WORKLOAD ASSESSMENT
ANALYSIS OF SCHOOL CURRICULUM

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Analysis of School Curriculum

Academic Year 2017/2018

Coordinator:

Arik Susanti, S.Pd, M.Pd

Team:
Ririn Pusparini, S.Pd, M.Pd
Esti Kurniasih, S.Pd, M.Pd
Nur Chakim, S.Pd, M.Pd

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

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A. Lesson Plan and Course Assessment

	UNIVERSITAS NEGERI SURABAYA **FACULTY OF LANGUAGES AND ARTIS** **ENGLISH LITERATURE STUDY PROGRAM**	**Document Code**

RENCANA PEMBELAJARAN SEMESTER

Course	**Course Code**	**Course Cluster**	**Credit (sks)**		**Semester**	**Compilation Date**
	8820303220		**T=3**	**P=1**		

AUTHORIZATION	**Lesson Plan Developer**	**Course Cluster Coordinator**	**Head of Study Programme**
	Arik Susanti, S.Pd, M.Pd		**Ahmad Munir, Ph.D**

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	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 10	Demonstrate skills in leadership and collaboration.
	Course Learning Outcomes (CLO)	
	CLO 1	Making use of learning sources and IT to support possessing knowledge of the kinds of curriculum in Indonesia and the goverment policy of recent curriculum (2013 curriculum)
	CLO 2	Being able to analyze and evaluate the ELT curriculum based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts.
	CLO 3	Being able to plan and apply ELT curriculum based on the competency
	CLO 4	Being able to demonstrate their planning in collaboration work
Brief description of the course	This subject introduces the kinds of curriculum, the historical background of curriclum development, the principles of curriculum development, and the goverment policy of recent curriculum (2013 curriculum). Then the curriculum are analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is	

	conducted through lecturing, discussion, presentation.
Study Materials: Learning Materials	The kinds of curriculum, the historical background of curriclum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum), kinds of syllabus, core competence and basic competence
References	**Main reference :** 1. Jack C. Richard. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. 2. Depdiknas. (2013). *Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas. 3. Depdiknas. (2004). *Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas. 4. Yudi, Bambang and Utami, Sri. (2016). *History of Indonesian Curriculum*. Malang. Malang University Press. **Supplementary reading :** 1. https://www.literacyideas.com/different-text-types. Accessed on September 2020.
Lecturer (s)	Arik Susanti, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd Esti Kurniasih, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd.
Course requirements	None

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
1-2	To understand the notion of curriculum	• Explain the definition of curriculum • Evaluate the kinds of curriculum • Apply the principles of curriculum development	Kinds of curriculum, the historical background of curriclum development, the principles of curriculum development	Lecturing, discussing, questioning and answering	Internet sources, PPT CAM, Laptop, LCD projector Book 3	2X150’	• Discussing the definition of curriculum • Explaining the kinds of curriculum and identify the characteristics of each. • Analyzing the principles of curriculum development
3	To understand developme nt of Curriculum	• Explain the curriculum development in Indonesia • Explain the goverment policy of recent curriculum (curriculum 13) • Analyze the government policy of recent curriculum based on problem solving	2013 curriculum	Lecturing, discussing, questioning and answering. Problem solving	PPT CAM, Laptop, LCD projector Book 1, 2, and internet sources	150’	• Analyzing the curriculum development in Indonesia • Analyzing the goverment policy of recent curriculum (curriculum 13)
4-5	To analyze the core competence and basic competence of	• Identify the core competence of curr • Identify the basic competence	2013 curriculum	Lecturing, discussing, questioning and answering	PPT CAM, Laptop, LCD projector Book 2, and internet sources	2X150’	Analyzing the core competence of the curriculum Analyzing the basic competence of the curriculum

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
	curriculum 2013	• Classify the basic competence based on the kinds of texts					Classifying the basic competence based on the kinds of texts
6-8	To analyze interpersonal and transactional texts	• Mention kinds of interpersonal texts		Lecturing, discussing, questioning and answering, presentation, and consulting	PPT CAM, Laptop, LCD projector Book 2 and internet sources	4X150’	Explaining the difference of 6ransactional and interpersonal text by giving examples.
							Explaining kinds of interpersonal texts
		• identify the interpersonal texts given in junior and senior high					• Identifying and explaining the interpersonal texts given in junior and senior high • Giving examples
		• Mention the kinds of transactional texts					Explaining kinds of transactional texts
		• identify the transactional texts given in junior and senior high					• Identifying and explaining the transactional texts given in junior and senior high • Giving examples
9	Mid-test	•					•
10-12	To analyze short functional	• Mention kinds of short functional texts	2013 curriculum	Lecturing, discussing, questioning and	PPT CAM, Laptop, LCD projector	3X150’	Explaining kinds of short functional texts

