



UNIVERSITAS KRISTEN INDONESIA TORAJA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER

NAMA MATA KULIAH		KODE MK	RUMPUN MK		BOBOT (SKS)		SEMESTER	TGL PENYUSUNAN
English Teaching Methods for Elementry (PGSD Students)					T=1	P=1	Odd semester	September 2023
UPM FAKULTAS		NAMA PENYUSUN RPS		KOORDINATOR RMK		KA PRODI		
		Dra. Rachel, M.Pd. Linerda Tulaktondok, S.Pd.,M.Pd.						
CAPAIAN PEMBELAJARAN (CPL – CPMK – Sub CPMK)	CAPAIAN PEMBELAJARAN LULUSAN YANG DIBEBANKAN PADA MK (CPL)							
	CPL1 (S)	<div>I. Cognitive Learning Outcomes:</div> <div>1. Knowledge of Language Acquisition and Learning Theories: Students should demonstrate an understanding of key language acquisition theories (e.g., behaviorism, constructivism) and their application to teaching English to primary students.</div> <div>2. Mastery of Teaching Methods: Students should be able to explain and apply various teaching methods and strategies suitable for young learners, with an emphasis on communicative language teaching (CLT) principles.</div> <div>3. Curriculum Development: Students should be able to create developmentally appropriate lesson plans and adapt materials for primary English classes, integrating language skills effectively.</div> <div>4. Critical Thinking: Students should analyse and evaluate the effectiveness of different teaching techniques and adapt them to meet the specific needs of primary learners.</div> <div>II. Practical Learning Outcomes:</div> <div>1. Classroom Management:</div>						
	CPL2 (P)							
	CPL3 (KU)							
	CPL4 (KK)							

		<p>Students should demonstrate the ability to establish and maintain a positive and inclusive primary English classroom environment, managing behaviour and fostering engagement.</p> <p>2. Assessment and Evaluation: Students should develop skills in designing formative and summative assessments that align with learning objectives and standards. They should also provide constructive feedback to students.</p> <p>3. Lesson Implementation: Students should be able to effectively plan and execute English lessons for primary students, integrating language skills and age-appropriate activities.</p> <p>III. Interpersonal Learning Outcomes:</p> <p>1. Communication Skills: Students should enhance their communication skills, both in English and in explaining teaching concepts to peers and instructors.</p> <p>2. Collaboration: Students should collaborate effectively in group projects, sharing ideas and responsibilities in designing curriculum and classroom materials.</p> <p>IV. Intrapersonal Learning Outcomes:</p> <p>1. Reflective Practice: Students should develop the habit of self-reflection, regularly evaluating their teaching approaches and considering ways to improve.</p> <p>2. Cultural Sensitivity: Students should demonstrate cultural sensitivity and an understanding of diverse primary student populations, adapting teaching approaches to promote inclusivity.</p> <p>V. Professional Learning Outcomes:</p> <p>1. Teaching Adaptation: Students should exhibit the ability to adapt teaching approaches to cater to diverse student needs, including those with special needs or language backgrounds.</p> <p>2. Ethical and Professional Conduct: Students should adhere to ethical standards in education and recognize their role as responsible and ethical educators.</p> <p>3. Continuous Learning: Students should demonstrate a commitment to lifelong learning and professional development in the field of English education.</p>
	CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)	
	CPMK1	

