



**KEPUTUSAN REKTOR UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**  
**NOMOR : 153-9/KPTS/UPTT/KP/IX/2024**

**TENTANG**

**PENUNJUKAN/ PENGANGKATAN DOSEN MENGAJAR SEMESTER GANJIL PRODI S1  
PENDIDIKAN GURU SEKOLAH DASAR (PGSD), S1 PENDIDIKAN GURU PENDIDIKAN  
ANAK USIA DINI (PG-PAUD), S1 PENDIDIKAN MATEMATIKA, S1 PENDIDIKAN  
BAHASA INGGRIS DAN S1 PENDIDIKAN JASMANI KESEHATAN DAN  
REKREASI (PENJASKESREK) FAKULTAS KEGURUAN DAN ILMU  
PENDIDIKAN UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI  
TAHUN AKADEMIK 2024/ 2025**

**REKTOR UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**

- Menimbang : a. bahwa untuk kelancaran proses pembelajaran semester ganjil Prodi S1 PGSD, S1 PG-PAUD, S1 Pendidikan Matematika, S1 Pendidikan Bahasa Inggris dan S1 PENJASKESREK Fakultas Keguruan dan Ilmu Pendidikan Universitas Pahlawan Tuanku Tambusai Tahun Akademik 2024/ 2025;
- b. bahwa berdasarkan pertimbangan sebagaimana dimaksud pada huruf a diatas, perlu ditetapkan dengan Keputusan Rektor Universitas Pahlawan Tuanku Tambusai;
- Mengingat : 1. Undang-Undang No. 16 Tahun 2001 tentang Yayasan sebagaimana yang telah diubah dengan Undang-undang No 28 Tahun 2004 tentang Yayasan;
2. Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Undang-Undang No. 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah No.4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia No. 49 Tahun 2015 tentang Kelas Jabatan di Lingkungan Kementerian Riset, Teknologi dan Pendidikan Tinggi;
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Nomor 16 Tahun 2018 tentang Pedoman Tata Cara Penyusunan Statuta Perguruan Tinggi Swasta;
7. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi No.97/KPT/I/2017 tanggal 20 Januari 2017 tentang Izin Universitas Pahlawan Tuanku Tambusai;
8. Akta Notaris Ratu Helda Purnamasari, SH., MKn. No. 20. tanggal 18 September 2021 tentang Perubahan Badan Hukum Yayasan Pahlawan Tuanku Tambusai;
9. Keputusan YPTT Riau No. 01/KPTS/YPTT/2007 tentang Peraturan Tata Tertib Ketenagakerjaan (Pekerja, Karyawan dan Dosen) di lingkungan Yayasan Pahlawan Tuanku Tambusai;

**MEMUTUSKAN**

- Menetapkan :  
Pertama : Menunjuk/mengangkat Dosen Mengajar Semester Ganjil Prodi S1 PGSD, S1 PG-PAUD, S1 Pendidikan Matematika, S1 Pendidikan Bahasa Inggris dan S1 PENJASKESREK Fakultas Keguruan dan Ilmu Pendidikan Universitas Pahlawan Tuanku Tambusai Tahun Akademik 2024/2025 sebagaimana tersebut dalam lampiran 1 s.d 5 keputusan ini;
- Kedua : Nama-nama sebagaimana tersebut pada lampiran, dipandang cakap dan mampu untuk melaksanakan tugas-tugas yang dibebankan dan bertanggung jawab kepada Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pahlawan Tuanku Tambusai;
- Ketiga : Segala biaya yang timbul akibat dikeluarkan Surat Keputusan ini akan dibebankan kepada kas Universitas Pahlawan Tuanku Tambusai;
- Keempat : Keputusan ini berlaku untuk semester ganjil Tahun Akademik 2024/2025, dengan ketentuan apabila dikemudian hari terdapat kekeliruan dalam penetapannya, akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan Di : Bangkinang  
Pada Tanggal : 01 September 2024

Universitas Pahlawan Tuanku Tambusai

Rektor,  
  
Prof. Dr. Amir Luthfi

Tembusan disampaikan kepada Yth:

1. Lembaga & Pusat di lingkungan Universitas Pahlawan.
2. Fakultas Keguruan dan Ilmu Pendidikan Universitas Pahlawan.
3. Bendahara Universitas Pahlawan.



**SEMESTER V**

No	Hari	Jam	Mata Kuliah	Sem	SKS	Dosen	
1	Senin	07.30-08.20	Semantic and Pragmatics	V	2	Dr. Citra Ayu, M.Pd	
		11.40-13.00	Kewirausahaan	V	2	Efti Novita sari, S.Pd, MM	
		13.00-14.40	Pengelolaan Pendidikan	V	2	Putri Asilestari, M.Pd	
2	Selasa	07.30-08.20	TEFL I	V	2	Prof. Dr. Syafril Anwar, M.Pd	
		11.40-13.00	Extensive Reading	V	2	Hannisa Haris, M.Pd	
3	Rabu	07.30-09.20	Curriculum and Material Development (CMD)	V	3	Dr. Wida Rianti, M.Pd	
		09.30-11.20	Languange Learning Evalution	V	2	Dr. Lely Zuyana Amril M.Pd	
4	Kamis	07.30-09.20	IT IN EDUCATION	V	3	Roni Pasla, M.Kom	
		11.40-13.00	Manajemen Bimbel & Englis Course	V	3	Dr. Citra Ayu, M.Pd	

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**SEMESTER VII**

No	Hari	Jam	Mata Kuliah	Sem	SKS	Dosen	
1	Rabu	07.30-08.20	Magang II	VII A	2	Putri Asilestari, M.Pd	
		11.40-13.00	English for Young Learners	VII A	2	Lusi Marleni, M.Pd	
3	Jumat	07.30-08.20	Critical Essay	VII A	2	Dr. Citra Ayu, M.Pd	
		10.50-12.30	English for Specific Purposes	VII A	2	Dr. Wida Rianti, M.Pd	
4	Sabtu	07.30-09.20	Seminar on ELT	VII A	2	Dr. Masrul, M.Pd	
		09.30-12.20	TOEFL	VII A	4	Lusi Marleni, M.Pd	
		13.00-14.40	English for Tourism	VII A	2	Dr. Wida Rianti, M.Pd	
		14.10-15.10	Error Analysis	VII A	2	Nurhidayah Sari, M.Pd	

**JADWAL PERKULIAHAN SEMESTER GANJIL TAHUN AJARAN 2024/ 2025**  
**UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**  
**FAKULTAS ILMU PENDIDKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**Semester I A**

No	Hari	Jam	Mata Kuliah	Sem	SKS	Dosen	Ruangan
	Senin	07.30-09.20	Speaking I	I	2	Hannisa Haris, M.Pd	
		09.10-10.50	Listening I	I	2	Lusi Marleni, M.Pd	
		16.30-18.00	Bahasa Indonesia	I	2	Bambang Irawan, M.Pd	
2	Rabu	07.30-09.10	Grammar I	I	2	Dr. Wida Rianti, M.Pd	
		10.30-12.20	Writing I	I	2	Dr. Masrul, M.Pd	
		13.00-14.40	Reading I	I	2	Putri Asilestari, M.Pd	
3	Kamis	07.30-08.20	Vocabulary	I	2	Dr. Citra Ayu, M.Pd	
		09.10-10.00	Landasan Pendidikan	I	2	Dr. Wida Rianti, M.Pd	
	Jumat	07.30-08.20	Pendidikan Agama Islam	I	2	Hidayat, M.Ag.	

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**SEMESTER III A**

No	Hari	Jam	Mata Kuliah	Sem	SKS	Dosen	
1	Senin	07.30-08.20	Grammar III	III	2	Hannisa Haris, M.Pd	
		11.40-13.00	Bimbingan Konseling	III	2	Dr. Wida Rianti, M.Pd	
2	Selasa	09.10-10.50	PLSBT	III	2	Prof. Dr. Amir Luthfi	
		11.40-13.00	Pendidikan Pancasila	III	2	Dr. Musnar Indra Daulay, M.Pd	
3	Rabu	07.30-09.20	Phonology	III	2	Dr. Citra Ayu, M.Pd	
		09.30-11.20	Psikologi Pendidikan	III	2	Lusi Marleni, M.Pd	
4	Kamis	07.30-08.20	Reading III	III	2	Putri Asilestari, M.Pd	
		11.40-13.00	Introduction to Linguistics	III	2	Dr. Citra Ayu, M.Pd	
	Jumat	07.30-08.20	Writing III	III	2	Dr. Masrul, M.Pd	
		10.50-12.30	Translation I	III	2	Dr. Wida Rianti, M.Pd	