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
	texts	• identify the short functional texts given in junior high		answering, presentation	Book 2 and internet sources		• Identifying and explaining short functional texts given in junior high • Giving examples
		• identify the short functional texts given in senior high					• Identifying and explaining short functional texts given in senior high • Giving examples
13-15	To analyze long functional texts (essay)	• Mention kinds of essay	2013 curriculum	Lecturing, discussing, questioning and answering, presentation	PPT CAM, Laptop, LCD projector Book 2 and internet sources	3X150'	Explaining kinds of essay
		• identify the essay given in junior high					• Identifying and explaining essay given in junior high • Giving examples
		• identify the essay given in senior high					• Identifying and explaining essay given in senior high • Giving examples
16	UAS						

Requirements for passing the course:

Class Participation : 20%
Assignments : 30%
Mid-term exam : 20%
End-of-term exam : 30%

Notes:

- Attendance must be more than 75% of the total meetings. Students who are absent 4 (four) times or more will fail this course.
- The assignment should be submitted on time. Late submission will cause a 5-point deduction.

Assessment

a. Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and exams (mid-term and end-of-term). The rubric used to assess their knowledge about ELT Methods is presented below.

Rubric for Mid-term and Final Term

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 Assigments to measure students' presentation

Presentation Components: (The components are developed on the basis of the instructional objectives)	**Scale of score**	**Description:** (the criteria for qualified academic speaking)
1. Organization and clarity	4	• Used appropriate pattern • Clearly stated main points . • Provide logical conclusion • Show coherence and cohesive devices
2. Introduction	4	• Gained attention and interest • Introduces speech purpose • Previewed main ideas • Established credibility
3. Content/Body	4	• Presentation had valuable materials • Subject knowledge is evident consisting of background, literature review, method, results and finding, and conclusion
4. Conclusion	4	• Signaled end speech • Summarized main points • Logical ending • Powerful close • Memorable
5. Fluency	3	• Use excellent smooth and fluid speech; • Use few to no hesitations; no attempts to search for words
6. Grammar	3	• Use accuracy & variety of grammatical structures
7. Pronunciation	3	• Use excellent pronunciation and good effort at accent
8. Vocabulary	3	• use suitable words/technical terms/concepts/ appropriate registers (effective word choice)
9. Non verbal communication or physical delivery	3	• Appropriate use of gesture • Proper eye contact • Use of movement • Posture • Appropriate dress
10. Vocal quality	3	• Use formal language • Natural delivery style • Appropriate rate, volume, tone
11. Media PPT	4	• Employ digital media or visual displays that are polished and informative and support audience engagement and understanding

		• Use written visual mode in appropriate vocabulary including wide range of specialized and general vocabulary.
al Score: $\frac{S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10 + S11}{38} \times 100 =$		

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3	4.77	21000 minutes	2520 minutes	2520 minutes

2. Assessment of PLO

STUDENT PERFORMANCE

ENGLISH EDUCATION STUDY PROGRAM
COURSE : Analysis of School Curriculum
CLASS : 2016
CREDIT : 3
ACADEMIC YEAR : 2016

Percentage

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Excellent		40%		40%			40%			40%		
Good		54%		54%			54%			54%		
Satisfy		4%		4%			4%			4%		
Fail		2%		2%			2%			2%		

