

**DEVELOPING ASSESSMENT SPECIFICATIONS ON THE BASIS OF
EUROPEAN PROFILING GRID (EPG) LESSON AND COURSE PLANNING
COMPETENCES FOR UNDERGRADUATE ENGLISH EDUCATION
PROGRAM**



**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master Program of English Language Education**

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2017

ABSTRAK

Nabiilah Ramadhan. 2017. *Pengembangan Spesifikasi Penilaian berdasar European Profiling Grid (EPG) pada Kemampuan Perencanaan Rencana Pelaksanaan Pembelajaran (RPP) untuk Program Studi S-1 Pendidikan Bahasa Inggris.* Tesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengembangkan spesifikasi penilaian berdasar *European Profiling Grid (EPG)* pada kemampuan perencanaan Rencana Pelaksanaan Pembelajaran (RPP) untuk program studi S-1 pendidikan Bahasa Inggris. *Design and Development Research (DDR)* adalah model yang digunakan dalam studi ini. Peneliti mengikuti model DDR dari Nunamaker dan mengambil 5 tahapan, yaitu, mengidentifikasi masalah, memaparkan tujuan, merancang dan mengembangkan model, mengevaluasi hasil, dan mengkomunikasikannya. Temuan menunjukkan bahwa hampir seluruh silabus yang ada telah mengembangkan kemampuan perencanaan RPP. Lebih jauh, silabus yang ada telah mencakup tahap mengembangkan EPG, tingkat kemampuan guru, berkisar dari guru training sampai guru professional berpengalaman. Namun demikian, hal tersebut mengidentifikasikan bahwa beberapa indikator dalam silabus yang ada terjadi lebih dari satu kali untuk tahap pengembangan yang sama. Oleh sebab itu, pengembangan spesifikasi penelitian berdasar *European Profiling Grid (EPG)* pada kemampuan perencanaan Rencana Pelaksanaan Pembelajaran (RPP) untuk program studi S-1 pendidikan Bahasa Inggris disajikan sebagai jawaban utama studi ini. Model spesifikasi penilaian dinyatakan dalam table spesifikasi yang diadopsi dari *Regional Language Centre Singapore (RELC)*. Ada 16 indikator EPG yang digunakan sebagai standar penilaian kemampuan perencanaan RPP dalam setiap tahapannya. Lebih jauh, untuk menilai kemampuan perencanaan RPP, bahan untuk standar indikator, tingkat penilaian, dan tipe penilaian, disajikan dalam table spesifikasi penilaian ini.

Kata Kunci: *European Profiling Grid (EPG), Rencana Pelaksanaan Pembelajaran, Silabus, Spesifikasi Penilaian.*

ABSTRACT

Nabiilah Ramadhan. 2017. *Developing Assessment Specifications on the Basis of European Profiling Grid (EPG) Lesson and Course Planning Competences for Undergraduate English Education Program.* Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, State University of Jakarta.

This study aimed at developing assessment specifications on the basis of *European Profiling Grid (EPG)* lesson and course planning competences for undergraduate English education program. Design and Development Research (DDR) is the design for this study. The researcher followed Nunamaker's DDR model and adopted it to five phases, namely, identify the problem, describe the objectives, design and develop the artifact, evaluate testing results, and communicate the testing result. The findings show that the existing English syllabi mostly have already developed lesson and course planning competences. Furthermore, the existing syllabi have already covered the EPG development phases, the teachers' degrees of competence, ranging from teachers-in-training to experienced modern language professional teacher. Nevertheless, it was identified that the EPG range of development phase for some indicators in the existing syllabi happened more than once for the same development phase. Therefore, the developing assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program were presented as the main answer of the study. The design of the assessment specification is stated by table of specification which is adopted from Regional Language Centre Singapore (RELIC). There are 16 items of EPG descriptors used as the assessment standard of lesson and course planning competences in every phase. Further, to assess the lesson and course planning competences, the materials for every descriptor standard, the level of assessments, and assessment types, are included on the table of the assessment specifications.

Keywords: *European Profiling Grid (EPG), Lesson and Course Planning Competence, English Syllabi, Assessment Specifications.*

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DECLARATION

I declare that this research paper entitled *Developing Assessment Specifications on the Basis of European Profiling Grid (EPG) Lesson and Course Planning Competences for Undergraduate English Education Program* submitted for *Magister Pendidikan* degree is entirely the result of my own work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations are already properly acknowledged.

Jakarta, August 2017



Nabilah Ramadhan

PREFACE

Praise be all to Allah SWT, the Most Gracious, the Most Merciful, Who gives me a strength and encouragement, so that this research paper can be accomplished.

The research paper entitled "Developing Assessment Specifications on the Basis of *European Profiling Grid* (EPG) Lesson and Course Planning Competences for Undergraduate English Education Program" is submitted to *Program Magister Pendidikan Bahasa Inggris* (PMPBI) of State University of Jakarta as a partial fulfillment of the requirements for *Magister Pendidikan* degree.

I hope this research will give contributions to the English Education field. However, I realize that this paper is still far from being perfect and contains some weaknesses. Therefore, any suggestions and criticisms to improve this paper will be highly appreciated.

The writer,

Nabiilah Ramadhan

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamiin, all praises be to Allah, the Lord of the world, Who blesses the writer for completing this paper. May Allah's peace and blessing be upon His final prophet and messenger, Muhammad sholallahu alaihi wa salam, his family and his companions.

In doing this paper, it is not always going smoothly, there are many difficulties that make the writer get bored and give up. Alhamdulillah, the writer finally could face those difficulties and finished this paper. For all kindness, in this opportunity, the writer would like to express her gratitude to:

Anda Minarni, the special person in the writer's life, beloved mother who has raised the writer with her blessing, love, and tears. There is nothing to replace her love. The writer's brothers and sister, Farhan, Rosa, Andrial, and Nadilah, because of them, the writer becomes confident and has a great spirit to finalize this paper.

Dr. Ratna Dewanti, M.Pd., the writer's first advisor and Dr. Ifan Iskandar, M.Hum., the writer's second advisor, who have given their advices, supports, guidance, kindness, contributions, and patience in correcting and helping to finish this paper. All lecturers of PMPBI UNJ 2015 who have taught and given new knowledge, advices in facing the life, and new experiences. All administration staff in UNJ, and some universities in Indonesia which have given permission to use their syllabi for supporting in the research. Maeza Rachmansyah, the best man who has given his time to support, patience, advice, and help for the writer in doing the research. Good friends in PMPBI UNJ 2015 class of English Language Education, Kak Neni, Ersha, Pak Sakti, and Widia.

Thank you for the support.

May Allah always bless us.

Jakarta, August 2017

Nabiilah Ramadhan

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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of research question, purpose of study, scope of the study, significance of the study, definition of key terms, and previous studies.

1.1 Background of the Study

Teacher education should include a series of competences that should be developed during the teacher education. The more competence of a teacher, the success of teaching they could get. Indonesian Law No.14 year 2005 states competence is a set of knowledge, skills, and behavior that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties. According to Finch & Crunkilton, (1992: 220) states competencies are those tasks, skills, attitudes, values, and appreciation, those are deemed critical to successful employment. This statement implies that competence includes tasks, skills, attitudes, values, and appreciation given in the framework of the success of life / income. It can be interpreted that the competence is a combination of knowledge, abilities, and implementation in carrying out tasks in the field of work.

Teaching competences is one of the key factors in assuring the quality of education, including language education (Rossner: 2013). According to the regulation of National's Education Minister Republic of Indonesia No 16 year 2007 on academic qualification standards and teacher competencies, the various competencies that must be owned by teachers include: pedagogic, personality, professional and social competence gained through professional education. These four competencies are integrated in teacher performance. Pedagogic competence is the ability of understanding the learners, designing and implementing the learning, evaluating the learning outcomes, and developing the learners to actualize the various potentials. One of the competences in Pedagogic competence is designing learning. Among the undergraduate English education program, English teacher competences on designing learning is a field of studies the boundaries of which have not been clearly defined and focus well. Teachers are the ones who can do most to maintain and raise quality standards in education. For this reason among others teachers need to be empowered to ensure that the ways in which they support learning through their teaching are of consistently high quality and continually improving. Meanwhile, the English teachers need means of helping them to do have the designing learning competences.

Effective quality assurance and professional development imply that teachers, including English language teachers and those employing and training them, have a shared appreciation of their current levels of

competence and of teacher development needs. An innovative instrument which is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences, like designing learning in the pedagogic competences of a teacher, is needed to increase the quality of English teacher.

The European Profiling Grid (EPG) is an instrument that describes the competences of language teachers and presents them in six phases of development. The aim of the EPG is to support language teachers in their own professional development. It is also a tool for managers and coordinators who are responsible for assuring the quality of language education, and for trainers and mentors who provide support and the development opportunities for language teachers (EPG User Guide: 2011). As its name, the EPG is in the form of a grid or table. One is a list of categories of teacher competence which have six phase of development, ranging from novice teacher to experienced and expert teacher. Each cell of the grid contains descriptors for one area of competence at one phase of development.

An important and useful part of teacher development is reflection on professional experiences. Assessing one's own competences in specific areas of language teaching is a reflective task that can be particularly useful in identifying areas for further development. The EPG, with its sets of descriptors covering key aspects of language teaching competence

organized over successive phase of development. It also aims to encourage discussion of development needs between teachers and their managers and or trainers, who can use the EPG as a guide when making their own assessments in the key teaching competences categories, which is on sub-category of lesson and course planning. Use of the common criteria in the form of descriptors that the grid contains helps to reduce the subjectivity and selectiveness that arises in the assessment and self-assessment processes.

Thus this study is proposed to develop the assessment of specifications on the basis of European Profiling Grid (EPG) lesson and course planning competences for undergraduate English education program.

1.2 Statements of Research Questions

Based on the background above, the researcher identified problems concerning with the development of the assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program in Indonesia, the research questions of this study are:

How are the assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program?

The main question is divided into two sub questions:

1. How are the lesson and course planning competences developed in the existing syllabi for undergraduate English education program?
2. How do the lesson and course planning competences in the existing syllabi and EPG share the similarities and differences?

1.3 Purposes of the Study

According to the research question presented above, the purposes of the studies are divided into main purpose and sub purposes. The main purpose is

To develop assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program.

The sub-purposes are:

1. To identify the development of lesson and course planning competences in the existing syllabi for undergraduate English education program.
2. To analyze the similarities and differences on lesson and course planning competences of the existing syllabi and EPG.

1.4 Scope of the Study

The study is focused on developing assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program.

1.5 Significance of the Study

Concerning the objective of this study mentioned above, this study hopefully can give some contributions as follows:

- a. In terms of theoretical value, the result of this research can be used as a basic for further research, especially for course designer who is interested in surveying the key teaching competences on lesson and course planning.
- b. In terms of practical value, this research is hoped to improve the implications and pedagogical recommendations that can be taken from this research.

1.6 Definition of Key Terms

In order to prevent misunderstanding, the technical terms found in this study are defined as follows:

1. EPG: The European Profiling Grid (EPG) is an innovative instrument, the main purpose of which is to provide language

teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education (EPG User Guide: 2011).

2. Lesson and Course Planning: Planning to consider the students think of the content, materials and activities that could go into a course or lesson (Woodward: 2009).
3. Assessment: An evaluation tool to measure the students' ability
4. Lesson and Course Planning Assessment Specification: A tool being used as the specifications in constructing the appropriate lesson and course planning assessment for English language teacher students.
5. DDR: The systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development (Richey & Klein: 2007).

1.7 Previous Studies

Bergil and Saricoban (2014) on his research entitles "How to Use European Profiling Grid in the Assessment of Prospective EFL Teachers' Qualifications" exemplified how to use EPG for assessing English teachers qualification. The research applied qualitative and quantitative method and

included 56 English teachers as the participants. The result of the research concluded that EPG has significant effect on the perspective English teacher and the grid is proposed to be used for teacher education assessment.

Another research was conducted by Rossner (2013). He developed EPG in the form of Electronic grid or e-grid that designed not only for language teachers to assess their language teaching competences periodically but also trainers and managers who have responsibility to assist teachers' professional development.

