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|  | | **RENCANA PEMBELAJARAN SEMESTER GANJIL 2017/2018** | | | | | | | | |
|  | | **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** | | | | | | | | |
|  | | **UNIVERSITAS ESA UNGGUL** | | | | | | | | |
|  | | | | | | | | | | |
| **Subject** | | | **:** | Basic Grammar | | | **Subject Code** | | **:** | PBI 151 |
| **Prerequisite** | | | **:** | - | | | **Credit** | | **:** | 2 |
| **Lecturer** | | | **:** | Meiyanti Nurchaerani S.S.,M.Hum | | | **Lecturer Code** | | **:** | 7254 |
| **Time Allocation** | | | **:** | 14 meetings x 100 minutes | | | | | | |
| **Learning Objectives** | | | **:** | After completing this course, students are expected to be able to:   1. Identify the roles and relationships of words in a sentence.   2. Demonstrate mastery of grammar by constructing simple,compound,complex,  And compound/complex sentences | | | | | | |
|  | | |  |  | | | | | | |
| **WEEK** | **LEARNING**  **OUTCOMES** | | **TOPIC/SUB-TOPICS** | | **CLASSROOM ACTIVITIES**  **AND MEDIA** | **REFERENCES** | | **INDICATOR FOR**  **ASSESSMENT** | | |
| **1** | Students identify the  course outline and the class regulations | | Course outline and Class regulations | | Students are given  Course Outline, then Identify learning topics  assignment, assessment  system, and references.  Lecturing and question answer  session  Media : class, computer,  *LCD* and *whiteboard* | Course Outline,  Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing. | | Students’  comprehension to elaborate course  outline and class  regulation | | |
| **2** | Students are able to  identify basic  concept of grammar | | What is Grammar? | | Students elaborate basic  concept of grammar  Lecturing , discussion,  answering exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  comprehension to  elaborate the  concept of  grammar. | | |
| **3** | Students are able to  identify and Apply  appropriate tense  in a sentence | | Tenses | | Students elaborate and  use appropriate tenses in  a sentence  Lecturing , discussion,  answering exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  comprehension to  elaborate the  concept of  grammar. | | |
| **WEEK** | **LEARNING**  **OUTCOMES** | | **TOPIC/SUB-TOPICS** | | **CLASSROOM ACTIVITIES**  **AND MEDIA** | **REFERENCES** | | **INDICATOR FOR**  **ASSESSMENT** | | |
| **4** | Students are able to  Identify class of  words | | Class of words | | Students classify the  characteristics of class of  word in sentences  Lecturing , discussion,answering exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  comprehension to  classify class of  words in a entences | | |
| **5** | Students are able to  Identify and use appropriate modal  auxiliaries in a sentence | | Modal auxiliaries | | Students elaborate the  use of modal and its  function in a sentence  Presentation ,  discussion, answering  exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  understanding the  use of modal  auxiliaries and their  functions. | | |
| **6** | Students identify and the use of singular and plural subjects in a sentence | | Subjects | | Students determine  whether the subject is  singular or plural  presentation, discussion,  answering exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  comprehension to  recognize whether  the subject is plural  or singular | | |
| **7** | Students are able to  recognize pronouns  and their usage | | Pronouns | | Students’ comprehension  to use appropriate  pronouns in a sentence  Lecturing , discussion,  answering exercises  Media : class, computer,  *LCD* and *whiteboard* | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  understanding to  recognize pronouns  and their usage | | |
| **8** | **MID-TERM TEST** | | | | | | | | | |
| **9** | Students are able to identify passive form and change it to active form or opposite | | Passive voice | | Students change a  sentence from active  form to passive form or  opposite | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  performance to  change a sentence  from active to  passive form or  opposite | | |
| **10** | Students are able to  change a sentence from active  form to passive form  or opposite | | Passive voice  (Continued) | | Students change a  sentence from active  form to passive form or  opposite | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’  performance to  change a sentence  from active to  passive form or  opposite | | |
| **11** | Students are able to  identify and construct a sentence of direct and indirect speech | | Direct and  indirect  speech | | Students change  direct to indirect  speech or opposite  Media : multi  media | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’ Performance to change a  sentence from direct to indirect speech  or opposite | | |
| **12** | Students are able to  change from direct  to indirect speech or  opposite | | Direct and  indirect  Speech (continued) | | Students change  direct to indirect  speech or opposite  Media : multi  media | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’ Performance to analyze the changes direct speech to indirect speech  or opposite | | |
| **13** | Students are able to  make a sentence by  using causative form | | Causative  form | | Students change  direct to indirect  speech or opposite  Media : multi  media | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’ performance to make a  sentence by using appropriate  causative forms | | |
| **14** | Students are able to  identify appropriate  and use conditional  if form in a sentence | | Conditional if | | Students recognize  and make a  sentence by using  appropriate “if”  Media : multi  media | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’ performance to make  conditional sentence | | |
| **15** | Students are able to  Identify the types of conditional if forms  and use appropriate type in a sentence | | Conditional if (continued) | | Students identify the types of conditional if forms and use appropriate type in a sentence  Media : multi  media | Swan, Michael and  Catherine. W. (2011).  *Oxford English Grammar*  *Course: Intermediate*.  UK:OUP  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 1. USA:  Saddleback Educational  Publishing.  Seaton Anne and Y.H. Mew  (2007) Basic English  Grammar: book 2. USA:  Saddleback Educational  Publishing.  Choy Penelope and  Dorothy.G.C. (2011). Basic  Grammar and Usage, (8th  ed). Boston: Wardworth. | | Students’ performance to make  conditional sentence | | |
| **FINAL TEST** | | | | | | | | | | |

