



# **WORKLOAD ASSESSMENT ELT METHODS**



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

**WORKLOAD ASSESMENT**  
**English Language Teaching**  
**(ELT) Methods**  
**Academic Year 2020/2021**

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## A. Lesson Plan and Course Assessment

 <b>UNESA</b> <small>Universitas Negeri Surabaya</small>		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>English Education Study Program</b>				<b>Document Code</b>	
<b>Lesson Plan</b>							
<b>COURSE</b>		<b>Code</b>	<b>Cluster</b>	<b>Credits</b>		<b>Semester</b>	<b>Compilation Date</b>
<b>ELT Methods</b>		8820304057	Language	<b>T=4</b>	<b>P=4</b>	3	2021
<b>AUTHORIZATION</b>		<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>	
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<b>Program Learning Outcome (PLO)</b>	<b>PLO</b>						
	PLO1	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.					
	<b>Course Learning Outcome (CLO)</b>						
	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.						

<b>Course Description</b>	The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning); to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.	
<b>Learning Materials/ Topics</b>	<ol style="list-style-type: none"> <li>1. Teaching methods in English Language Teaching: Grammar Translation Method, Direct Method, Audio-lingual Method, The Silent Way, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-based instruction, Task-based Instruction, Participatory Approach, Multiple Intelligences, and Language Learning Strategy Instruction.</li> <li>2. Other teaching methods: Discovery Learning, Scientific Approach, Genre-based Approach, Problem-based Learning, and Project-based Learning.</li> <li>3. Teaching language skills: listening, reading, speaking, and writing.</li> <li>4. Teaching language components: pronunciation, vocabulary, and grammar.</li> </ol>	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>1. Larsen-Freeman, Diane. (2013). <i>Techniques and Principles in Language Teaching</i>. Oxford: Oxford University Press.</li> <li>2. Richards, Jack C and Theodore S. Rogers. (2014). <i>Approaches and Methods in Language Teaching: A Description and Analysis</i>. Cambridge: Cambridge University Press.</li> <li>3. Harmer, Jeremy. (2007). <i>The Practice of Language Teaching</i>. England: Pearson Education Ltd.</li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>4. Nunan, D. (2015). <i>Teaching English to speakers of other languages: An introduction</i>. New York: Routledge.</li> <li>5. Oxford, R.L. (2016). <i>Teaching and Researching Language Learning Strategies</i>. New York: Routledge.</li> <li>6. Brown, D. (2014). <i>Principles of Language Learning and Teaching: A Course in Second Language Acquisition</i>. New York: Pearson Education.</li> <li>7. Permendikbud No. 22 tahun 2016.</li> <li>8. Johnson, A.P. (2017). <i>Teaching Strategies for All Teachers Enhancing the Most Significant Variable</i>. Lanham: Rowman &amp; Littlefield.</li> <li>9. Walker, A., Leary, H., Hmelo-Silver, C.E. and Ertmer, P.A. (2015). <i>Essential readings in problem-based learning</i>. West Lafayette: Purdue University Press.</li> <li>10. Larmer, J., Mergendoller, J. and Boss, S. (2015). <i>Setting the standard for project-based learning</i>.</li> </ol>