Safitri (2016) conducted a research entitles "Designing Common European Framework of Reference (CEFR) for Language Based English Speaking Assessment Spesification for S-1 of English Study Program". It is found that the five universities taken part in her research had follow the level difficulties of procedure regarding to the standard competence, material and lexico-grammar. Yet, in designing the speaking assessment specification some points were still need to be developed.

CEFR is used as the basic to develop assessment specification in the previous study. CEFR is the standard of language syllabuses, curriculum guidelines, examinations and textbooks commonly used in Europe. The previous researches and this research have the same pattern. They aim at the developing assessment specification based on the particular standard.

CHAPTER II

LITERATURE REVIEW

This chapter provides the related studies and theories supporting the investigation and analyses of the current studies regarding the topic of this study. To answer the research questions provided, this review of literature gives interpretation of the ideas underlying the concept of developing the assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program. Due to the purpose of the study, comprehensive explanation about EPG, lesson and course planning assessment specifications, and undergraduate English education program are provided in this chapter.

2.1 The Concept of Assessment

Since the purpose of this study is to develop an assessment specification, reviewing the literature related to assessment is a necessary. This part is going to discuss what assessment is, the purposes of assessment, the types of assessment and the validity and reliability of assessment.

2.1.1 The meaning of assessment

Assessment is defined as an ongoing process that encompasses a larger understanding for students in the classroom. The moment when a student responds to a question, offers a comment, or tries out a new word

or structure, the teacher subconsciously makes an assessment of the student's performance (Brown: 2004). Assessment is a process to collect information through systematic and substantive procedure (Bachman and Palmer: 2010). Assessment is problem analysis solving and problem solving activities (Salvia, Ysseldyke and Bolt: 2010).

Assessment in a broad term refers to the process of gathering and synthesizing information to get better understanding and describe characteristics of people (McTighe and Ferrara: 2010). As assessment is the process to gain the information of individual performance, the technique is used can be different. The general technique used for gaining the informal are formal and non-formal observation, paper and pencil test, research project, lab project, students' performance on homework, oral questioning and analysis of students' record (Nitho and Brookhart: 2011)

Appropriate assessment is the core material in ensuring the ability of English Language learners (O'Malley & Pierce: 1996). To know the capability of a student, whether the students are in the classroom or on the students' performance out of the classroom, assessment is needed, for that is the proof of the students understanding.

2.1.2 The Purposes of Assessment

Assessment in language teaching has the purpose to challenge the students as stated by Bachman (2010) is to gather information for making decision that have consequence for the stakeholders. The purposes of

assessment described in the literature include: 1) motivating learning, 2) identifying learning difficulties, 3) setting of state and national standards, 4) identifying and providing instructional resources and programs, 5) monitoring and evaluating teachers, 6) providing feedback, assigning a grade to students, 7) providing guidance for future educational and employment decisions, and 8) providing quality assurance within the school system (Airasian & Russell, 2008; Lambert & Lines, 2000; Newstead, 2003; Newton, 2007; Rust, 2002 in Nebling 2014).

In the educational context the assessment covers not only teachers' need but also other stakeholders. School administrators use assessments to monitor the teachers and to identify instructional needs and programs. Teachers use assessment to monitor student progress, to monitor and adjust classroom instruction, to motivate students, to identify students with special needs, to improve their teaching, and to provide feedback for students. Parents and students use assessments to monitor academic progress, to judge teacher quality, to evaluate the students' strengths and weaknesses, and to make educational and career decisions (Airasian & Russell, 2008).

2.1.3 Types of Assessment

Assessment can be grouped into three general types: official, summative, and formative (Airasian, 2001). Official assessment is typically those used by a state or a country to determine whether students and schools are meeting state or national standards. Summative assessment is

kind of assessment that are given periodically to the students to determine what they know and do not know at a given point in time (Garrison & Ehringhaus, 2010). Summative assessment often takes in the end of chapters, unit, term and semester. It can also serve a dual purpose with official assessment in the form of interim or benchmark exams, state assessment, and standardized national assessments. Formative assessment is typically a part of the ongoing instructional process and enable teachers to promote student learning through the process of identifying a student's current level of learning achievement and adapting instruction to help the student reach learning objective (Black & Wiliam, 2004; Frey & Schmitt, 2010; Heritage, 2007 in Parhusip (2015). Formative assessment takes a variety of forms, including observations, questioning strategies, discussion, self and peer assessments, graphic organizers, writing assignments, classroom quizzes and tests, homework, and projects Parhusip (2015). Formative and summative assessments usually take place within the classroom and are sometimes referred to collectively as classroom assessments.

Miller et al (2009) categorized assessment based on the some categories:

1. Based on the nature of assessment.

This category includes maximum performance and typical performance. Maximum performance is an assessment to determine students' ability or achievement, on the other hand typical performance is an

assessment to determine individual will do rather than they can do. In other word this test prioritize test takers' respond rather that score.

2. Based on the form of assessment

There are two kind of assessment in this category. Fix choice test and complex performance assessment. Fix choice assessment is usually uses multiple choice standardize. This assessment can measure students' knowledge and skill. On the other hand, complex performance assessment is an assessment that conducted to measure performance in individual right. The instrument used in this kind of assessment is authentic assessment.

3. Method of interpreting result

Based on the Method of interpreting result there are two type of the assessment. The first is criterion referenced Interpretation and the second is Norm-referenced interpretations. Criterion-referenced interpretations allow the test holder to compare a student's performance to a well-defined standard rather than to rank students or compare them to a norm group. The result of the test show students' knowledge and performance levels in a particular content area. Criterion-referenced interpretations also tells individual performance based on specific area of clear assessment goal.

Norm-referenced interpretations is described based on the relative position in some group. This assessment compares a student's score with other students in the norm group. The result of the assessment

interpreted how well students have learned certain concept and skills as compared to other students in a norm group.

2.1.4 Validity and Reliability of Assessment

The first standard that is usually mentioned in constructing an assessment is validity. Validity is regarded not only as the most complex criterion (Brown: 2007), but it is also known as the most important one (Fandel: 2010). Validity refers to how well a test measures what it is intended to measure (Phelan and Wren: 2006). Pope (2009) also define validity is whether the assessment is appropriate, given what should being measured. Some types of validity mentioned by Phelan and Wren (2006) is face validity, Construct Validity, Criterion-Related Validity, Formative Validity and)Sampling Validity

Reliability indicates whether instruments in an assessment give the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means consistent or dependable results (Sullivan: 2011). Reliability is the degree to which an assessment tool produces stable and consistent results (Phelan and Wren:2006) agree to which different test items that probe the same construct produce similar results.

2.1.5 Table of Specification (TOS)

Classroom assessment should be driven by classroom teaching which itself is driven by course goals and objectives. Table of Specification (TOS) helps to ensure that there is a match between what is taught and what is tested. Table of Specifications provide the link between teaching and testing. Notar, Zuelke, Wilson and Yunker (2004) mentioned that table of specification or in some literatures referred as test blue print is a table that helps teachers to align objectives, instruction and assessment. Akem (2006) also described that the table of specification is a guide that assist a teacher or an examiner in the evaluation system.

The main purpose of a TOS is to improve the validity of a teacher's evaluation in relation to a particular assessment (Fives & DiDonato-Barnes: 2013). It is a fundamental to construct test which ensures a fair, complete, valid, reliable, and objective set of test questions (Cruz & Singun: 2014). TOS can be used as toll to help teachers related this issue. Variety of assessment methods can be developed by using TOS but it is commonly used in summative tests. When teacher constructs a test, they have to concern that the test measures an adequate sampling of the class content at the cognitive level that the material was taught. TOS can also be used to conjunct lesson and unit planning to help teachers making clear connection between planning, instruction, activity and assessment.

Chase (1999) mentioned that table of specification is an assessment tool which interlinks what is taught and what is tested. He further mentioned that there are some steps have to be taken to construct TOS (1) determining the goal and domain (2) breaking the domain into independent part, term, procedure and application (3) constructing the table.

The classroom teacher will decide first on the number of test items or questions he intends to write. Once a decision has been taken on this, the teacher will proceed to preparing the table of specifications by listing the instructional objectives. Then list the major subject matter (topics), indicates number of items test that would be set for each objective level, the total number of questions for each subject matter and objective.

Fives et al (2013) stated that table of specification are designed for different purposes. Therefore, the formats of table of specification will be vary depend on the needs. A test blueprint can be used for formative assessments (Guskey, 2005) or for summative assessments (Fives et al., 2013;)

The design of table of specification for formative evaluation would include items that assess students' knowledge of relevant terms, facts, principles, and procedures, as well translating information skill. It would also include extended-response items that require students to apply their knowledge. Analysis and synthesis skills are tested for higher levels (Guskey, 2005).

To identify the types of items test are needed to include, test maker have to considered students' cognitive level, and the time spent on each objective is mapped, and also learning objective. The low level of thinking skill is recall, memorization, identification, and comprehension. Application, analyzing, evaluating, and synthesizing belong to the high level of thinking (Fives et al., 2013).

In developing a table of specification, the researcher of this study adapted the format proposed by Barnes et al (2013) and Safitry (2016). The aspects are included are section part/ question number, objective, material, curriculum specification, question level (remembering, understanding, applying, analyzing, evaluating creating), question types, number of item mark allocation, and time allotment.

2.2 European Profiling Grid (EPG)

The European Profiling Grid (EPG) is an innovative instrument which is a project result of validating and developing European Association for Quality Language Services (EAQUALS). The project is co-funded by the European Commission which worked from 2011 to 2013. The purpose of EPG instrument is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. Mateva, Vitanova & Tashevskaja (2013) state the EPG is an outline that contains a series of

descriptors for language teachers. The descriptors in the grid represent gradual stages of teachers' qualifications and competences starting from pre-service teacher, novice teachers, teachers with considerable practice, and experienced language teachers. There are six phases of development of grid in this instrument and they are grouped into three main phases to encompass teachers' degrees of competence. The ultimate aim of EPG is to increase the quality and efficiency of the training and professional development of language teachers (EPG User Guide 2013). The EPG for languages study attempts to explore the use European Profiling Grid in the assessment of prospective English teachers' qualifications during the education process in undergraduate English education program.

More specifically, the EPG is intended to: 1) assist self-assessment and mapping of a current language teaching skills and competences; 2) outline individual and group profiles of language teachers in an institution, stating the levels of competence attained according to a set of categories and descriptors; 3) help to identify development needs and training programmes; 4) serve as an additional tool for staff selection and appraisal; 5) assist in understanding of communication between different pedagogical systems and educational traditions in Europe; and 6) foster transparency of teaching standards, and facilitating teacher mobility.

The EPG is not meant to be a checklist for observations, for job interviews or performance reviews. It can only serve as an additional

reference point for aspects of appointing and assessing staff. Its main aim is to provide a snapshot of the current phases of professional development of teachers and help to realize the potential for growth.

2.2.1 Can-do descriptors of EPG for lesson and course planning

In specific, the details of written production can-do descriptors are presented by the European Profiling Grid (EPG). The EPG is a tool which contains a series of descriptors of the can-do type, outlining the multifaceted activity of language teachers. The descriptors represent a gradual progression of teachers' qualifications and competences from teachers-in-training, through novice teachers, teachers with considerable practice, to experienced modern language professionals (EPG User Guide 2013).

The can-do descriptors are the reflective scale that can be used by prospective English teacher and as the new version of qualification assessment. However, these scales of the descriptors aimed to specify the qualifications of prospective English teacher may be used together taking into consideration that EPG is a kind of subject specific scale consisting of the qualifications of prospective teachers of undergraduate English education program.