Assessment

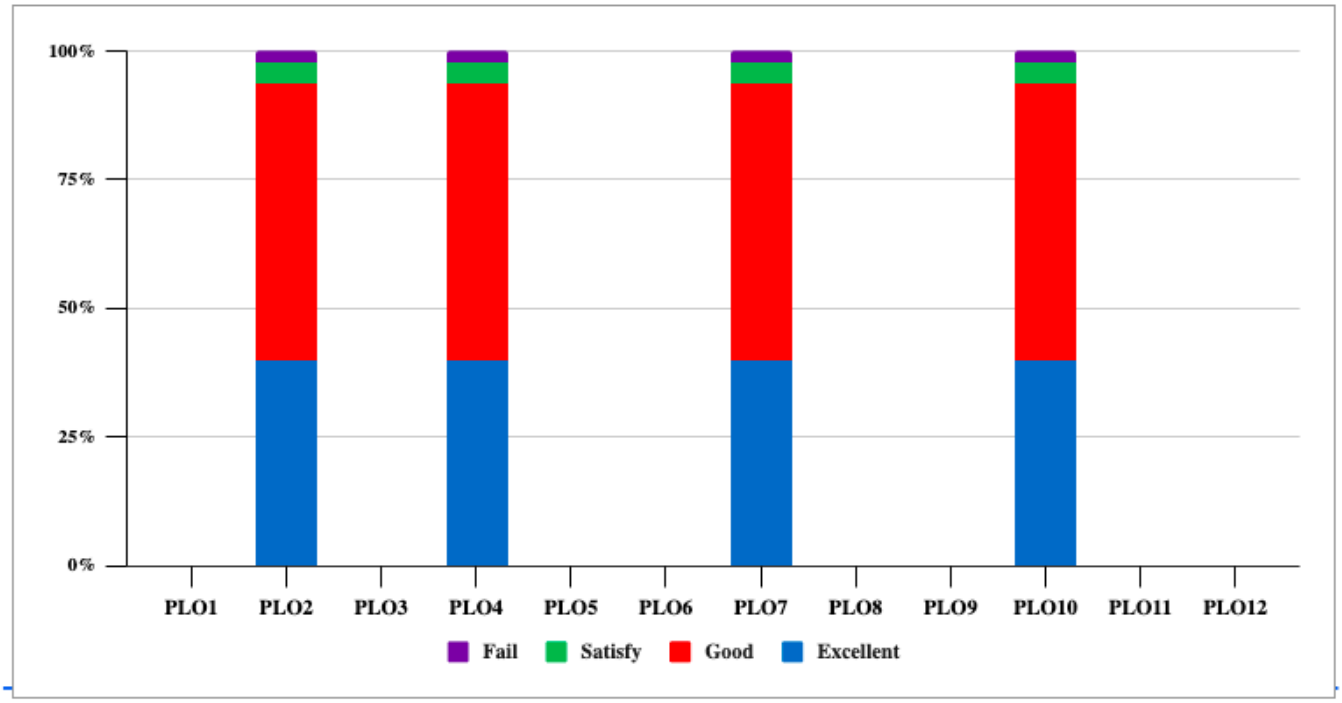
CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO
CLO1		V										
CLO2				V								
CLO3							V					
CLO4										V		

Assessment Plan

	PLO 1	PLO2	PLO 3	PLO4	PLO 5	PLO 6	PLO7	PLO 8	PLO 9	PLO10	PLO1 1	PLO1 2
CLO 1		Assignment, Mid-semester test, Final semester test										
CLO 2				Assignment, Mid-semester test, Final								

				semester test								
CLO 3							Assignment, Mid-semester test, Final semester test					
CLO 4										Assignment, Mid-semester test, Final semester test		



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

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

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	85 ≤ 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

2) Knowledge/Cognitive Domain

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

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

Presentation Components: (The components are developed on the basis of the instructional objectives)	**Scale of score**	**Description:** (the criteria for qualified academic speaking)
1. Organization and clarity	4	• Used appropriate pattern • Clearly stated main points . • Provide logical conclusion • Show coherence and cohesive devices
2. Introduction	4	• Gained attention and interest • Introduces speech purpose • Previewed main ideas • Established credibility
3. Content/Body	4	• Presentation had valuable materials • Subject knowledge is evident consisting of background, literature review, method, results and finding, and conclusion
4. Conclusion	4	• Signaled end speech • Summarized main points • Logical ending • Powerful close • Memorable
5. Fluency	3	• Use excellent smooth and fluid speech; • Use few to no hesitations; no attempts to search for words
6. Grammar	3	• Use accuracy & variety of grammatical structures
7. Pronunciation	3	• Use excellent pronunciation and good effort at accent
12. Vocabulary	3	• use suitable words/technical terms/concepts/ appropriate registers (effective word choice)
13. Non verbal communication or physical delivery	3	• Appropriate use of gesture • Proper eye contact • Use of movement • Posture • Appropriate dress
14. Vocal quality	3	• Use formal language • Natural delivery style • Appropriate rate, volume, tone
15. Media PPT	4	• Employ digital media or visual displays that are polished and informative and support audience engagement and understanding • Use written visual mode in appropriate vocabulary including wide range of specialized and general vocabulary.
al Score: $\frac{\textbf{S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8+ S9+S10+S11}}{\textbf{38}}$ **x 100 =**		