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

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
1	Students are able to explain the basic concepts of ELT Methods	<ul style="list-style-type: none"> <li>• Able to distinguish the terms <i>techniques, methods and approach</i></li> <li>• Able to identify the factors to consider when choosing a particular method.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	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.	<ul style="list-style-type: none"> <li>• Able to distinguish teacher-centered and learner-centered language instructions.</li> <li>• Able to explain the advantages of learner-centered language instructions.</li> <li>• Able to explain how to make language instructions more learner-centered.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	2, 4	Subjective
3	Students are able to explain Grammar Translation Method (GTM).	<ul style="list-style-type: none"> <li>• Able to explain the principles of GTM.</li> <li>• Able to explain the roles of the teacher and the students in GTM.</li> <li>• Able to explain the characteristics</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		of the teaching-learning process in GTM.			(Quiz) [ 2 x 50 minutes]		
4	Students are able to explain Direct Method (DM).	<ul style="list-style-type: none"> <li>• Able to explain the principles of DM.</li> <li>• Able to explain the roles of the teacher and the students in DM.</li> <li>• Able to explain the characteristics of the teaching-learning process in DM.</li> </ul>	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).	<ul style="list-style-type: none"> <li>• Able to explain the principles of ALM.</li> <li>• Able to explain the roles of the teacher and the students in ALM.</li> <li>• Able to explain the characteristics of the teaching-learning process in ALM.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Desuggestopedia.</li> <li>• Able to explain the roles of the teacher and the students in Desuggestopedia.</li> <li>• Able to explain the characteristics of the teaching-learning process in Desuggestopedia.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Able to explain the principles of The Silent Way.</li> <li>• Able to explain the roles of the teacher and the students in The Silent Way.</li> <li>• Able to explain the characteristics</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz)	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		of the teaching-learning process in The Silent Way.			[ 2 x 50 minutes]		
8	Students are able to explain Community Language Learning.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Community Language Learning.</li> <li>• Able to explain the roles of the teacher and the students in Community Language Learning.</li> <li>• Able to explain the characteristics of the teaching-learning process in Community Language Learning.</li> </ul>	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).	<ul style="list-style-type: none"> <li>• Able to explain the principles of TPR.</li> <li>• Able to explain the roles of the teacher and the students in TPR.</li> <li>• Able to explain the characteristics of the teaching-learning process in TPR.</li> </ul>	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).	<ul style="list-style-type: none"> <li>• Able to explain the principles of CLT.</li> <li>• Able to explain the roles of the teacher and the students in CLT.</li> <li>• Able to explain the characteristics of the teaching-learning process in CLT.</li> </ul>	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).	<ul style="list-style-type: none"> <li>• Able to explain the principles of CBI.</li> <li>• Able to explain the roles of the teacher and the students in CBI.</li> <li>• Able to explain the characteristics of the teaching-learning process in</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz)	1, 2	Subjective



Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		CBI.			[ 2 x 50 minutes]		
12	Students are able to explain Task-based Instruction (TBI).	<ul style="list-style-type: none"> <li>• Able to explain the principles of TBI.</li> <li>• Able to explain the roles of the teacher and the students in TBI.</li> <li>• Able to explain the characteristics of the teaching-learning process in TBI.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Participatory Approach.</li> <li>• Able to explain the roles of the teacher and the students in Participatory Approach.</li> <li>• Able to explain the characteristics of the teaching-learning process in Participatory Approach.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Cooperative Learning.</li> <li>• Able to explain the roles of the teacher and the students in Cooperative Learning.</li> <li>• Able to explain the types of Cooperative Learning.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Able to explain the types of Multiple Intelligences.</li> <li>• Able to identify the activities that develop each type of intelligence.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) [ 2 x 50 minutes]	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
16	Mid-term Exam						
17	Students are able to explain Language Learning Strategies Instruction.	<ul style="list-style-type: none"> <li>• Able to explain the definition of Language Learning Strategies.</li> <li>• Able to explain the types of Language Learning Strategies.</li> <li>• Able to explain how to teach Language Learning Strategies.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	5	Subjective
18	Students are able to practice teaching Pronunciation.	<ul style="list-style-type: none"> <li>• Able to explain the components of pronunciation.</li> <li>• Able to explain the principles of teaching pronunciation.</li> <li>• Able to demonstrate how to teach pronunciation.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
19	Students are able to practice teaching Grammar.	<ul style="list-style-type: none"> <li>• Able to explain the components of grammar.</li> <li>• Able to explain the principles of teaching grammar.</li> <li>• Able to demonstrate how to teach grammar.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
20	Students are able to practice teaching Vocabulary.	<ul style="list-style-type: none"> <li>• Able to explain the components of vocabulary.</li> <li>• Able to explain the principles of teaching vocabulary.</li> <li>• Able to demonstrate how to teach vocabulary.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
21	Students are able to	<ul style="list-style-type: none"> <li>• Able to explain the components of</li> </ul>	Criteria:	-	Google Classroom	3, 4, 6, 7	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
	practice teaching Listening Comprehension.	<ul style="list-style-type: none"> <li>listening comprehension.</li> <li>• Able to explain the principles of teaching listening comprehension.</li> <li>• Able to demonstrate how to teach listening comprehension.</li> </ul>	Holistic rubric Quiz: Answer essay-type items		(lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>		
22	Students are able to practice teaching Reading Comprehension.	<ul style="list-style-type: none"> <li>• Able to explain the components of reading comprehension.</li> <li>• Able to explain the principles of teaching reading comprehension.</li> <li>• Able to demonstrate how to teach reading comprehension.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
23	Students are able to practice teaching Speaking.	<ul style="list-style-type: none"> <li>• Able to explain the components of speaking.</li> <li>• Able to explain the principles of teaching speaking.</li> <li>• Able to demonstrate how to teach speaking.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
24	Students are able to practice teaching Writing.	<ul style="list-style-type: none"> <li>• Able to explain the components of writing.</li> <li>• Able to explain the principles of teaching writing.</li> <li>• Able to demonstrate how to teach writing.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	3, 4, 6, 7	Subjective
25	Students are able to explain Discovery Learning.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Discovery Learning.</li> <li>• Able to explain the roles of the</li> </ul>	Criteria: Holistic rubric Quiz: Answer	-	Google Classroom (lecture & discussion)	8, 9	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		teacher and the students in Discovery Learning. <ul style="list-style-type: none"> <li>• Able to explain the characteristics of the teaching-learning process in Discovery Learning.</li> </ul>	essay-type items		Google Form (Quiz) <b>[ 2 x 50 minutes]</b>		
26	Students are able to explain Problem-based Approach.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Problem-based Approach.</li> <li>• Able to explain the roles of the teacher and the students in Problem-based Approach.</li> <li>• Able to explain the characteristics of the teaching-learning process in Problem-based Approach.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	8, 10	Subjective
27	Students are able to explain Project-based Approach.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Project-based Approach.</li> <li>• Able to explain the roles of the teacher and the students in Project-based Approach.</li> <li>• Able to explain the characteristics of the teaching-learning process in Project-based Approach.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	8, 11	Subjective
28	Students are able to explain Genre-based Approach.	<ul style="list-style-type: none"> <li>• Able to explain the principles of Genre-based Approach.</li> <li>• Able to explain the roles of the teacher and the students in Genre-based Approach.</li> <li>• Able to explain the characteristics of the teaching-learning process in Genre-based Approach.</li> </ul>	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>	8, 12	Subjective
29	Students are able to	<ul style="list-style-type: none"> <li>• Able to explain the principles of</li> </ul>	Criteria:	-	Google Classroom	8	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
	explain Scientific Approach.	Scientific Approach. <ul style="list-style-type: none"> <li>• Able to explain the roles of the teacher and the students in Scientific Approach.</li> <li>• Able to explain the characteristics of the teaching-learning process in Scientific Approach.</li> </ul>	Holistic rubric Quiz: Answer essay-type items		(lecture & discussion)  Google Form (Quiz) <b>[ 2 x 50 minutes]</b>		
<b>30</b>	Review						
<b>31</b>	End-of-term Exam						

## B. Course Evaluation and Development

### 1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent 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.











No	Reg No	Name	Part.	Assg.	Mid	End	Score	Grade	PLO 1	PLO 2	PLO 4	PLO 7	PLO 8	PLO 9	PLO 11	PLO 12
91	18020084096	ALYA ROHANI FADHILAH	80	75	65	77	74.6	B	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	B	74	74	74	74	74	74	74	74
93	18020084098	DEWANTI NAGA PUTRI	88	87	83	83	85.2	A	85.2	85.2	85.2	85.2	85.2	85.2	85.2	85.2