KEY TEACHING COMPETENCES						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
Lesson and course planning	<ul style="list-style-type: none"> - can link a series of activities in a lesson plan, when given material to do so 	<ul style="list-style-type: none"> - can find activities to supplement those in the textbook - can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next. - can adjust lesson plans as instructed to take account of learning success and difficulties. 	<ul style="list-style-type: none"> - can use a syllabus and specifies materials to prepare lesson plans that are balanced and meet the needs of the group - can plan phases and timing of lesson with different objectives - can compare learners' needs and refer to these in planning main and supplementary objectives for lessons 	<ul style="list-style-type: none"> - can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials - can design tasks to exploit the linguistic and communicative potential of materials - can design tasks to meet individual needs as well as course objective. 	<ul style="list-style-type: none"> - can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision - can design different tasks based on the same source material for use with learners at different levels - can use analysis of learner difficulties in order to decide on action points for upcoming lessons 	<ul style="list-style-type: none"> - can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism - can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons - can take responsibility for reviewing the curriculum and syllabuses for different courses

Table 2. 1 EPG Grid of Lesson and Course Planning

The descriptors are needed to review is one related with the Lesson and Course Planning competences in EPG as the special skill needed by the graduate of undergraduate English education program which is; able to plan, implement, manage, evaluate learning, and improve the methods and learning process of English as a foreign language with the characteristics and needs of learners and stakeholders according to process and quality standards.

2.2.2 Using the EPG in development of assessment

The use of European Profiling Grid based in exploring the prospective English teachers' qualifications during the teacher education process, attempts to assess the quality of prospective English teachers. The descriptors on EPG scale the development of assessment of

language teachers. The EPG does not set out to be set of standards or rules to be imposed on language teachers. Rather, the use of adapting the EPG-based is to inform, make suggestions, offer advice, share insights, assist in identifying individual strengths and gaps, and offer guidance from the assessment of the prospective teacher competences.

The first principle is a need of adapting the EPG to fit the given context. The second one is focusing on the outcomes of learning and purposeful communication while the next principle emphasize on the development of good language learning skills. The EPG was designed to be applicable to many contexts and it does not contain information specific to any single context. In order to use the EPG in a meaningful way, developers must elaborate the contents of the EPG.

2.2.3 Studies on the assessment on the basis of EPG lesson and course planning competences

The EPG for languages provides a series of descriptors of the can-do type, outlining the multifaceted activity of language teachers. The descriptors represent a gradual progression of teachers' qualifications and competences from teachers-in-training through novice teachers as development phase 1, teachers with considerable practice as the development phase 2, and to experienced modern language professionals teacher as development phase 3.

Thus horizontally, the Grid distinguishes between six phases of development, which, for purposes, are grouped into three main phases, 1.1 and 1.2 as the Development Phase 1; 2.1 and 2.2 as the Development Phase 2; and 3.1 and 3.2 as the Development Phase 3, to encompass teachers of different experience and degrees of competence. Vertically, the European Profiling Grid has the four main categories. First is Training and Qualifications, second is Key Teaching Competences, next is Enabling Competences, and the last is Professionalism.

The second category "Key Teaching Competences" encompasses four sub categories, which aim to incorporate teachers' knowledge and skills in Methodology; Assessment; Lesson and Course Planning; and Interaction Management and Monitoring. This research focuses on the Lesson and Course Planning Competences assessment specification development of the EPG-based.

2.3 Lesson and Course Planning

Designing learning is pedagogic competence that should be had by a teacher. Designing learning means that the teachers create an outline of the learning activities. In this research, terms of designing learning will be stated as lesson and course planning as on the term on EPG. This part is going to discuss what lesson and course planning competences are.

2.3.1 Lesson and course planning competences

Competence is the ability to apply and combine relevant knowledge, skill and the ability for practicing an appropriate manner (Belisle and Rosado: 2007). Competence can be defined as the dynamic combination of knowledge, values and practical skills. Teaching competences and professional development are key factors in assuring the quality of education, including language education one of them is a lesson and course planning competence.

According to Dona Kagan and Deborah Tippins in Ayres's paper (2014), teacher should write their own lesson and course plans because it provides them the flexible to teach according to individual methods of organization and personality. Hug Stickler, Patrick Cabe and Aaron Friedman support the argument that lesson and course plans are a teacher's individual effort because it allows teaching using a technique that find comfortable. This in return leads to the instructor, in this case a teacher, feeling confident while teaching instead of having to rely on well-detailed notes during class lectures. Joseph Justman and Walter Mais based on Ayres's (2014) thirdly support that lesson and course plans should reflect an instructor's individual effort. Thus, each instructor should frame and structure their daily lessons.

Aaron Friedman mentioned how teachers need to question themselves regarding "what do I expect my class to know the end of this period..." (p.442). This could translate into the outcome of a lesson is an

individual instructor's effort. There is a brief reference in Glenn Snelbecker's article on institutional design that mentions teacher biases and curriculum design as belonging to higher administrative individuals than teachers (p.35). Within curriculum design is the designation of course outcomes (objective, aims, or goals) that are to be included in the course syllabus (Stickler, p.129). Within the department of military instruction, the course director sets the course outcomes. Robert Yinger (1980) mentions that the majority of teachers think of planning lesson objective as a second thought (p.110). Instead, they focus on activities and resources first (Yinger, p.110). Course outcomes, the students, should come from course directors, teacher, as the instructors of the teaching activity. How that outcome is conveyed to the student is up to the individual teacher through their lesson activities.

Lesson and course planning competences is one of key teaching competences that should be assess by a teacher, including English teacher. Lesson and course planning is a fundamental procedure in structuring individual lesson outcomes that are mutually supportive of the overall course outcomes. Lesson and course planning assist in structuring lesson outcomes and activities associated with those outcomes.

2.4 Enabling Lesson and Course Planning Competence

Planning lesson and course is an important part in the implementation of education in schools and universities. Through good learning planning, teachers will be easier in implementing learning, and students will be more helpful and easy to learn. Lesson and course planning is developed in accordance with the needs and characteristics of learners, schools, subjects, etc. Each teacher in an educational unit is obliged to develop a complete and systematic lesson plan for learning to be interactive, inspirational, fun, and challenging. The activities of lesson plan motivate learners to participate actively, creative, and independence according to the talents, interests and psychological development of learners. This chapter is going to discuss existed enabling competence of lesson and course planning standard from various projects.

2.4.1 Lesson and course planning components

In this discussion, the term of lesson and course planning is stated as RPP (*Rencana Pelaksanaan Pembelajaran*), for the regulation in Indonesia. Based on the Minister of National Education Regulation Number 41 year 2007, attach strings to teacher for developing RPP. For the components on RPP, based on the Government Regulation Number 19 of 2005 Article 20 stated that: "*Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber*

belajar, dan penilaian hasil belajar”. Minister of Education in Indonesia, establishes the components of designing the Lesson plan/ RPP (*Rencana Pelaksanaan Pembelajaran*) as follow:

1. *Identitas mata pelajaran, meliputi:*
 - a. *satuan pendidikan,*
 - b. *kelas,*
 - c. *semester,*
 - d. *program studi,*
 - e. *mata pelajaran atau tema pelajaran,*
 - f. *jumlah pertemuan*
2. *Standar kompetensi*
3. *Kompetensi dasar*
4. *Indikator pencapaian kompetensi,*
5. *Tujuan pembelajaran,*
6. *Materi ajar*
7. *Alokasi waktu,*
8. *Metode pembelajaran,*
9. *Kegiatan pembelajaran :*
 - a. *Pendahuluan*
 - b. *Inti*
 - c. *Penutup*
10. *Penilaian hasil belajar*
11. *Sumber belajar*

Rencana Pelaksanaan Pembelajaran (RPP) is defined direct learners' learning activities. Every teacher in the educational unit is obliged to develop a complete and systematic RPP so that learning takes place in interactive, fun and challenging, and could motivate learners to actively participate in a lesson or course. In composing the RPP, the Indonesian government also states the principles of composing RPP, namely: 1) Pay attention to individual differences of learners; 2) Encourage the active participation of learners; 3) Developing a culture of reading and writing that

is done in the learning process; 4) Provide feedback and follow-up; 5) Interrelationship and integration of materials, activities, indicators, achievement of competencies, assessment, and learning resources; and 6) Apply information and communication technology.

2.4.2 Parts of a lesson plan

There are many ways to structure a lesson plan as there are different teaching situations. Ferlazzo and Sypneski (2012) mention a basic initial formula for planning many English classes which would consist of the following parts:

1. preview: Giving students an overview of the day's lesson conveys a sense that there is a definite purpose and plan behind the day's activities.
2. warm-up: A lesson often starts with a brief activity that is relatively lively. Its main function is to generate a good class atmosphere, but it can also be used for reviewing material from previous lessons or introducing new material in the day's lesson.
3. main activities: The main course of the day's menu, the more demanding activities to which most of the lesson will be devoted.
4. optional activity: An activity that is ready to omit if running out of time.
5. reserve (or spare-tire) activity: An activity that is not a key part of a lesson plan, but it available in case the other parts of the lesson go more quickly than planned.

The basic formula in planning a lesson would help the teacher in building the plan, besides, there are some other notes on the lesson plans that the teacher should mind like the timing, closure, and variety of the activities which provide on the practice of the students.

2.4.3 Guidelines for making a lesson plan and checklist by BCIT (British Columbia Institute of Technology)

BCIT Learning and teaching centre (2010) published Instructional Job Aid, preparing the lesson plan, about guidelines for making a lesson plan that teacher should pay attention to the three stages of learning at the different stages of the lesson.

1. Beginning stage

As an instructor, part of the teacher job is to try to motivate the students—make students want to learn the new material. Tell what the learning outcome of the lesson is. Make sure that the students are concentrating on what the teacher want them to learn.

2. Middle stage

As a teacher, this is where the teaching and where most of the learning happens. Part of the teacher job is to help students connect the new information to something that they already know and to help them “file” it so that they can find it again later. People generally need a systematic way of organizing information in order to learn it. The teacher instructional aids, student learning materials, etc., are guides to help students store the information and reach it again when they need

it. Make sure the information is ordered logically so that they can easily put it in their longterm memories. Another important part of the teacher job is to provide opportunities for your students to attempt to use the information and then give them teacher feedback.

3. End stage

As a teacher, it is up to the teacher to provide a variety of ways for the students to recall or practice with the information so that the students can commit it to memory.

Instructional Job Aid | Preparing Lesson Plans

When preparing a lesson plan, use the following checklist:

<p><i>At the beginning, I plan to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a bridge-in to capture students' interest and motivate them to learn (make sure they are listening to you—one thing at a time) <input type="checkbox"/> Make the learning outcomes clear (one thing at a time) <input type="checkbox"/> Assess prior learning and student expectations (show why and how they can use this in real life) <p><i>In the middle, I plan to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use strategies to actively involve students in the learning process <input type="checkbox"/> Use a variety of media to illustrate concepts and processes <input type="checkbox"/> Ensure that the lesson flows easily and logically (from simple to more complex) <input type="checkbox"/> Ensure that students are learning material that is meaningful and new <input type="checkbox"/> Provide many opportunities for students to attempt the task and receive feedback <input type="checkbox"/> Review and build on related material <p><i>At the end, I plan to:</i></p> <p>Provide the proper closure students find important. To do this, I will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess what students have learned <input type="checkbox"/> Summarize the lesson (referring back to the intended learning outcomes) <input type="checkbox"/> Connect the lesson to real life and/or the next lesson <input type="checkbox"/> Suggest or provide opportunities for practice (homework, reading assignments, simulations, etc.)
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Table 2.2 Lesson Plan Checklist

This job aid provides guidelines for planning each stage of a lesson. This job aid will help to: help students learn, based on an understanding of how the students learn, structure lessons for deeper and richer learning.

2.4.4 Checklist for lesson planning by Nipissing University

Nipissing University is a primarily undergraduate public liberal arts university which is located in North Bay, Ontario, Canada. Schulich School of Education in Nipissing University (2016) lists the checklist for lesson planning namely: 1. Lesson Plan Information; 2. Expectation(s); 3. Content; 4. Assessment/ Evaluation; 5. Learning Context, which is divided into the learners, learning environment, and resources/materials; 6. Teaching/ Learning Strategies which is elaborated with introduction, middle, and conclusion; and 7. The reflections on the Lesson. The checklist should be used to verify that the lesson plan includes all of the required elements for success.

Planning lessons or periods of teaching, deals with the main didactic questions of why, what and how: why one should focus on a specific learning objective, what material to choose and how to use the learning material. Having a whole constructed lesson plan in hand allows a teacher to enter the classroom with considerably more confidence. The effective lesson planning rests in good habit such as setting aside quality time for planning.