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

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

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

B. Universitas Negeri Surabaya's Grading System

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

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

Scoring Conversion

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

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			04 Feb 20	11 Feb 20	18 Feb 20	25 Feb 20	03 Mar 20	10 Mar 20	17 Mar 20	24 Mar 20	31 Mar 20	07 Apr 20	14 Apr 20	21 Apr 20	28 Apr 20	05 May 20	12 May 20	
1.	18020084074	MUCHAMAD NURKHOLIS	A	H	A	A	A	H	H	H	H	A	H	A	H	H	H	60 %
2.	18020084075	SALSABILA KHAIRUNNISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	18020084076	SYAFRILA PAHLEVI ASSYURA	H	H	A	A	H	H	H	H	H	H	H	H	H	H	H	86.7 %
4.	18020084077	TALITHA AYU RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	18020084078	VERINA AINUR IZZAMI HARIYANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	18020084079	MAHANANI ILMI IBRAHIM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	18020084080	LODEWYK ELFEIAND SUBEKTI	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
8.	18020084081	SITI WIJIPRATIWI	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	18020084082	ALFINA DWIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	18020084083	ZAHRA ELBANISA	S	H	A	S	H	H	H	H	H	H	H	H	H	H	H	93.3 %
11.	18020084084	HAYUS HADIANTORO	A	A	H	H	A	H	H	H	H	H	H	H	H	H	H	80 %
12.	18020084085	ARSYAN ALLBIE ARMANDO BRAHMANA	H	I	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	18020084086	ADHILA NUR'AINI WAHYU PRIHANTI	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
14.	18020084087	RIZKY LILIANI FEBRIANTI	H	I	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
15.	18020084088	BAMANDA AULIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	18020084089	DINDA PURNA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	18020084090	FETTY NABILA ANNADAWY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	18020084091	MILLENIA BERLIAN FEBRINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	18020084092	ZAKIYYATUL MAGHFIROH HAMIDAH ASSAGUNG	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	18020084093	ABDULLAH FARHAN RIFFANI	H	A	A	H	H	H	H	H	H	H	H	H	H	H	H	86.7 %
21.	18020084094	MAGHFIROTUL LAILIYAH REFANIA IBTIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	18020084095	SALMA NOVIA LAILIKA	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	100 %
23.	18020084096	ALYA ROHANI FADHILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	18020084097	BETARI UTAMA SAFITRI	H	A	H	H	A	H	H	H	H	H	H	H	H	H	H	86.7 %
25.	18020084098	DEWANTI NAGA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

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

Aktivitas Perkuliahan

Nama Matakuliah : Analysis of School Curriculum Dosen : ARIK SUSANTI (197802052005012001)
Kelas : 2018D
Jadwal & Ruang : T08.03.02 (07.00 - 09.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	04-02-2020	Pertemuan ke 1	Overview of this subject and explain kinds of curriculum, the historical background of curriculum development, the principles of curriculum development)	22	Terjadwal	Arik Susanti
2	11-02-2020	Pertemuan ke 2	The Origins of Language Curriculum Development (Kinds of curriculum, the historical background of curriculum development, the principles of curriculum development) 	20	Terjadwal	Arik Susanti
3	18-02-2020	Pertemuan ke 3	From Syllabus Design to Curriculum Development (The Quest for New Methods, Changing Needs for Foreign Languages in Europe, English for Specific Purposes (ESP), Needs Analysis in ESP, Communicative Language Teaching, Emergence of a Curriculum Approach in	18	Terjadwal	Arik Susanti

			Language Teaching)			
4	25-02-2020	Pertemuan ke 4	Needs Analysis (The Purposes of Needs Analysis, The Users of Needs Analysis, Administering the Needs Analysis, Procedures of conducting Needs Analysis, Designing the Needs Analysis)	21	Terjadwal	Arik Susanti
5	03-03-2020	Pertemuan ke 5	Situation Analysis (Societal, Project, Institutional, Teacher, Learner, and Adoption Factors)	21	Terjadwal	Arik Susanti
6	10-03-2020	Pertemuan ke 6	Planning Goals and Learning Outcomes(The Ideology of the Curriculum, Stating Curriculum Outcomes: Aims and Objectives, and Competency-based program Outcomes)	25	Terjadwal	Arik Susanti
7	17-03-2020	Pertemuan ke 7	Course Planning and Syllabus Design (The Stages of Course Development: developing a course rationale, describing entry and exit levels, choosing course content, planning the course content, and preparing the scope and sequence plan) dengan menggunakan e-learning dengan platform gogle classroom	25	Terjadwal	Arik Susanti

