

# APPENDICES

# APPENDIX 1

## RENCANA PROGRAM DAN KEGIATAN PEMBELAJARAN SEMESTER (RPKPS) *English for Interpersonal Communication*

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1. Name Of Course : *English For Interpersonal Communication*
2. Course Code & Credit : 2215-252-3 & 2215-124-3 /3 credit
3. Prerequisites : -
4. Course Status : **Elective/Compulsory**
5. Level of CEFR : **A2**

### 6. Course Description

*English for Interpersonal Communication* is a core subject for both study programs—English Language Education Study Program and English Literature Study Program. It exposes students to oral and written interpersonal communication skills which cover greetings and introducing oneself and others; talking about routines and experiences; expressing feelings: reflections, sympathy, and empathy in context.

### 7. Learning Objectives

After completing the course, students are expected to have the ability to equip themselves with skills and strategies to build interpersonal relationship with their immediate environment confidently and accurately.

### 8. Course Learning Outcomes

By the end of the course, students are able to:

- introduce oneself and others and exchange personal information in a simple formal and informal situation
- describe routines and responsibilities
- talk about personal interests
- talk about experiences, recounting events and expressing feelings: empathy and sympathy
- talk about family, family members, and family relationships
- describe their immediate neighborhood and environment
- talk about sport, exercise and health related matters and simple procedures

### 9. Course Materials

No.	Theme	Materials
1.	<b>It's a pleasure to meet you!</b>	Written and recorded text on self introductory speech and interactive communication on introduction. Forms. Personal Description on FB or Blogs.

No.	Theme	Materials
2.	<b>Are you busy, today?</b>	Written and audio text on job description, time tables, itinerary
3.	<b>What do you do as a pastime?</b>	Written and Audio Visual text on interests (TLC, Nat Geo), Photography, etc.
4.	<b>It was not an easy life!</b>	Written and Audio Visual text on Biography, Speech, Oprah, TLC, Puisi: "When I was One and Twenty" by A.E. Housman or "The Road Not Taken"
5.	<b>Home sweet home</b>	Written and Audio Visual text on Song: 93 Million Miles Jason Mraz, Biography,
6.	<b>That's wonderful!</b>	Written and Audio Visual text on Map, Advertisement, Brochures.
7.	<b>Let's Lead a Healthy Life</b>	Written and Audio Visual text on Talk show Dr. Oz, Sport and Health, Simple Procedures on exercises. Filling forms

#### 10. Assessment and Evaluation

- Mid Term test: Written 25%
- Final test: Oral and Written test 40%
- 1 Video Project 20%
- 1 written report 15%

#### 11. Source and References

Nat Geo

TLC

Oprah website

Literature: the Human Experience 5<sup>th</sup> Edition

Youtube

Advertisement

Brochures

#### 12. Course Policies

##### a) Attendance:

A student who, without notice nor permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.

**b) Lateness:**

- 1) Late submission of written work 1-7 days:  
Minus 20 of 1-100 score range;
- 2) Late submission of written work more than 7 days: the work will not be graded and 0 be given;
- 3) When the class begins at 8 a.m., late coming to the class within 1-10 minutes: students will be allowed to join in; 4) When the class begins at 10 a.m. or later, late coming to the class: students will not be allowed to join in and be considered absent.

**c) Missed Exams/Assignments:**

A student who, without notice nor permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned.

**d) Academic Dishonesty:**

Students are to obey standard policy and regulations on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D for the work and/or exam. Details on plagiarism may be found at

<http://www.plagiarism.org>.

**e) Attitudes in Classroom:**

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.

**13. Outline Weekly Teaching and Learning Activities (continues on next page)**

12. Outline Weekly Teaching and Learning Activities

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
1/1	Students are able to greet others and introduce themselves and others confidently.	Theme 1: It's a pleasure to meet you! Introducing themselves and others	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text Self Introduction Speech Video Forms, Application Forms, Personal Description		
1/2	Students are able to exchange personal information	Exchanging personal information	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text Greetings and Introduction Video		
2/3	Students are able to greet others, introduce themselves and	Greeting and Introducing themselves and others, exchanging personal information and express	Teacher's Presentation and Group's and Class'	Observing, analyzing, evaluating, creating,	Written and audio visual text		



Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
	others, exchange personal information and express parting/closing	parting/closing	Discussion	associating, experimenting and communicating in groups			
2/4	Students are able to exchange information related to their jobs and routines	<b>Theme 2: Are you busy, today?</b> Talking about Jobs and routines	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text Timetables Schedules Itinerary		
3/5	Students are able to exchange information related to their jobs and routines	Talking about Jobs and routines	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
3/6	Students are able to exchange information related to their jobs and routines	Talking about Jobs and routines	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting	Written and audio visual text		

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
4/7	Students are able to talk about hobbies	<b>Theme 3: What do you do as a pastime?</b>  Talking about hobbies	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
5/8	Students are able to talk about hobbies	Talking about hobbies and inviting, accepting and declining invitation	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
6/9	Students are able to talk about hobbies	Talking about hobbies and inviting, accepting and declining invitation	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting	Written and audio visual text		

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
6/10	Students are able to exchange their experience, express their feeling related to it and express sympathy and empathy to others related their experience.	Theme 4: It was not an easy life! Talking about experience and feeling	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text Oprah's Talk show Biography		
7/11	Students are able to exchange their experience, express their feeling related to it and express sympathy and empathy to others related their experience.	Talking about experience and feeling	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text Poem: The Road Not Taken And When I was One and Twenty		
7/12	Students are able to exchange their experience, express	Talking about experience and feeling	Teacher's Presentation and Group's	Observing, analyzing, evaluating,	Written and audio visual text		



Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
	their feeling related to it and express sympathy and empathy to others related their experience.		and Class' Discussion	creating, associating, experimenting and communicating in groups			
<b>Mid-term Test</b>							
8/13	Students are able to talk about their family, family members, and family relationships	Theme 5: <b>Home Sweet Home</b>  Talking about family	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text  Pictures of Family  Song: Jason Mraz, 93 Miles from The Sun		
8/14	Students are able to describe their family members physical appearances and characters	Talking about physical and characters of family members	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
9/15							

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
9/16	Students are able to describe their family relationships	Talking about family relationships	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text	(M)	
10/17	Students are able to describe their immediate neighborhood and environment	<b>Theme 6: That's wonderful!</b> Describing immediate neighborhood	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text New York, Statue of Liberty Video and Gates' House Video		
10/18	Students are able to ask and give directions	Asking and giving directions	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating	Written and audio visual text Asking and Giving Directions Video		

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
				in groups	Local Maps		
11/19	Students are able to compare their neighborhood	Comparing neighborhood and environment	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
11/20	Students are able to talk about sport	<b>Theme 7: let's Lead a Healthy Life</b> Talking about how to lead a healthy life	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
12/21	Students are able to talk about how to stay healthy: exercise and health related matters and simple procedures	Students are able to tell simple procedures on how to do simple exercises	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and	Written and audio visual text		