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# **RENCANA PEMBELAJARAN SEMESTER (RPS) SPEAKING I**

**oleh**


**Hannisa Haris M.Pd**

**Program Studi S 1 Pendidikan Bahasa Inggris**

**Universitas Pahlawan Tuanku Tambusai**

**Bangkinang, September 2024**

1. Informasi Umum

	UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI S 1 PENDIDIKAN BAHASA INGGRIS			
Tanggal penyusunan: 09 September 2024				
Mata Kuliah (MK)	Speaking 1	MK yang menjadi prasyarat	Menjadi prasyarat untuk MK	Integrasi Antar MK
Kode	ENG104	[Mata kuliah yang menjadi prasyarat]	[Mata kuliah yang prasyaratnya adalah mata kuliah ini]	[Mata kuliah yang terintegrasi dengan mata kuliah ini]
Rumpun MK (RMK)	Mata Kuliah Keilmuan dan Keterampilan			
Bobot (SKS)	2 SKS	Dosen Pengembang RPS	Koordinator RMK	Ketua Prodi
Semester	I/VI	(Hannisa Haris M.Pd)	(Hannisa Haris M.Pd)	(Putri Asi Lestari, M.Pd)
Dosen Pengampu	Hannisa Haris M.Pd			
Deskripsi Mata Kuliah	Deskripsi singkat capaian pembelajaran mata kuliah, ruang lingkup bahan kajian, dan bahasa pengantar yang digunakan dalam pembelajaran. Informasi lain seperti metode pembelajaran yang akan digunakan juga bisa dijelaskan; termasuk media teknologi yang akan digunakan dan moda pembelajarannya (sinkron/asinkron).			
Tautan Kelas Daring	Tautan kelas pada LMS perguruan tinggi			
CPL-PRODI (Capaian Pembelajaran Lulusan Program Studi) yang dibebankan kepada MK				
CPL1	Menunjukkan sikap religius, cinta tanah air, teliti, disiplin, adaptif, bekerja sama, dan bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.			
CPL2	Menguasai konsep teoritis yang berkaitan dengan keterampilan berbicara pada level dasar.			
CPL3	Menguasai keterampilan berbahasa Inggris untuk menciptakan komunikasi lisan secara lancar, akurat, efektif, dan berterima.			
Capaian Pembelajaran Mata Kuliah (CPMK)				
CPMK1	Memahami dan mempraktikkan <i>Personal And Family introduction expressions</i> meliputi: <i>self introduction, introducing others, family introduction</i>			
CPMK2	Memahami dan mempraktikkan <i>Speaking Expression in Public Communication context</i> meliputi: <i>communication at the market, communication at the restaurant, and communication at the Bank.</i>			
CPMK3	Memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment</i> meliputi: <i>weekend activities, hobby, and movie.</i>			
CPMK4	Memahami dan mempraktikkan <i>Speaking Expression in Traveling.</i>			
CPMK5	Memahami dan mempraktikkan <i>Speaking Expression in Sport.</i>			
CPMK6	Memahami dan mempraktikkan <i>Speaking Expression in Education and Work</i> meliputi: <i>talking about past, talking about present (job), and talking about future (education and job).</i>			
Sub-CPMK				
Sub-CPMK1	Mampu memahami dan mempraktikkan <i>Personal And Family introduction expressions: self introduction</i> secara formal dan Informal.			
Sub-CPMK2	Mampu memahami dan mempraktikkan <i>Personal And Family introduction expressions: introducing others</i> secara formal dan Informal.			
Sub-CPMK3	Mampu memahami dan mempraktikkan <i>Personal And Family introduction expressions: family introduction.</i>			



Sub-CPMK4	Mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the market.</i>													
Sub-CPMK5	Mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the restaurant.</i>													
Sub-CPMK6	Mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the Bank.</i>													
Sub-CPMK7	Memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: weekend activities.</i>													
Sub-CPMK8	Memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment : hobby.</i>													
Sub-CPMK9	Memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: movie.</i>													
Sub-CPMK10	Memahami dan mempraktikkan <i>Speaking Expression in Traveling</i>													
Sub-CPMK11	Memahami dan mempraktikkan <i>Speaking Expression in Making an appointment.</i>													
Sub-CPMK12	Memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about past.</i>													
Sub-CPMK13	Memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about present (job).</i>													
Sub-CPMK14	Memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about future (education and job).</i>													
Korelasi CPMK terhadap Sub-CPMK														
	Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	Sub-CPMK7	Sub-CPMK8	Sub-CPMK9	Sub-CPMK10	Sub-CPMK11	Sub-CPMK12	Sub-CPMK13	Sub-CPMK14
CPMK1	√	√	√											
CPMK2				√	√	√								
CPMK3							√	√	√					
CPMK4										√				
CPMK5											√	√	√	√
CPMK6										√				
<b>Bahan Kajian:</b> <b>Materi pembelajaran</b>	1. Pendahuluan: Kontrak Perkuliahan, <i>Personal And Family introduction expressions.</i> 2. <i>Speaking Expression in Public Communication context</i> meliputi: <i>communication at the market, communication at the restaurant, and communication at the Bank.</i> 3. <i>Speaking Expression in Leisure and Entertainment</i> meliputi: <i>weekend activities, hobby, and movie.</i> 4. <i>Speaking Expression in Traveling.</i> 5. <i>Speaking Expression in Making an appointment.</i> 6. <i>Speaking Expression in Education and Work</i> meliputi: <i>talking about past, talking about present (job), and talking about future (education and job).</i>													
<b>Daftar Pustaka</b>	<b>Utama:</b> Speaking I Modul  <b>Pendukung:</b>													

2. Rencana Pembelajaran

Minggu ke	Sub-CPMK	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]	Materi Pembelajaran  [Rujukan]	Bobot Penerapan (%)
		Indikator	Teknik dan Kriteria			
				Luring (offline)		
1	Sub-CPMK-1:mampu memahami dan mempraktikkan Personal And Family introduction expressions: self introduction secara formal dan Informal.	<div>1. Ketepatan dalam memberikan contoh dari <i>self introduction secara formal dan Informal</i>.</div> <div>2. Ketepatan dalam menggunakan <i>expressions used informal and informal contexts</i>.</div> <div>3. Ketepatan dalam menggunakan <i>Greeting and leaving taking expressions</i></div>	<div><b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4</div> <div><b>Bentuk non-test:</b> Ringkasan materi perkuliahan</div>	<div><b>Bentuk Pembelajaran :</b></div> <div><ul style="list-style-type: none"><li>Kuliah PB: (2x50")</li><li>PT [1]: (2x60") Praktek percakapan informal dan formal tentang“<i>self introduction in the informal and formal based on the following illustrations:</i></li></ul><div><i>Illustration 1</i> You are going to a bookstore by bus. You want to greet someone sitting next to you, saying hello, and introducing yourself.</div><div><i>Illustration 2</i> You are attending an interview to get a scholarship. The interview asks you to introduce yourself.</div><div><i>Illustration 3</i> You are a teacher at school. In a parent’s gathering program, great everyone and introduce yourself.</div><li>KM: (2x60") praktik memperkenalkan diri sendiri.</li><div><b>Metode Pembelajaran :</b> <i>Think Talk Write (TTW)</i></div><div><b>Penugasan-1:</b> Membuat video perkenalan diri secara percakapan informal dan formal tentang“<i>self introduction in the informal and formal based on 3 illustrations</i>”</div></div>	<div>1. Kontrak perkuliahan</div> <div>2. <i>Goals of introducing yourself</i></div> <div>3. <i>Common expressions:</i><div><div>a. Formal and Informal situations</div><div>b. Greeting and leaving taking</div></div></div>	3

2	Sub-CPMK-2:mampu memahami dan mempraktikkan Personal And Family introduction expressions: <i>introducing others</i> secara formal dan Informal.	<ol style="list-style-type: none"> <li>1. Ketepatan dalam menyajikan contoh <i>introducing others secara formal dan Informal.</i></li> <li>2. Ketepatan dalam menggunakan <i>expressions used informal and informal contexts.</i></li> </ol>	<b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4 <b>Bentuk non-test:</b> Ringkasan materi perkuliahan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [2]: (2x60") Praktik <i>Introducing others.</i></li> <li>• KM: (2x60") Memperkaya <i>expressions</i> dan contoh dari <i>introducing others secara formal dan Informal.</i></li> </ul> <b>Metode Pembelajaran :</b> Diskusi dan <i>Role Play</i> <b>Penugasan-2:</b> Tugas kelompok membuat video <i>introducing others</i> .	<ol style="list-style-type: none"> <li>1. <i>Goals of Introducing others</i></li> <li>2. <i>Conversation Practices</i></li> <li>3. <i>Common expressions used to introduce someone to others</i></li> </ol>	5
3	Sub-CPMK-3:mampu memahami dan mempraktikkan Personal And Family introduction expressions: <i>family introduction.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan dalam menyajikan contoh <i>family introduction.</i></li> <li>2. Ketepatan menggunakan <i>common expresion:</i> <ol style="list-style-type: none"> <li>a. <i>Information question</i></li> <li>b. <i>describing people appearance s</i></li> </ol> </li> </ol>	<b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4 <b>Bentuk non-test:</b> Ringkasan materi perkuliahan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [3]: (2x60") " Membuat video <i>Introducing family"</i></li> <li>• KM: (2x60") <i>describing the people in the pictures. Talk about their physical appearances as detailed as you can.</i></li> </ul> <b>Metode Pembelajaran :</b> <i>Role Play</i> <b>Penugasan-3:</b> Tugas individu membuat video	<ol style="list-style-type: none"> <li>1. <i>Introducing family</i></li> <li>2. <i>Vocabulary</i></li> <li>3. <i>Common expression:</i> <ol style="list-style-type: none"> <li>a. <i>Information question</i></li> <li>b. <i>describing people appearances</i></li> </ol> </li> <li>4. <i>Conversation Practices: family</i></li> </ol>	3
4	Sub-CPMK-4:mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the market.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan dalam menyajikan contoh <i>Speaking Expression in Public Communication context: communication at the market.</i></li> <li>2. Ketepatan dalam menggunakan <i>common expressions used to look for things, bargaining, buying and paying, and complaining.</i></li> </ol>	<b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4 <b>Bentuk non-test:</b> Ringkasan materi perkuliahan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [4]: (2x60") Membuat sebuah video percakapan dengan seorang partner dengan alur sebagai berikut;               <ol style="list-style-type: none"> <li>a. <i>Pretending to go to a greengrocer and buy all the things you have listed under 'food'. Ask your partner to act as the shookeeper and take turns.</i></li> <li>b. <i>Pretending to go an electronic store and buy all the things you have listed under'electronic'. This time you have very limited budget but some of the things you need are a little expensive. Show the solution that you can think of in the dialogue. Ask your partner to act as</i></li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Goals of speaking expression in public communication context: at the market</i></li> <li>2. <i>Conversation practices</i></li> <li>3. <i>Common expression:</i> <ol style="list-style-type: none"> <li>a. <i>Looking for things</i></li> <li>b. <i>Bargaining</i></li> <li>c. <i>Buying and paying</i></li> <li>d. <i>Complaining</i></li> </ol> </li> </ol>	10