For the teacher the most important of these is to know why the teacher makes a decision on which material to bring into the classroom and which activities to choose. The decision is dependent on curriculum requirements and on specific groups of learners. Teachers need to know the curriculum and how to transform aspects of it into transparent aims and objectives which can be understood by the learners. Creating a warm, friendly class atmosphere makes teaching and learning easier for all students.

Planning activities depends on both learning objectives and content and requires teachers to consider how learners can reach the objectives through the material chosen. When planning a lesson, the teacher's knowledge of language learning theory, a wide scope of methodology, resources and learner activities are as important as knowledge of the individual learner's abilities.

2.4.5 Steps for planning the lesson

A lesson plan is designed for a specific set of learners during a single class period. The class period may vary in length from one to four hours and provides learners with instruction on skills needed to accomplish an objective from the unit plan. Writing a lesson plan requires thinking about the skills to be taught, the objectives, timing, and procedures for the class. Nabulsi: 2010 stated 5 steps for planning the lesson as follow:

STEPS FOR PLANNING THE LESSON

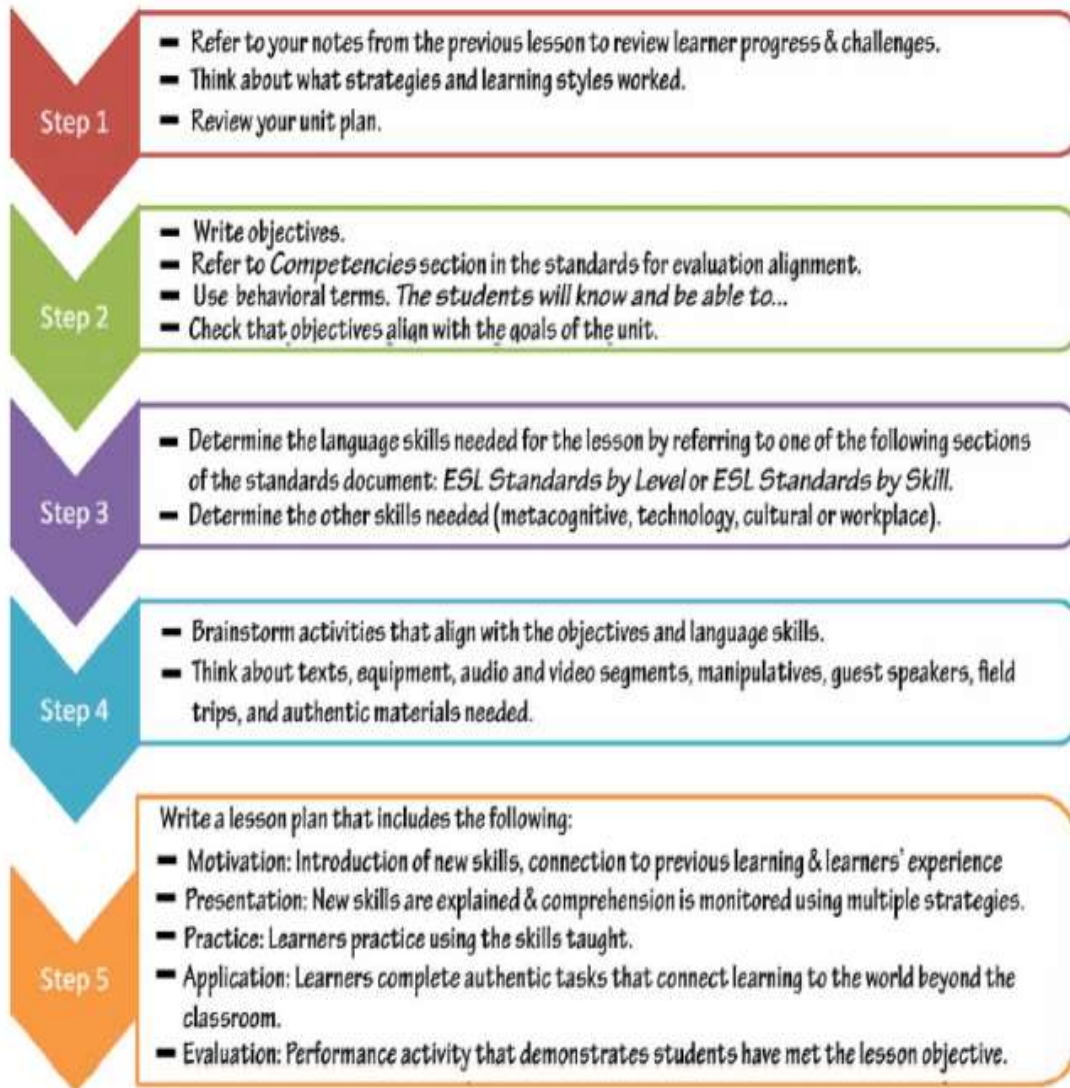


Figure 2.1 Steps for Planning the Lesson

The lesson plan breaks the unit plan down into detail and is the direction for the class period. Adult learners appreciate instruction that is well planned and want to know the objective for the class period. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.

2.5 Undergraduate English Education Program

The graduation of undergraduate English education program is guided to be an English teacher in intermediate and secondary schools or even primary level. The prospective English teachers of the undergraduate English education program are educated to teach and conduct research in schools or universities; teach writing and administer writing programs; and direct curriculum development and educational programs in schools, colleges, and universities.

As the prospective teachers, the bachelors of English education program should have the competencies that show the teacher quality in planning the lesson, conducting the lesson, reviewing the lesson, and also evaluating the lesson. In becoming the qualified teacher, the students of undergraduate English program have to following the curriculum lesson in the university. Many subjects of the lessons in the undergraduate English program deliver some competencies that would help the students, prospective English teacher, to be the teachers with quality.

Bachelor of English Education general competencies is to have quality and intellectual integrity. High quality is crucial in any kind of education and at the center of all formal education is teaching and the teacher. Teachers are the ones who can do most to maintain and raise quality standards in education. For this reason among others teachers need to be empowered to ensure that the ways in which they support

learning through their teaching are of consistently high quality and continually improving.

2.6 Learning Achievement of Undergraduate English Education Program

In accordance with the national higher education standard, *Standar Nasional Perguruan Tinggi (SN DIKTI)*, of 2014, each study program shall be supplemented with the target of learning achievement as a form of program accountability. For this purpose, the Directorate General of Higher Education needs to prepare the Learning Achievements, called as *Capaian Pembelajaran (CP)*, of graduates of the study program.

The legal basis of CP is stated in Presidential Regulation No. 8 of 2012 on the Indonesian Qualification Framework (IQF), *Kerangka Kualifikasi Nasional Indonesia (KKNI)*, which is the competency qualification skill that can equalize the field of education and job training in the framework of giving the recognition of work competence in accordance with the work structure. The benefits of CP in addition to directing program managers to achieve the quality targets of graduates also provide information to the public about the quality statement of graduates of study programs in universities. CP of study program graduates is a formulation of learning objectives to be achieved and must be owned by all graduates.

The qualification level at IQF consists of nine levels starting from level 1 to level 9 as the highest level. Each level has CP description that matches the qualifications produced through formal education equivalent to the skill level in the field of work. CP equivalence generated through education with the level of qualification in IQF consists of graduates and the level. Graduates of Diploma 4 or Bachelor of Applied & Bachelor Degree at the lowest are equivalent to level 6.



Figure 2.2 Qualification Level at IQF

Undergraduate English Education Program is Cluster 6 Applied Sciences: Education. There are 4 components that should be had by the graduates of undergraduate English education study program, namely, Attitude, Acquisition of Knowledge, Special Skill, and General Skill (http://www.kkni-kemenristekdikti.org/pendidikan/CP_draft: 2016).

PROGRAM STUDI S1 PENDIDIKAN (GURU) BAHASA INGGRIS	
SIKAP	
<ul style="list-style-type: none"> a. bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; b. menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika; c. berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila; d. berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa; e. menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain; f. bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; g. taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; h. menginternalisasi nilai, norma, dan etika akademik; i. menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri; j. menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan. k. mempunyai ketulusan, komitmen, kesungguhan hati untuk mengembangkan sikap, nilai, dan 	<p>kemampuan peserta didik dengan dilandasi oleh nilai-nilai kearifan lokal dan ahlak mulia serta memiliki motivasi untuk berbuat bagi kemaslahatan peserta didik dan masyarakat pada umumnya.</p>
PENGUASAAN PENGETAHUAN	
<ul style="list-style-type: none"> a. menguasai konsep teoretis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (<i>general English</i>) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>post-intermediate</i>; b. menguasai konsep teoretis kebahasaan dan teknik berkomunikasi lisan dan tulisan Bahasa Inggris untuk tujuan tertentu (<i>English for specific purposes</i>); dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>intermediate</i>; c. menguasai konsep teoretis tentang kesastraan, literasi, serta pembelajaran bahasa. d. menguasai konsep teoretis tentang <i>pedagogi</i>; e. menguasai prinsip psikologi perkembangan dan psikologi pendidikan; f. menguasai konsep dan teknik pengembangan program pembelajaran, penyajian (metode dan prosedur), pengelolaan, dan evaluasi program pembelajaran Bahasa Inggris yang mendidik. 	
KETERAMPILAN KHUSUS	
<ul style="list-style-type: none"> a. mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat <i>post-intermediate</i>; b. mampu berbahasa Inggris lisan dan tulisan pada minimal satu bidang Bahasa Inggris untuk tujuan 	

<p>tertentu (<i>English for specific purposes</i>) setara tingkat <i>intermediate</i>;</p> <p>c. mampu mengadaptasi/budaya pemakai bahasa sasaran yang positif ke dalam budaya bahasa ibu;</p> <p>d. merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran, serta melakukan perbaikan metode dan proses belajar Bahasa Inggris sebagai bahasa asing sesuai dengan karakteristik dan kebutuhan peserta didik serta pemangku kepentingan sesuai standar proses dan mutu;</p> <p>e. mampu menerapkan metode dan proses belajar dan pembelajaran Bahasa Inggris untuk tujuan tertentu (<i>English for specific purposes</i>);</p> <p>f. mampu merencanakan dan mengelola sumberdaya dalam penyelenggaraan kelas, sekolah, dan Lembaga Pendidikan yang menjadi tanggung jawabnya, dan mengevaluasi aktivitasnya secara komprehensif;</p> <p>g. mampu mengidentifikasi dan menganalisis masalah mutu, relevansi, atau akses pembelajaran Bahasa Inggris serta menyajikan beberapa alternatif solusi sebagai bahan pengambilan keputusan;</p> <p>h. mampu melakukan pendampingan terhadap siswa dalam lingkup pembelajaran;</p> <p>i. mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan.</p>
KETERAMPILAN UMUM
<p>a. mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</p> <p>b. mampu menunjukkan kinerja mandiri, bermutu, dan terukur;</p> <p>c. mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni.</p> <p>d. menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi;</p> <p>e. mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;</p> <p>f. mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya;</p> <p>g. mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;</p> <p>h. mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri;</p> <p>i. mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi;</p>

Table 2.3 Attitude, Acquisition of Knowledge, Special Skill, and General Skill of Undergraduate English Education Program

In the Special Skill point d, the graduate of undergraduate English education program is able to plan, implement, manage, evaluate learning,

and improve the methods and learning process of English as a foreign language with the characteristics and needs of learners and stakeholders according to process and quality standards. To sum up, from the special skills points of a graduate of undergraduate English education program, the graduates of undergraduate English Education Program should be able to develop a lesson planning in teaching as one of the formulation in completing the special skills that a graduate of undergraduate English education program need to have based on SN DIKTI.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method and Design

This research method and design apply Design and Development Research (DDR). This objective of this research is to develop the assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program.

Development research or design and development research according to Richey and Klein (2005), or, as other term can have a function of either creating generalizable conclusions or statements of law, or producing context-specific knowledge that serves a problem solving function. Wademan (2005, cited in Purwanti, 2017) suggested the procedures of the design as: 1) problem identification, 2) identification of tentative products and design principles, 3) tentative products and theories, 4) prototyping and assessment of preliminary products and theories, and 5) problem resolution and advancing theory.