	CPMK2	1. Comprehensive Understanding of Language Acquisition and Learning Theories: Students will demonstrate a deep understanding of key language acquisition theories, such as behaviorism, constructivism, and sociocultural theory, and how these theories apply to language learning in primary education.
	CPMK3	
	CPMK4	2. Proficiency in Teaching Methods and Strategies: Students will be proficient in applying a range of teaching methods and strategies suitable for young learners, with a strong foundation in communicative language teaching (CLT) principles.
	CPMK5	
	CPMK 6	3. Curriculum Development Skills: Students will excel in designing developmentally appropriate lesson plans and adapting materials to meet the specific needs of primary English learners, integrating language skills effectively.
	CPMK 7	
	CPMK8	4. Critical Thinking and Adaptation: Students will engage in critical thinking, analyzing and evaluating the effectiveness of different teaching techniques and adapting them to primary learners with diverse needs.
	CPMK9	
	CPMK10	5. Effective Classroom Management: Students will demonstrate the ability to establish and maintain a positive and inclusive primary English classroom environment, effectively managing behavior and fostering engagement.
	CPMK11	
	CPMK12	6. Assessment and Evaluation Expertise: Students will develop skills in designing both formative and summative assessments aligned with learning objectives and standards. They will also provide constructive feedback to support student growth and language development.
	CPMK13	
	CPMK14	
	CPMK15	
	CPMK16	7. Proficient Lesson Implementation: Students will effectively plan and execute English lessons for primary students, integrating language skills and age-appropriate activities, and adapting lessons based on student feedback and needs. 8. Strong Communication Skills: Students will enhance their communication skills, both in English and in explaining teaching concepts to peers and instructors, fostering effective collaboration and understanding. 9. Collaborative and Reflective Practitioners: Students will collaborate effectively in group projects, share ideas and responsibilities in designing curriculum and classroom materials, and engage in regular self-reflection to improve their teaching practices. 10. Culturally Sensitive Educators: Students will demonstrate cultural sensitivity and an understanding of diverse primary student populations, adapting teaching approaches to promote inclusivity and celebrate diversity. 11. Adaptable and Inclusive Teaching Approach: Students will exhibit the ability to adapt teaching approaches to cater to diverse student needs, including those with special needs or diverse language backgrounds. 12. Ethical and Professional Conduct: Students will adhere to ethical standards in education, recognizing their role as responsible and ethical educators, and maintaining professionalism in all aspects of teaching. 13. Commitment to Lifelong Learning: Students will demonstrate a commitment to lifelong learning and professional development in the field of English education,

		continuously seeking opportunities for growth and improvement.			
	KEMAMPUAN AKHIR TIAP TAHAPAN BELAJAR (Sub-CPMK)				
		<p>1. Initial Stage (Weeks 1-2): Introduction to English Teaching for Elementary and Primary Students will have a foundational understanding of the importance of teaching English at the primary level and the initial ability to identify challenges and opportunities in primary English education.</p> <p>2. Early Stage (Weeks 3-4): Language Acquisition and Learning Theories for Primary Students Students will have a solid grasp of key language acquisition theories and their relevance to primary English education. They will be able to apply these theories to basic classroom scenarios effectively.</p> <p>3. Intermediate Stage (Weeks 5-6): Communicative Language Teaching (CLT) for Young Learner Students will have the ability to design and implement CLT-based lessons suitable for primary students. They will understand the importance of interaction and communication in language learning.</p> <p>4. Developing Stage (Weeks 7-8): Lesson Planning and Curriculum Development for Primary English Students will be proficient in creating comprehensive lesson plans and adaptable mini-curricula for primary English education. They will have the ability to align lessons with learning objectives and standards.</p> <p>5. Progressing Stage (Weeks 9-10): Classroom Management and Engagement Strategies Students will have developed effective classroom management strategies and engagement techniques for primary English classrooms. They will be able to address challenges while maintaining a supportive learning environment.</p> <p>6. Advanced Stage (Weeks 11-12): Assessment and Evaluation for Primary English Students will be skilled in designing formative and summative assessments that align with learning objectives and standards. They will provide constructive feedback to support student language development.</p> <p>7. Proficient Stage (Weeks 13-14): Teaching Diverse Learners in Primary English Students will have the ability to create inclusive lesson plans and adapt teaching approaches to meet the needs of diverse primary student populations, including those with special needs and varying language backgrounds.</p> <p>8. Expert Stage (Week 15): Final Project and Course Review Students will demonstrate expertise in designing comprehensive lesson plans that integrate course concepts and strategies. They will effectively present their plans, engage in reflective practice, and set goals for their future development as English educators.</p> <p>The development and learning that students have experienced throughout the course have culminated in these final competencies. They demonstrate their capacity to integrate theoretical knowledge into real-world teaching situations, modify their strategies to meet the requirements of various student populations, and engage in reflective practice and ongoing professional growth. These skills equip them to teach English to young students in primary educational settings in a way that is efficient, flexible, and culturally sensitive.</p>			
	KORELASI CPMK TERHADAP Sub-CPMK				
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4