Week/ Session	Learning Outcomes	Theme, Topics and Sub-Topics	Teaching- Learning Techniques	Student and Lecturer Activities	Learning Materials	Assessment Material (AM) and Methods (M)	References
12/22	Students are able to express sympathy and empathy	Students are able to express sympathy and empathy	Teacher's Presentation and Group's and Class' Discussion	Observing, analyzing, evaluating, creating, associating, experimenting and communicating in groups	Written and audio visual text		
13/23- 24	Final Test: Oral and Written Test						



## APPENDIX 2

### RPKPS/SPTLP (RENCANA PROGRAM DAN KEGIATAN PEMBELAJARAN SEMESTER/ SEMESTER PLANNING OF TEACHING AND LEARNING PROGRAMME)

1. **Name of Course** : *English Grammar for Interpersonal and Social Communication*
2. **Course Code & Credit** : --- /2 credits
3. **Prerequisites** : -
4. **Course Status** : Elective/Compulsory
5. **Level of CEFR** : A2

#### 6. Course Description

*Grammar for Interpersonal and Social Communication* is a compulsory subject to enable students use simple grammatical phrases and sentences in interpersonal and social communications. It covers grammar used in immediate situations such as grammar to describe information about family, environment, local employment, habits and routines and grammar used in letters, journal entries, news, advertisements, brochures, notices etc.

#### 7. Learning Objectives

After completing the course, students are expected to apply grammatical phrases and sentences, link words and phrases with connectors such as and, but, because. They have control on the use of grammatical phrases and sentences to have interpersonal and social communication.

#### 8. Course Learning Outcomes (CLO)

Students are able to:

- identify and correct grammatical mistakes in texts used for interpersonal and social communication
- use simple grammatical phrases and sentences for interpersonal and social communication
- link words and phrases with connectors such as and, but, because, then

#### a. Course Materials

- Coverage of the study
- Tenses: past continuous, past simple, present continuous, present continuous for future, present perfect,
- Wh- questions, tag questions
- modals
- comparative and superlative adjectives
- Articles: with countable and uncountable nouns

- there is/are, some/any/much/many
- gerund and infinitive
- preposition of place and time
- first conditional
- imperative forms,
- phrasal verbs (inseparable), phrasal verbs (separable)

### **b. Assessment and Evaluation**

Assessment is conducted through the following methods:

- a) test including:
  - Mid-term test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered;
  - End-of-term test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered
- b) non-test including:
  - Written assignments, quizzes the weight of which is 45% of the final score; maximum score (A: 80 -100) is given when the assignments are due and meet at least 80% of the expected features.

### **c. Sources and References**

- Fuch, M. and M. Bonner. 2000. Grammar Express. New York: Longman.
- Azar B.

## **11. Course Policies**

- a) Attendance** : A student who, without notice nor permission to take leave, has been absent for 4 sessions or more shall be given grade E for the course concerned.
- b) Lateness** : 1) Late submission of written work 1-7 days: Minus 20 of 1-100 score range; 2) Late submission of written work more than 7 days: the work will not be graded and 0 be given; 3) When the class begins at 8 a.m., late coming to the class within 1-10 minutes: students will be allowed to join in; 4) When the class begins at 10 a.m. or later, late coming to the class: students will not be allowed to join in and be considered absent.
- c) Missed Exams/Assignments** : A student who, without notice nor permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned.
- d) Academic Dishonesty** : Students are to obey standard policy and regulations

on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D for the work and/or exam. Details on plagiarism may be found at <http://www.plagiarism.org>.

**e) Attitudes in Classroom :**

In respect of character building, students are not allowed to chit-chat during learning sessions and are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.



## 12. Outline Weekly Teaching and Learning Activities

Week	Learning Outcomes	Topics and Sub-Topics	Teaching-Learning Techniques	Student and Lecturer Activities	Learning Media	Assessment Materials (AM) and Methods (M)	References
1/1	Students have the ability to explain what they are going to learn and to be able to do at the end of the course and how they are going to do it.	Study guide and code of conducts in Grammar for Interpersonal and social communication	Listening And asking questions	Students listen and ask questions related to points of RPKPS presented by lecturer	RPKPS/SAP		RPKPS/SAP
1/2 1/3	Students have the ability to use correct tenses	Tenses: past continuous, past simple, present continuous, present continuous for future, present perfect,	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
2/3	to ask and answer simple questions	Wh-questions, tag questions	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
2/4	to use modals to show ability, ask permission, give advice, suggestion, and tell preferences	Modals: can, could, be able to, should, ought to, had better	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
3/5 3/6	to describe the quality of persons, products, places	Adjective vs adverb Comparative and superlative	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		



4/7	to state the quantity using quantifier with countable and uncountable nouns	Nouns, Quantifiers Countable and uncountable nouns, there is/there are	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
4/8	Review						
5/9	MIDTEST						
5/10 6/11	To use definite and indefinite article	Definite and indefinite article Singular and plural nouns	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
6/12	To distinguish the use of gerund and infinitives	Gerund and infinitives	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
7/13	to tell time and place	Preposition of time and place	Observing, asking and responding to questions, practicing the grammar	Observing: asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
7/14	To use phrasal verbs	Separable and inseparable phrasal verbs	Observing, asking and	Observing: asking and responding to	Books, worksheets		

			responding to questions, practicing the grammar	questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar			
8/15	To state factual conditional	First conditionals	Observing, asking and responding to questions, practicing the grammar	Observing, asking and responding to questions, completing texts, identifying and correcting grammatical mistakes, creating sentences using the grammar	Books, worksheets		
8/16	Final Test						

## APPENDIX 3



*Building  
Future  
Leaders*

### JURUSAN BAHASA DAN SASTRA INGGRIS FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI JAKARTA

#### A. COURSE INFORMATION

- a. Course Title : Diction in Discourse
- b. Course Number : ...
- c. Credit Hours : 3
- d. Prerequisites : -
- e. Number of Meetings : 24 @ 100 minutes

#### B. COURSE DESCRIPTION

This course deals with improving the ability to understand meaning, and to express meaning using contextually appropriate English diction in written as well as spoken texts. It helps students understand the importance of word knowledge through the analysis of lexical choices pervasive in any genre which are essential to having fluent meaning-making interaction.

#### C. COURSE CONTENT/SCOPE

- a. High-Frequency Words
- b. Academic Words
- c. Strategies for Knowing Words
- d. Word Knowledge
  - i. Form (spoken, written, word parts)
  - ii. Meaning (one context, different contexts, associations)
  - iii. Use (grammatical functions, collocations, constraints on use)
- e. Collocations
  - i. Grammatical Collocation
  - ii. Lexical Collocation
  - iii. idioms
- f. Chunks

#### **D. LEARNING OBJECTIVES/COMPETENCE**

After completing the course, students are expected to have the ability to

- identify lexical choices in written and spoken texts;
- analyze lexical choices in written and spoken texts;
- infer meaning from lexical choices in written and spoken texts;
- use their repertoire of their lexical choices to structure their sentences and utterances.