Meanwhile Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010) developed 6-phase models of design and development research, as follows:

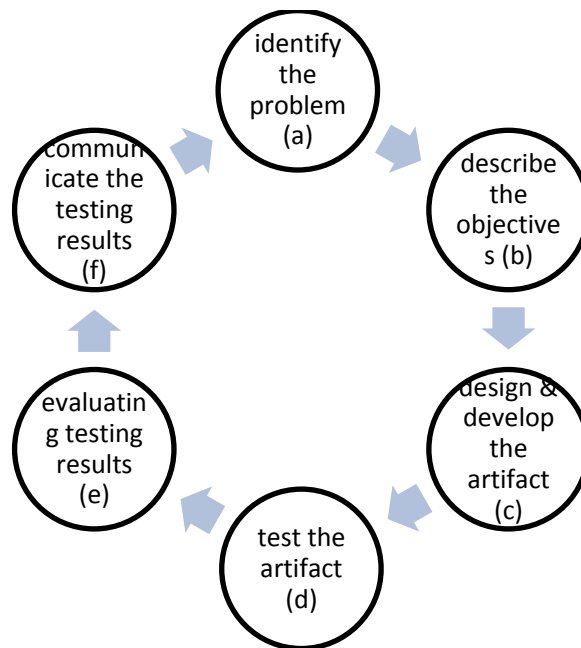


Figure 3.1 DDR model of Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010)

(a) identify the problem; (b) describe the objectives; (c) design & develop artifact; (d) test the artifact; (e) evaluate testing result; and (f) communicate the testing result. This figure shows the major steps in Design and Development Research.

Identify the problem means all problems that drive design and development research share some common characteristics. Hevner et al. (2004) identified five significant factors common to problems underlying design and development studies: 1. Environmental factors such as requirements and constraints are poorly defined; 2. An inherent complexity in the problem and possible solutions; 3. A flexibility and potential for change of possible solutions; 4. A solution at least partially dependent on

human creativity; and 5. A solution at least partially dependent on collaborative effort.

The objectives for any research endeavor are encapsulated in the research questions that underlie the study (Ellis & Levy, 2009). Since the answers to the research questions are in essence the contributions the study makes in addressing the motivating problem, the questions must: a) be clearly related to that problem, and b) not already have known and/or documented answers.

In design and develop the artifact, it is important to anchor the process of designing and developing the artifact in the literature. Regardless of the process model followed, there are three factors usually included in this phase of design and development research. In general, the process entails: building a conceptual framework, followed by designing the system architecture, and ending with building a prototype for testing and evaluation (Hasan, 2003; Nunamaker et al., 1991).

Some of the more commonly used methods to test and evaluate artifacts of design and development research activities include direct observations from pilot studies (Hasan, 2003) and indirect indicators from surveys, questionnaires, interviews, and other observations (Richey & Klein, 2007). Regardless of the method or methods used to test and evaluate the artifact, there are three essential considerations for this phase of design and development research:

1. Establish the ways in which the product does and does not meet the functionalities and requirements identified for it ...
2. ... by using accepted, literature-supported processes ...
3. ... in order to ensure acceptance of the value of the artifact.

Last is communicating the testing result. The results are, in fact, the answers – and supporting evidence – to those research questions. The conclusions form the connection between those answers and the problem driving the research and constitute the contribution of the study to the body of knowledge.

3.2 Research Procedures

This study adopted a procedure from Nunamaker et al (1991) and Hevner et al. (2004, cited in Ellis and Levy, 2010) which being modify into the suitable ones for the objectives of the study. The chosen procedure will be explained by the following figure:

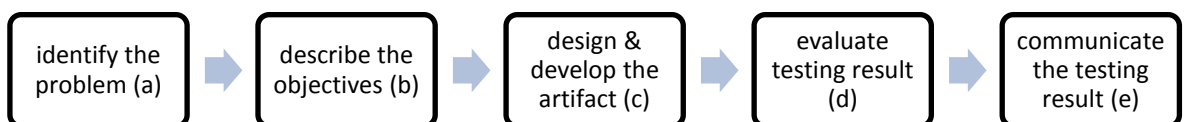


Figure 3.2 An Elaboration Model of DDR Cycle

This research procedure modified Nunamaker’s model into 5-phase models. The fourth step from Nunamaker’s model, test the artifact, doesn’t be followed because the result of design and development artifact in the

third step doesn't be tested. Thus, the result from the step number 3, are evaluated by doing the seminar result, and it is communicated then.

The design and activities of the research can be seen as follow:

No	Procedure	Activity
1	Identify the Problem	Identifying the problem, by analyzing the existing syllabus of some undergraduate English education programs and founding the research questions.
2	Describe the Objectives	Describing the objectives of lesson and course planning competences assessment specifications on the basis of EPG from the research questions founded by gathering the information of lesson and course planning competences, the assessment specifications, and EPG.
3	Design & Develop the Artifact	Designing and developing the assessment specifications on the basis of EPG lesson and course planning competences based on the literature related.
4	Evaluate Testing Result	Evaluating the testing result to the expert judgment by doing seminar result.
5	Communicate the testing result	Communicate the testing result, written in this study paper, journal, or internet.

Table 3.1 Research Activities

3.3 Data, Data Source, and Instrument

This part is going to discuss the data, data source, and instrument in this research. The data, data sources, and instrument are shown in the following table:

Sub-question	Data	Data Source	Instrument
1	Course learning outcomes (indicators) used in syllabi of undergraduate English education program	Existing syllabi of five undergraduate English education programs in Indonesia	Researcher
2	Course learning outcomes (indicators) in existing syllabi that related to the lesson and course planning competences and indicators of lesson and course planning on the basis of EPG	Existed syllabi of five undergraduate English education programs in Indonesia and EPG document	Researcher

Table 3.2 Data, Data Source, and Instrument

The table shows that each problem needs different data and instrument to gain the solution.

Data of this study are: 1) Theories of EPG, 2) Theories and concepts of assessment, 3) Theories and concepts of lesson and course planning competences, 4) Theories and concepts of designing lesson and

course planning assessment specification, and 5) Descriptors of lesson and course planning competences required by EPG.

Data source are determined to be presented as: 1) Articles and books of assessment specifications, lesson and course planning competences, & EPG-based and 2) Current syllabi of English for undergraduate English education program.

3.4 Data Collecting Procedures and Data Analysis Procedures

3.4.1 Data collecting procedures

- a. Doing library research to gather and explore theories about lesson and course planning competence, assessment specification, and EPG;
- b. Finding the existed syllabi from some universities of undergraduate English education program; analyzing the course learning outcomes covered lesson and course planning competences from existed syllabi and the indicators of lesson and course planning competences on the basis of EPG;
- c. Analyzing articles about assessment specification, lesson and course planning competences, and EPG to develop the assessment specifications on the basis of EPG lesson and course planning competences.

3.4.2 Data analysis procedures

The data analysis techniques follow the three phases of the design research:

- a. For the first data collecting procedures, the preliminary research, library research, the data analysis will be in the form of comparing, contrasting, and analyzing all the theories observed.
- b. The second, analyzing the course learning outcomes covered lesson and course planning competences from existed syllabi and the indicators of lesson and course planning competences on the basis of EPG;
- c. The third procedures is developing the assessment specification on the basis of EPG lesson and course planning competences;
- d. The fourth, emphasis on the experts review toward the developed model and the analysis on whether improvements are needed to the developed assessment specifications model before it is finally used in practical contexts.
- e. The last, communicate the result, the design of assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This research reveals the developing assessment specifications on the basis of EPG lesson and course planning competences for undergraduate English education program. The development was preceded by the analysis of learning outcomes, coverage of materials in lesson and course planning competences were identified, existing syllabi for undergraduate English education program, and EPG. Once the features of learning outcomes, coverage of materials in lesson and course planning competences were identified, comparing the features in between was also conducted to range the extent of all the features.

Subsequently, it can be identified whether or not some particular phases of EPG-based lesson and course planning competences have been covered in the existing syllabi for undergraduate English education program. The analysis also defines to which phase the EPG-based lesson and course planning competences were developed and in how many courses it was assessed. The findings and discussions presented in this chapter are explained structured according to the sub-question and main question of the study as stated in Chapter I.

There are 20 courses (English syllabi) of undergraduate English education program from 304 based on 5 different universities being observed on the lesson and course planning competences. Each university

has different number of learning outcomes. There are five courses of lesson and course planning competence found in the first English study program of University A; English for Young Learners, *Teori Belajar & Pembelajaran*, ELT Curriculum and Syllabus, Learning Material Development & Evaluation, and Microteaching. There are only two courses of lesson and course planning competence found in University B; Curriculum Development and Lesson Planning, four courses in University C; English Language Teaching Methodology, Curriculum Material and Development, Peer Teaching & Micro Teaching, and PKM (*Pengembangan Kompetensi Mengajar*). In University D, there are three courses; English for Specific Purpose (ESP), Learning Planning on ELT, and Seminar on ELT. And there are six courses of lesson planning competence found in University E; Curriculum & Material Development, Teaching English as Foreign Language II, Teaching English for Young Learners, Micro Teaching, Teaching Practice, and Child Education.

4.1 The Lesson and Course Planning Competences in the Existing Syllabi for Undergraduate English Education Program

Regarding the lesson and course planning competences, the English study program in University A applies lesson and course planning competences in five English courses; English for Young Learners, *Teori Belajar & Pembelajaran*, ELT Curriculum and Syllabus, Learning Material

Development & Evaluation, and Microteaching. The students, in English for Young Learners course are introduced to manage, evaluate, and create lesson plan for teaching English for Young Learners. As the learning outcomes, students are expected to manage and evaluate young learners' classroom, and create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning.

In the course of *Teori Belajar & Pembelajaran*, students are provided with an orientation to create the learning strategy with the leaning model and apply the theory of learning in the learning activity. In the course of ELT Curriculum and Syllabus, students are provided to develop students' knowledge, principles, practical skills for developing and analyzing curriculum and syllabus, design syllabus based on the grade and the curriculum being used and to evaluate learning teaching program.

For Learning Material Development & Evaluation, after completing this course, students are expected to be able to understand basic concepts about the use learning materials in teaching learning process, apply knowledge, principles, practical skills for developing and evaluating learning materials being used in teaching learning process, evaluate and develop ELT materials, and design ELT materials. For the course of Micro Teaching, students are expected to be able to design teaching and learning components (syllabus, lesson plans, learning materials, and assessment).

Meanwhile, in University B the lesson and course planning competences was designed only in to two courses; Curriculum Development and Lesson Planning. It is found that this Curriculum Development course has the same course leaning outcomes as Curriculum and Syllabus in University A where the students are understand how to design the curriculum. Lesson Planning course provide the students with the technique and method of teaching. At the end, students are expected to be able to recognize technique and method of teaching, develop *KTSP (Kurikulum Tingkat Satuan Pendidikan)*, determine the indicators from basic competences, develop syllabus, recognize the steps of developing lesson plan, develop lesson plan, determine teaching media, develop students' worksheet, and develop learning evaluation.

University C applies lesson and course planning competences in four courses; English Language Teaching Methodology, Curriculum Material and Development, Peer Teaching & Micro Teaching, and PKM (*Pengembangan Kompetensi Mengajar*). English Language Teaching Methodology is course that compares and contrasts the main features of currently popular ELT design as the learning outcomes. The Curriculum Material and Development has same learning outcomes like Curriculum and Syllabus in University A and Curriculum Development in University B. for Peer Teaching & Micro Teaching course students are expected to be able to gain, perform, reflect, and improve the teaching practice and should

be developed, demonstrate, conducted the micro teaching with real materials and also the lesson planning in the PKM/ Internship course.

Three courses are applied lesson and course planning competences in University D; English for Specific Purpose (ESP), Learning Planning on ELT, and Seminar on ELT. In English for Specific Purpose (ESP), students are introduced to some skills for specific purpose such as approach to course design, develop material, and also learning methodology. For the next course, students are explained how to plan the learning and how to teach English skills, reading, listening, writing, and speaking, in the course of Learning Planning on ELT.

As the outcomes, students are expected to be able to explain the definition and the benefit of lesson planning, explain how to plan lessons, explain principles of lesson planning, explain key classroom activities and tasks, explain how to present lessons, explain how to manage lessons, explain how to deal with classroom discipline, explain how to teach reading, explain how to teach listening, explain how to teach writing, and explain how to teach speaking. In the ESP and Learning Planning on ELT courses, both learning outcomes are stated in the word 'explain'.

