![UNESA Logo] UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: March 2018

Faculty   : Faculty of Languages and Arts
Study Program   : English Education
Subject   : ELT Methods
Code   : 8820304057
Credit Hours   : 4 credits
Semester   : 3
Pre-requisite   : -
Lecturer(s)   : Team

Learning Outcomes:	**Program Learning Outcomes (PLO)** ● PLO-2 : Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives ● PLO-4 : Design, implement, and evaluate the English teaching and learning process effectively and creatively
	Course Learning Outcomes (CLO) CLO1: 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. CLO2: Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them. CLO3: Determine which method should be appropriately referred to for teaching a certain language skill or component. CLO4: Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.
Course Description:	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.
Learning Materials/ Topics	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. 2. Current ELT methods: Discovery Learning, Scientific Approach, Genre-based Approach, Problem-based Learning, and Project-based Learning. 3. Teaching language skills: listening, reading, speaking, and writing. 4. Teaching language components: pronunciation, vocabulary, and grammar.
References:	1. Larsen-Freeman, Diane. (2013). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 2. Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press. 3. Harmer, Jeremy. (2007). *The Practice of Language Teaching*. England: Pearson Education Ltd. 4. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York: Routledge. 5. Oxford, R.L. (2016). *Teaching and Researching Language Learning Strategies*. New York: Routledge. 6. Brown, D. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition.* New York: Pearson Education. 7. Permendikbud No. 22 tahun 2016. 8. Johnson, A.P. (2017). *Teaching Strategies for All Teachers Enhancing the Most Significant Variable.* Lanham: Rowman & Littlefield. 9. Walker, A., Leary, H., Hmelo-Silver, C.E. and Ertmer, P.A. (2015). *Essential readings in problem-based learning*. West Lafayette: Purdue University Press. 10. Larmer, J., Mergendoller, J. and Boss, S. (2015). *Setting the standard for project-based learning*. Alexandria: ASCD. 11. Troyan, F.J. (2020). *Genre in World Language Education: Contextualized Assessment and Learning*. London: Taylor & Francis.
Lecturer(s)	Ririn Pusparini, Esti Kurniasih, Arik Susanti
Prerequisite	-