#### **E. MAIN INDICATORS**

Students are able to

- recognize lexical choices in written and spoken texts;
- analyze lexical choices in written and spoken texts;
- identify meaning from lexical choices in written and spoken texts;
- Use appropriate lexical choices in written as well as spoken texts.

#### **F. ASSESSMENT SCHEME AND CRITERIA**

- Quizzes the weight of which is 10% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- Mid-term test the weight of which is 30% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- End-of-term test the weight of which is 40% the weight of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- End-of-term project the weight of which is 20% the weight of the final score; maximum score (A: 80-100) is given when the assignments are due to and meet at least 80% of the expected features.

#### **G. SYLLABUS/COURSE CALENDAR\* (SYLLABUS FORMAT /COURSE CALENDAR 2015)**



WEEK/ SESSION	SUB COMPETENCE	TEACHING AND LEARNING ACTIVITIES	TOPIC/ SUB TOPIC/LEARNING MATERIALS	LEARNING ACTIVITIES			REMEMBER TO CREATE	TASKS (RANGING FROM ... TO ...)		REFERENCES
				C+	P+	FW+		FACTUAL KNOWLEDGE TO METACOGNITIVE KNOWLEDGE		
1/1	Students recall High-Frequency Words (HFW)	Students answer the test items on the 2,000 – 5,000 HFW. The lecturer gives feedback.	HFW test	✓			Remember	Factual knowledge	Nation, Paul. 2008; Schmitt, N. 2000;	
1/2	Students recall Academic Words(AW)	Students answer the test items on AW. The lecturer gives feedback.	AW test	✓			Remember	Factual knowledge	Coxhead, A. 1998	
2/3	Students execute their word knowledge of HFW.	Students discuss HFW. The lecturer provides texts showing the use of HFW in the texts.	HFW list, texts with HFW highlighted		✓		Apply	Factual knowledge	Nation, Paul. 2008; Schmitt, N. 2000; Coxhead, A. 1998	
2/4	Students execute their word knowledge of AW.	Students discuss AW. The lecturer provides texts showing the use of AW in the texts.	AW lists, texts with AW highlighted		✓		Apply	Factual knowledge	Nation, Paul. 2008; Schmitt, N. 2000; Coxhead, A. 1998	
3/5	Students implement strategies for knowing words.	Students select any strategies for knowing words. The lecturer explains and exemplifies strategies for knowing words	Strategies for knowing words	✓	✓		Apply	Procedural knowledge, or Meta-cognitive knowledge	Nation, Paul. 2001; Folse, K. 2004	
3/6	Students exemplify word form, meaning, and use.	The lecturer explains Word Knowledge: form, meaning, use. Students make sentences using their knowledge of word form, meaning, and use.	Word Knowledge: form, meaning, use	✓	✓		Understand	Conceptual knowledge	Nation, Paul. 2001	
4/7		The lecturer explains Word Knowledge: form (spoken, written, word parts), exposes kinds of dictionary, Students do exercises on word form, using dictionary, and word parts.	Word form: spoken, written, word parts, dictionary, exercises on pronouncing words and word parts (root, affixation)	✓	✓		Apply	Conceptual knowledge		
4/8		Students use dictionary to find meaning in many contexts, read various texts to get the meaning from contexts, get the synonym/antonym of particular words, to know the associations of the word. The lecturer provides the texts and the exercises.	Word meaning: one context, different contexts, associations, synonyms, antonyms	✓	✓		Apply	Conceptual knowledge		

5/9	Students use word class in sentences correctly	Students do exercises on word class. The lecturer reviews grammatical functions (word class) and introduces the use of collocations and other word use related to specific discourse: formal/informal, register.	Word Use: grammatical functions, collocations, constraints in use (formal/informal, style, register)	✓	✓			Apply	Conceptual knowledge	
5/10	Students use words correctly in spoken and written texts.	Students use words correctly		✓	✓			Apply	Conceptual knowledge	
6/11		REVIEW		✓	✓			Apply	Conceptual knowledge	
6/12		MID-TEST		✓	✓			Apply	Conceptual knowledge	
7/13		FEED BACK						Apply	Conceptual knowledge	
7/14	Students implement their understanding of grammatical collocation in sentences.	Students select a correct preposition for a verb in a sentence. Students use phrasal verb in sentences correctly.	Grammatical Collocation	✓	✓			Apply	Conceptual knowledge	Lewis, M. 2000; Sinclair, John. 2003
8/15	Students implement their understanding of lexical collocation in sentences.	Students analyze lexical collocation in any genre. Students produce correct lexical collocation in sentences.	Lexical Collocation	✓	✓			Apply	Conceptual knowledge	Lewis, M. 2000; Woolard, G. 2000; Sinclair, John. 2003
8/16	Students implement their understanding of idioms in utterances.	Students analyze idioms in any genre. Students produce idioms in utterances.	Idioms	✓	✓			Apply	Conceptual knowledge	
9/17	Students implement their understanding of Chunks in utterances.	Students identify chunks in a given text. Students select appropriate chunks. Students demonstrate their ability to use chunks in utterances.	Chunks	✓	✓			Apply	Conceptual knowledge	Schmitt, N and R. Carter. 2004; Schmitt, N and R. Carter. 2004
9/18	Students implement their understanding of Chunks in utterances.	Students identify chunks in a given text. Students select appropriate chunks. Students demonstrate their ability to use chunks in utterances.	Chunks	✓	✓			Apply	Conceptual knowledge	Schmitt, N and R. Carter. 2004; Schmitt, N and R. Carter. 2004
10/19			QUIZ							
10/20	Students summarize a novel/film using appropriate diction.	Students demonstrate their ability to understand and express meaning using appropriate diction.	Novel/film summary		✓	✓		Apply	Meta-cognitive knowledge	

11/21	REVIEW			All topics up to 10/20	✓	✓			Meta-cognitive knowledge	
11/22	End-of-term exam (SPOKEN)	Presentation of the project		project	✓	✓	✓		Meta-cognitive knowledge	
12/23	End-of-term exam (SPOKEN)	Presentation of the project		project	✓	✓	✓		Meta-cognitive knowledge	
12/24	End-of-term exam (WRITTEN)			• All topics up to 10/20	✓	✓				

) \* C: Concept; P: Practice; F.W: Field Work

Project: By the end of the semester students have to submit a written summary of a novel or a film and to present the summary in spoken mode.

## H. RESOURCES (LEARNING RESOURCES)

Coxhead, A. 1998. *An Academic Word List*. Wellington: Victoria University of Wellington.

Folse, K. 2004. *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: University of Michigan Press.

Lewis, M. 1993. *The Lexical Approach*. London: language Teaching Publications.

----- . 2000. There is Nothing as Practical as a Good Theory. In M. Lewis. Ed. *Teaching Collocation: Further Developments in the Lexical Approach*. London: Language Teaching Publications.

Nation, Paul. 2001. *Learning Vocabulary in Another Language: Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

----- . 2002. Best Practice in Vocabulary Teaching and Learning. In Richards and Renandya. Eds.