In Seminar on ELT, at the end of this course, the students are expected to be able to write and present their proposal seminar. As the outcomes, Learning outcomes of this course are: know appropriate skills and knowledge to revitalize effectively and efficiently, understand the

teaching of EFL in Indonesia context by taking the challenges and plans in the future, understand communicative approach for the teaching of English in elementary school in developing country, comprehend people's perceptions of curriculum as a local content for childhood, comprehend what the strategies and method for handling the student's problems in English class, and know appropriate skills and knowledge to revitalize effectively and efficiently.

Meanwhile, University E applies six courses that include lesson and course planning competences. The courses are Curriculum & Material Development, Teaching English as Foreign Language II, Teaching English for Young Learners, Micro Teaching, Teaching Practice, and Child Education. For Curriculum & Material Development has same introduction as Curriculum & Syllabus in University A, Curriculum Development in University B, and Curriculum Material & Development in University C. For the outcomes, students are expected to develop a competence-based curriculum, develop a syllabus based on the curriculum, modify and adjust materials according to the need, make an integrated lesson plan, and find interesting and suitable materials in the internet.

In the course of Teaching English as Foreign Language II students require to apply various kinds of teaching techniques in teaching the four language skills and language components, make an effective lesson plan to teach a specific language item, and choose the appropriate media to teach language skills and components. For Teaching English for Young

Learners has same the objective of study in EYL course in University A. At the end, students are expected to be able to show an understanding of children's development in learning English, use various techniques to teach the language skills and components, use the appropriate media to teach a specific language item, and make a lesson plan to teach English integratively.

Micro Teaching and Teaching Practice courses have same objectives as Micro Teaching in University A, Peer Teaching & Micro Teaching and PKM courses in University C. The course learning outcomes are developing an appropriate lesson plan as the outcomes of Micro Teaching, and developing a lesson plan (for different levels of learners), applying appropriate teaching techniques, media, and other learning resources in conducting the class activities, managing teaching-learning time, developing and administer English test items to their students, and assessing their students' English competence as the learning outcomes of Teaching Practice course.

The last course is Child Education, students are expected to understand the importance of play in a child's development and understand the roles of music- and- movements and other arts in a child's development. To get better understanding of the analyzed tables for each university see Appendix 1 and 2.

4.2 The Lesson and Course Planning Competences in the Existing Syllabi for Undergraduates English Education Program and the EPG Perspectives Share Similarities and Differences

Upon covering the data needed in this study known as the standard competences, coverage of lesson and course planning competences from each university and EPG, this part will identify the data of the existing syllabi from the EPG perspectives. It will be seen how far each university already cover the standard competences, coverage of lesson and planning competences from the EPG point of view.

To explain the existing syllabi from the EPG perspective, it will be elaborated from the standard competences and items indicators. First of all, the range development phase of EPG from each university in term of its standard competences, are explained on the Table 4.1.

University	Range of EPG Development Phase
	Standard Competences
University A	1.2; 2.1; 2.2; 3.1; 3.2
University B	1.1; 1.2; 2.1; 3.1; 3.2
University C	1.2; 2.1; 2.2; 3.1; 3.2
University D	1.1; 1.2; 2.1; 3.1; 3.2
University E	1.1; 1.2; 2.1; 2.2; 3.2

Table 4.1 The Standard Competences of EPG Range Development Phase

As table shown, all university doesn't cover the whole development phase. Each university has one phase that isn't provided. University A and

C, they cover the 1.2 until 3.2 development phase of EPG while University B and D covers 1.1; 1.2; 2.1; 3.1; and 3.2, without cover 2.2 development phase of EPG. For University E as seen in the table, its range covers 1.1; 1.2; 2.1; 2.2; and 3.2 development phase, miss the 3.1 development phase of EPG.

Upon seeing the results of this recapitulation of EPG development phase covered in the existing syllabi, it seems that the existing syllabi in Indonesia share similarities in terms of their standard competence, coverage lesson and course planning competences that already been covered in the EPG. However, from the range development phase it can be seen, some of the components haven't been fulfilled and standardized with the EPG standard, that is why they still have to be developed in order to match with the EPG based, and it is in versa with the assessment one. Departing from that reason, there is a need to provide its assessment specification which can cover the EPG range development phase for each course on the undergraduate English education program.

Development Phase	Percentage
1.1	3.75%
1.2	10%
2.1	7.5%
2.2	6.25%

3.1	6.25%
3.2	10%

Table 4.2 The Percentage of Existing Standard Competence in EPG

To answer the main question of the study, in making some assessment specification EPG-based for undergraduate English education program that will be provided the development phase of standard competences covered from the existing syllabi in EPG is needed. From the table 4.2, it showed that the phases were start from development phase 1.1, with the lowest percentage in 1.1 and the highest in development phase 3.2. However, in development phase 1.2 also shows the highest as high as in development phase 3.2. Meanwhile in development phase 2.1 is higher than in development phase 2.2 and 3.1, when the percentage of each development phase is better increase from the lowest at development phase 1.1 till the highest in development phase 3.2.

4.3 The Development of Assessment Specifications on the Basis of EPG Lesson and Course Planning Competences

Moving to the development of assessment specification on the basis of EPG lesson and course planning, first of all, it is necessary to elaborate whether the assessment will be formal or informal or both, the types of assessment, the functions whether the formative or summative

one and so on in order to explain the developed model to be more detailed and specific.

First and foremost, in developing the assessment, since they are made based on the development EPG-based English syllabi of lesson and course planning competences, therefore, the developed assessment are included to the formal one. Additionally, these assessments provide a specific assessment. In the form of Test of Specification (ToS), these assessments are systematic which consist primarily of standardize test that give the teacher, in this case lecturer, and students (pre-service teacher) an appraisal of students' achievement (Brown, 2003). The developed ToS will be explained detailed later on.

Secondly, the functions of developed assessment are both for summative and summative assessment. As the formative one, these are intended to evaluate students in the process of developing their competences with the goal of helping them to continue that growth process (Brown, 2003). As mention by Garrison and Ehringhaus (2010), formative assessment will help teachers to determine next steps during the learning process as the instruction approaches the summative assessment of students learning. For the developed assessment in this study, there are some types of formative assessment that teacher can do such as doing observation during in-class activities, giving homework, and so on, but since the developed only made in the form of assessment specification

therefore for the formative the teachers can see from the syllabus developed.

The latter is that the developed model of assessment is also kind of summative assessment. This kind of assessment is purposed to measure or summarize what a student has grasped and it is typically occurs at the end of a course or unit of instruction (Brown, 2003). In this study, the summative assessments are made in the form of EPG-based lesson and course planning competence specifications.

Next, moving to the design of developed EPG-based assessment specification, the models were divided into one lesson and course planning competence assessment specification. The standard competence and indicators for assessment specification follow the EPG-based lesson and course planning competences in Appendix 1. From those, it was found that the range of development phase of EPG start from development phase 1.1 to 3.2.

For Lesson and Course Planning Assessment Specifications, 16 items of lesson and course planning competences are chosen as the standard competences on the basis of EPG and has creating development phase from the lowest 1.1 to the highest 3.2 with the summative and formative assessment types. With the assessment level in remembering, understanding, applying, analyzing, evaluating and creating (cognitive level of Bloom Taxonomy), this assessment specification also provides a

performance rubric to obtain the students' score which is also mentioned on the developed assessment specification on the basis of EPG lesson and course planning competences.

The table of lesson and course planning competences assessment specifications were taken from Regional Language Centre (RELC) Singapore. The researcher adapts CEFR as standardize measurement in making the assessment specifications indicators of the lesson and course planning competences on the basis of EPG. Then, the design of assessment specifications on the basis of EPG lesson and course planning competences is shown by the table below:

Lesson and Course Planning Competences Assessment Specifications

Assess Code and Name: Lesson and Course Planning

Assessment Phase : 1.1 – 3.2 in the *European Profiling Grid (EPG)* – EPG Project 2011-2013

No.	Lesson and Course Planning Competences	Development Phase	Materials	Assessment Level						Assessments Types
				Remember	Understand	Apply	Analyze	Evaluate	Create	
1.	can link a series of activities in a lesson plan, when given material to do so	1.1	plan the steps of activities that is related during a whole learning. The activities can conduct in 3 main activities. Beginning, Middle, and End.			√				Summative
2.	can find activities to supplement those in the textbook	1.2	plan meaningful activities that integrate lesson concept (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking to supply the material on textbook.			√				Summative

3.	can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next.	1.2	refer to the notes from previous lesson to review learner progress & challenges, think about what strategies and learning style worked, and review to the next unit plan				√			Summative
4.	can adjust lesson plans as instructed to take account of learning success and difficulties.	1.2	do the teacher evaluation, monitoring, assessment, and follow up based on the lesson plan					√		Formative
5.	can use a syllabus and specifies materials to prepare lesson plans that are balanced and meet the needs of the group	2.1	know/list the objective based on syllabus, content concepts appropriate for age and educational background level of students, and supplementary materials to use (graphs, models, visuals)				√			Summative
6.	can plan phases and timing of lesson with different objectives	2.1	include an estimated time for each activity in the lesson plan			√				Summative
7.	can compare learners' needs and refer to these in planning main and supplementary objectives for lessons	2.1	know the learners' need and provide the main objectives and supplementary objective		√					Formative
8.	can plan a course or part of a course taking account of	2.2	plan a course, write the objective based on syllabus,						√	Summative

	the syllabus, the needs of different students and the available materials		choose content concepts appropriate for age and educational background level of students, and identify supplementary materials to use (graphs, models, visuals)							
9.	can design tasks to exploit the linguistic and communicative potential of materials	2.2	draft the group task						√	Summative
10.	can design tasks to meet individual needs as well as course objective.	2.2	draft the individual task						√	Summative
11.	can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	3.1	recycle and develop the revision of lesson plan through need analysis to conduct the revision						√	Summative
12.	can design different tasks based on the same source material for use with learners at different levels	3.1	provide the different tasks based on same source for use with learners at different levels						√	Summative
13.	can use analysis of learner difficulties in order to decide on action points for upcoming lessons	3.1	do the analysis of learner difficulties to decide the upcoming lessons					√		Formative

14.	can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	3.2	include the specialised courses for the specialism						√	Summative
15.	can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	3.2	guide colleagues in assessing and taking account of differing individual needs in planning and preparing lessons				√			Formative
16.	can take responsibility for reviewing the curriculum and syllabuses for different courses	3.2	review the curriculum and syllabuses to take in the different courses.				√			Formative

Scoring Rubrics for Performance Assessment Adapted from Jones and Vicker (2011)

Explanation	Score
Cannot demonstrate understanding	0
Demonstrates minimal understanding	1
Demonstrates adequate understanding	2
Demonstrates complete and clear understanding	3

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter presents the conclusions of the study from the data findings on the previous chapters, limitations of the study along with some recommendations for future research.

5.1 Conclusions

Dealing with the assessment, the study tried to develop the EPG-based assessment specifications of lesson and course planning competences for undergraduate English education program. After analyzing the lesson and course planning competences, the data gathered through need analyses in order to find the scopes in the existing syllabi then to make the developed assessment specification as needed. As presented in Chapter 4, some English course syllabi from about five universities in Indonesia were taken as the data of study.

By using the Design and Development Research (DDR), this study also applied qualitative method from the document analysis. Furthermore, based on the data presented and analyzed, the findings for each research question in sub questions and main question. First of all, for the sub question 1, since this study is trying to develop assessment specification on the basis of EPG lesson and course planning competences for

undergraduate English education program, therefore, the main data should be in the form of the existing syllabi. However, it was found out that those data are very limited since the lectures didn't provide the assessment specifications to their English department. Fortunately, by using the existing syllabi, the data still can be identified. After analyzing the existing syllabi, the result found that the syllabi mostly have already developed by lesson and course planning competences.

Furthermore, from the development phase covered, mostly all syllabi had already covered the development phase needed for the lesson and course planning competences based on EPG. Though, the findings also stated that the single syllabi are not completed enough to provide all the development phase based on EPG, even a few syllabi in course learning outcome only explain 'how to' (like in University D) and has only two courses that covered the lesson and course planning competences (like in University B) but covered mostly in all phases. Additionally, it was also found that there are syllabi from University D that has already covered the lesson and course planning development phase in the best course arrangement. It can be seen from the course that shows the lowest development phase in the lowest semester, and continue to the higher development phase with the course in higher semester till the highest development phase and course at semester.