	CPMK1	✓	✓	✓	✓
	CPMK2	✓	✓	✓	✓
	CPMK3	✓	✓	✓	✓
	CPMK4	✓	✓	✓	✓
DESKRIPSI MATA KULIAH	<p>This course is designed to provide future primary school teachers with the information and abilities they need to effectively teach English to young students. It discusses numerous teaching approaches, strategies, and resources geared toward elementary school children's requirements. The emphasis of the training is on practical classroom application and assessment procedures. The assessments are designed to align with the specific learning outcomes for each week and provide students with opportunities to apply their knowledge and skills in practical ways. They also encourage critical thinking, creativity, and reflection on their journey toward becoming effective primary English educators.</p>				
BAHAN KAJIAN	<ol style="list-style-type: none"> 1. Introduction to English Teaching for Elementary and Primary 2. Language Aquisition and Learning Theories for Primary Students 3. Teaching Methods for Elementary English “Communicative Language Teaching (CLT) for Young Learners” 4. Lesson Planning and Curriculum Development for Primary English 5. Classroom Management and Engagement Strategies 6. Assessment and Evaluation for Primary English 7. Teaching Diverse Learners in Primary English 8. Final Project and course review 				
REFERENSI	<p>Recommended Texts:</p> <ol style="list-style-type: none"> 1. "Teaching English to Children" by Wendy A. Scott 2. "Teaching Young Language Learners" by Annamaria Pinter 3. "Teaching English to Young Learners" by Linse, Caroline T. 				
NAMA DOSEN	<p>Dra. Rachel, M.Pd. Linerda Tulaktondok, S.Pd.,M.Pd.</p>				
MATA KULIAH PRSYARAT	-				

			Criteria for Assessment: - Accuracy and depth of theory explanation. - Relevance of theory to primary education. - Engagement in the group discussion following the presentations.	- Observing video recordings of children at various stages of language development. - Role-playing to simulate the different learning theories in action. **Readings:** - Extracts from Piaget's theory on cognitive development and its relevance to language learning.			
5							
6	Students will have the ability to design and implement CLT-based lessons suitable for primary students. They will understand the importance of interaction and communication in language learning.	- Adapting CLT & TPR principles for primary education. - Practical classroom applications of CLT & TPR. - Incorporating play-based learning and storytelling.	**Assessment: CLT Lesson Plan** - Assignment: Students design a 20-minute CLT-based lesson plan suitable for primary students. They include objectives, activities, materials, and assessment methods. Criteria for Assessment: - Alignment with CLT & TPR principles. - Creativity in activity design. - Clarity of learning objectives and assessment criteria.	**Strategy:** Hands-On CLT Practice - Arrange for peer teaching sessions where students design and conduct simple communicative activities suitable for primary learners. - Create role-play scenarios simulating a primary English class to demonstrate the application of CLT principles. **Activities:** - Role-play sessions to simulate a CLT classroom. - TPR demonstration, where participants both teach and participate in TPR activities. **Readings:** - Chapter 4 of "Young Learners of English: Teaching Strategies" on TPR and CLT methodologies.	2x2x50'	1. Communicative Language Teaching (CLT) - Principles of CLT for young learners. - Designing communicative activities. 2. Total Physical Response (TPR) - TPR as a method for teaching vocabulary and commands. - Incorporating movement and gestures in lessons.	10
7							
8	Students will be proficient in creating comprehensive lesson plans and adaptable mini-curricula for primary English education. They will have the ability to align lessons with learning objectives and standards.	- Creating developmentally appropriate lesson plans. - Adapting textbooks and materials for primary classrooms. - Integrating language skills (listening, speaking, reading, writing) into lessons.	**Assessment: Curriculum Project** - Assignment: Students work in pairs to develop a mini English curriculum for a specific primary grade level (e.g., 2nd grade). They create a curriculum map, outline, and sample	**Strategy:** Collaborative Curriculum Development - Organize group projects where students collaboratively design a mini English curriculum for a specific primary grade level. - Emphasize alignment with learning objectives,	2x2x50'	1. Effective Lesson Planning - Components of a well-structured lesson plan. - Aligning lessons with learning objectives. 2. Adapting Textbooks and Materials - Evaluating and modifying existing materials. - Creating age-appropriate	10