A. Learning-teaching Activities

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	• Able to distinguish the terms *techniques, methods and approach* • Able to identify the factors to consider when choosing a particular method.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Giving questions asynchronously in LMS Google Classroom about the concept of *techniques, methods and approach* • Discussing the differences about the concept of t *techniques, methods and approach* in group using Google Classroom • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective (3=correct; 2=almost correct; 1= a little bit correct, 0=incorrect)
2	Students are able to explain the learner-centered language instructions.	• Able to distinguish teacher-centered and learner-centered language instructions. • Able to explain the advantages of learner-centered language instructions. • Able to explain how to make language instructions more learner-centered.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of teacher-centered and learner-centered asynchronously in LMS Google Classroom • Discussing the differences about those concept of in group using Google Classroom • Discussing the advantages of learner-centered language • Analyzing some language instructions based on learner-centered • Presenting their results synchronously in zoom meeting **[2 x 50 minutes]**	2, 4	Subjective
3	Students are	• Able to explain the	Criteria:	-	• Brainstorming about the concept of	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
	able to explain Grammar Translation Method (GTM).	principles of GTM. • Able to explain the roles of the teacher and the students in GTM. • Able to explain the characteristics of the teaching-learning process in GTM.	Holistic rubric Quiz: Answer essay-type items		GTM asynchronously in LMS Google Classroom • Discussing the characteristics of GTM in group using Google Classroom • Discussing the teacher and students' role in GTM • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
4	Students are able to explain Direct Method (DM).	• Able to explain the principles of DM. • Able to explain the roles of the teacher and the students in DM. • Able to explain the characteristics of the teaching-learning process in DM.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of DM asynchronously in LMS Google Classroom • Discussing the characteristics of DM in group using Google Classroom • Discussing the teacher and students' role in DM • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
5	Students are able to explain Audio-	• Able to explain the principles of ALM. • Able to explain the roles of the teacher	Criteria: Holistic rubric	-	• Brainstorming about the concept of ALM asynchronously in LMS Google Classroom • Discussing the characteristics of DM	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
	lingual Method (ALM).	and the students in ALM. • Able to explain the characteristics of the teaching-learning process in ALM.	Quiz: Answer essay-type items		in group using Google Classroom • Discussing the teacher and students' role in ALM • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
6	Students are able to explain Desuggestopedia.	• Able to explain the principles of Desuggestopedia. • Able to explain the roles of the teacher and the students in Desuggestopedia. • Able to explain the characteristics of the teaching-learning process in Desuggestopedia.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of Desuggestopedia asynchronously in LMS Google Classroom • Discussing the characteristics of Desuggestopedia in group using Google Classroom • Discussing the teacher and students' role in Desuggestopedia • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
7	Students are able to explain The Silent Way.	• Able to explain the principles of The Silent Way. • Able to explain the roles of the teacher and the students in The Silent Way. • Able to explain the	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of The Silent Way asynchronously in LMS Google Classroom • Discussing the characteristics of Desuggestopedia in group using Google Classroom • Discussing the teacher and students'	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		characteristics of the teaching-learning process in The Silent Way.			• role in Desuggestopedia • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
8	Students are able to explain Community Language Learning.	• Able to explain the principles of Community Language Learning. • Able to explain the roles of the teacher and the students in Community Language Learning. • Able to explain the characteristics of the teaching-learning process in Community Language Learning.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Community Language Learning asynchronously in LMS Google Classroom • Discussing the characteristics of Community Language Learning in group using Google Classroom • Analyzing the roles of the teacher and the students in Community • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
9	Students are able to explain Total Physical Response (TPR).	• Able to explain the principles of TPR. • Able to explain the roles of the teacher and the students in TPR. • Able to explain the characteristics of the teaching-learning process in TPR.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of TPR asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in TPR in group using Google Classroom • Analyzing the roles of the teacher and the students in TPR • Presenting their results synchronously in zoom meeting	1, 2	Subjective