				<p><i>the shopkeeper and take turns.</i></p> <p>c. <i>Pretending to go an clothing store where you buy all the things you have listed under 'clothing'. In this task, also pretend that one of the clothes you bought was disappointing. Show the solution that you can think of in the dialogue. Ask your partner to act as the shopkeeper and take turns.</i> (silahkan pilih salah satu)</p> <ul style="list-style-type: none"> <li>KM: (2x60") Memperkaya <i>expressions</i> dan kosa kata terkait communication at the market.</li> </ul> <p><b>Metode Pembelajaran :</b> <i>Role Play</i></p> <p><b>Penugasan-4:</b> Tugas kelompok membuat video</p>		
5	Sub-CPMK-5:mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the restaurant.</i>	<p>1. Ketepatan dalam menyajikan contoh <i>Speaking Expression in Public Communication context: communication at the restaurant.</i></p> <p>2. Ketepatan dalam menggunakan common <i>expressions used to choose and order food and drink, make a reservation be seated at the restaurant, pay and say thank you.</i></p>	<p><b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4</p> <p><b>Bentuk non-test:</b> Ringkasan materi perkuliahan</p>	<p><b>Bentuk Pembelajaran :</b></p> <ul style="list-style-type: none"> <li>Kuliah PB: (2x50")</li> <li>PT [5]: (2x60") Membuat sebuah video percakapan dengan seorang partner dengan alur sebagai berikut; <ul style="list-style-type: none"> <li>a. <i>Pretending that you are a vegetarian and visist the restaurant. Act out a dialogue which starts from arriving at the restaurant to paying the meal.. Ask your partner to act as the waiter/waitress and take turns.</i></li> <li>b. <i>Pretending that you have an allergy to tomato. How will you order at the restaurant? Show what you can think of in the dialogue.Ask your partner to act the waiter/waitress and take a turns.</i> (silahkan pilih salah satu)</li> </ul> </li> <li>KM: (2x60"): Memperkaya <i>expressions</i> dan kosa kata terkait communication at the restaurant.</li> </ul> <p><b>Metode Pembelajaran :</b> <i>Role Play</i></p>	<p>1. <i>Goals of speaking expression in public communication context: at the restaurant</i></p> <p>2. <i>Conversation practices</i></p> <p>3. <i>Common expression:</i></p> <ul style="list-style-type: none"> <li>a. <i>Choosing and ordering food and drink</i></li> <li>b. <i>Making a reservation being seated at the restaurant</i></li> <li>c. <i>Paying and saying thank you</i></li> </ul>	10



				<b>Penugasan-5:</b> Tugas kelompok membuat video		
<b>6</b>	Sub-CPMK-6:mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the Bank.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan dalam menyajikan contoh <i>Speaking Expression in Public Communication context: communication at the Bank.</i></li> <li>2. Ketepatan dalam menggunakan common expressions used to greet, set up a bank account, making a deposit, making a withdrawal ,transferring money.</li> </ol>	<b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4 <b>Bentuk non-test:</b> Ringkasan materi perkuliahan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [6]: (2x60") Membuat video percakapan dengan alur sebagai berikut:               <ol style="list-style-type: none"> <li>a. <i>You are now having \$ 600.000 In your account. Then, you want to transfer some money to your mother in Indonesia. Ask your partner to act as a teller and take turn.</i></li> <li>b. <i>You want to open a bank account. Ask your partner act as a teller and take turn.</i></li> </ol> </li> <li>• KM: (2x60") Memperkaya expressions dan kosa kata terkait communication at the Bank.</li> </ul> <b>Metode Pembelajaran :</b> Role Play <b>Penugasan-6:</b> Tugas kelompok membuat video	<ol style="list-style-type: none"> <li>1. <i>Goals of speaking expression in public communication context: at the Bank</i></li> <li>2. <i>Conversation practices</i></li> <li>3. <i>Common expression:</i> <ol style="list-style-type: none"> <li>a. Greeting</li> <li>b. Setting up a bank account</li> <li>c. Making a deposit</li> <li>d. Making a withdrawal</li> <li>e. Transferring money</li> </ol> </li> </ol>	<b>10</b>
<b>7</b>	Sub-CPMK-7:mampu memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: weekend activities.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan dalam menyajikan contoh <i>Speaking Expression in Leisure and Entertainment: weekend activities</i></li> <li>2. Ketepatan dalam menggunakan common expressions used to talk about last weekend, ask or make plans</li> </ol>	<b>Kriteria:</b> Pedoman Penskoran (Marking Scheme) 1-4 <b>Bentuk non-test:</b> Ringkasan materi perkuliahan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [7]: (2x60") Membuat video dengan arahan sebagai berikut: <i>Find and interview one of your friends with these following questions. Pretend that you're a talk show presenter. The topic is weekend activities. You should be able to improvise and add more questions. Please notice that these following questions are provided only as guidelines for you to practice. The interview should at least be lasted for seven to ten minute duration.</i> <ol style="list-style-type: none"> <li>1. <i>What did you do in your last weekend?</i></li> <li>2. <i>Did you enjoy the activity?</i></li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Goals of Speaking Expression in Leisure and Entertainment : weekend activities</i></li> <li>2. <i>Conversation practices</i></li> <li>3. Common expression used to:               <ol style="list-style-type: none"> <li>a. <i>talk about last weekend</i></li> <li>b. <i>ask or Make plans for the weekends with friends, colluges and family</i></li> </ol> </li> </ol>	<b>3</b>

		<i>for the weekends with friends, colluges and family members, ask and respond to opinion about weekend activities</i>		<div>3. <i>What are you going to do this weekend?</i></div> <div>4. <i>What is your opinion about _____?</i></div> <div>5. <i>Is _____ worth visiting?</i></div> <div>6. <i>Do you have any recommendation for a weekend activity for an adventurous person?</i></div> <div><ul style="list-style-type: none"><li>KM: (2x60"): Memperkaya <i>expressions</i> dan contoh dari <i>Speaking Expression in Leisure and Entertainment: weekend activitie.</i></li></ul></div> <div>Metode Pembelajaran : <i>Small group discussion</i></div> <div>Penugasan-7: Menyusun ringkasan dalam bentuk makalah tentang <i>Speaking Expression in Leisure and Entertainment: weekend activities.</i></div>	<div>c. <i>ask and respond to opinion about weekedn activities</i></div>	
UJIAN TENGAH SEMESTER (UTS)						
9	Sub-CPMK-8:mampu memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: hobby</i>	<div>1. Ketepatan dalam menyajikan contoh <i>Speaking Expression in Public Communication context: communication at the Bank.</i></div> <div>2. Ketepatan dalam menggunakan common <i>expressions used to ask about hobby, talk about hobby, try and discuss your hobby in more detail, express like or dislike</i></div>	<div>Kriteria: Pedoman Penskoran (Marking Scheme) 1-4</div> <div>Bentuk non-test: Ringkasan materi perkuliahan</div>	<div>Metode Pembelajaran :</div> <div><ul style="list-style-type: none"><li>Kuliah PB: (2x50")</li><li>PT [8]: (2x60") Membuat video talkshow dimana didalam tlakshow terdapat beberapa pertanyaan terkiat hobi dan/atau ungkapan-ungkapan terkait express like or dislike</li><li>KM: (2x60"): Memperkaya <i>expressions</i> dan contoh dari <i>Speaking Expression in Leisure and Entertainment: hobby.</i></li></ul></div> <div>Metode Pembelajaran : <i>Role play &amp; discussion</i></div> <div>Penugasan-8: Menyusun ringkasan dalam bentuk makalah tentang <i>Speaking Expression in Leisure and Entertainment: hobby.</i></div>	<div>1. <i>Goals of Speaking Expression in Leisure and Entertainment : hobby</i></div> <div>2. <i>Conversation practices:</i></div> <div>3. <i>Common expression used to:</i><div><div>a. <i>ask about hobby</i></div><div>b. <i>talk about hobby</i></div><div>c. <i>try and discuss your hobby in more detail</i></div><div>d. <i>express like or dislike</i></div></div></div>	3

