Your report should consist of:

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- a. Short description on the video of English Teaching Learning Process.
- b. The strength and the weaknesses of the teaching and learning process.
- c. Your opinion about the approach/method/techniques used by the teacher (on the video).
- d. (Your) suggestions on the appropriate approach/method/techniques towards the use of the approach/method/techniques applied by the teacher (on the video). Clarify your answer by providing the steps/stages on the approach/method/techniques you have chosen.

Analysis videos from Diastika

1. Short description on the video of English teaching-learning process

Mrs. Diastika is in the class as a teacher, she starts her class with greetings and mention to student to make groups by their choice. After the student is making groups, she gives short story in a group and worksheet which is used to get information from other stories from other groups. In every group, student must choose 2 students as a storytelling and sharing information to others. After having story 2 students as representative group, they begin to tell their story which they hold. Teacher gives 5 until 7 minute to student as a storyteller share the text in a group first. Other students in a group work to fill worksheet which there is question or the important thing to be written from every story. If student must complete the information from the text before the teacher asks to move Student must discuss first is it the correct information or not? After time is up, the teacher ask to move from their group to other by carrying their story and telling to other group the text about until time is up and teacher tell to move again. Student must tell clearly about story to help other group know the important information from their story. After storytelling is done, 2 students as a storyteller go back to the real group. After that the teacher gives instruction to discuss about worksheet itself is it correct one or not? The teacher gives 3 minute to discuss each other about the information.

Time is up, the teacher take the class condition to go next activity. And then the teacher give question about true and false about story and student are given number in each person to answer their question like student has number 1 answer number 1 true or false. Teacher wait student to answer and after that teacher ask to person which answer true or false in the class. Student must mention why they pick true or false or a reason why. After the correct answer becomes the correct one, the teacher gives the real answer. And this activity go on until number 7 because in one group consists of 7 students. After the activity is done the teacher ask for student what is the moral value from each stories. Teacher comes to student which can answer teacher's question. And he last meeting teacher give conclusion about every story and then she ask student to prepare themselves go home. Mrs. Diastika uses reading approach with cooperative learning method. She teaches material like narrative text which is just short story. She tries to approach cooperative learning techniques like think-pair-share in class activity.

2. The strength and weakness of the teaching and learning process

Based on Mrs. Diastika video about teaching process in the class, she teaches reading with cooperative method. Reading is one of English skills so she wants to build student knowledge by reading text like narrative. Teaching reading has strength and weakness if someone approaches in class. The strengths of reading are increasing student vocab by putting difficult vocab in some sentences, teaching student to know correct grammatical knowledge in sentences, and using their prior knowledge about material to do reading comprehension. In this video, she use KWL chart or story map to support student learning about text. Teaching reading also has weakness in learning like student are difficult to know a whole text because they just understand sentence which they know the meaning, student stuck and skip difficult vocab, and student always interpret every single word to know the text.

Mrs. Diastika takes cooperative learning method in class. In cooperative learning there are some techniques and she picks think-pair-share. This method has the strength and weakness in their approaching. The strengths are promoting student learning and academic achievement, increasing student retention, enhancing student satisfaction with their learning experience, helping students to develop skills in oral communication, developing students' social skills, promoting student self-esteem, helping to promote positive race relations, and Increasing student tolerance. In this method also has weakness like everyone does not succeed when the group also does not succeed, Difficult to grade, A Lot of talking, and Students must depend on one another.

The strengths and weakness between teaching reading and cooperative learning method equip each other because both of them have same goal that is making student reach their understanding about a whole story with working in a group. Achieving the purpose creates student to build their more knowledge about English itself.

3. Your opinion about the approach/method/techniques used by the teacher(on the video)

I think after watching the video, I speculate in the class Mrs. Diastika used cooperative learning method to achieve reading comprehension at the day. She has picked cooperative method in teaching reading because she wants her student to work in a group to reach the point of material in the class. Student interaction which she needs in teaching has gotten with giving worksheet. She takes KWL chart to help student understand a whole text with comparing each other opinion about story.

In reading comprehension, there are 5 strategies like using Prior Knowledge/Previewing, predicting, identifying the Main Idea and Summarization, questioning, making Inferences, and visualizing. But the teacher uses KWL chart which has different strategies to build their knowledge. There are 3 steps to review the narrative text on video such as what I Know, what I Want to know, and what I Learn. The first stephappens if other students identify the title of story first in a group except 2 students as a story teller. They write what they know from the title of story after that what is questioned in this story which means students as a writer put some question related to the story. Then, the writer completes the chart with listening from other student to know what the text is about. This activity also takes cooperative learning technique as Think-Pair-Share. Story tellers move from one group to others to telling the story that carry in their hands.

After the Think-Pair-Share is done, teacher gives time to one person to speak their conclusion. The teacher goes to next activity by giving students number. This means student has number 1 answer number 1 in question and mention what the reason is. I think before moving to the next slide or question teacher should describe why it is because the correct answer can help students to remember what the story about, not to go next without detail explanation. Do student understand a whole text? I see in video some student does not listen teacher instruction or their friends so teacher must have interaction as a counselor. She has come to every group but she just checks the answer not to asking any difficult to fill the chart. Teacher should have all attention in every time not only asking question or instruction but also asking help or having small talk to determine what they get. I think Mrs. Diastika has cooperative learning method in teaching reading is the best way but not all students can reach what they want in the learning. I know Think-Pair-Share can make students to promote their self-confidence but if in this class there is one introvert what teacher will happen to request becoming a talk active. In the class there is seen enthusiasm student to answer true or false, this means student reach the whole text or from the chart. Because of one technique in cooperative learning, it can complete reading comprehension technique. It is linked one another.

4. The suggestions on the appropriate approach and the steps to apply method/approach/technique.

On the video, Mrs. Diastika as a teacher apply cooperative learning method to teach reading in class, I think it is good way but I suggest she can take learning strategic training(LST). It can increase their needs to learn or like to study English in their school. It depends her to apply one of them. I explain why I choose learning strategic training and communicative learning teaching method. in reading itself, student must know a whole text about. If student just read the text it will feel bored because no manners to study more about what it is the text. LST and CLT have each the goal or purpose in using method or techniques.

Starting with learning strategic training (LST), this method is training student in use of learning strategy to improve their learning effectiveness which means student become independent caused to maximize their potential and contribute to their autonomy. LST uses self-assessment and learning journal. Teacher can use some strategic to make student interested in reading not only asking question but also giving chart or story map for student to fill it. The first step applies LST is teacher is making group. In this meeting just choose 2 short storie which is related each other and chart, and she gives in every group. Then, the teacher explain the instruction to study it, after that teacher give 10 minutes to discuss in a group and fill the chart. After that time is up, the student that carry another story move to others who do not have the first or second story. Then teacher give time to arrange what is the text about by listening from story teller. The next steps is time to showing the result maybe in this time can put interesting game like relay race, giving the point by one student to student, throwing balls, playing spins, and other. This game does not make student become deductive person. Who is the fast to answer they will have reward. The last step is the teacher show the conclusion so detail. Teacher explains like what is the story, what is the value, what is the correct structure to make text, what is the meaning of difficult word and others. Student are hoped to understand the text, grammatical, meaning, vocabulary, and topic. Teacher also confirm the errors and what the goal of learning. As a teacher in the last meeting can ask what you feel after study it or what you catch from the text. Every student has different possibility to study or comprehend the material, so it depends on teacher strategic to take interesting way to teach in school.