| Week | Learning Objectives | Assessment | | Learning Activities and Time Allotment | | Learning Sources | Scoring |
		Indicators	Criteria/ Form/Type	Offline	Online		
					Google Form (Quiz) **[2 x 50 minutes]**		
10	Students are able to explain Communicative Language Teaching (CLT).	• Able to explain the principles of CLT. • Able to explain the roles of the teacher and the students in CLT. • Able to explain the characteristics of the teaching-learning process in CLT.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of CLT asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in CLT in group using Google Classroom • Analyzing the roles of the teacher and the students in CLT • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
11	Students are able to explain Content-based Instruction (CBI).	• Able to explain the principles of CBI. • Able to explain the roles of the teacher and the students in CBI. • Able to explain the characteristics of the teaching-learning process in CBI.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of CBI asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in CBI in group using Google Classroom • Analyzing the roles of the teacher and the students in CBI • Presenting their results synchronously in zoom meeting 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		
12	Students are able to explain Task-based Instruction (TBI).	• Able to explain the principles of TBI. • Able to explain the roles of the teacher and the students in TBI. • Able to explain the characteristics of the teaching-learning process in TBI.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of TBI asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in TBI in group using Google Classroom • Analyzing the roles of the teacher and the students in TBI • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
13	Students are able to explain Participatory Approach.	• Able to explain the principles of Participatory Approach. • Able to explain the roles of the teacher and the students in Participatory Approach. • Able to explain the characteristics of the teaching-learning process in Participatory Approach.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Participatory Approach asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Participatory Approach in group using Google Classroom • Analyzing the roles of the teacher and the students in Participatory Approach • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
14	Students are able to	• Able to explain the principles of	Criteria: Holistic	-	• Brainstorming about the concept of the principles of Cooperative Learning	1, 2	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
	explain Cooperative Learning.	Cooperative Learning. • Able to explain the roles of the teacher and the students in Cooperative Learning. • Able to explain the types of Cooperative Learning.	rubric Quiz: Answer essay-type items		asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Cooperative Learning in group using Google Classroom • Analyzing the roles of the teacher and the students in Cooperative Learning • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
15	Students are able to explain Multiple Intelligences.	• Able to explain the types of Multiple Intelligences. • Able to identify the activities that develop each type of intelligence.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Discussing the types of Multiple Intelligences in group using Google Classroom • Analyzing the roles of the teacher and the students in activities that develop each type of intelligence • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	1, 2	Subjective
16	Mid-term Exam						
17	Students are	• Able to explain the	Criteria:	-	• Brainstorming about the concept of the	5	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
	able to explain Language Learning Strategies Instruction.	definition of Language Learning Strategies. • Able to explain the types of Language Learning Strategies. • Able to explain how to teach Language Learning Strategies.	Holistic rubric Quiz: Answer essay-type items		principles of Language Learning Strategies asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Language Learning Strategies in group using Google Classroom • Analyzing the roles of the teacher and the students in Language Learning Strategies • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
18	Students are able to practice teaching Pronunciatio n.	• Able to explain the components of pronunciation. • Able to explain the principles of teaching pronunciation. • Able to demonstrate how to teach pronunciation.	Criteria: Holistic rubric Task (create teaching scenario)	-	• Brainstorming about the concept of pronunciation asynchronously in LMS Google Classroom • Discussing the principles of teaching pronunciation.in group using Google Classroom • Creating teaching scenario how to teach pronunciation • Demonstrate teaching scenario in synchronously in zoom meeting Task **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
19	Students are able to practice	• Able to explain the components of grammar.	Criteria: Holistic rubric	-	Tanya jawab dengan menggunakan secara asynchronous dengan LMS 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		
	teaching Grammar.	• Able to explain the principles of teaching grammar. • Able to demonstrate how to teach grammar.	Task (create teaching scenario)		• Discussing the principles of teaching gramar.in group using Google Classroom • Creating teaching scenario how to teach grammar • Demonstrate teaching scenario in teaching grammar synchronously in zoom meeting **[2 x 50 minutes]**		
20	Students are able to practice teaching Vocabulary.	• Able to explain the components of vocabulary. • Able to explain the principles of teaching vocabulary. • Able to demonstrate how to teach vocabulary.	Criteria: Holistic rubric Task based: create teaching scenario	-	• Discussing about the components of vocabulary asynchronously in LMS Google Classroom • Discussing the principles of teaching vocabulary in group using Google Classroom • Creating teaching scenario how to teach vocabulary • Demonstrate teaching scenario in synchronously in zoom meeting **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
21	Students are able to practice teaching Listening Comprehension.	• Able to explain the components of listening comprehension. • Able to explain the principles of teaching listening comprehension. • Able to demonstrate how to teach	Criteria: Holistic rubric Task based: create teaching scenario	-	• Discussing about the components of listening asynchronously in LMS Google Classroom • Discussing the principles of teaching listening in group using Google Classroom • Creating teaching scenario how to teach listening • Demonstrate teaching scenario in synchronously in zoom meeting	3, 4, 6, 7	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
		listening comprehension.			**[2 x 50 minutes]**		