10	Sub-CPMK-9:mampu memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: movie.</i>	<ol style="list-style-type: none"> <li>1. Kesesuaian penggunaan ekspresi dan konteks.</li> <li>2. Kemampuan menggunakan ekspresi Bahasa Lisan dalam konteks <i>Leisure Activities</i></li> </ol>	<b>Kriteria:</b> <ol style="list-style-type: none"> <li>1. Holistic Scoring (Speaking Rubric, Brown)</li> <li>2. Modified Cheklist</li> </ol> <b>Bentuk Test:</b> Speaking Performance (Monolog) <b>Bentuk Non-Test:</b> Oral Video Resume	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [9]: (2x60") The students are aksed to re-explain the topic after listening to the lecture activities.</li> <li>• KM: (2x60"): The students are asked to tell their leisure time activities involving various expressions used related to the context.</li> </ul> <b>Metode Pembelajaran :</b> Drilling <b>Penugasan-9:</b> Creating various sentences based on context given	<ol style="list-style-type: none"> <li>1. <i>Nature of Leisure Time Activities</i></li> <li>2. <i>Various expressions used to express Leisure Time Activities.</i></li> </ol>	3
11	Sub-CPMK-10:mampu memahami dan mempraktikkan <i>Speaking Expression in Traveling.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan dalam penggunaan ekspresi tentang travelling</li> <li>2. Kemampuan dalam menceritakan rencana perjanan.</li> </ol>	<b>Kriteria:</b> Holistic Scoring (Speaking Rubric, Brown) <b>Bentuk Test:</b> Speaking Performance (Monolog) <b>Bentuk Non-Test:</b> A Holiday/Travelling Plan	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [10]: (2x60") Membuat kegiatan Perencanaan Perjalanan secara berkelompok.</li> <li>• KM: (2x60"): Menceritakan secara lisan rencana perjalanan yang telah diagendakan bersama kelompok secara individu.</li> </ul> <b>Metode Pembelajaran :</b> Discussion, Drilling <b>Penugasan-10:</b> Question Answer Activities	<ol style="list-style-type: none"> <li>a. <i>Nature of Travelling in the contxt of Holiday.</i></li> <li>b. <i>Expressions and Proper Grammer used to talk about A travelling plan.</i></li> </ol>	3
12	Sub-CPMK-11:mampu memahami dan mempraktikkan <i>Speaking Expression in Making an Appointment.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan penjelasan perbedaan konteks penggunaan ekspres <i>asking for appointment, responding for appointment, and cancelling for appointment.</i></li> <li>2.</li> <li>3. Ketepatan dalam penggunaan ekspresi <i>asking for appointment, responding for appointment, and cancelling for appointment.</i></li> </ol>	<b>Kriteria:</b> Holistic Scoring (Speaking Rubric, Brown) <b>Bentuk Test:</b> Speaking Performance (Dialogue) <b>Bentuk Non-Test:</b> Oral Video Resume	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [11]: (2x60") Membuat ringkasan perkuliahan</li> <li>• KM: (2x60"): <i>Role Play about making an appointment</i></li> </ul> <b>Metode Pembelajaran :</b> Group Discussion, Role Play <b>Penugasan-11:</b> Classifying appointment expressions based on Dialogue given.	<ol style="list-style-type: none"> <li>1. Expression used in making apointment (asking, responding, and cancelling).</li> <li>2. Dialogue about making appointment.</li> </ol>	3

13	Sub-CPMK-12: mampu memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about past.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan penggunaan tenses (Simple Past Tense) dalam kegiatan praktik komunikasi lisan.</li> <li>2. Kemampuan bercerita kejadian yang berlangsung di masa lalu dalam konteks pengalaman belajar bahasa Inggris,</li> </ol>	<b>Kriteria:</b> Holistic Scoring (Speaking Rubric, Brown) <b>Bentuk Test:</b> Speaking Performance (Monolog) <b>Bentuk Non-Test:</b> A Past Experience Event	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [12]: (2x60") Membuat <i>mini talk show about sharing high school experiences. One person should be the presenter who needs to prepare questions for everyone and leads the show. The others should participate equally. (kegiatan bergantian)</i></li> <li>• KM: (2x60"): Oral Video Resume</li> </ul> <b>Metode Pembelajaran :</b> Discussion <b>Penugasan-12:</b> Menyusun ringkasan dalam bentuk makalah tentang <i>Speaking Expression in Making an Appointment.</i>	<ol style="list-style-type: none"> <li>a. <i>Goals of talking about past: recount activities</i></li> <li>b. <i>Using Simple Past Tense</i></li> </ol>	10
14	Sub-CPMK-13: mampu memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about present.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan penggunaan tenses (Simple Present Tense) dalam kegiatan praktik komunikasi lisan.</li> <li>2. Kemampuan bercerita kejadian yang berlangsung di masa lalu dalam konteks pengalaman belajar bahasa Inggris,</li> </ol>	<b>Kriteria:</b> Holistic Scoring (Speaking Rubric, Brown) <b>Bentuk Test:</b> Speaking Performance (Monolog) <b>Bentuk Non-Test:</b> Oral Video Resume	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [13]: (2x60") Creating A Video about Current Experience in Learning</li> <li>• KM: (2x60"): Meringkas materi perkuliahan</li> </ul> <b>Metode Pembelajaran :</b> Small group discussion <b>Penugasan-13:</b> Menyusun ringkasan dalam bentuk makalah tentang <i>Speaking Expression in Making an Appointment.</i>	<ol style="list-style-type: none"> <li>1. <i>How to create sentences describing present activities.</i></li> <li>2. <i>Making series of activities.</i></li> </ol>	5
15	Sub-CPMK-14: mampu memahami dan mempraktikkan <i>Speaking Expression in Education and Work: talking about future.</i>	<ol style="list-style-type: none"> <li>1. Ketepatan penggunaan tenses (Simple Present Tense) dalam kegiatan praktik komunikasi lisan.</li> <li>2. Kemampuan bercerita kejadian yang berlangsung di masa lalu dalam konteks pengalaman belajar bahasa Inggris,</li> </ol>	<b>Kriteria:</b> Holistic Scoring (Speaking Rubric, Brown) <b>Bentuk Test:</b> Speaking Performance (Monolog) <b>Bentuk Non-Test:</b> Oral Video Resume	<b>Bentuk Pembelajaran :</b> <ul style="list-style-type: none"> <li>• Kuliah PB: (2x50")</li> <li>• PT [13]: (2x60") Creating A Video about Dreamin Job</li> <li>• KM: (2x60"): Meringkas materi perkuliahan</li> </ul> <b>Metode Pembelajaran :</b> Drilling <b>Penugasan-13:</b> Menyusun ringkasan dalam bentuk makalah tentang <i>Speaking Expression in Making an Appointment.</i>	<ol style="list-style-type: none"> <li>1. <i>Job related vocabularies</i></li> <li>2. <i>Future Tense</i></li> </ol>	3



		inggris,				
UJIAN AKHIR SEMESTER (UAS)						

3. Rancangan Tugas dan Latihan

Minggu Ke/ Topik	Nama Tugas	Sub-CPMK	Penugasan	Ruang Lingkup	Cara Pengerjaan	Batas Waktu	Luaran Tugas yang Dihasilkan
1/ Personal And Family introduction expressions: <i>self introduction</i> secara formal dan Informal.	Tugas 1 <i>self introduction</i> secara formal dan Informal.	Sub-CPMK-1:mampu memahami dan mempraktikkan <i>Personal And Family introduction expressions: self introduction</i> secara formal dan Informal.	<div><div>1. Mahasiswa memahami tugas yang diberikan</div><div>2. Mahasiswa membaca topik <i>Personal And Family introduction expressions: self introduction</i> secara formal dan Informal.</div><div>3. Mahasiswa memilih 3 topik yang akan di dibuat kedalam sebuah video.</div><div>4. Mahasiswa membuat dialogue.</div><div>5. Mahasiswa merekam video terkait topik yang dipilih.</div><div>6. Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive</i> dengan nama file, yakni: nama group.</div></div>	Membuat video perkenalan diri secara percakapan informal dan formal tentang“ <i>self introduction in the informal and formal based on 3 illustrations</i> ”	Diskusi Kelompok	Minggu ke-2	Video
2/ Personal And Family introduction expressions: <i>introducing others</i> secara formal dan Informal.	Tugas 2. <i>introducing others</i> secara formal dan Informal.	Sub-CPMK-2:mampu memahami dan mempraktikkan <i>Personal And Family introduction expressions: introducing others</i> secara formal dan Informal.	<div><div>1. Mahasiswa memahami tugas yang diberikan</div><div>2. Mahasiswa membaca topik <i>Personal And Family introduction expressions: introducing others</i></div></div>	Membuat video <i>Introducing others</i> dengan 2 situasi; 1. You are a basketball player. You will introduce your friend as a new basketball	Diskusi Kelompok	Minggu ke-3	Video