			lesson plan. Criteria for Assessment: - Coherence and alignment of curriculum components. - Appropriateness for the target grade level. - Inclusion of diverse teaching materials and resources.	standards, and age-appropriateness. **Activities:** - Peer-teaching sessions where participants present short lessons based on their plans. - Group work on adapting an existing textbook lesson for different age groups. **Readings:** - "Teaching English to Young Learners" Chapter 3 on the principles of curriculum development.		learning resources		
9	10	Students will have developed effective classroom management strategies and engagement techniques for primary English classrooms. They will be able to address challenges while maintaining a supportive learning environment	- Establishing an inclusive and motivating primary English classroom. - Strategies for managing diverse student needs. - Utilizing games, songs, and technology for engagement	**Assessment: Classroom Management Scenario Analysis** - Assignment: Students analyze a classroom management scenario and provide a written analysis of how the teacher could improve management and engagement. Criteria for Assessment: - Identification of classroom management challenges. - Application of strategies discussed in class. - Effectiveness and feasibility of proposed improvements.	**Strategy:** Simulation and Reflection - Conduct classroom management simulations where students play the roles of both teachers and primary students. Discuss strategies for maintaining order and engagement. - Have students reflect on classroom management challenges they've observed during their school visits. **Activities:** - Simulated classroom scenarios where participants practice managing "difficult" students. - Brainstorming sessions on integrating technology into English lessons. **Readings:** - Articles on the significance of positive reinforcement in early education.	2x2x50'	Establishing a Positive Environment a. Classroom rules and expectations. b. Building rapport with elementary students. Engaging Young Learners a. Incorporating games, songs, and storytelling. b. Technology tools for interactive learning.	10
11								
12		Students will be skilled in designing formative and summative assessments that align with learning objectives and standards. They will provide constructive feedback to support	- Formative and summative assessment techniques. - Rubric development for primary English language proficiency.	**Assessment: Formative Assessment Design** - Assignment: Students design a formative assessment tool (e.g., a short quiz, a speaking	**Strategy:** Authentic Assessment - Show examples of authentic assessments used in primary English classes, such as	2x2x50'	Types of Assessments - Formative vs. summative assessments. - Portfolio assessment for young learners. Providing Constructive Feedback	10

	student language development.	- Providing constructive feedback and student self-assessment.	activity) suitable for assessing language skills in a primary English class. Criteria for Assessment: - Clarity of assessment objectives and instructions. - Alignment with learning objectives and content. - Appropriateness for the primary grade level.	student-created stories, presentations, or video projects. - Discuss strategies for providing formative feedback that encourages improvement **Activities:** - Analyzing samples of student work to practice providing feedback. - Role-play sessions simulating parent-teacher meetings discussing student progress. **Readings:** - "Teaching English to Children" Chapter 5 on Assessment methods suitable for young learners..		- Strategies for offering feedback to elementary students. - Promoting self-assessment and reflection.	
13	Students will have the ability to create inclusive lesson plans and adapt teaching approaches to meet the needs of diverse primary student populations, including those with special needs and varying language backgrounds.	- Differentiating instruction for diverse primary students. - Teaching English to students with special needs. - Promoting inclusivity and cultural sensitivity in the classroom.	**Assessment: Inclusive Lesson Plan** - Assignment: Students create a lesson plan that incorporates strategies for teaching English to a diverse class, including students with special needs or from diverse language backgrounds. Criteria for Assessment: - Inclusivity in lesson design. - Differentiation for various learning styles and needs. - Consideration of cultural sensitivity.	**Strategy:** Guest Speakers and Panel Discussions - Invite guest speakers, such as experienced primary English teachers or special education experts, to share insights on teaching diverse learners. - Organize panel discussions where students can ask questions and learn from practitioners. **Activities:** - Guest speaker sessions with specialists in special education. - Workshops on differentiating instruction for diverse learning needs. **Readings:** - "Young Learners of English" Chapter 6 on inclusive classrooms and teaching methods.	2x2x50'	Learning Styles and Adaptations - Understanding diverse learning styles. - Adapting lessons for visual, auditory, and kinesthetic learners. Inclusive Teaching Practices - Teaching English to students with special needs. - Culturally responsive teaching and addressing diversity in the classroom.	10
14							
15	Students will demonstrate	Students will present a	**Assessment: Final	**Strategy:** Peer Feedback	2x2x50'	Final Project Presentation	30