----- . 2008. *Teaching Vocabulary: Strategies and Techniques*. Boston :Heinle.

Schmitt, N. 2000. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Schmitt, N and R. Carter. 2004. Formulaic Sequences in Action. In N. Schmitt. Ed. *Formulaic Sequences: Acquisition, Processing and Use*. Amsterdam: John Benjamins.

Sinclair, John. 2003. *Reading Concordances*. London: Pearson Education Limited.

Thornbury, S. 2002. *How to Teach Vocabulary*. Harlow: Pearson Education Limited.

Woolard, G. 2000. Collocation: Encouraging Learner Independence. In M. Lewis. Ed. *Teaching Collocation: Further Developments in the Lexical Approach*. London: Language Teaching Publications.

## I. COURSE POLICIES

- a. Attendance: A student who, without notice nor permission to take leave, has been absent for 4 meetings or more shall be given Grade E for the course concerned.
- b. Lateness: 1) Late submission of written work 1-7 days: Minus 20 of 1-100 score range; 2) Late submission of written work: The work will not be graded and 0 will be given; 3)



When a class begins at 8 am, late coming to the class 1-10 minutes: Students will be allowed to join in; 4) When a class begins at 10 am or later, late coming to the class: Students will not be allowed to join in and be considered absent.

- c. Missed Exams/Assignments: A student who, without notice nor permission, misses an exam or assignment shall be given Grade D for the exam/assignment concerned.
- d. Academic Dishonesty: Students are to obey standard policy and regulations on honesty in academic work avoid committing plagiarism and cheating in an exam. Committing plagiarism and/or cheating in an exam will be given Grade D for the work and/or exam. Details on plagiarism may be found at <http://www...>
- e. Attitude in the Classroom: In respect of character building, students are not allowed to chit-chat during learning sessions are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.

#### J. INSTRUCTORS INFORMATION

- a. Full Name : .....
- b. Academic Title : .....
- c. Office Location : KompleksUniversitasNegeri Jakarta, Jl. RawamangunMuka, JurusanBahasakanSastraInggris, Gedung O Lt.2
- d. Office Phone Numbers : (021) 4896706
- e. Cell Phone Numbers : .....
- f. Email Address : .....
  
- g. Full Name : .....
- h. Academic Title : .....
- i. Office Location : KompleksUniversitasNegeri Jakarta, Jl. RawamangunMuka, JurusanBahasakanSastraInggris, Gedung O Lt.2
- j. Office Phone Numbers : (021) 4896706
- k. Cell Phone Numbers : .....
- l. Email Address :

## APPENDIX 4

Kuesioner ini dibuat untuk memperoleh data mengenai tanggapan mahasiswa terhadap mata kuliah yang memiliki aspek keterampilan berbahasa dalam *writing, reading, listening* dan *speaking*. Mata kuliah tersebut adalah *English for Interpersonal Communication, English Grammar for Interpersonal and Social, dan Diction in Discourse*.

### Petunjuk Pengisian Bagian I, II, III, IV.

Beri tanda checklist (v) pada kolom pilihan pernyataan yang sesuai dengan pengalaman Anda selama mengikuti kegiatan pembelajaran mata kuliah tersebut.

### Keterangan Kolom

SS : Sangat Setuju      KS : Kurang Setuju      STS : Sangat Tidak Setuju  
 S : Setuju              TS : Tidak Setuju

**Bagian I** Bagian ini berisi 9 butir pernyataan mengenai tujuan mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication, Diction and Discourse*. (masing-masing mata kuliah 3 butir pernyataan)

Mata kuliah	PERNYATAAN	Jawaban				
		SS	S	KS	TS	STS
<b>EFIC</b>	1. Tujuan dari mata kuliah <i>English for Interpersonal Communication</i> adalah mahasiswa dapat memiliki kemampuan untuk membekali diri dengan keterampilan dan strategi dalam membangun hubungan interpersonal dengan tepat dan percaya diri di lingkungannya.					
	2. Tujuan mata kuliah <i>English for Interpersonal Communication</i> memberikan strategi bagi mahasiswa baru untuk meningkatkan keterampilan berbahasa dalam bentuk tertulis maupun berbicara dalam komunikasi interpersonal.					
	3. Berikut adalah beberapa capaian hasil pembelajaran mata kuliah <i>English for Interpersonal Communication</i> , mahasiswa dapat: <ol style="list-style-type: none"> <li>a. Memperkenalkan diri dan lainnya dan bertukar informasi pribadi dalam situasi formal dan informal.</li> <li>b. Menggambarkan rutinitas dan kewajiban.</li> <li>c. Berbicara mengenai ketertarikan pribadi.</li> <li>d. Berbicara mengenai pengalaman, menceritakan peristiwa dan mengekspresikan perasaan: empati dan simpati.</li> <li>e. Berbicara mengenai keluarga, anggota keluarga, dan hubungan keluarga.</li> <li>f. Menggambarkan lingkungan mereka (mahasiswa) secara langsung.</li> <li>g. Berbicara tentang olahraga, pelatihan dan yang berhubungan dengan kesehatan.</li> </ol>					
<b>EGFISC</b>	4. Tujuan dari mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> adalah mahasiswa dapat menggunakan kalimat dan frasa yang berhubungan dengan tata Bahasa, kata dan					

	frasa penghubung; <i>and, but, because</i> . Mahasiswa mampu menguasai kalimat dan frasa untuk berkomunikasi secara interpersonal dan sosial.					
	5. Tujuan mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> memberikan pengetahuan bagi mahasiswa baru untuk meningkatkan keterampilan berbahasa dalam bentuk tertulis maupun berbicara untuk berkomunikasi interpersonal dan sosial dengan menggunakan grammar yang baik dan benar.					
	6. Berikut adalah beberapa capaian hasil pembelajaran mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> , mahasiswa dapat: <ul style="list-style-type: none"> <li>a. Mengidentifikasi dan memeriksa kesalahan tata Bahasa di dalam teks-teks yang digunakan untuk interpersonal komunikasi dan sosial.</li> <li>b. Menggunakan frase tata Bahasa yang sederhana dan kalimat untuk interpersonal komunikasi dan sosial.</li> <li>c. Pemetaan kata dan frase menggunakan kata penghubung seperti <i>and, but, because, then</i>.</li> </ul>					
<b>DID</b>	7. Tujuan dari mata kuliah <i>Diction in Discourse</i> adalah mahasiswa dapat memahami pentingnya pengetahuan mengenai kata melalui analisa <i>lexical choices pervasive</i> dalam berbagai jenis tulisan dan lisan dengan fasih dalam berinteraksi yang bermakna.					
	8. Tujuan mata kuliah <i>Diction in Discourse</i> memberikan pengetahuan bagi mahasiswa baru untuk meningkatkan keterampilan berbahasa dalam bentuk tertulis maupun berbicara untuk memperkaya <i>vocabulary</i> .					
	9. Berikut adalah beberapa capaian hasil pembelajaran mata kuliah <i>Diction in Discourse</i> , mahasiswa dapat: <ul style="list-style-type: none"> <li>a. Mengidentifikasi pilihan leksikal dalam teks lisan dan tulis</li> <li>b. Menganalisa pilihan leksikal dalam teks lisan dan tulis</li> <li>c. Mengambil makna dari pilihan leksikal dalam teks lisan dan tulis</li> <li>d. Menggunakan semua kemampuan mereka dalam memilih leksikal ke dalam struktur kalimat dan ujaran mereka.</li> </ul>					

**Bagian II** Bagian ini berisi 16 butir pernyataan mengenai materi perkuliahan pada mata kuliah *English for Interpersonal Communication, Diction in Discourse, dan English Grammar for Interpersonal and Social Communication*. (masing-masing 4 butir pernyataan).