			secara formal dan Informal. 3. Mahasiswa membuat dialogue untuk 2 topik. 4. Mahasiswa merekam video dengan 2 topik tersebut. 5. Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive</i> dengan nama file, yakni: nama group.	member in your team 2. You are the chairman in the class. Your head master asks to introduce your close friend, as a new student, to the teachers.			
3/ Personal And Family introduction expressions: <i>family introduction</i> .	Tugas 3. <i>family introduction</i>	Sub-CPMK-3:mampu memahami dan mempraktikkan Personal And Family introduction expressions: <i>family introduction</i> .	1. Mahasiswa memahami tugas yang diberikan 2. Mahasiswa membaca topik Personal And Family introduction expressions: : <i>family introduction</i> . 3. Mahasiswa membuat video terkait introducing your family 4. Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive</i> .	Membuat video <i>Introducing family</i>	Individu	Minggu ke-4	Video
4/ <i>Speaking Expression in Public Communication context: communication at the market.</i>	Tugas 4. <i>communication at the market.</i>	Sub-CPMK-4:mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the market.</i>	1. Mahasiswa memahami tugas yang diberikan 2. Mahasiswa membaca <i>Speaking Expression in Public Communication context: communication at the market.</i> 3. Mahasiswa membuat 3 dialog. 4. Mahasiswa merekam video 5. Mahasiswa mengirimkan video	Membuat sebuah video percakapan dengan seorang partner dengan alur sebagai berikut; <ul style="list-style-type: none"> <li>Pretending to go to a greengrocer and buy all the things you have listed under 'food'. Ask your partner to act as the shookeeper and take turns.</li> <li>Pretending to go an electronic store and buy all the things you have listed under 'electronic'.</li> </ul>	Diskusi Kelompok	Minggu ke-5	Video

			tersebut kedalam link <i>Google Drive</i> .	<p>This time you have very limited budget but some of the things you need are a little expensive. Show the solution that you can think of in the dialogue. Ask your partner to act as the shopkeeper and take turns.</p> <ul style="list-style-type: none"> <li>Pretending to go an clothing store where you buy all the things you have listed under 'clothing'. In this task, also pretend that one of the clothes you bought was disappointing. Show the solution that you can think of in the dialogue. Ask your partner to act as the shopkeeper and take turns.</li> </ul>			
5/ <i>Speaking Expression in Public Communication context: communication at the restaurant.</i>	Tugas 5. <i>communication at the restaurant.</i>	Sub-CPMK-4:mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the market.</i>	<ol style="list-style-type: none"> <li>Mahasiswa memahami tugas yang diberikan</li> <li>Mahasiswa membaca <i>Speaking Expression in Public Communication context: communication at the market.</i></li> <li>Mahasiswa membuat 2 dialog.</li> <li>Mahasiswa merekam video</li> <li>Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive</i>.</li> </ol>	<p>Membuat sebuah video percakapan dengan seorang partner dengan alur sebagai berikut;</p> <ul style="list-style-type: none"> <li>Pretending that you are a vegetarian and visist the restaurant. Act out a dialogue which starts from arriving at the restaurant to paying the meal.. Ask your partner to act as the waiter/waitress and take turns.</li> <li>Pretending that you have an allergy to tomato. How will you order at the restaurant? Show what you can think of in the dialogue.Ask your partner to act</li> </ul>	Diskusi Kelompok	Minggu ke-6	Video

				the waiter/waitress and take a turns.			
6/ <i>Speaking Expression in Public Communication context: communication at the Bank.</i>	Tugas 6. <i>communication at the Bank.</i>	Sub-CPMK-6: mampu memahami dan mempraktikkan <i>Speaking Expression in Public Communication context: communication at the Bank.</i>	<ol style="list-style-type: none"> <li>1. Mahasiswa memahami tugas yang diberikan</li> <li>2. Mahasiswa membaca <i>Speaking Expression in Public Communication context: communication at the market.</i></li> <li>3. Mahasiswa membuat 2 dialog.</li> <li>4. Mahasiswa merekam video</li> <li>5. Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive.</i></li> </ol>	<p>Membuat sebuah video percakapan dengan seorang partner dengan alur sebagai berikut;</p> <ul style="list-style-type: none"> <li>• You are now having \$ 600.000 In your account. Then, you want to transfer some money to your mother in Indonesia. Ask your partner to act as a teller and take turn.</li> <li>• You want to open a bank account. Ask your partner act as a teller and take turn.</li> </ul>	Diskusi Kelompok	Minggu ke-6	Video
7/ <i>Speaking Expression in Leisure and Entertainment: weekend activities.</i>	Tugas 7. <i>weekend activities.</i>	Sub-CPMK-7:mampu memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment: weekend activities.</i>	<ol style="list-style-type: none"> <li>1. Mahasiswa memahami tugas yang diberikan</li> <li>2. Mahasiswa membuat script interview.</li> <li>3. Mahasiswa merekam video.</li> <li>4. Mahasiswa mengirimkan video tersebut kedalam link <i>Google Drive.</i></li> </ol>	<p>Membuat video dengan arahan sebagai berikut: Find and interview one of your friends with these following questions. Pretend that you're a talk show presenter. The topic is weekend activities. You should be able to improvise and add more questions. Please notice that these following questions are provided only as guidelines for you to practice. The interview should at least be lasted for seven to ten minute duration.</p> <ol style="list-style-type: none"> <li>1. What did you do in your last weekend?</li> <li>2. Did you enjoy the activity?</li> <li>3. What are you going to do this weekend?</li> </ol>	Diskusi Kelompok	Minggu ke-8	Video



				<p>4. What is your opinion about _____?</p> <p>5. Is _____ worth visiting?</p> <p>6. Do you have any recommendation for a weekend activity for an adventurous person?</p>			
9/Speaking Expression in Leisure and Entertainment: hobby	Tugas 8. hobby	Sub-CPMK-8:mampu memahami dan mempraktikkan Speaking Expression in Leisure and Entertainment: hobby	Mahasiswa memahami tugas yang diberikan Mahasiswa membaca Speaking Expression in Leisure and Entertainment: hobby Mahasiswa merekam video Mahasiswa mengirimkan video tersebut kedalam link Google Drive.	Membuat video tentang hobi dari 3 orang teman	Interview	Minggu ke-10	Video
10/Speaking Expression in Leisure and Entertainment: movie	Tugas 9. My Hobby and Its benefits	Sub-CPMK-9:mampu memahami dan mempraktikkan Speaking Expression in Leisure and Entertainment: movie.	Mahasiswa memahami tugas yang diberikan Mahasiswa menggunakan ekspresi menceritakan hobi sesuai dengan situasinya. Mahasiswa mampu menceritakan manfaat hobi yang ditekuni.	Membuat Video tentang hobinya sendiri beserta manfaat hobi yang ditekuni	Mandiri	Minggu ke-11	Video
11/Speaking Expression in	Tugas 10. A Holiday Plan.	Sub-CPMK-10 mampu	Mahasiswa secara berkelompok	Rencana perjalanan liburan	Group and Individual Work	Minggu ke-12	Video

Leisure and Entertainment: Traveling.		memahami dan mempraktikkan Speaking Expression in Traveling.	merencanakan sebuah agenda perjalanan liburan akhir tahun. Agenda tersebut kemudian dipaparkan secara individu,	akhir pekan selama 1 minggu.			
12/ Speaking Expression in Making an Appointment.	Tugas 11.in making an Appointment	Sub-CPMK-11:mampu memahami dan mempraktikkan Speaking Expression in Making an Appointment.	Mahasiswa memainkan peran dalam konteks making appointment.	Lecturer and Students Course Counsultation	Role Play	Minggu ke-13	Video
13/ Speaking Expression in Education and Work: talking about past.	Tugas 12. Talking about past	Sub-CPMK-12: mampu memahami dan mempraktikkan Speaking Expression in Education and Work: talking about past.	Mahasiswa memahami tugas yang diberikan Mahasiswa melakukan brainstorming kegiatan pembelajaran bahasa inggris yang pernah didapat. Mahasiswa menceritakan pengalaman belajar yang pernah di dapat	English Learning in Senior High School	Interview (Mini Talk)	Minggu ke-14	Link social media dikumpulkan dan dibagikan ke WA Group kelas dengan nama file : nama group.
14/ Speaking Expression in Education and Work: talking about present.	Tugas 13. talking about present	Sub-CPMK-13: mampu memahami dan mempraktikkan Speaking Expression in Education and Work: talking about present.	Mahasiswa memahami tugas yang diberikan Mahasiswa menuliskan pendapat tentang pembelajaran yang dirasakan saat ini. Mahasiswa	English Learning in University	Individual Work	Minggu ke-15	Video

			menceritakan pengalaman pembelajaran yang dirasakan saat ini.				
15/ Speaking Expression in Education and Work: talking about future	Tugas 14. talking about future	Sub-CPMK-13: mampu memahami dan mempraktikkan Speaking Expression in Education and Work: talking about future	Mahasiswa memahami tugas yang diberikan Mahasiswa melakukan brainstorming tentang harapan di masa depan (pekerjaan impian)	Membuat notes about 'dream job'	Individual Work	Minggu ke-16	Video