	<p>expertise in designing comprehensive lesson plans that integrate course concepts and strategies. They will effectively present their plans, engage in reflective practice, and set goals for their future development as English educators.</p>	<p>comprehensive lesson plan designed for a primary English class.</p> <ul style="list-style-type: none"> - Course review, feedback, and discussion of key takeaways. 	<p>Lesson Plan and Presentation**</p> <ul style="list-style-type: none"> - Assignment: Students present a comprehensive lesson plan they have developed for a primary English class. The plan includes objectives, activities, materials, assessment methods, and adaptations for diverse learners. <p>Criteria for Assessment:</p> <ul style="list-style-type: none"> - Integration of course concepts and strategies. - Engagement and clarity of presentation. - Demonstration of adaptability and responsiveness to feedback. 	<p>and Reflective Practice</p> <ul style="list-style-type: none"> - Incorporate peer feedback sessions for final project presentations, encouraging constructive criticism and peer support. - Encourage students to reflect on their personal growth and how their perceptions of teaching English to primary students have evolved over the course. <p>**Activities:**</p> <ul style="list-style-type: none"> - Group presentations of developed lesson plans. - Reflection sessions on key learnings and experiences throughout the course. <p>**Readings:**</p> <ul style="list-style-type: none"> - None. Focus on synthesizing all learned content. 		<ul style="list-style-type: none"> - Each student presents a lesson plan they've developed. - Peer feedback and discussion. <p>Course Review and Reflection</p> <ul style="list-style-type: none"> - Recap of key concepts and takeaways. - Student feedback on the course. - Future directions in elementary English teaching. 	
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RENCANA PEMBELAJARAN					
MINGGU ...					
SUB-CPMK (KEMAMPUAN AKHIR YG DIRENCANAKAN)	Mahasiswa mampu menjelaskan CP lulusan dan mata kuliah, dan cara pencapaiannya selama satu semester				
KRITERIA/INDIKATOR CAPAIAN	Kedalaman pemahaman atau ketepatan menjelaskan				
BAHAN KAJIAN	Pendahuluan: CPL, CPMK, dan RPS				
	SUMBER BELAJAR ON-LINE				
	Teks (Page)	Slide (PPT)	Audio	Video	URL
					-
MODEL PEMBELAJARAN: (METODE, STRATEGI, PENUGASAN)	DARING		LURING		
	Belajar mandiri (2x60m): Mahasiswa mempelajari bahan pembelajaran yang tersedia, yang dapat berupa: <ul style="list-style-type: none"> ▪ Topik dan deskripsi ▪ Page ▪ Slide PPT ▪ Video ▪ Tugas terstruktur: Tugas Terstruktur (2x60m): Menyelesaikan tugas yang diberikan atau pengembangan diri		TM (2x50m): <ul style="list-style-type: none"> ▪ Pemaparan dosen ▪ Diskusi ▪ Penugasan 		
BEBAN WAKTU PEMBELAJARAN	DARING		LURING		
	<ul style="list-style-type: none"> ▪ Belajar Mandiri: 2 x 60 menit ▪ Tugas Terstruktur: 2 x 60 menit 		<ul style="list-style-type: none"> ▪ Tatap Muka: 2 x 50 menit 		
ASESSMENT PEMBELAJARAN	METODE		INSTRUMEN		
	DARING	LURING	DARING	LURING	BOBOT (%)
	Quiz	-	MP/Essay/Matching	-	
PENGALAMAN BELAJAR/AKTIVITAS MAHASIWA	DARING		LURING		
	<ul style="list-style-type: none"> ▪ Belajar mandiri ▪ Quiz ▪ Penugasan ▪ Dll 		Melalui Tatap Muka: <ul style="list-style-type: none"> ▪ Diskusi ▪ Penugasan ▪ Dll 		
MEDIA PEMBELAJARAN	DARING		LURING		
	<ul style="list-style-type: none"> ▪ LMS/SPADA ▪ Gadget 		<ul style="list-style-type: none"> ▪ Laptop ▪ LCD 		

RENCANA PEMBELAJARAN

▪ Jaringan internet

▪ dll

****Assessment Methods:****

- 1) Class participation and engagement.
- 2) Weekly assignments and reflections related to each topic.
- 3) Development and presentation of a comprehensive lesson plan.
- 4) Midterm and final exams covering theory and practical teaching knowledge.
- 5) Final project

Rubrik Skala Persepsi untuk Penilaian Presentasi Lisan

Aspek/dimensi yang dinilai	Sangat Kurang	Kurang	Cukup	Baik	Sangat Baik
	≤ 20	21 - 40	41 - 60	61 - 80	≥ 81
Kemampuan komunikasi					
Penguasaan materi					
Kemampuan menghadapi pertanyaan					
Penggunaan alat peraga presentasi					
Ketepatan menyelesaikan masalah					