			menggunakan e-learning dengan platform gogle classroom			
8	24-03-2020	Pertemuan ke 8	The History of Curriculum in Indonesia dengan menggunakan e-learning dengan platform gogle classroom	25	Terjadwal	Arik Susanti
9	31-03-2020	Pertemuan ke 9	Mid-term Test	25	Terjadwal	Arik Susanti
10	07-04-2020	Pertemuan ke 10	Transactional and Interpersonal Texts	24	Terjadwal	Arik Susanti
11	14-04-2020	Pertemuan ke 11	Short Functional Texts	25	Terjadwal	Arik Susanti
12	21-04-2020	Pertemuan ke 12	Long Functional Texts	24	Terjadwal	Arik Susanti
13	28-04-2020	Pertemuan ke 13	2013 Curriculum	25	Terjadwal	Arik Susanti
14	05-05-2020	Pertemuan ke 14	2013 Curriculum	25	Terjadwal	Arik Susanti
15	12-05-2020	Pertemuan ke 15	Taxonomy Bloom	25	Terjadwal	Arik Susanti

c. Sample of Assignment:

Assignment Instructions:

1. After you have learned about many kind of text types and taxonomy blooms, now you must find short functional texts.
2. After that you create some question based on the KD that we have discussed
3. You can start from Cognitive level 1 until level 3.
4. Your question must represent the basic competence of 2013 curriculum
5. Submit your work in GC

Creating Questions for Short Functional Text Assignment

Name : Bamanda Aulia Putri

NIM : 18020084088

Class : Analysis of School Curriculum

A. Letters

Gregory Donaldson
Minoan Inc
247 Madison Ave.,Suite 2109
New York, NY 10015

December 3, 2006

Dixie Cleverelle
Savbizcor Ltd
28 Green St., Suite 14
Upstate, NY 10947

Dear Ms. Cleverelle:

The first shipment of equipment from Savbizcor Ltd has arrived. We are delighted with every piece. Therefore, we decided to make our initial purchase larger than anticipated. I am attaching our purchase order No. 8930 for additional goods totaling list price $700,000.

Since you already have a copy of our Procurement Guidelines, I shall not attach them to this order. As before, we will establish a letter of credit. Please inform me of shipping dates.

Sincerely,

G. Donaldson

Gregory Donaldson,
Chief Procurement Officer

Generic Structure

1. Who is Gregory Donaldson?
2. What is the main point of the opening paragraph?
3. When the letter was made?
4. What is the type of the letter?

Social Function

5. According to your answer number 4, what is the general purpose of this letter?

Social Function

5. According to your answer number 4, what is the general purpose of this letter?
6. Does the sender give feedback to the receiver? What is it?
7. What is the purpose of the feedback?

Grammar

8. What is the tense used by the sender to give the feedback? Prove it.
9. While purchasing the goods, what tense that the sender use? Prove it.
10. What tense is used most often in the letter? Mention the sentences.

Fill In The Blank

budi cahyono
It is not suitable with the basic competence and the students cannot find in the text

budi cahyono
That's the same comment with the previous one

Fill In The Blank

Choose these words and put it into the right position

Sincerely Order Send 11th March 2013 Payment

D- 1801, Neptune Society,
DS Marg, Lower Parel,
Mumbai 400 008.
_____(11)

To, Mr. Muthu Gandhi
The Marketing Manager of ANUNA Tech
1141 Mahatma Gandhi Street
Mumbai 400 001.

Sir,
I am interested in the items contained in the Computer Magazines March 30 issue of the computer magazine 2013.I want to _____(12):
1-piece external hard drive with a capacity of 2 terabytes
First internal hard drive with a capacity of 1 terabyte
2-piece external hard drive with a capacity of 500 gigabytes
Please _____(13) the goods to the same address of this letter. For the _____(14) I Will Immediately transfer into your account

Your _____(15),
signature
Mr. Dakota Nielsen

B. Food Label

Nutrition Facts

18 servings per container
Serving size 1/6 pizza (140g)

Amount per serving
Calories 330

	% Daily Value*
Total Fat 12g	**15%**
Saturated Fat 5g	**25%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 700mg	**30%**
Total Carbohydrate 42g	**15%**
Dietary Fiber 2g	**7%**
Total Sugars 4g	
Includes 3g Added Sugars	**6%**
Protein 13g	
Vitamin D 1,0mcg	4%
Calcium 183mg	15%
Iron 3,0mg	15%
Potassium 272mg	6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Generic Structure

1. How much does this container can be served?
2. How much total calories of this product?
3. What is the most abundant substance that said?
4. What is the product that is served?

Social Function

5. What does the text mainly talk about?
6. What is the purpose for this text?
7. What do you think that will happen if people ignore this label?