4. Rancangan Tugas dan Latihan

Bentuk Evaluasi	Sub-CPMK	Instrumen Penilaian [Frekuensi]		Tagihan (bukti)	Bobot Penilaian (%)
		Formatif	Sumatif		
UTS  <b>Bentuk evaluasi</b> dapat berupa presentasi	Sub-CPMK-1:mampu memahami dan mempraktikkan Personal And Family introduction expressions: self introduction secara formal dan Informal.		Rubrik penilaian digunakan sekali.	Rubrik penilaian dan lembar pertanyaan.	10

UAS <b>Bentuk evaluasi</b> dapat berupa presentasi	Sub-CPMK-9:mampu memahami dan mempraktikkan <i>Speaking Expression in Leisure and Entertainment. movie.</i>		Speaking Rubric	Rubrik penilaian dan lembar pertanyaan.	12
Total					22

5. Rubrik Penilaian  
Rubrik Penilaian Tugas 1-3. video *Introducing*

RUBRIK PENILAIAN VIDEO

No.	Aspek Penilaian	Kesesuaian		Nilai			
		Ya	Tidak	1	2	3	4
VIDEO							
1	Narasi Video						
	a. Topik yang ditampilkan sesuai dengan yang diberikan						
	b. Bahasa mudah dipahami						
	c. Penyajian menarik						
2	Kualitas Video						
	a. Resolusi gambar jelas (baik/tidak pecah)						
	b. Gambar berwarna						
	c. Audio terdengar jelas						
3	Isi Materi Video						
	a. Ketepatan dalam menggunakan <i>introducing expressions (such as; used to describe people appearances, place, personality, etc)</i>						
	b. Alur cerita jelas						
4	Kualitas Bahasa						
	a. Menggunakan tenses yang tepat						
	b. Kalimat mudah dipahami						
	c. teratur						

- Keterangan dan syarat skor penilaian:**
- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
  - 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
  - 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
  - 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

**Nilai:**  $\frac{\text{skor max}}{16} \times 100 = \dots$

Rubrik Penilaian Tugas 4-.



RUBRIK PENILAIAN VIDEO

No.	Aspek Penilaian	Kesesuaian		Nilai			
		Ya	Tidak	1	2	3	4
VIDEO							
1	Narasi Video						
	a. Topik yang ditampilkan sesuai dengan yang diberikan						
	b. Bahasa mudah dipahami						
	c. Penyajian menarik						
2	Kualitas Video						
	a. Resolusi gambar jelas (baik/tidak pecah)						
	b. Gambar berwarna						
	c. Audio terdengar jelas						
3	Isi Materi Video						
	a. Poin-poin yang dijelaskan muncul didalam video						
	b. Ketepatan dalam menggunakan <i>common expressions used to look for things, bargain, buy and pay, or complain.</i>						
	c. Alur cerita jelas						
4	Kualitas Bahasa						
	a. Menggunakan tenses yang tepat						
	b. Kalimat mudah dipahami						
	c. teratur						

Keterangan dan syarat skor penilaian:

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

Nilai: skor max x 100= ...

16

Rubrik Penilaian Tugas 5

RUBRIK PENILAIAN VIDEO

No.	Aspek Penilaian	Kesesuaian		Nilai			
		Ya	Tidak	1	2	3	4
VIDEO							
1	Narasi Video						
	a. Topik yang ditampilkan sesuai dengan yang diberikan						
	b. Bahasa mudah dipahami						
	c. Penyajian menarik						
2	Kualitas Video						
	a. Resolusi gambar jelas (baik/tidak pecah)						

	b. Gambar berwarna						
	c. Audio terdengar jelas						
<b>3</b>	<b>Isi Materi Video</b>						
	a. Poin-poin yang dijelaskan muncul didalam video						
	b. Ketepatan dalam menggunakan <i>common expressions used to look for choosing and ordering food and drink, making a reservation being seated at the restaurant, or paying and saying thank you</i>						
	c. Alur cerita jelas						
<b>4</b>	<b>Kualitas Bahasa</b>						
	a. Menggunakan tenses yang tepat						
	b. Kalimat mudah dipahami						
	c. teratur						

**Keterangan dan syarat skor penilaian:**

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

**Nilai:**  $\frac{\text{skor max}}{16} \times 100 = \dots$

**Rubrik Penilaian Tugas 6**

**RUBRIK PENILAIAN VIDEO**

No.	Aspek Penilaian	Kesesuaian		Nilai			
		Ya	Tidak	1	2	3	4
VIDEO							
1	Narasi Video						
	a. Topik yang ditampilkan sesuai dengan yang diberikan						
	b. Bahasa mudah dipahami						
	c. Penyajian menarik						
2	Kualitas Video						
	a. Resolusi gambar jelas (baik/tidak pecah)						
	b. Gambar berwarna						
	c. Audio terdengar jelas						
3	Isi Materi Video						
	a. Poin-poin yang dijelaskan muncul didalam video						
	b. Ketepatan dalam menggunakan <i>common expressions used to greet, set up a bank account, make a deposit, make a withdrawal, and transfer money.</i>						
	c. Alur cerita jelas						
4	Kualitas Bahasa						
	a. Menggunakan tenses yang tepat						

	b. Kalimat mudah dipahami						
	c. teratur						

Keterangan dan syarat skor penilaian:

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

Nilai:  $\frac{\text{skor max}}{16} \times 100 = \dots$

Rubrik Penilaian Tugas 7

RUBRIK PENILAIAN VIDEO

No.	Aspek Penilaian	Kesesuaian		Nilai			
		Ya	Tidak	1	2	3	4
VIDEO							
1	Narasi Video						
	a. Topik yang ditampilkan sesuai dengan yang diberikan						
	b. Bahasa mudah dipahami						
	c. Penyajian menarik						
2	Kualitas Video						
	a. Resolusi gambar jelas (baik/tidak pecah)						
	b. Gambar berwarna						
	c. Audio terdengar jelas						
3	Isi Materi Video						
	a. Poin-poin yang dijelaskan muncul didalam video						
	b. Ketepatan dalam menggunakan <i>common expressions used to talk about last weekend, ask or Make plans for the weekends with friends, colluges and family members, ask and respond to opinion about weekend activities.</i>						
	c. Alur cerita jelas						
4	Kualitas Bahasa						
	a. Menggunakan tenses yang tepat						
	b. Kalimat mudah dipahami						
	c. teratur						

Keterangan dan syarat skor penilaian:

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

Nilai:  $\frac{\text{skor max}}{16} \times 100 = \dots$

Rubrik Penilaian Tugas 9

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-all levels-normal'y pertinent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.



		3	Control of grammar·is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-alllevecs-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Keterangan dan syarat skor penilaian:

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

Nilai: skor max x 100= ...

16

Rubrik Penilaian Tugas 10

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not·have thorough or confident control of the

			grammar.
		3	Control of grammar··is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not·have thorough or confident control of the grammar.
		3	Control of grammar··is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on

			practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Keterangan dan syarat skor penilaian:

- 1 = Kurang (tidak memenuhi ke-3 aspek yang ditentukan)
- 2 = Cukup (hanya memenuhi 1 sub aspek yang ditentukan)
- 3 = Baik (hanya memenuhi 2 sub aspek yang ditentukan)
- 4 = Sangat Baik (memenuhi ke-3 sub aspek yang di tentukan)

Nilai: skor max x 100= ...  
16

Rubrik Penilaian Tugas 11

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not-have thorough or confident control of the grammar.
		3	Control of grammar·is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.

		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not·have thorough or confident control of the grammar.
		3	Control of grammar·is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.

		<b>4</b>	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		<b>5</b>	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
<b>4</b>	<b>Pronunciation</b>	<b>1</b>	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		<b>2</b>	The accent is intelligible, though often quite faulty.
		<b>3</b>	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		<b>4</b>	Errors in pronunciation are quite rare.
		<b>5</b>	Equivalent to and fully accepted by educated native speakers.

Rubrik Penilaian Tugas 12

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
<b>1</b>	<b>Grammar</b>	<b>1</b>	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		<b>2</b>	Can usually handle elementary constructions quite accurately but does not·have thorough or confident control of the grammar.
		<b>3</b>	Control of grammar·is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		<b>4</b>	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		<b>5</b>	Equivalent to that of an educated native speaker
<b>2</b>	<b>Vocabulary</b>	<b>1</b>	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		<b>2</b>	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		<b>3</b>	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		<b>4</b>	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		<b>5</b>	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
<b>3</b>	<b>Fluency</b>	<b>1</b>	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		<b>2</b>	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		<b>3</b>	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		<b>4</b>	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		<b>5</b>	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.

4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-all levels-normal'ypertinent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

#### Rubrik Penilaian Tugas 13



RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on all levels-normal'y pertinent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Rubrik Penilaian Tugas 14

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.