Mata kuliah	PERNYATAAN	Jawaban				
		SS	S	KS	TS	STS
<b>EFIC</b>	10. Berikut adalah topik bahasan pada mata kuliah <i>English for Interpersonal Communication</i> : 1. <i>Greetings and Introducing onedelf and others</i> ; 2. <i>Talking about routines and experiences</i> ; 3. <i>Expressing feelings; reflections, sympathy, and empathy in context</i> .					
	11. Topik bahasan mata kuliah <i>English for Interpersonal Communication</i> sesuai dengan kebutuhan mahasiswa dalam berkomunikasi interpersonal.					
	12. Topik bahasan mata kuliah <i>English for Interpersonal Communication</i> dapat membantu meningkatkan keterampilan berbahasa dalam bentuk tertulis maupun lisan untuk berkomunikasi interpersonal.					
	13. Materi mata kuliah berasal dari berbagai sumber yang relevan					

	dan mutakhir ( <i>up-to-date</i> ).					
<b>EGFISC</b>	14. Berikut adalah topik bahasan pada mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> : 1. <i>Tenses (past continuous, past simple, present continuous, present continuous for future, present perfect)</i> ; 2. <i>Wh-questions; tag questions</i> ; 3. <i>modals</i> ; 4. <i>comparative and superlative adjectives</i> ; 5. <i>article; with countable and uncountable nouns</i> ; 6. <i>there is/are, some/any/much/many</i> ; 7. <i>gerund and infinitive</i> ; 8. <i>preposition of place and time</i> ; 9. <i>first conditional</i> ; 10. <i>imperative forms</i> ; 11. <i>phrasal verbs (inseparable), phrasal verbs (separable)</i> .					
	15. Topik bahasan mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> sesuai dengan kebutuhan mahasiswa dalam penggunaan grammar yang baik dan benar dalam berkomunikasi interpersonal dan sosial.					
	16. Topik bahasan mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> dapat membantu meningkatkan keterampilan berbahasa mahasiswa dalam bentuk tertulis maupun lisan untuk berkomunikasi interpersonal dan sosial menggunakan grammar yang baik dan benar.					
	17. Materi mata kuliah berasal dari berbagai sumber yang relevan dan mutakhir ( <i>up-to-date</i> ).					
<b>DID</b>	18. Berikut adalah beberapa topik bahasan pada mata kuliah <i>Diction in Discourse</i> : 1. <i>High-Frequency Words</i> ; 2. <i>Academic Words</i> ; 3. <i>Strategies for Knowing Words</i> ; 4. <i>Word Knowledge (form, meaning, use)</i> ; 5. <i>Collocations</i> ; 6. <i>Chunks</i> ;					
	19.					
	20. Topik bahasan mata kuliah <i>Diction in Discourse</i> dapat membantu meningkatkan keterampilan berbahasa mahasiswa dalam memperkaya <i>vocabulary</i> .					
	21. Materi mata kuliah berasal dari berbagai sumber yang relevan dan mutakhir ( <i>up-to-date</i> ).					

**Bagian III** Bagian ini berisi 7 butir pernyataan mengenai aktivitas pembelajaran pada mata kuliah (*English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication, dan Diction in Discourse*)

Mata kuliah	PERNYATAAN	Jawaban				
		SS	S	KS	TS	STS
<b>EFIC</b>	22. Berikut adalah beberapa aktivitas pembelajaran pada mata kuliah <i>English for Interpersonal Communication</i> : 1. Presentasi dosen; 2. Diskusi kelas dan kelompok. Mahasiswa mengamati, menganalisa, membuat, menghubungkan, mencoba, dan berkomunikasi dalam kelompok.					



<b>EGFISC</b>	23. Berikut adalah beberapa aktivitas pembelajaran pada mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> : 1. Mengamati; 2. Bertanya dan menjawab pertanyaan; 3. Melengkapi teks; 4. Mengidentifikasi dan mengoreksi tata Bahasa yang salah; 5. Membuat kalimat menggunakan grammar.					
<b>DID</b>	24. Berikut adalah beberapa aktivitas pembelajaran pada mata kuliah <i>Diction in Discourse</i> : 1. Ceramah dosen (lecturing); 2. Diskusi kelas (menganalisa dan mengidentifikasi); 3. Penugasan individu (presentasi).					
<b>EFIC, EGFISC, DID</b>	25. Aktivitas pembelajaran didominasi oleh ceramah dosen tentang materi kuliah.					
	26. Aktivitas pembelajaran melibatkan mahasiswa secara aktif					
	27. Aktivitas pembelajaran mengakomodir mahasiswa secara aktif					
	28. Aktivitas pembelajaran menunjang mahasiswa dalam memahami materi mata kuliah					

**Bagian IV** Bagian ini terdiri dari 15 butir pernyataan mengenai penilaian (assessment) pada mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication, dan Diction in Discourse*. (masing-masing mata kuliah 5 butir pernyataan)

Mata kuliah	PERNYATAAN	Jawaban				
		SS	S	KS	TS	STS
<b>EFIC</b>	29. Penilaian pada mata kuliah <i>English for Interpersonal Communication</i> menggunakan penilaian tes dalam bentuk ujian tengah semester (soal pilihan ganda dan esai) dan kuis					
	30. Penilaian pada mata kuliah <i>English for Interpersonal Communication</i> menggunakan penilaian non-tes dalam bentuk makalah, presentasi, rangkuman topik bahasan, dan karya tulis ilmiah.					
	31. Penilaian untuk menilai atau mengukur proses belajar dengan presentasi dan rangkuman topik bahasan.					
	32. Penilaian untuk menilai atau mengukur produk atau hasil belajar dengan karya ilmiah ( <i>end-of-term academic paper</i> ).					
	33. Penilaian yang dilakukan sesuai dengan menilai atau mengukur kemajuan dan hasil belajar mahasiswa.					
<b>EGFISC</b>	34. Penilaian pada mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> menggunakan penilaian tes dalam bentuk ujian tengah semester (soal pilihan ganda dan esai) dan kuis					
	35. Penilaian pada mata kuliah <i>English Grammar for Interpersonal and Social Communication</i> menggunakan penilaian non-tes dalam bentuk makalah, presentasi, rangkuman topik bahasan, dan karya tulis ilmiah					
	36. Penilaian untuk menilai atau mengukur proses belajar dengan presentasi dan rangkuman topik bahasan.					
	37. Penilaian untuk mengukut produk atau hasil belajar dengan karya ilmiah ( <i>end-of-term academic paper</i> )					
	38. Penilaian yang dilakukan sesuai dengan menilai atau mengukur					