Grammar

8. What part of speech that occur in it?
9. What is the tense used in this label?
10. Why we should use that tense?

budi cahyono
It is not appropriate to create questions because the students cannot find the answer in the text

Fill in The Blank with the words below, put it in the right place

Per container Contains Supplement Suggested Size

_____(11) FACTS
_____
Serving _____(12) : 1 tablet
Servings _____(13): 30

_____	Amount of serving	% Daily value
Vitamin C (as non acidic calcium ascorbate)	250 mg	416,67 mg
Calcium (as calcium ascorbate)	50 mg	7,14 mg
Citrus bioflavonoid*	50 mg	
Rutin*	25 mg	
Hesperidin*	25 mg	
Rose hips*	125 mg	
Acerola*	5 mg	

_____
***Daily value not established**
_____(14) use: 1 tablet after meal
_____
This product _____(15) no artificial colors, flavors, preservatives, milk, egg, sugar, chemical solvent, starch or gluten.

C. Announcement

ANNOUNCEMENT

In accordance with the international security regulations, the following items are never allowed to be taken onto a plane by passengers, either in their carry-on bags or in their checked luggage: weapons, including knives and guns; explosives, including dynamite and fireworks.

The following items may be placed in checked luggage but not on carry-on bags. Tools, including hammers. screwdrivers. and wrenches; sports equipment such as golf clubs, baseball bats, skis and ski poles.

When you pass through the security line, all bags will go through our X ray machines and some bags will be manually checked by personnel, as well.

Thank you for your cooperation. Have a safe and pleasant flight

Generic Structure

1. What is the closing sentence in this announcement?
2. Is there any opening in this announcement?
3. How many paragraphs does it have for the content of the announcement?

Social Function

4. What does the first paragraph tell you about?
5. What does the second paragraph tell you about?
6. What is the purpose of this announcement?
7. Where do you usually found this announcement? Why is it put there?

Grammar

8. Is there any passive voice in this announcement? Mention them.
9. What is the main tense that is used in this announcement?
10. What is the part of speech of "accordance"?

Fill in The Blank with the words below and put it in the right place

Required Addressed Additional Attend Until

Attention!

This announcement is _____(11) to all 12 graders of SMA Taruna Sidoarjo.

Please _____(12) the additional lessons that will be held on September 24th 2016

_____(13) March 28th 2017 for having final preparation for the final exam.

All students are _____(14) to take an _____(15) class to be successful in national exam.

D. Advertisement

Generic Structure

1. What is the name of the product?
2. What promo does it mention?
3. How to save the coupon?
4. When is the promo held?

Social Function

5. Where do you usually see this ad?
6. What is the purpose of this ad?
7. To whom it is addressed to?

Fill in The Blank with the words below. Choose the right one, and put them in the right place.

Hope/Hoped Mother/Mom Happiness/Happy

Happy _____(8)'s Day!

My dear sweet mother. I _____(9) your special day is blessed with sunshine smiles, laughter, love, and _____(10)

I LOVE YOU

d. Sample of Student's Answer to Assignment, Mid-term, and End-term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRAINGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya
60213 Telp/Fax. (031)7532192
Email:bahasainggris@unesa.ac.id

UJIAN TENGAH SEMESTER GENAP 2019/2020

MATAKULIAH	: Analysis of School Curriculum
KODE MATA KULIAH	: 2024213050
JUMLAH SKS	: 3
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI/TANGGAL	: Kamis, 2 April 2020
ALOKASI WAKTU	: 120 menit
DOSEN	: Ririn Pusparini, S.Pd., M.Pd Esti Kurniasih, S.Pd., M.Pd Arik Susanti, S.Pd., M.Pd Nur Chakim, S.Pd., M.Pd

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Choose and answer three questions below.

1. What is the difference between syllabus design, syllabus development, and curriculum development? Clarify your answer.
2. What should one concern when he/she begin to design/develop curriculum? Clarify your answer.
3. The content of ESP courses are determined by some following ways, those are restriction, selection, themes and topics, and communicative needs. Explain each of them.
4. What is the difference between need analysis and situation analysis. Explain and give examples.
5. What is the difference between goal, objective and learning outcomes? Explain and give examples.
6. Mention 3 out of 10 kinds of syllabus. Explain and give examples.

Name : Rizky Liliani Febrianti
NIM : 18020084087

MID-TERM TEST

1. syllabus design is the process of developing a syllabus, syllabus design focuses on the students' need and their learning process then createing the good plan syllabus for the course.

   Syllabus development is the process of re development of the previous syllabus design and make revision or amand the syllabus design also listing the content of the course needs.

   curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes.

2. The things that we need to concern when we begin for design / develop curriculum is prepare the material, we need to identify the issue, problem, need of the learners, make systematic decisions of the characteristics of the learners, and conduct needs assesments and analyse for design evaluation strategies, then produce curriculum product.

