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|  | **RENCANA PEMBELAJARAN SEMESTER GANJIL 2017/2018** |
|  | **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** |
|  | **UNIVERSITAS ESA UNGGUL** |
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| **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 |
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| **WEEK** | **LEARNING****OUTCOMES** | **TOPIC/SUB-TOPICS** | **CLASSROOM ACTIVITIES****AND MEDIA** | **REFERENCES** | **INDICATOR FOR****ASSESSMENT** |
| **1** | Students identify thecourse outline and the class regulations | Course outline and Class regulations  | Students are givenCourse Outline, then Identify learning topicsassignment, assessmentsystem, and references.Lecturing and question answersessionMedia : class, computer,*LCD* and *whiteboard*  | Course Outline, Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing. | Students’comprehension to elaborate courseoutline and classregulation |
| **2** | Students are able toidentify basicconcept of grammar | What is Grammar? | Students elaborate basicconcept of grammarLecturing , discussion,answering exercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’comprehension toelaborate theconcept ofgrammar. |
| **3** | Students are able toidentify and Applyappropriate tensein a sentence | Tenses | Students elaborate anduse appropriate tenses ina sentenceLecturing , discussion,answering exercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’comprehension toelaborate theconcept ofgrammar. |
| **WEEK** | **LEARNING****OUTCOMES** | **TOPIC/SUB-TOPICS** | **CLASSROOM ACTIVITIES****AND MEDIA** | **REFERENCES** | **INDICATOR FOR****ASSESSMENT** |
| **4** | Students are able toIdentify class ofwords | Class of words | Students classify thecharacteristics of class ofword in sentencesLecturing , discussion,answering exercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’comprehension toclassify class ofwords in a entences |
| **5** | Students are able toIdentify and use appropriate modalauxiliaries in a sentence | Modal auxiliaries | Students elaborate theuse of modal and itsfunction in a sentencePresentation ,discussion, answeringexercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’understanding theuse of modalauxiliaries and theirfunctions. |
| **6** | Students identify and the use of singular and plural subjects in a sentence | Subjects | Students determinewhether the subject issingular or pluralpresentation, discussion,answering exercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’comprehension torecognize whetherthe subject is pluralor singular |
| **7** | Students are able torecognize pronounsand their usage | Pronouns | Students’ comprehensionto use appropriatepronouns in a sentenceLecturing , discussion,answering exercisesMedia : class, computer,*LCD* and *whiteboard* | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’understanding torecognize pronounsand 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 asentence from activeform to passive form oropposite | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’performance tochange a sentencefrom active topassive form oropposite |
| **10** | Students are able tochange a sentence from activeform to passive formor opposite | Passive voice(Continued) | Students change asentence from activeform to passive form oropposite | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’performance tochange a sentencefrom active topassive form oropposite |
| **11** | Students are able toidentify and construct a sentence of direct and indirect speech  | Direct andindirectspeech | Students changedirect to indirectspeech or oppositeMedia : multimedia | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’ Performance to change asentence from direct to indirect speechor opposite |
| **12** | Students are able tochange from directto indirect speech oropposite | Direct andindirectSpeech (continued) | Students changedirect to indirectspeech or oppositeMedia : multimedia | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’ Performance to analyze the changes direct speech to indirect speechor opposite |
|  **13** | Students are able tomake a sentence byusing causative form | Causativeform | Students changedirect to indirectspeech or oppositeMedia : multimedia | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’ performance to make asentence by using appropriatecausative forms |
| **14** | Students are able toidentify appropriateand use conditionalif form in a sentence | Conditional if | Students recognizeand make asentence by usingappropriate “if”Media : multimedia | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’ performance to makeconditional sentence |
| **15** | Students are able toIdentify 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 sentenceMedia : multimedia | Swan, Michael andCatherine. W. (2011).*Oxford English Grammar**Course: Intermediate*.UK:OUPSeaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 1. USA:Saddleback EducationalPublishing.Seaton Anne and Y.H. Mew(2007) Basic EnglishGrammar: book 2. USA:Saddleback EducationalPublishing.Choy Penelope andDorothy.G.C. (2011). BasicGrammar and Usage, (8thed). Boston: Wardworth. | Students’ performance to makeconditional 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 toelaborate basicconcept of grammar; function, forms, rules in sentence both written or spoken comprehensively | Students are able toelaborate basicconcept of grammar; function, forms, rules in sentence both written or spoken  | Students are able toelaborate basicconcept of grammar; function, forms, rules in sentence both written or spoken with few mistakes | Students are able toelaborate basicconcept of grammar; function, forms, rules in sentence both written or spoken with frequent mistakes  | Students are fail to elaborate basicconcept 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,**

**Mengetahui,**

**Ketua Program Studi, Dosen Pengampu,**

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