**Jakarta,**

**Mengetahui, Dosen Pengampu,**

**Ketua Program Studi,**

**Nama dan tanda tangan Nama dan tanda tangan**

**EVALUASI PEMBELAJARAN**

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| **WEEKI** | **PROCEDURE** | **FORM** | **SCORE > 77**  **( A / A-)** | **SCORE > 65**  **(B- / B / B+ )** | **SCORE > 60**  **(C / C+ )** | **SCORE > 45**  **( D )** | **SCORE < 45**  **( E )** | **WEIGHT** |
| 1 | **Understand the course outline and class regulation** | | | | | | | |
| 2 | Performance assessment | Discussion, and exercises | Students are able to  elaborate basic  concept of grammar; function, forms, rules in sentence both written or spoken comprehensively | Students are able to  elaborate basic  concept of grammar; function, forms, rules in sentence both written or spoken | Students are able to  elaborate basic  concept of grammar; function, forms, rules in sentence both written or spoken with few mistakes | Students are able to  elaborate basic  concept of grammar; function, forms, rules in sentence both written or spoken with frequent mistakes | Students are fail to elaborate basic  concept of grammar; function, forms, rules in sentence both written or spoken | 5% |
| 3 | *Perfomance assessment* | Sententence analysis and construction  (exercises) | Students are able to analyze and construct a sentence both in written and spoken with appropriate tense comprehensively | Students are able to analyze and construct a sentence both in written and spoken with appropriate tense | Students are able to analyze and construct a sentence both in written and spoken with appropriate tense with few mistakes | Students are able to analyze and construct a sentence both in written and spoken with appropriate tense frequent mistakes | Students are fail to analyze and construct a sentence both in written and spoken with appropriate tense | 5% |
| 4 | *Performance Assessment* | Student’s analysis, exercises | Students are able to classify and construct a word into a sentence properly | Students are able to classify and construct a word into a sentence | Students are able to classify and construct a word into a sentence with few mistakes | Students are able to classify and construct a word into a sentence with frequent mistakes | Students are fail to classify and construct a word into a sentence | 10% |
| **WEEKI** | **PROCEDURE** | **FORM** | **SCORE > 77**  **( A / A-)** | **SCORE > 65**  **(B- / B / B+ )** | **SCORE > 60**  **(C / C+ )** | **SCORE > 45**  **( D )** | **SCORE < 45**  **( E )** | **WEIGHT** |
| 5 | *Performance Assessment,* | Sentence analysis and construction | Students are able to analyze and employ modal auxiliary into a sentence comprehensively | Students are able to analyze and employ modal auxiliary into a sentence | Students are able to analyze and employ modal auxiliary into a sentence with few mistakes | Students are able to analyze and employ modal auxiliary into a sentence with frequent mistakes | Students are fail to analyze and employ modal auxiliary into a sentence with frequent mistakes | 10% |
| 6 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify and employ appropriate subject into a sentence properly | Students are able to identify and employ appropriate subject into a sentence | Students are able to identify and employ appropriate subject into a sentence few mistakes | Students are able to identify and employ appropriate subject into a sentence with frequent mistakes | Students are fail to identify and employ appropriate subject into a sentence | 5% |
| 7 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify appropriate pronoun and employ it into a sentence comprehensively | Students are able to identify appropriate pronoun and employ it into a sentence | Students are able to identify pronoun and employ it into a sentence with few mistakes | Students are able to identify pronoun and employ it into a sentence with frequent mistakes | Students are fail to identify appropriate and employ into a sentence | 10% |