Secondly, from sub question number 2, it was identified that the EPG range of development phase on the data in the existing English

syllabi for undergraduate English education program from each university has shown the same development phase for some items from 1.1 to 3.2, the teachers' degrees of competence, ranging from teachers-in-training to experienced modern language professional teacher. Nevertheless, some of the items still overlap or not enough to catch to the EPG. Therefore, the development assessment specification on the basis of EPG lesson and course planning competences for undergraduate English education program were presented in a range EPG development phase of 1.1 – 3.2. This length range was chosen from the findings in the existing syllabi which stated that mostly shown in Lesson Planning course covers development phase 1.1; 1.2; 2.1; 2.2; 3.1; and 3.2. Having one course is provided with its developed model assessment specifications consisting of Lesson and Course Planning Competence Assessment Specification.

5.2 Limitations of the Study

Although the research has reached its aims, there were some unavoidable limitations. First, because of the time limit, this research was conducted only on a small size of data sources which are taking from five undergraduate English education programs in Indonesia. Therefore, to generalize the results for larger groups, the study should have involved more data sources at different university in Indonesia. Second, the undergraduate English education program, might affect the result of the assessment specifications EPG-based design because not all university

are required the standard of EPG in designing some competences using the assessment specifications.

5.3 Recommendations

The following recommendations are offered to related research in the field of designing assessment specification. As lesson and course planning competences assessment falls into subjective, careful consideration need to be taken into account when developing lesson and course planning competences assessment. The criteria from EPG can be used as guidelines to build assessment specification for lesson and course planning competences.

Since this study is very limited because only focuses on one key teaching competence, lesson and course planning, further research can be done to develop assessment specification on the basis of EPG lesson and course planning competences to other aspects of learning such as in the field of microteaching or teaching practice as well. Moreover, this study may also be helpful for the universities or curriculum developers who are interested in developing EPG-based assessment specification especially in lesson and course planning since it provides the develop model that has been analyzed.

In addition, for there may be many universities who have limited knowledge on dealing with lesson and course planning competences

assessment, it is then recommended that the related institution and government can contribute to provide supports for the universities to develop their professionalism, for example in the form of trainings, workshops or seminars.

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APPENDIX SPECIMENS

Appendix 1

University A The European Profiling Grid Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.1	Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can link a series of activities in a lesson plan, when given materials to do so		
Semester 1				
1	Bahasa Indonesia			
2	Pengantar Ilmu Pendidikan			
3	Psikologi Perkembangan			
4	Basic Grammar			
5	Basic Listening			
6	Basic Speaking (Speaking For general Context)			
7	Basic Reading Comprehension			
Semester 2				
1	Pendidikan Agama			
2	Filsafat Ilmu dan logika			
3	Teori Belajar dan Pembelajaran			
4	Basic Writing (Introduction to Writing)			
5	Intermediate Grammar			
6	Intermediate Speaking (Speaking for Academic Purposes)			
7	Introduction to Linguistic			
Semester 3				
1	Pendidikan Pancasila			
2	Introduction to Literature			
3	Intermediate Writing (Writing for general Purpose)			
4	Intermediate Reading (Reading for Academic			

	Purpose)			
5	Advance Listening (Interpretative Listening)			
6	TEFL Methodology			
7	English Articulatory Phonetics and Phonology			
Semester 4				
1	Pendidikan Kewarganegaraan			
2	Pengembangan Kurikulum			
3	Profesi Kependidikan			
4	Advanced Grammar			
5	Advanced Reading (Critical Reading)			
6	Advanced writing (Academic Writing)			
7	Cross and Multicultural Understanding			
Semester 5				
1	Metodologi penelitian			
2	English Morphology and Syntax.			
3	Introduction to ELT Research			
4	Sociolinguistics			
5	English Language Assessment			
6	Learning Material Development and Evaluation			
7	ELT Curriculum and Syllabus			
Semester 6				
1	Motivasi Usaha			
2	Advance Speaking (Speaking for Professional Contexts)			
3	Introduction to Semantics and Pragmatics			
4	Microteaching			
5	ICT in English Language Education			
6	ELT Research Methodology			
7	American Culture			
8	Prosaic Studies			
9	Phonetic Studies			
10	Cinema Studies			
11	Motivasi Usaha			
12	Advance Speaking (Speaking for Professional Contexts)			
Semester 7				
1	Pengantar Aplikasi Komputer			

2	Statistika		
3	Translation		
4	Current Issues in English Language Education		
5	ELT Management		
6	Learning Management System in ELT		
7	English for Young Learners		
8	Broadcasting		
9	Journalism		
10	Advertising		
11	English for Tourism		
12	Public speaking		
Semester 8			
1	Skripsi		

University A
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can find activities to supplement those in the textbook	Item 2 can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next	Item 3 can adjust lesson plans as instructed to take account of learning success and difficulties		
Semester 1						
1	Bahasa Indonesia					
2	Pengantar Ilmu Pendidikan					
3	Psikologi Perkembangan					
4	Basic Grammar					
5	Basic Listening					
6	Basic Speaking (Speaking For general Context)					
7	Basic Reading Comprehension					
Semester 2						
1	Pendidikan Agama					
2	Filsafat Ilmu dan logika					
3	Teori Belajar dan Pembelajaran			√	<i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran constructivism, problem base learning and inquiry.</i>	Plan the strategy to the success of learning and difficulties.

				√	<i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran Kreatif Produktif dan Multiple Intelligent.</i>	
				√	<i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran Holistic Education, Afektif, Reflektif dan Contextual Learning.</i>	
				√	<i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran Experiential Learning, Cooperative Learning dan Project Base Learning.</i>	
				√	<i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran Collaborative Learning dan Mastery Learning.</i>	
4	Basic Writing (Introduction to Writing)					
5	Intermediate Grammar					
6	Intermediate Speaking (Speaking for Academic Purposes)					
7	Introduction to Linguistic					

Semester 3						
1	Pendidikan Pancasila					
2	Introduction to Literature					
3	Intermediate Writing (Writing for general Purpose)					
4	Intermediate Reading (Reading for Academic Purpose)					
5	Advance Listening (Interpretative Listening)					
6	TEFL Methodology					
7	English Articulatory Phonetics and Phonology					
Semester 4						
1	Pendidikan Kewarganegaraan					
2	Pengembangan Kurikulum					
3	Profesi Kependidikan					
4	Advanced Grammar					
5	Advanced Reading (Critical Reading)					
6	Advanced writing (Academic Writing)					
7	Cross and Multicultural Understanding					
Semester 5						
1	Metodologi penelitian					
2	English Morphology and Syntax.					
3	Introduction to ELT Research					
4	Sociolinguistics					
5	English Language Assessment					
6	Learning Material Development and Evaluation					
7	ELT Curriculum and Syllabus					
Semester 6						

1	Motivasi Usaha					
2	Advance Speaking (Speaking for Professional Contexts)					
3	Introduction to Semantics and Pragmatics					
4	Microteaching					
5	ICT in English Language Education					
6	ELT Research Methodology					
7	American Culture					
8	Prosaic Studies					
9	Phonetic Studies					
10	Cinema Studies					
11	Motivasi Usaha					
12	Advance Speaking (Speaking for Professional Contexts)					
Semester 7						
1	Pengantar Aplikasi Komputer					
2	Statistika					
3	Translation					
4	Current Issues in English Language Education					
5	ELT Management					
6	Learning Management System in ELT					
7	English for Young Learners	√			Create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning.	By using media, activities will be created to support the text book.
8	Broadcasting					
9	Journalism					
10	Advertising					
11	English for Tourism					

12	Public speaking					
Semester 8						
1	Skripsi					

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The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group	Item 2 can plan phases and timing of lessons with different objectives	Item 3 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons		
Semester 1						
1	Bahasa Indonesia					
2	Pengantar Ilmu Pendidikan					
3	Psikologi Perkembangan					
4	Basic Grammar					
5	Basic Listening					
6	Basic Speaking (Speaking For general Context)					
7	Basic Reading Comprehension					
Semester 2						
1	Pendidikan Agama					
2	Filsafat Ilmu dan logika					
3	Teori Belajar dan Pembelajaran					
4	Basic Writing (Introduction to Writing)					
5	Intermediate Grammar					

6	Intermediate Speaking (Speaking for Academic Purposes)					
7	Introduction to Linguistic					
Semester 3						
1	Pendidikan Pancasila					
2	Introduction to Literature					
3	Intermediate Writing (Writing for general Purpose)					
4	Intermediate Reading (Reading for Academic Purpose)					
5	Advance Listening (Interpretative Listening)					
6	TEFL Methodology					
7	English Articulatory Phonetics and Phonology					
Semester 4						
1	Pendidikan Kewarganegaraan					
2	Pengembangan Kurikulum					
3	Profesi Kependidikan					
4	Advanced Grammar					
5	Advanced Reading (Critical Reading)					
6	Advanced writing (Academic Writing)					
7	Cross and Multicultural Understanding					
Semester 5						
1	Metodologi penelitian					
2	English Morphology and Syntax.					
3	Introduction to ELT Research					
4	Sociolinguistics					
5	English Language Assessment					

6	Learning Material Development and Evaluation					
7	ELT Curriculum and Syllabus					
Semester 6						
1	Motivasi Usaha					
2	Advance Speaking (Speaking for Professional Contexts)					
3	Introduction to Semantics and Pragmatics					
4	Microteaching	√			Design teaching and learning components (syllabuses, lesson plans, learning materials, and assessments).	Use syllabus for preparing the lesson.
5	ICT in English Language Education					
6	ELT Research Methodology					
7	American Culture					
8	Prosaic Studies					
9	Phonetic Studies					
10	Cinema Studies					
11	Motivasi Usaha					
12	Advance Speaking (Speaking for Professional Contexts)					
Semester 7						
1	Pengantar Aplikasi Komputer					
2	Statistika					
3	Translation					
4	Current Issues in English Language Education					
5	ELT Management					
6	Learning Management System in ELT					
7	English for Young Learners					
8	Broadcasting					

9	Journalism					
10	Advertising					
11	English for Tourism					
12	Public speaking					
Semester 8						
1	Skripsi					

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The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials	Item 2 can design tasks to exploit the linguistic and communicative potential of materials	Item 3 can design tasks to meet individual needs as well as course objective.		
Semester 1						
1	Bahasa Indonesia					
2	Pengantar Ilmu Pendidikan					
3	Psikologi Perkembangan					
4	Basic Grammar					
5	Basic Listening					
6	Basic Speaking (Speaking For general Context)					
7	Basic Reading Comprehension					
Semester 2						
1	Pendidikan Agama					
2	Filsafat Ilmu dan logika					
3	Teori Belajar dan Pembelajaran					
4	Basic Writing (Introduction to Writing)					
5	Intermediate Grammar					
6	Intermediate Speaking					

	(Speaking for Academic Purposes)					
7	Introduction to Linguistic					
Semester 3						
1	Pendidikan Pancasila					
2	Introduction to Literature					
3	Intermediate Writing (Writing for general Purpose)					
4	Intermediate Reading (Reading for Academic Purpose)					
5	Advance Listening (Interpretative Listening)					
6	TEFL Methodology					
7	English Articulatory Phonetics and Phonology					
Semester 4						
1	Pendidikan Kewarganegaraan					
2	Pengembangan Kurikulum					
3	Profesi Kependidikan					
4	Advanced Grammar					
5	Advanced Reading (Critical Reading)					
6	Advanced writing (Academic Writing)					
7	Cross and Multicultural Understanding					
Semester 5						
1	Metodologi penelitian					
2	English Morphology and Syntax.					
3	Introduction to ELT Research					
4	Sociolinguistics					
5	English Language Assessment					
6	Learning Material					