	kemajuan dan hasil belajar mahasiswa.					
<b>DID</b>	39. Penilaian pada mata kuliah <i>Diction in Discourse</i> menggunakan penilaian tes dalam bentuk ujian tengah semester (soal pilihan ganda dan esai) dan kuis					
	40. Penilaian pada mata kuliah menggunakan penilaian non-tes dalam bentuk makalah, presentasi dan rangkuman topik bahasan, dan karya tulis ilmiah					
	41. Penilaian untuk menilai atau mengukur proses belajar dengan presentasi dan rangkuman topik bahasan					
	42. Penilaian untuk menilai atau mengukur produk hasil belajar dengan karya tulis ilmiah ( <i>end-of-term academic paper</i> ).					
	43. Penilaian yang dilakukan sesuai untuk menilai atau mengukur kemajuan dan hasil belajar mahasiswa					

*Modified from Ariestyadi (2015)*

**Bagian V** Bagian ini terdiri dari 8 butir pertanyaan 4 komponen silabus mata kuliah *English for Interpersonal Communication*, *English Grammar for Interpersonal and Social Communication*, dan *Diction in Discourse* yaitu tujuan, materi perkuliahan, aktivitas pembelajaran, dan penilaian.

*Jawablah pertanyaan-pertanyaan dibawah ini secara singkat, padat, dan jelas berdasarkan pengalaman Anda selama mengikuti kegiatan pembelajaran mata kuliah Language Learning and Teaching Theories.*

1. Menurut Anda apakah tujuan mata kuliah pada silabus mata kuliah tersebut sudah sesuai dan dapat meningkatkan keterampilan berbahasa Anda dalam menulis dan berbicara bahasa Inggris sebagai mahasiswa baru di English Department UNJ?  
.....  
.....  
.....
2. Menurut Anda apakah tujuan mata kuliah pada silabus mata kuliah tersebut sudah sesuai dengan kebutuhan Anda?  
.....  
.....  
.....
3. Menurut Anda apakah materi perkuliahan yang tertera pada silabus sudah cukup untuk membantu meningkatkan keterampilan berbahasa Anda dalam menulis dan berbicara bahasa Inggris sebagai mahasiswa baru di English Department UNJ?  
.....  
.....  
.....
4. Menurut Anda apakah aktivitas pembelajaran sudah cukup menunjang mahasiswa baru dalam memahami dan mengaplikasikan materi mata kuliah tersebut?  
.....  
.....  
.....
5. Menurut Anda apakah penilaian yang ada pada silabus sudah cukup untuk menilai kemajuan dan hasil belajar anda?  
.....  
.....  
.....
6. Menurut Anda, apa hal yang perlu ditambah atau dikurangi dari keempat komponen silabus tersebut (tujuan, materi perkuliahan, aktivitas pembelajaran dan penilaian)?  
.....  
.....  
.....

7. Menurut Anda apakah mata kuliah tersebut berpengaruh dalam meningkatkan kemampuan berbahasa Anda?

.....  
.....  
.....

8. Apa saran dan kritik Anda untuk silabus mata kuliah tersebut (*English for Interpersonal Communication, Introduction to Language, English Grammar for Interpersonal and Social Communication, Diction in Discourse*)?

.....  
.....  
.....





Respondents	Statements											
	10	11	12	13	14	15	16	17	18	19	20	21
1	4	4	4	3	4	4	3	4	3	4	3	3
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5	4	4	4	4	4	4	4	4	4	4	4	4
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7	5	4	3	3	2	3	4	3	4	3	4	4
8	4	4	4	4	4	4	4	4	4	4	4	4
9	5	4	4	3	5	4	5	4	5	4	4	3
10	5	4	4	4	4	4	4	4	3	4	5	4
11	4	4	4	4	4	4	4	4	4	4	4	4
12	5	5	4	4	2	2	2	2	4	3	3	4
13	4	5	4	4	4	5	5	4	4	4	4	4
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35	4	5	4	4	4	5	5	5	5	4	4	3
36	4	4	4	4	4	4	4	4	4	4	4	4
37	4	4	4	4	4	4	4	4	4	4	4	4

Respondents	Statements
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4	2	2	2	3	2	4	4	2	2	2	3	5	4	5	5
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34	4	2	4	3	4	5	3	4	2	4	5	3	4	2	4
35	4	4	5	5	5	4	4	4	4	4	5	4	5	5	5
36	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
37	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4





**APPENDIX 6**  
**INTERVIEW PROTOCOL**

Proyek :  
Tanggal :  
Tempat :  
Interviewer : Solehah  
Interviewee :

Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication* dan *Diction in Discourse*.

1. Apakah tujuan mata kuliah tersebut sudah sesuai dengan kebutuhan mahasiswa sebagai freshman?
2. Apakah mata kuliah tersebut sudah membantu kemampuan keterampilan berbahasa mahasiswa dalam penggunaan Bahasa Inggris?
3. Apakah mata kuliah tersebut sulit untuk Anda ikuti?
4. Apa saja kesulitan dalam mata kuliah tersebut?
5. Apa saja kemudahan dalam mata kuliah tersebut?
6. Apa saja kekurangan dari mata kuliah tersebut?
7. Apa saja kelebihan dari mata kuliah tersebut?
8. Apakah mata kuliah tersebut sudah memenuhi ekspektasi?
9. Apa saran dan kritik Anda untuk mata kuliah tersebut?

## APPENDIX 7

### Interview Script

- Project : FRESHMEN PERCEPTION TOWARD LANGUAGE SKILLS SUBJECTS IN ENGLISH DEPARTMENT OF UNJ
- Date : Wednesday, 06 January 2016
- Place : O Building, UNJ
- Interviewer : Solehah Muhtadi (Q)
- Interviewee : Student 1
- Q : Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication* dan *Diction in Discourse*. lu udah dapet tiga - tiganya kan matkulnya?
- Student 1 : Iya sudah
- Q : Apakah tujuan mata kuliah tersebut sudah sesuai dengan kebutuhan mahasiswa sebagai freshmen?
- Student 1 : Ada yang sebagian sudah ada yang sebagian belum, kalo yang belum berarti itu dosennya jarang masuk.
- Q : Oke, apakah mata kuliah tersebut sudah membantu kemampuan keterampilan berbahasa mahasiswa dalam penggunaan Bahasa Inggris lu sebagai freshmen?
- Student 1 : Ya.. ada yang sudah sebegini membantu kaya.. ITL. Soalnya kan itu tentang linguistik.. jadi baru pertama kalinya kita dapet ilmu tentang linguistic.
- Q : Tapi kalo untuk keterampilan berbahasa kaya misalnya speaking, listening, reading, writing.
- Student 1 : Ya.. adalah.. karna kan lebih intensif kan kita. Jadinya lebih terlatih.
- Q : Oh gitu.. terus apakah mata kuliah tersebut sulit untuk anda ikuti sebagai freshmen?
- Student 1 : Ada sebagian yang sulit... Ya ITL termasuk sulit karna pertama kali, eh DID. Diction in discourse, itu termasuk susah, perdalam vocab.
- Q : Apa saja kesulitan dalam mata kuliah tersebut, dari ketiga matkul?
- Student 1 : Kesulitannya, harus mempelajari banyak vocabulary yang belum pernah tahu sebelumnya.
- Q : Apa saja kemudahan dalam mata kuliah tersebut?
- Student 1 : Kemudahannya... maksudnya kemudahan?
- Q : Yang kayaknya gampang gitu untuk diikuti
- Student 1 : Kalo menurut saya gampang sesuai dosennya.
- Q : Sesuai dosennya? Kalo dari matkul ketiga ini?