**Note**

Part: Participation

Assg: Assignment

Mid: Mid-term exam

End: End-of-term exam

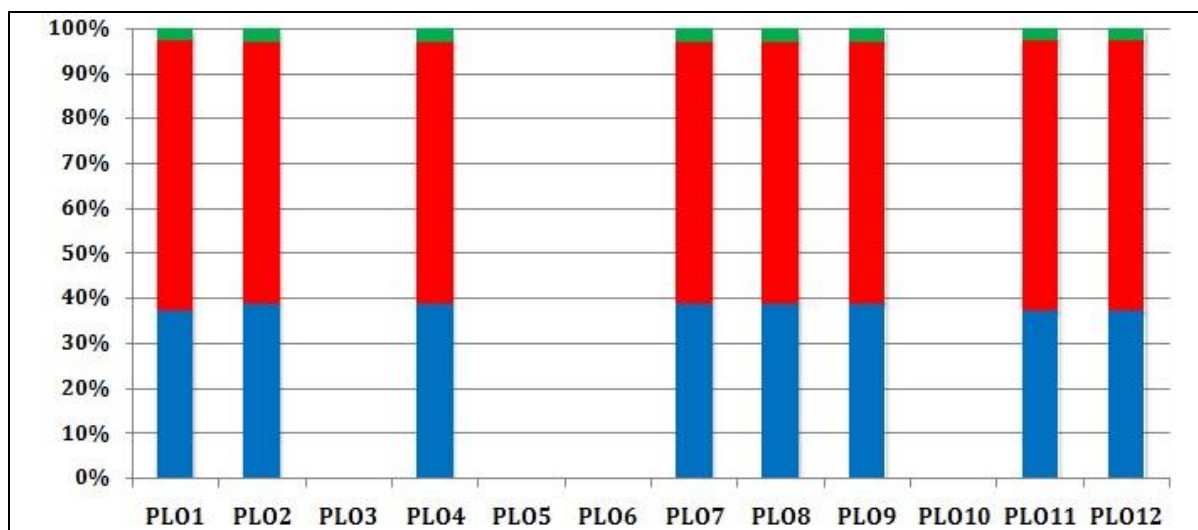
**b. Assessment Plan**

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

**c. Students' Performance (Levels of Achievement)**

	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

**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 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	$\leq SA < 55$

##### 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	<ul style="list-style-type: none"> <li>• Used appropriate pattern</li> <li>• Clearly stated main points</li> <li>• Provide logical conclusion</li> <li>• Show coherence and cohesive devices</li> </ul>
Content	4	<ul style="list-style-type: none"> <li>• The content is relevant to the assigned topic</li> <li>• Subject knowledge is evident</li> </ul>
Grammar	3	<ul style="list-style-type: none"> <li>• Use accuracy &amp; variety of grammatical structures ( for example; sentence structure)</li> </ul>
Vocabulary	3	<ul style="list-style-type: none"> <li>• use suitable words/technical terms/concepts/ appropriate registers (effective word choice)</li> </ul>
Mechanics	3	<ul style="list-style-type: none"> <li>• The mechanics are accurately used</li> </ul>
Plagiarism	3	<ul style="list-style-type: none"> <li>• Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.</li> </ul>

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:

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

### Rubric for Mid-term Exams

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

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

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

### Rubric for End-of-term Exams

Components	Scores	Descriptions
Organization	4	<ul style="list-style-type: none"> <li>• Used appropriate pattern</li> <li>• Clearly stated main points .</li> <li>• Provide logical conclusion</li> <li>• Show coherence and cohesive devices</li> </ul>
Content	4	<ul style="list-style-type: none"> <li>• The content is relevant to the assigned topic</li> <li>• Subject knowledge is evident</li> </ul>
Grammar	3	<ul style="list-style-type: none"> <li>• Use accuracy &amp; variety of grammatical structures ( for example; sentence structure)</li> </ul>
Vocabulary	3	<ul style="list-style-type: none"> <li>• use suitable words/technical terms/concepts/ appropriate registers (effective word choice)</li> </ul>
Mechanics	3	<ul style="list-style-type: none"> <li>• The mechanics are accurately used</li> </ul>
Plagiarism	3	<ul style="list-style-type: none"> <li>• Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.</li> </ul>

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:

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

## 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:

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

### **Scoring Conversion**

<b>Scoring Interval</b>	<b>Point</b>	<b>Grade</b>
$85 \leq NA \leq 100$	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

















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



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**ATTENDANCE LIST**  
 Odd Semester 2020/2021

**Course** : ELT Methods  
**Class** : 2018C  
**Study Program** : S1 English Education

**Lecturer** : Arik Susanti







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



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**ATTENDANCE LIST**  
 Odd Semester 2020/2021