3. Restriction – apply basic skills that included which are required by the learners purposes and needs such as understanding speech, speaking, reading, and writing.

   Selection – only those items such as vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes.

   Themes and topic – only those themes, topics, situations, universe of discourse are included which are required by the learner's purpose

   Communicative needs – only those communicative needs are included which are required for the learner's purposes

4. Need analysis
   The activities involved in collecting the necessary information of the learners' need for developing effective curriculum

   example

   needs analysis of non English background students and their English language needs at Indonesian Schools. This is an example of needs analysis conducted in order to evaluate whether currently available language courses.

   Situation analysis

budi cahyono
Use capital letter. It will be better in the form of table.

budi cahyono
Use flowchart to describe the content of ESP

Comprehensive review of the situation at hand, providing an understanding of many factors in analysis process.

Example

A largeprivate university of an EFL country decides that rather than use commercial materials in its language institute. When they are finally published, however it is found that few other institute want to use them. The example illustrtae the kind of factors that can have impact on the success curriculum project.

5. Goal

   General statement that describes the competency and desired knowledge, skills, and abilities. Learners needs to reach succesfully perform after educational session, example – how to be dicipline students.

   Example – student

   Objective

   Specific statement that illustrates what a learner is intended to be able to do after learning and completing the educational session. Example – students will be able to analyse the definition of historical of indonesia independent.

   Learning outcomes

   An explicit statement that describes the result of the learning outcomes that the learners will have achieved and can demonstrate at the end of an educational session. Example – the learners are be able to write summary of every presentation.

6. **Grammatical:** Is a list of grammatical structure, such as the present tense, comparison of adjective, relative clause, usually divided into sections graded according to difficulty and/or importance.
   Lexical: A list of lexical items (girls, boy, go, away…) with associate collocation and idioms, usually divided into graded section. One such syllabus, based on a corpus (a computerized collocation of samples of authentic language) i
   Topic-based: This is almost the same as Situational Syllabus, except that the heading are broadly topic-based, including thing like " Food" or " The family"; these usually indicate a fairly clear set of vocabulary items, which may be specified.

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Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

UJIAN AKHIR SEMESTER GENAP 2019/2020

MATA KULIAH	: Analysis of School Curriculum
KODE MATA KULIAH	: 2024213050
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris / 2018
HARI/TANGGAL	: Rabu, 13 Mei 2020
ALOKASI WAKTU	: 100 Menit
DOSEN	: Tim

Answer the following questions.

1. Explain the history of Curriculum development in Indonesia.
2. Explain the language knowledge at Factual, Conceptual, Procedural, and Metacognitive levels.
3. There are 3 kinds of texts taught to SMP and SMA students, those are:
   a. Transactional and Interpersonal texts
   b. Short Functional texts
   c. Long Functional texts.

   Explain each of them and mention 5 (five) kinds of each text.
4. What do you know about Permendikbud No. 23, 2016 (Assessment standard)? Clarify your answer.
5. Explain the 6 steps of Taxonomy Bloom below

   Remembering, understanding, applying, analyzing, evaluating, creating

Final Exam Analysis of School Curriculum

Name : Bamanda Aulia Putri

NIM : 18020084088

Class : Analysis of School Curriculum 2018D

1. Explain the history of Curriculum development in Indonesia.

Curriculum is one of the main education components. In Indonesia, there are 9 curriculum that are ever used, they are 1947 Curriculum, 1952 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum, 2006 Curriculum (KTSP) and 2013 Curriculum. English lesson started to be conducted in 1967 Curriculum. The goals of each changing of curriculum is to mean improvement, and when it is needed some revision, adaption and replacement.

The 1968 Curriculum is hoped that the curriculum become the powerful tools in shaping Indonesians that reflected Pancasila. It is conducted by subject-centered. The English Instruction focuses on the four-skill, which reading-skill is the priority and speaking- skill is least priority. The method used is ALM, where the students repeat the teacher's utterances with no attention to meaning.

The 1975 curriculum reflected the change in world condition. The objective of English teaching emphasizes the mastery of linguistic patterns through reading, without giving proper attention to their use in real communicative situations. The 1984 Curriculum approach is implementing active learning as well as process-oriented and more student-centered. The aim is at the developing student's skills in managing their learning processes and outcomes. The goal is the development of communicative competences in the English language, but it was failed. In the 1994 Curriculum, the extracurricular thing is introduced, to support the success of the curricular program. The general objective of English teaching was to develop reading skill, but the listening and speaking skills given more emphasis than before.