- Student 1 : Yang paling gampang ya EFIC sih.
- Q : Apa saja kekurangan dari mata kuliah tersebut?
- Student 1 : Kalo dari EFIC sih pas saya belajar kuranglah latihannya. Terus kalau dari grammar, karna dosennya jarang masuk jadi kurang jelas. Kalau did, karna baru banget saya pelajari jadi masih terlalu sulit untuk saya pahami.
- Q : Kalau kelebihanannya?
- Student 1 : Kelebihanannya.. kalau EFIC kan bisa memperlancar saya dalam berkomunikasi lagi, terus juga kalau grammar, melatih grammar saya. Karna kan grammar dibutuhkan sebagai mahasiswa sastra inggris. Kalau diction in discourse, itu juga kalau misalnya kita pengen misalnya membuat kata, kan juga harus memilih kata-kata yang mana yang lebih baik untuk dipakai.
- Q : Apakah mata kuliah tersebut sudah memenuhi ekpektasi anda sebagai freshmen?
- Student 1 : Belum terlalu.
- Q : Terus ekpektasinya itu gimana?
- Student 1 : Maksudnya ekpektasi kaya gimana?
- Q : Harapan harapan..
- Student 1 : Oh.. ya harapannya sih ada beberapa grammar kaya harus lebih sedikit lagi materinya. Karna kaya untuk satu semester itu terlalu banyak gitu loh.
- Q : Oh gitu.. apa saran dan kritik anda untuk mata kuliah tersebut?
- Student 1 : Sarannya.. bukan ke mata kuliahnya..
- Q : Ke apanya?
- Student 1 : Tapi ke dosennya..
- Q : Kenapa?
- Student 1 : Ya kalau yang jarang masuk harap sering masuk, jadi kita ngebut gitu sama materinya karna jarang masuk.
- Q : Tapi kalau untuk materinya sendiri itu gimana?
- Student 1 : Kalau materinya ya udah baguslah. Fungsi dari adanya matkul itu sendiri sama materinya.
- Q : Membantu ga?
- Student 1 : Membantu banget.
- Q : Oke makasih ya..
- Student 1 : sama-sama..

Note:

\*) a fictious name of a respondent



### Interview Script

Project : FRESHMEN PERCEPTION TOWARD LANGUAGE SKILLS  
SUBJECTS IN ENGLISH DEPARTMENT OF UNJ  
Date : Wednesday, 06 January 2016  
Place : O Building, UNJ  
Interviewer : Solehah Muhtadi (Q)  
Interviewee : Student 2

- Q : Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication* dan *Diction in Discourse*. Lu udah dapet tiga-tiganya kan?
- Student 2 : Iya
- Q : Terus menurut lu, apakah tujuan mata kuliah tersebut sudah sesuai dengan kebutuhan mahasiswa sebagai freshmen?
- Student 2 : Ya sebagai freshman, dasar-dasar yang diberikan juga udah sesuai ya memadai sama yang diperlukan oleh freshmen.
- Q : Menurut lu, apakah mata kuliah tersebut sudah membantu kemampuan keterampilan berbahasa mahasiswa dalam penggunaan bahasa inggris?
- Student 2 : Sudah.
- Q : Misalnya gimana dari tiga ini?
- Student 2 : Misalnya... kaya pemakaian grammar-grammar tertentu yang masih agak bingung kan dijelaskan untuk freshmen jadi bisa
- Q : Apakah mata kuliah tersebut sulit untuk anda ikuti? Sebagai freshmen kan lu kan masih kayak peralihan dari SMA ke kuliah, susah apa enggak?
- Student 2 : Karna udah punya basic sebelumnya jadi agak mudah ya masuknya.
- Q : Apa saja kesulitan dalam mata kuliah tersebut?
- Student 2 : Yang susah sih kayak di materi yang mendalam kaya bagian linguistik itu ITL dimana yang belajar phoenetic itu masih agak susah sih untuk dipelajari.
- Q : Tapi kalau untuk tiga mata kuliah ini, kesulitannya dimana?
- Student 2 : Masih bisalah kalau untuk freshmen harusnya, karna masih dasar.
- Q : Kalau kemudahannya?
- Student 2 : Kemudannya, EFIC itu kan menjelaskan diri sendiri jadi kita ga perlu repot mikir. Jadi kita bisa mengembangkan dari yang kita sendiri.
- Q : Kalau grammar, DID?

- Student 2 : Kalau grammar, kan SMA juga udah pernah dipelajari kayak misalnya sentences gitu jadi di sini kita tinggal dikembangin aja. Dan untuk DID sih... lebih memperbanyak vocab ya.
- Q : Menurut lu, kekurangan dari tiga mata kuliah ini apa?
- Student 2 : Kekurangannya... kalau GRAFIC sih materinya ga terlalu dikupas terlalu mendalam.
- Q : Kalau kelebihan dari tiga mata kuliah tersebut apa?
- Student 2 : Untuk freshmen masih dibilang mudah ya untuk diterima freshmen.
- Q : Selanjutnya, apakah mata kuliah tersebut sudah memenuhi ekspektasi anda sebagai freshmen?
- Student 2 : Iya, sudah.
- Q : Apa saran dan kritik anda untuk mata kuliah tersebut?
- Student 2 : lebih membuat mahasiswa lebih aktif dalam kelas, jadi ga cuma dosen menjelaskan dan kita ditanya sudah mengerti atau engga, engga. Jadi lebih ke praktek juga di kelas.
- Q : Dua mata kuliah tersebut kan communication, itu sudah memenuhi ekspektasi dan sudah membantu?
- Student 2 : Yang pasti sudah.
- Q : Okay, makasih ya
- Student 2 : Iya, Kak.