**Course** : ELT Methods  
**Class** : 2018D

**Lecturer** : Ririn Pusparini







## 2. Course Log Books



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN  
TINGGI

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### Log Book

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

No.	Date	Session	Topic	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

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



No.	Date	Session	Topic	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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### Log Book

**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	Topic	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	Topic	Stu- dents	Status	Lecturer
6	<b>01-10-2020</b>	6	The Silent Way	23	Scheduled	Esti Kurniasih
7	<b>06-10-2020</b>	7	Community Language Learning	23	Scheduled	Esti Kurniasih
8	<b>08-10-2020</b>	8	Total Physical Response	23	Scheduled	Esti Kurniasih
9	<b>13-10-2020</b>	9	Communicative Language Teaching	23	Scheduled	Esti Kurniasih
10	<b>15-10-2020</b>	10	Content Based Instruction	23	Scheduled	Esti Kurniasih
11	<b>20-10-2020</b>	11	Task Based Instruction	23	Scheduled	Esti Kurniasih
12	<b>22-10-2020</b>	12	Participatory Approach	23	Scheduled	Esti Kurniasih
13	<b>27-10-2020</b>	13	Multiple Intellegences	23	Scheduled	Esti Kurniasih
14	<b>29-10-2020</b>	14	Cooperative Learning	23	Scheduled	Esti Kurniasih
15	<b>03-11-2020</b>	15	Mid-term exam	23	Scheduled	Esti Kurniasih
16	<b>05-11-2020</b>	16	Language Learning Strategies	23	Scheduled	Esti Kurniasih
17	<b>10-11-2020</b>	17	Teaching Pronunciation	23	Scheduled	Esti Kurniasih
18	<b>12-11-2020</b>	18	Teaching Grammar	23	Scheduled	Esti Kurniasih
19	<b>17-11-2020</b>	19	Teaching Vocabulary	23	Scheduled	Esti Kurniasih
20	<b>19-11-2020</b>	20	Teaching Listening	23	Scheduled	Esti Kurniasih
21	<b>24-11-2020</b>	21	Teaching Reading	23	Scheduled	Esti Kurniasih
22	<b>26-11-2020</b>	22	Teaching Speaking	23	Scheduled	Esti Kurniasih

No.	Date	Session	Topic	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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### Log Book

**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	Topic	Stu- dents	Status	Lecturer
1	15-09-2020	1	Introduction	22	Scheduled	Arik Susanti

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

No.	Date	Session	Topic	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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### Log Book

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	Topic	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	Topic	Students	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

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### 3. Sample of Assignment



## **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* (2<sup>nd</sup> 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.

#### **4. Sample of Student's Work on Assignment**

### **ASSIGNMENT 1 - SUMMARY ON ELT METHODS AND APPROACHES**

IKA NUR AINI  
18020084028  
2018 B

**85**

#### **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 self-expression, 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-confidence 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**



## 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

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)?
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 **two** of those intelligences.
3. What is the role of the teacher when she or he applies Dessugestopedia?

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



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JURUSAN BAHASA DAN SASTRA INGGRIS

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## 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

**Name : Eka Syahwalda Putri**  
**NIM : 18020084030**  
**Model : B**

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*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

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 **two** 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 interpersonal and naturalist because students will make a project from their obervation. It means that students need interpersonal 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 Dessuggestopedia?

**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



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### UJIAN AKHIR SEMESTER GASAL 2020/2021

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PRODI/ ANGKATAN : PEND. BAHASA INGGRIS/2018  
HARI/ TANGGAL : SELASA/5 JANUARI 2021  
ALOKASI WAKTU : 100 menit  
DOSEN : 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:

- Short description on the video of English Teaching – Learning Process.
- The strength and the weaknesses of the teaching and learning process.
- Your opinion about the approach/method/techniques used by the teacher (on the video).
- (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.



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



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HARI/ TANGGAL	: SELASA/5 JANUARI 2021
ALOKASI WAKTU	: 100 menit
DOSEN	: TIM

Name : Divya Ayu Damayanti  
NIM : 18020084026/ B

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#### **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:

- Short description on the video of English Teaching – Learning Process.
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- Your opinion about the approach/method/techniques used by the teacher (on the video).
- (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 to 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 **K**now, what I **W**ant to know, and what I **L**earn. The first step happens 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.