| 8 | Mid-Term Test | | | | | | | |
| 9 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify forms of passive sentence and create a passive sentence comprehensively | Students are able to identify forms of passive sentence and create a passive sentence | Students are able to identify forms of passive sentence and create a passive sentence with few mistakes | Students are able to identify forms of passive sentence and create a passive sentence frequent mistakes | Students are form to identify forms of passive sentence and create a passive sentence | 10% |
| 10 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify, create, and change an active sentence into passive form or opposite comprehensively | Students are able to identify, create, and change an active sentence into passive form or opposite | Students are able to identify, create, and change an active sentence into passive form or opposite with few mistakes | Students are able to identify, create, and change an active sentence into passive form or opposite with frequent mistakes | Students are fail to identify, create, and change an active sentence into passive form or opposite | 10% |
| 11 | *Performance Assessment,* | Sentence analysis and construction | Students are able to analyze forms of direct or indirect speech and create sentence related to the forms comprehensively | Students are able to analyze forms of direct or indirect speech and create sentence related to the forms | Students are able to analyze forms of direct or indirect speech and create sentence related to the forms with few mistakes | Students are able to analyze forms of direct or indirect speech and create sentence related to the forms frequent mistakes | Students are fail to analyze forms of direct or indirect speech and create sentence related to the forms | 10% |
| 12 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify, create, and change a direct speech into indirect speech or opposite comprehensively | Students are able to identify, create, and change a direct speech into indirect speech or opposite | Students are able to identify, create, and change a direct speech into indirect speech or opposite with few mistakes | Students are able to identify, create, and change a direct speech into indirect speech or opposite with frequent mistakes | Students are fail to identify, create, and change a direct speech into indirect speech or opposite | 10% |
| 13 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify causative form(active or passive), create sentences, and change active causative into passive causative comprehensively | Students are able to identify causative form(active or passive), create sentences, and change active causative into passive causative | Students are able to identify causative form(active or passive), create sentences, and change active causative into passive causative with few mistakes | Students are able to identify causative form(active or passive), create sentences, and change active causative into passive causative with frequent mistakes | Students are fail to identify causative form(active or passive), create sentences, and change active causative into passive causative | 10% |
| 14 | *Performance Assessment,* | Sentence analysis and construction | Students are able to identify and create conditional sentences comprehensively | Students are able to identify and create conditional sentences | Students are able to identify and create conditional sentences with few mistakes | Students are able to identify and create conditional sentences with frequent mistakes | Students are fail to identify and create conditional sentences | 5 |

**Jakarta,**

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**Ketua Program Studi, Dosen Pengampu,**

**Nama dan tanda tangan Meiyanti Nurchaerani S.S.,M.Hum**