22	Students are able to practice teaching Reading Comprehension.	• Able to explain the components of reading comprehension. • Able to explain the principles of teaching reading comprehension. • Able to demonstrate how to teach reading comprehension.	Criteria: Holistic rubric Task based: create teaching scenario	-	• Discussing about the components of reading asynchronously in LMS Google Classroom • Discussing the principles of teaching reading in group using Google Classroom • Creating teaching scenario how to teach reading • Demonstrate teaching scenario in synchronously in zoom meeting **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
23	Students are able to practice teaching Speaking.	• Able to explain the components of speaking. • Able to explain the principles of teaching speaking. • Able to demonstrate how to teach speaking.	Criteria: Holistic rubric Task based: create teaching scenario	-	• Discussing about the components of speaking asynchronously in LMS Google Classroom • Discussing the principles of teaching speaking in group using Google Classroom • Creating teaching scenario how to teach speaking • Demonstrate teaching scenario in synchronously in zoom meeting **[2 x 50 minutes]**	3, 4, 6, 7	Subjective
24	Students are able to practice teaching Writing.	• Able to explain the components of writing. • Able to explain the principles of teaching writing.	Criteria: Holistic rubric Task based: create	-	• Discussing about the components of writing asynchronously in LMS Google Classroom • Discussing the principles of teaching writing in group using 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		
		• Able to demonstrate how to teach writing.	teaching scenario		• Creating teaching scenario how to teach writing • Demonstrate teaching scenario in synchronously in zoom meeting **[2 x 50 minutes]**		
25	Students are able to explain Discovery Learning.	• Able to explain the principles of Discovery Learning. • Able to explain the roles of the teacher and the students in Discovery Learning. • Able to explain the characteristics of the teaching-learning process in Discovery Learning.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Discovery Learning asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Discovery Learning in group using Google Classroom • Analyzing the roles of the teacher and the students in Discovery Learning • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	8, 9	Subjective
26	Students are able to explain Problem-based Approach.	• Able to explain the principles of Problem-based Approach. • Able to explain the roles of the teacher and the students in Problem-based Approach. • Able to explain the	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Problem-based Approach asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Problem-based Approach in group using Google Classroom • Analyzing the roles of the teacher and the students in Problem-based	8, 10	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
		characteristics of the teaching-learning process in Problem-based Approach.			Approach • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
27	Students are able to explain Project-based Approach.	• Able to explain the principles of Project-based Approach. • Able to explain the roles of the teacher and the students in Project-based Approach. • Able to explain the characteristics of the teaching-learning process in Project-based Approach.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Project-based Approach asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Project-based Approach in group using Google Classroom • Analyzing the roles of the teacher and the students in Project-based Approach. • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	8, 11	Subjective
28	Students are able to explain Genre-based Approach.	• Able to explain the principles of Genre-based Approach. • Able to explain the roles of the teacher and the students in Genre-based Approach. • Able to explain the	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Genre-based Approach asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Genre-based Approach in group using Google Classroom • Analyzing the roles of the teacher and	8, 12	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
		characteristics of the teaching-learning process in Genre-based Approach.			the students in Genre-based Approach. • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**		
29	Students are able to explain Scientific Approach.	• Able to explain the principles of Scientific Approach. • Able to explain the roles of the teacher and the students in Scientific Approach. • Able to explain the characteristics of the teaching-learning process in Scientific Approach.	Criteria: Holistic rubric Quiz: Answer essay-type items	-	• Brainstorming about the concept of the principles of Scientific Approach asynchronously in LMS Google Classroom • Discussing the characteristics of the teaching-learning process in Scientific Approach in group using Google Classroom • Analyzing the roles of the teacher and the students in Scientific Approach. • Presenting their results synchronously in zoom meeting Google Form (Quiz) **[2 x 50 minutes]**	8	Subjective
30-31	Students are able to practice teaching learning English based on one of	• Able to write indicators from one of skills in ELT • Able to write teaching activities from one of skills in ELT • Able to present it	Criteria: Holistic rubric Project Based		• Select one indicator from one of skills in ELT • Write learning objectives • Write learning activities based on learning objectives and the chosen method • Practice and record it • Uploaded in YouTube		

Week	Learning Objectives	Assessment			Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline		Online		
	methods					• Presenting their results synchronously in zoom meeting		
32	End-of-term Exam							

Assessment

1. **Rubric for Assignment**

No	Descriptions	Scores
1	The content is relevant to the assigned topic.	$0 - 5$
2	The concepts are comprehensively discussed.	$0 - 5$
3	The sentence structures are correct, with sophisticated use of grammar.	$0 - 3$
4	The diction is appropriate for a particular context.	$0 - 3$
5	The mechanics are accurately used.	$0 - 3$
6	Plagarism is kept to a minimum as shown by the similarity index in Turnitin.	$0 - 3$

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

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

2. Rubric for project

No	Descriptions	Scores
1	The indicators are relevant to the skill from basic competence in school.	0 – 5
2	The learning objectives are relevant to basic competence in school .	0 – 5
3	The learning activities are relevant to learning objectives.	0 – 3
4	The teaching model is appropriate for a particular context.	0 – 3
5	The mechanics are accurately used.	0 – 3

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:

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

3. Rubric for Mid-term and End-of-term Exams

Descriptions	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:

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

Surabaya, 15 March 2018
Course Coordinator,

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