		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-alllevels-normal'y perti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.
No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.

		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		5	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
4	Pronunciation	1	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		2	The accent is intelligible, though often quite faulty.
		3	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Rubrik Penilaian Tugas 15

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not·have thorough or confident control of the grammar.
		3	Control of grammar··is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleveys-normal'yperti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.

		<b>5</b>	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
<b>4</b>	<b>Pronunciation</b>	<b>1</b>	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		<b>2</b>	The accent is intelligible, though often quite faulty.
		<b>3</b>	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		<b>4</b>	Errors in pronunciation are quite rare.
		<b>5</b>	Equivalent to and fully accepted by educated native speakers.
<b>No</b>	<b>Criteria</b>	<b>Rating</b>	<b>Description</b>
<b>1</b>	<b>Grammar</b>	<b>1</b>	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		<b>2</b>	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		<b>3</b>	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		<b>4</b>	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		<b>5</b>	Equivalent to that of an educated native speaker
<b>2</b>	<b>Vocabulary</b>	<b>1</b>	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		<b>2</b>	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		<b>3</b>	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		<b>4</b>	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		<b>5</b>	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
<b>3</b>	<b>Fluency</b>	<b>1</b>	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		<b>2</b>	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		<b>3</b>	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		<b>4</b>	Able to use the language fluently -on-all levels-normal'y pertinent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
		<b>5</b>	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
<b>4</b>	<b>Pronunciation</b>	<b>1</b>	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		<b>2</b>	The accent is intelligible, though often quite faulty.
		<b>3</b>	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		<b>4</b>	Errors in pronunciation are quite rare.
		<b>5</b>	Equivalent to and fully accepted by educated native speakers.

### Rubrik Penilaian UTS

ASPECT	DESCRIPTION	TOTAL
Grammar	<ol style="list-style-type: none"><li>1. Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.</li><li>2. Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.</li><li>3. Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.</li><li>4. Student was able to express their ideas and responses with ease in proper sentence structure and tenses.</li></ol>	
Pronunciation	<ol style="list-style-type: none"><li>1. Student was difficult to understand, quiet in speaking, unclear in pronunciation.</li><li>2. Student was slightly unclear with pronunciation at times, but generally is fair.</li><li>3. Pronunciation was good and did not interfere with communication</li><li>4. Pronunciation was very clear and easy to understand.</li></ol>	
Vocabulary	<ol style="list-style-type: none"><li>1. Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.</li><li>2. Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.</li><li>3. Student utilized the words learned in class, in an accurate manner for the situation given.</li><li>4. Student utilized the words learned in class, in an accurate manner for the situation given.</li></ol>	
Comprehension	<ol style="list-style-type: none"><li>1. Student had difficulty understanding the questions and topics that were being discussed.</li><li>2. Student fairly grasped some of the questions and topics that were being discussed.</li><li>3. Student was able to comprehend and respond to most of the questions and topics that were being discussed.</li><li>4. Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.</li></ol>	
Background Knowledge	<ol style="list-style-type: none"><li>1. Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.</li><li>2. Student showed decent background knowledge of class material, making his/her responses incomplete.</li><li>3. Student displayed well knowledge of class information and topics</li><li>4. Student presented excellent background knowledge from class topics and was able to add more information in their response.</li></ol>	



Fluency	<ol style="list-style-type: none"><li>1. Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand.</li><li>2. Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</li><li>3. Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</li><li>4. Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</li></ol>	
Total Score		

Nilai:  $\frac{\text{Total Score}}{20} \times 100 = \dots$

Rubrik Penilaian UAS

RUBRIK PENILAIAN VIDEO

No	Criteria	Rating	Description
1	Grammar	1	Errors in grammar are frequent, but the speaker can be understood.' by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs in grammar. Grammar errors are quite rare.
		5	Equivalent to that of an educated native speaker
2	Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a of his experience. With a high degree of precision in grammar and vocabulary,
		5	Speech on all levels is fully accepted by educated native speakers, including its features, including the breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
3	Fluency	1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
		2	I can handle most social situations with confidence but not with facility, including introductions and casual conversations about current events, work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope words.
		4	Able to use the language fluently -on-allleves-normal'ypti nent-to professional needs. Can participate in any conversation within the range of this experience -with a high degree of fluency. 5 Has complete fluency in a language such that his speech is fully accepted by educated native speakers.

		<b>5</b>	Has complete fluency in a language such that his speech is fully accepted by educated native speakers.
<b>4</b>	<b>Pronunciation</b>	<b>1</b>	Errors in pronunciation are frequent, but they can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language.
		<b>2</b>	The accent is intelligible, though often quite faulty.
		<b>3</b>	Errors never interfere with understanding, and rarely do the native speaker. Conversations on practical words. The accent may be obviously foreign.
		<b>4</b>	Errors in pronunciation are quite rare.
		<b>5</b>	Equivalent to and fully accepted by educated native speakers.

6. Lampiran

Lembar Penilaian Sikap:

No	Nama Mahasiswa	Disiplin	Teliti	Tanggung jawab
1.				
2.				
3.				
4.				
5.				

Kriteria:

0 = Jika mahasiswa tidak memperlihatkan perilaku yang tertera dalam indikator

1 = Jika mahasiswa kurang konsisten memperlihatkan perilaku yang tertera dalam indikator

2 = Jika mahasiswa konsisten memperlihatkan perilaku yang tertera dalam indikator

3 = Jika mahasiswa sangat konsisten memperlihatkan perilaku yang tertera dalam indikator

**UJIAN TENGAH SEMESTER**  
**PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**

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**Mata kuliah** : Speaking I  
**Semester** : I  
**Tahun Ajaran** : 2024/2025 (Ganjil)  
**Sifat** : Speaking test

**Instructions:**

- The student had been informed by the lecture about the topic of speaking test a day before the test.
- This speaking test will take from 2 or 3 minutes for each student.
- The student is not expected to read or bring a note.

**Questions:**

1. What's your name?
2. Where do you live?
3. Where is your hometown?
4. Do you work or study?
5. Where do you study?
6. Do you have a large family or small family?
7. Tell me something about your family!
8. How do you spend time with your family?
9. Who are you close to in your family?
10. Do you prefer stay alone or with your family? Why?



**FINAL SEMESTER TEST**  
**ENGLISH LANGUAGE AND EDUCATION DEPARTMENT**  
**UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**

Course : Speaking I

Semester : I

Time Allocation : 100 minutes

**Directions:**

1. This is a practical test.
2. You are asked to join one to one in turn to get the examination.

**Speaking Prompts:**

1. You will be chosen one of the following topics:
  - a. Educational Goals
  - b. Unforgettable Moments
  - c. A Dream Country to Visit
  - d. Your Routine
  - e. Your story when you were kid.
2. You will be given time 5 minutes maximum to talk about the topic chosen.
3. After 5 minutes, you may leave the examination room.

**DAFTAR HADIR KULIAH**  
**PENDIDIKAN BAHASA INGGRIS - FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Nama Matakuliah : SPEAKING I  
Semester / SKS : 1 / 2  
Kelas / Tahun Akd : A / 2024/2025 Ganjil

Dosen Pengampu : HANNISA HARIS, S.Pd, M.Pd  
Dosen Pengajar :  
:

[illegible]



25	2488203021	QHOLBI SYAHPUTRA	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	2488203014	RENADA DIFITRIA	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	2488203015	RESTYA LANA FITRI	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	2488203016	ROZANATUL MUTI'AH	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	2488203013	TENGKU LAURA HANUM	1	✓	A	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	✓
30	2488203009	WINA SILVIRA ANGGRAINI	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	2488203010	YOLANA RIZAL	1	✓	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	A	✓	✓	✓

Mengetahui,  
Ketua Program Studi



PUTRI ASILESTARI, S.Pd, M.Pd

Bangkinang, 11 Februari 2025  
Dosen Pengajar



HANNISA HARIS, S.Pd, M.Pd

- CATATAN :
- Jumlah tatap muka / pertemuan mahasiswa tidak boleh kurang dari 80%
  - Absensi perkuliahan secara digital, data kehadiran diambil dari sistem secara otomatis
  - Pakain untuk mahasiswa : tidak boleh memakai sandal, kaos oblong, sandal, anting, kalung, gelang
  - Pakaian untuk mahasiswi : Tidak boleh memakai sandal, kaos ketat dan baju transparan

# UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI

## ABSENSI KELAS

Nama Dosen : HANNISA HARIS, S.Pd, M.Pd  
IDPTK : 1002049601

Nama Matakuliah : SPEAKING I  
Program Studi : PENDIDIKAN BAHASA INGGRIS

NO	PERTEMUAN KE	TOPIK	SUBTOPIK	KEHADIRAN	WAKTU
1	1	Personal and Family Introduction expression: Self Introduction	Kontrak Perkuliahan What is introduction Common expression: Formal & Informal.	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-09-23 07:31:17 <b>Jam Selesai :</b> 2024-09-23 09:34:29
2	1	Personal And Family introduction expressions: introducing others	Introducing others Conversation Practices Common expressions used to introduce someone to others	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-09-30 07:30:39 <b>Jam Selesai :</b> 2024-09-30 09:21:14
3	3	Personal And Family introduction expressions: family introduction.	Introducing family Vocabulary Common expression: a. Information question b. describing people appearances Conversation Practices: family	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-10-07 07:31:05 <b>Jam Selesai :</b> 2024-10-07 09:20:45
4	4	Speaking Expression in Public Communication context: communication at the market.	Goals of speaking expression in public communication context: at the market Conversation practices Common expression: a. Looking for things b. Bargaining c. Buying and paying d. Complaining	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-10-14 07:30:56 <b>Jam Selesai :</b> 2024-10-14 09:20:31
5	5	Speaking Expression in Public Communication context: communication at the market.	1. Goals of speaking expression in public communication context: at the restaurant 2. Conversation practices 3. Common expression: a. Choosing and ordering food and drink b. Making a reservation being seated at the restaurant c. Paying and saying thank you	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-10-21 07:32:06 <b>Jam Selesai :</b> 2024-10-21 09:22:25
6	6	Speaking Expression in Public Communication context: communication at the Bank.	1. Goals of speaking expression in public communication context: at the Bank 2. Conversation practices 3. Common expression: a. Greeting b. Setting up a bank account c. Making a deposit d. Making a withdrawal e. Transferring money	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-10-28 07:31:53 <b>Jam Selesai :</b> 2024-10-28 10:26:34
7	7	Speaking Expression in Leisure and Entertainment : weekend activities	1. Goals of Speaking Expression in Leisure and Entertainment : weekend activities 2. Conversation practices 3. Common expression used to: a. talk about last weekend b. ask or Make plans for the weekends with friends, colleagues and family members c. ask and respond to opinion about weekend activities	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 31 Izin : 0 Sakit : 0 Alpha : 0	<b>Jam Mulai :</b> 2024-11-04 07:34:32 <b>Jam Selesai :</b> 2024-11-04 10:06:02
8	8	UTS		<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 30 Izin : 0 Sakit : 1 Alpha : 0	<b>Jam Mulai :</b> 2024-11-11 07:30:51 <b>Jam Selesai :</b> 2024-11-11 09:28:39
9	9	Hobby	1. Telling about personal Hobbies and its impact for future life or career. 2. Interviewing three persons (family members) and telling their hobbies.	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 29 Izin : 0 Sakit : 0 Alpha : 2	<b>Jam Mulai :</b> 2024-11-18 07:30:33 <b>Jam Selesai :</b> 2024-11-18 09:20:22
10	10	Expression in Leisure Time	Expression of Leisure Time	<b>Peserta Mahasiswa : 31</b> <div> <div></div> <div></div> <div></div> <div></div> </div> Hadir : 30 Izin : 0 Sakit : 0 Alpha : 1	<b>Jam Mulai :</b> 2024-11-25 07:32:07 <b>Jam Selesai :</b>

11	11	Expression of Travelling Activities		<b>Peserta Mahasiswa :</b> <b>31</b> <div> <div>Hadir : 30</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 1</div> </div>	<b>Jam Mulai :</b> 2024-12-02 07:30:54 <b>Jam Selesai :</b>
12	12	Expression of Making Appointment	1. Expression used in making appointment (asking, responding, and cancelling). 2. Dialogue about making appointment	<b>Peserta Mahasiswa :</b> <b>32</b> <div> <div>Hadir : 28</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 4</div> </div>	<b>Jam Mulai :</b> 2024-12-09 07:33:11 <b>Jam Selesai :</b>
13	13	Talking about Past Activities	a. Goals of talking about past: recount activities b. Using Simple Past Tense	<b>Peserta Mahasiswa :</b> <b>31</b> <div> <div>Hadir : 28</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 3</div> </div>	<b>Jam Mulai :</b> 2024-12-09 07:34:58 <b>Jam Selesai :</b>
14	14	talking about present.	1. How to create sentences describing present activities. 2. Making series of activities.	<b>Peserta Mahasiswa :</b> <b>31</b> <div> <div>Hadir : 31</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 0</div> </div>	<b>Jam Mulai :</b> 2024-12-16 07:32:00 <b>Jam Selesai :</b>
15	15	talking about future.	1. Job related vocabularies 2. Future Tense	<b>Peserta Mahasiswa :</b> <b>31</b> <div> <div>Hadir : 31</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 0</div> </div>	<b>Jam Mulai :</b> 2024-12-16 07:32:34 <b>Jam Selesai :</b>
16	16	Final Semester Test		<b>Peserta Mahasiswa :</b> <b>31</b> <div> <div>Hadir : 30</div> <div>Izin : 0</div> <div>Sakit : 0</div> <div>Alpha : 1</div> </div>	<b>Jam Mulai :</b> 2024-12-23 08:55:36 <b>Jam Selesai :</b>

Mengetahui,  
Ketua Program Studi



PUTRI ASILESTARI, S.Pd, M.Pd

Bangkinang, 11 Februari 2025  
Dosen Pengajar



HANNISA HARIS, S.Pd, M.Pd

**CATATAN :**

- Jumlah tatap muka / pertemuan mahasiswa tidak boleh kurang dari 80%
- Absensi perkuliahan secara digital, data kehadiran diambil dari sistem secara otomatis
- Pakain untuk mahasiswa : tidak boleh memakai sandal, kaos oblong, sandal, anting, kalung, gelang
- Pakaian untuk mahasiswi : Tidak boleh memakai sandal, kaos ketat dan baju transparan



# UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI

## Daftar Peserta Kuliah dan Nilai Akhir (DPNA)

PRODI : PENDIDIKAN BAHASA INGGRIS TAHUN AJARAN : 2024/2025 Ganjil  
NAMA : HANNISA HARIS, S.Pd, M.Pd MATA KULIAH : SPEAKING I  
NIP/NIDN : 1002049601 KELAS : A

NO	NIM	NAMA	AKT. PARTISIPATIF	HASIL PROYEK	NILAI TUGAS	NILAI QUIZ	NILAI MID	NILAI UAS	NILAI ANGKA	NILAI HURUF
1	2488203001	ACHMAD MUZACKY ANNUR	100	0	87	100	75	87	92.17	A
2	2488203002	ALYA ZAHRA RAMADHAN	100	0	78	100	71	75	87.72	A
3	2488203003	ANGGI PUTRI ADELLIA	81	0	80	100	75	0	75.9	B+
4	2488203004	DINDA ATIKAH SALSABILA	100	0	87	100	79	90	92.93	A
5	2488203005	JUNIOR MAKRUH PRIYADINATA	94	0	87	100	92	80	91.83	A
6	2488203006	MIFTA HURRAHMA	100	0	82	100	83	85	91.28	A
7	2488203007	NURIA DELMILA	100	0	87	100	71	83	91.29	A
8	2488203008	PUTRI ADZKIYATUR RAHMAH	100	0	88	100	88	87	93.76	A
9	2488203009	WINA SILVIRA ANGGRAINI	100	0	82	100	71	84	89.96	A
10	2488203010	YOLANA RIZAL	88	0	91	100	75	86	90.81	A
11	2488203011	NAILA ATHA ZAKIYAH	88	0	96	100	79	80	91.94	A
12	2488203012	IBRA AKBAR ARSYI	100	0	90	100	75	87	93.04	A
13	2488203013	TENGKU LAURA HANUM	100	0	85	100	88	90	93.25	A
14	2488203014	RENADA DIFITRIA	100	0	75	100	63	89	87.73	A
15	2488203015	RESTYA LANA FITRI	100	0	74	100	71	80	87.16	A
16	2488203016	ROZANATUL MUTTAH	100	0	84	100	79	85	91.46	A
17	2488203017	A. HABIB RAHMAN AINUL YAQIN	100	0	87	100	92	87	93.87	A
18	2488203018	FITRI HERNIATI	100	0	86	100	61	85	90.24	A
19	2488203019	DZAKIYAHTUL MUFIDA	100	0	83	100	79	85	91.17	A
20	2488203020	FITRIA AULIA AZZAHRA	100	0	85	100	71	80	90.35	A
21	2488203021	QHOLBI SYAHPUTRA	100	0	92	100	92	90	95.68	A
22	2488203022	JALSY JELITA	98	0	89	100	0	80	84.01	A-
23	2488203023	MARWA ALYA SUKAINAH	100	0	82	100	70	86	90.1	A
24	2488203024	NABILA DELFIANA	100	0	84	100	68	85	90.36	A
25	2488203025	NABILA ZAHIRA	100	0	89	100	75	85	92.51	A
26	2488203026	NAZILLA SOFIA	80	0	80	100	83	88	87.06	A
27	2488203027	IMELDA	100	0	81	100	63	83	88.75	A
28	2488203028	MELIA RAMADANI	100	0	73	100	58	84	86.05	A
29	2488203029	AGSESANIA PUTRI	100	0	80	100	58	75	87	A
30	2488203030	AYU WIDYA SARI	100	0	85	100	54	80	88.65	A
31	2488203031	DEVI AYUNI	100	0	84	100	71	80	90.06	A

Bangkinang, 11 Februari 2025

HANNISA HARIS, S.Pd, M.Pd  
NIP. 1002049601