Note:

\*) *a fictitious name of a respondent*



## Interview Script

- Project : FRESHMEN PERCEPTION TOWARD LANGUAGE SKILLS  
SUBJECTS IN ENGLISH DEPARTMENT OF UNJ
- Date : Saturday, 09 January 2016
- Place : O Building, UNJ
- Interviewer : Solehah Muhtadi (Q)
- Interviewee : Student 3
- Q : Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap mata kuliah *English for Interpersonal Communication, English Grammar for Interpersonal and Social Communication* dan *Diction in Discourse*. dari ketiga mata kuliah ini, sudah ngambil kan?
- Student 3 : Sudah
- Q : Apakah tujuan mata kuliah tersebut sudah sesuai dengan kebutuhan mahasiswa sebagai freshmen?
- Student 3 : Beberapa sih
- Q : Apakah mata kuliah tersebut sudah membantu kemampuan keterampilan berbahasa mahasiswa dalam bahasa inggris sebagai freshmen?
- Student 3 : Sudah
- Q : Apakah mata kuliah tersebut sulit untk anda ikuti?
- Student 3 : Tidak
- Q : Apa saja kesulitan dalam mata kuliah tersebut?
- Student 3 : Kesulitannya itu... paling dari fasilitatornya. Kalau di sini kan fasilitatornya itu kan dosen, ada satu mata kuliah dari tiga mata kuliah tersebut. Dosennya itu sudah ga bisa mengajar secara efisien.
- Q : Jadi berpengaruh?
- Student 3 : Iya.
- Q : Apa saja kemudahan dalam mata kuliah tersebut?
- Student 3 : Kemudahannya, kalau tadi kesulitannya, dari dua mata kuliah itu fasilitatornya enak. Materinya juga ngebawainnya tuh juga enak. Ga monoton esai esai semua. Kadang novel, kadang nonton video sama nonton film
- Q : Kalau kekurangannya apa?
- Student 3 : Yang tadi, dosennya.
- Q : Kalau kelebihanannya sama kaya kemudahan?
- Student 3 : Iya
- Q : Oke.. Apakah mata kuliah tersebut sudah memenuhi ekspektasi anda? Sebagai freshmen kan lu masih masa kayak peralihan dari SMA ke kuliah kan, nah itu gimana memenuhi ekspektasi lu ga?

- Student 3 : Mungkin karna masih masa pengenalan ya kak, kitanya juga kayak masih ngebawanya belum serius serius banget daripada semester-semester yang di atas kita. Jadi iya sih, kalau menurut saya, soalnya ya karna itu peralihan dan kitanya juga masih baru dengan status bahasa inggris dan langsung semua mata kuliahnya itu bahasa inggris sih dapet.
- Q : Apa saran dan kritik anda untuk mata kuliah tersebut?
- Student 3 : Untuk setiap mata kuliah itu baiknya dipilih dosen yang mampu mengajar secara efisien, karna kalau dosennya udah.. dosennya memang selalu dateng, selalu aktif dan cara ngajarnya sebenarnya enak cuma kadang kita tuh ga tega, beliau ga bisa baca mungkin karna udah tua. Dan pas kebetulan di mata kuliah itu dosennya juga kelihatan beliau bingung karna materi yang harus di berikan ke mahasiswa itu banyak sedangkan pertemuannya itu satu kali seminggu, cuma dua sks.
- Q : Itu saja?
- Student 3 : Iya..
- Q : Okay, makasih ya
- Student 3 : Iya.

Note:

\*) *a fictitious name of a respondent*

### Interview Script

Project : FRESHMEN PERCEPTION TOWARD LANGUAGE SKILLS  
SUBJECTS IN ENGLISH DEPARTMENT OF UNJ  
Date : Saturday, 09 January 2016  
Place : O Building, UNJ  
Interviewer : Solehah Muhtadi (Q)  
Interviewee : Student 4

Q : Okay.. Sebagai freshman lu udah dapet mata kuliah English for interpersonal communication, English grammar for interpersonal and social communication, diction in discourse kan?

Student 4 : Sudah

Q : Nah.. Wawancara ini bertujuan untuk mendapatkan data terkait dengan persepsi mahasiswa terhadap mata kuliah tersebut ya

Student 4 : Iya

Q : Apakah tujuan mata kuliah tersebut sudah sesuai dengan kebutuhan mahasiswa sebagai freshman?

Student 4 : Sudah

Q : Apakah mata kuliah tersebut sudah membantu kemampuan keterampilan berbahasa anda dalam penggunaan Bahasa Inggris?

Student 4 : Sudah

Q : Apakah mata kuliah tersebut sulit untuk Anda ikuti?

Student 4 : Kalau untuk yang tiga itu sih engga.

Q : Apa saja kesulitan dalam mata kuliah tersebut?

Student 4 : Kesulitannya sih.. engga da sih..

Q : Kalo kemudahannya ada?

Student 4 : Kemudahannya sih ya itu.. kita udah familiar aja sama apa yang terkandung dalam mata kuliahnya itu bukan hal yang baru.

Q : Kalau kekurangan dari mata kuliah tersebut ada?

Student 4 : Kekurangan apanya?

Q : Kayak misalnya materinya kurang atau aktivitasnya kurang

Student 4 : Menurut aku sih, aktivnya sih kurang.

Q : Kenapa?

Student 4 : Ya harusnya lebih keterampilan selain... kan itu cuma jawab jawab soal, melatih knowledge nya doang. Competence skillnya itu harus ditingkatin lagi, kaya mempergunakan grammar secara langsung kan itu untuk bener-bener interpersonal kan, berarti bagaimana menggunakannya sama orang lain harus bener-bener dipraktikin.

Q : Prakteknya berarti ya?

Student 4 : Iya

Q : Kalau kelebihan mata kuliah tersebut ada?



- Student 4 : Itu sih, kan itu gunanya untuk mempelajari lebih dalam lagi grammarnya.. lebih dalam lagi grammarnya, digali lagi dari yang SMA umum-umumnya doang, rumus-rumusnya doang ini digali lagi pemakaiannya dalam konteks apa aja dipelajari lagi.
- Q : Oke.. Apakah mata kuliah tersebut sudah memenuhi ekspektasi anda, kan lu freshman nih masih peralihan dari SMA ke kuliah, menurut lu udah ekspektasinya sudah terpenuhi belum ekspektasi lu terhadap ketiga mata kuliah tersebut?
- Student 4 : Menurut gua sih, karna gua selain dari SMA pernah les gitu, jadi itu menurut gua itu sama aja kaya les. Cuma harusnya lebih dari itu sih harusnya harus lebih dari itu.
- Q : Kurang ya berarti belum?
- Student 4 : Iya
- Q : Terakhir, apa saran dan kritik anda untuk mata kuliah tersebut?
- Student 4 : Pengalaman pribadi aja, GRAFIC itu kan aku dapet dosen yang udah tua gitu, jadi beliau kaya udah ga up-to-date gitu sama perkembangan bahasa. Misalnya cool itu kan bisa dingin, bisa keren, nah beliau itu hanya tahu dingin itu doang, ga tahu ada kerennya.. jadi pas kita pake itu maksudnya keren itu tuh dianggap salah sama beliau.
- Q : Oh gitu.. jadi itu aja sarannya?
- Student 4 : iya
- Q : Oke thank you ya

Note:

\*) a fictitious name of a respondent