The 2004 Curriculum was actually never officially launched, and it is influenced by the science and technology, and the main concept is the same as it is in 2006 Curriculum. The aim of the English lesson is the learners are expected to be able to listen to short lectures, talk about serious matters, read popular and scientific texts, and write for various purposes.

The 2013 Curriculum, the recent curriculum used in Indonesia until now. The students in 2013 Curriculum are expected to be more active than the teacher, the students are expected to explore more about the lesson they learned. The usage of technology in this

curriculum are very important. The progress of the 2013 curriculum is very rapid compared to the previous curriculum.

2. **Explain the language knowledge at Factual, Conceptual, Procedural, and Metacognitive levels.**
   a. Factual: The basic elements a student must know to be acquainted with a discipline or solve problems in it. The language knowledge that are expected to be mastered by the students in this level are able to remember the list of vocabulary, able to summarize text, able to respond in a conversation, selecting the most complete list, and generate a log of daily activities.
   b. Conceptual: The interrelationships among the basic elements within a larger structure that enable them to function together. The language knowledge that are expected to be mastered by the students in this level are recognize the kind of text, clarify instruction in a procedure text, giving advice, differentiate kind of text, determine the relevance of cause and effect, making a group discussion
   c. Procedural: How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods. The language knowledge that are expected to be mastered by the students in this level are knowing how to make a text, able to make an instructions, able to perform the instruction, compliance with the regulation of making a good sentence, determine or judge the efficiency of a sentence, able to design a whole text with good complex sentences.
   d. Metacognitive: Knowledge of cognition in general as well as awareness and knowledge of one's own cognition. The language knowledge that are expected to be mastered by the students in this level are identify strategies for retaining information, predict one's response to culture shock, apply certain expression in a right time, revising their friends' work, re-create someone's story, create a learning portfolio.
3. **There are 3 kinds of texts taught to SMP and SMA students, explain each of them and mention 5 (five) kinds of each text. those are:**
   a. **Transactional and Interpersonal texts**

      Interpersonal Text or conversation involves communication strategies by which people maintain and/or establish social relationship or people use language to help them establish social order and maintain good relations with other people. For example: Introducing self and other people, apologizing, thanking, greeting and congratulating.

budi cahyono
Provide with the example, so you can differentiate among them very well

Transactional Text is the usage of language to achieve optimal and efficient transference of information. For example: ordering or commanding, promising, warning, complaining, refusing.

budi cahyono
Give one example of the text

b. Short Functional texts

Short functional text is a text that has social function to inform something. It's called short functional text because the text is short and has a specific information. For examples: announcement, memo, notice, greeting cards, poster.

c. Long Functional texts.

Long functional text is a long text or essays to give information in daily life which are meant to help the readers accomplish everyday task and understand text-types or genres. Each of long functional text has its own function to the reader. For examples: recount text (to provide the audience with a description of what occurred and when it occurred.), narrative text (providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.), descriptive text (to tell about the subjects by describing its features without including personal opinions.), procedure text (is to provide instructions for making something, doing something or getting somewhere.), and discussion text (to present to the audience different opinions on a topic, and at the end your opinion or recommendation.)

4. What do you know about Permendikbud No. 23, 2016 (Assessment standard)? Clarify your answer.

Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) No. 23 2016 regulates education assessment standards in Indonesia, which is a criterion regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments of assessment of student learning outcomes that are used as a basis in assessing student learning outcomes in primary and secondary education. This regulation was determined by Anies Baswedan on June 6, 2016. The assessment is intended to map the quality of programs and education units, consideration of selection into the next level of education and coaching and providing assistance to education units in order to improve the quality of education) for determining graduation from an education unit. the assessment carried out is an assessment of the aspects of attitude, knowledge and skills carried out through certain different stages for each aspect. The assessors are teachers (by conducting tests, observations, assignments of individuals or groups), schools (by conducting school examination) and the government (by conducting National Examination).

5. **Explain the 6 steps of Taxonomy Bloom below**

Remembering: To remember is to retrieve relevant knowledge from long-term memory. The cognitive processes: recognizing and recalling

Understanding: To understand is to construct meaning from instructional messages, including oral, written, and graphic communication. The cognitive processes: interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining.

Applying: To apply is to carry out or use a procedure in a given situation. The cognitive processes: executing, implementing

Analyzing: To analyze is to break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose. The cognitive processes: differentiating, organizing, attributing.

Evaluating: To evaluate is to make judgments based on criteria and standards. The cognitive processes: checking, critiquing

Creating: To create is to put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure; inventing a product. The cognitive processes: generating, planning, producing.

budi cahyono
It will be better if you describe in the form of table so that it will make you easier understand the concept