	Development and Evaluation					
7	ELT Curriculum and Syllabus	√			Elaborate need analysis. Identify environment or situation analysis. Identify and analyse appropriate approach to curriculum design.	Plan the lesson by elaborating the need analysis, environment, and approach.
		√				
		√				
Semester 6						
1	Motivasi Usaha					
2	Advance Speaking (Speaking for Professional Contexts)					
3	Introduction to Semantics and Pragmatics					
4	Microteaching					
5	ICT in English Language Education					
6	ELT Research Methodology					
7	American Culture					
8	Prosaic Studies					
9	Phonetic Studies					
10	Cinema Studies					
11	Motivasi Usaha					
12	Advance Speaking (Speaking for Professional Contexts)					
Semester 7						
1	Pengantar Aplikasi Komputer					
2	Statistika					
3	Translation					
4	Current Issues in English Language Education					
5	ELT Management					
6	Learning Management					

	System in ELT					
7	English for Young Learners					
8	Broadcasting					
9	Journalism					
10	Advertising					
11	English for Tourism					
12	Public speaking					
Semester 8						
1	Skripsi					

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Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	Item 2 can design different tasks based on the same source material for use with learners at different levels	Item 3 can use analysis of learner difficulties in order to decide on action points for upcoming lessons		
Semester 1						
1	Bahasa Indonesia					
2	Pengantar Ilmu Pendidikan					
3	Psikologi Perkembangan					
4	Basic Grammar					
5	Basic Listening					
6	Basic Speaking (Speaking For general Context)					
7	Basic Reading Comprehension					
Semester 2						
1	Pendidikan Agama					
2	Filsafat Ilmu dan logika					
3	Teori Belajar dan Pembelajaran					
4	Basic Writing (Introduction to Writing)					
5	Intermediate Grammar					

6	Intermediate Speaking (Speaking for Academic Purposes)					
7	Introduction to Linguistic					
Semester 3						
1	Pendidikan Pancasila					
2	Introduction to Literature					
3	Intermediate Writing (Writing for general Purpose)					
4	Intermediate Reading (Reading for Academic Purpose)					
5	Advance Listening (Interpretative Listening)					
6	TEFL Methodology					
7	English Articulatory Phonetics and Phonology					
Semester 4						
1	Pendidikan Kewarganegaraan					
2	Pengembangan Kurikulum					
3	Profesi Kependidikan					
4	Advanced Grammar					
5	Advanced Reading (Critical Reading)					
6	Advanced writing (Academic Writing)					
7	Cross and Multicultural Understanding					
Semester 5						
1	Metodologi penelitian					
2	English Morphology and Syntax.					
3	Introduction to ELT Research					
4	Sociolinguistics					
5	English Language Assessment					

6	Learning Material Development and Evaluation		√		Classify taxonomy and its relevance to learning materials design.	
			√		Evaluate the use of textbooks into learning process.	
7	ELT Curriculum and Syllabus	√			Analyse goals, objectives, learning outcomes and sequencing in curriculum.	
Semester 6						
1	Motivasi Usaha					
2	Advance Speaking (Speaking for Professional Contexts)					
3	Introduction to Semantics and Pragmatics					
4	Microteaching					
5	ICT in English Language Education					
6	ELT Research Methodology					
7	American Culture					
8	Prosaic Studies					
9	Phonetic Studies					
10	Cinema Studies					
11	Motivasi Usaha					
12	Advance Speaking (Speaking for Professional Contexts)					
Semester 7						
1	Pengantar Aplikasi Komputer					
2	Statistika					
3	Translation					
4	Current Issues in English Language Education					
5	ELT Management					
6	Learning Management					

	System in ELT					
7	English for Young Learners	√				Manage and evaluate young learners' classroom
8	Broadcasting					
9	Journalism					
10	Advertising					
11	English for Tourism					
12	Public speaking					
Semester 8						
1	Skripsi					

University A
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	Item 2 can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	Item 3 can take responsibility for reviewing the curriculum and syllabuses for different courses		
Semester 1						
1	Bahasa Indonesia					
2	Pengantar Ilmu Pendidikan					
3	Psikologi Perkembangan					
4	Basic Grammar					
5	Basic Listening					
6	Basic Speaking (Speaking For general Context)					
7	Basic Reading Comprehension					
Semester 2						
1	Pendidikan Agama					
2	Filsafat Ilmu dan logika					
3	Teori Belajar dan Pembelajaran					
4	Basic Writing (Introduction to Writing)					

5	Intermediate Grammar					
6	Intermediate Speaking (Speaking for Academic Purposes)					
7	Introduction to Linguistic					
Semester 3						
1	Pendidikan Pancasila					
2	Introduction to Literature					
3	Intermediate Writing (Writing for general Purpose)					
4	Intermediate Reading (Reading for Academic Purpose)					
5	Advance Listening (Interpretative Listening)					
6	TEFL Methodology					
7	English Articulatory Phonetics and Phonology					
Semester 4						
1	Pendidikan Kewarganegaraan					
2	Pengembangan Kurikulum					
3	Profesi Kependidikan					
4	Advanced Grammar					
5	Advanced Reading (Critical Reading)					
6	Advanced writing (Academic Writing)					
7	Cross and Multicultural Understanding					
Semester 5						
1	Metodologi penelitian					
2	English Morphology and Syntax.					
3	Introduction to ELT Research					
4	Sociolinguistics					
5	English Language					

	Assessment					
6	Learning Material Development and Evaluation					
7	ELT Curriculum and Syllabus			√	Evaluate and develop learning-teaching program.	
				√	Identify and analyse the scopes of syllabus.	
				√	Apply a process of oriented syllabuses.	
Semester 6						
1	Motivasi Usaha					
2	Advance Speaking (Speaking for Professional Contexts)					
3	Introduction to Semantics and Pragmatics					
4	Microteaching					
5	ICT in English Language Education					
6	ELT Research Methodology					
7	American Culture					
8	Prosaic Studies					
9	Phonetic Studies					
10	Cinema Studies					
11	Motivasi Usaha					
12	Advance Speaking (Speaking for Professional Contexts)					
Semester 7						
1	Pengantar Aplikasi Komputer					
2	Statistika					
3	Translation					
4	Current Issues in English Language Education					

5	ELT Management					
6	Learning Management System in ELT					
7	English for Young Learners					
8	Broadcasting					
9	Journalism					
10	Advertising					
11	English for Tourism					
12	Public speaking					
Semester 8						
1	Skripsi					

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.1	Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can link a series of activities in a lesson plan, when given materials to do so		
Semester 1				
1	Fiqh			
2	Pendidikan Kewarganegaraan			
3	Bahasa Indonesia			
4	Grammar 1			
5	Vocabulary 1			
6	Reading 1			
7	Listening 1			
8	Speaking 1			
9	Pronunciation 1			
10	Psikologi Perkembangan Anak Sekolah Dasar			
11	Belajar dan Pembelajaran			
Semester 2				
1	Sejarah Peradaban Islam			
2	Pengantar Studi Islam			
3	Ilmu Alamiah Dasar			
4	Grammar 2			
5	Vocabulary 2			
6	Reading 2			
7	Listening 2			
8	Speaking 2			
9	Pronunciation 2			
Semester 3				

1	Ilmu Pendidikan Islam			
2	History of English			
3	Phonology 1			
4	Reading 3			
5	Listening 3			
6	Writing 1			
7	Speaking 3			
8	Introduction to Linguistics			
Semester 4				
1	Administrasi Pendidikan			
2	Reading 4			
3	Listening 4			
4	Writing 2			
5	Speaking 4			
6	Grammar 4			
7	Phonology 2			
8	Curriculum Development			
9	Method of Teaching			
10	Psycholinguistics			
Semester 5				
1	Tafsir Tardawiy			
2	Hadist Tarbawiy			
3	Extensive Reading			
4	Curriculum Analysis			
5	TEFL 1			
6	Writing 3			
7	Introduction to Literature			
8	Morphology			
9	Translation 1			
Semester 6				
1	Translation 2			
2	Writing 4			
3	TEFL 2			
4	Cross Cultural Understanding			
5	Lesson Planning	√	Recognize technique and method of teaching.	

		√	Recognize the steps of developing lesson plan.	
		√	Develop lesson plan.	
6	Metodologi Penelitian Pendidikan			
7	Language Testing 1			
Semester 7				
1	Contrastive and Error Analysis			
2	Language Testing 2			
3	Academic Writing			
Semester 8				
1	Skripsi			

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can find activities to supplement those in the textbook	Item 2 can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next	Item 3 can adjust lesson plans as instructed to take account of learning success and difficulties		
Semester 1						
1	Fiqh					
2	Pendidikan Kewarganegaraan					
3	Bahasa Indonesia					
4	Grammar 1					
5	Vocabulary 1					
6	Reading 1					
7	Listening 1					
8	Speaking 1					
9	Pronunciation 1					
10	Psikologi Perkembangan Anak Sekolah Dasar					
11	Belajar dan Pembelajaran					
Semester 2						
1	Sejarah Peradaban Islam					
2	Pengantar Studi Islam					
3	Ilmu Alamiah Dasar					
4	Grammar 2					
5	Vocabulary 2					

6	Reading 2				
7	Listening 2				
8	Speaking 2				
9	Pronunciation 2				
Semester 3					
1	Ilmu Pendidikan Islam				
2	History of English				
3	Phonology 1				
4	Reading 3				
5	Listening 3				
6	Writing 1				
7	Speaking 3				
8	Introduction to Linguistics				
Semester 4					
1	Administrasi Pendidikan				
2	Reading 4				
3	Listening 4				
4	Writing 2				
5	Speaking 4				
6	Grammar 4				
7	Phonology 2				
8	Curriculum Development				
9	Method of Teaching				
10	Psycholinguistics				
Semester 5					
1	Tafsir Tardawiy				
2	Hadist Tarbawiy				
3	Extensive Reading				
4	Curriculum Analysis				
5	TEFL 1				
6	Writing 3				
7	Introduction to Literature				
8	Morphology				
9	Translation 1				
Semester 6					
1	Translation 2				
2	Writing 4				

3	TEFL 2					
4	Cross Cultural Understanding					
5	Lesson Planning	√			Determine teaching media.	
6	Metodologi Penelitian Pendidikan					
7	Language Testing 1					
Semester 7						
1	Contrastive and Error Analysis					
2	Language Testing 2					
3	Academic Writing					
Semester 8						
1	Skripsi					

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group	Item 2 can plan phases and timing of lessons with different objectives	Item 3 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons		
Semester 1						
1	Fiqh					
2	Pendidikan Kewarganegaraan					
3	Bahasa Indonesia					
4	Grammar 1					
5	Vocabulary 1					
6	Reading 1					
7	Listening 1					
8	Speaking 1					
9	Pronunciation 1					
10	Psikologi Perkembangan Anak Sekolah Dasar					
11	Belajar dan Pembelajaran					
Semester 2						
1	Sejarah Peradaban Islam					
2	Pengantar Studi Islam					
3	Ilmu Alamiah Dasar					

4	Grammar 2					
5	Vocabulary 2					
6	Reading 2					
7	Listening 2					
8	Speaking 2					
9	Pronunciation 2					
Semester 3						
1	Ilmu Pendidikan Islam					
2	History of English					
3	Phonology 1					
4	Reading 3					
5	Listening 3					
6	Writing 1					
7	Speaking 3					
8	Introduction to Linguistics					
Semester 4						
1	Administrasi Pendidikan					
2	Reading 4					
3	Listening 4					
4	Writing 2					
5	Speaking 4					
6	Grammar 4					
7	Phonology 2					
8	Curriculum Development					
9	Method of Teaching					
10	Psycholinguistics					
Semester 5						
1	Tafsir Tardawiy					
2	Hadist Tarbawiy					
3	Extensive Reading					
4	Curriculum Analysis					
5	TEFL 1					
6	Writing 3					
7	Introduction to Literature					
8	Morphology					
9	Translation 1					
Semester 6						

1	Translation 2					
2	Writing 4					
3	TEFL 2					
4	Cross Cultural Understanding					
5	Lesson Planning	√			Develop KTSP.	
		√			Determine the indicators from basic competences.	
6	Metodologi Penelitian Pendidikan					
7	Language Testing 1					
Semester 7						
1	Contrastive and Error Analysis					
2	Language Testing 2					
3	Academic Writing					
Semester 8						
1	Skripsi					

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials	Item 2 can design tasks to exploit the linguistic and communicative potential of materials	Item 3 can design tasks to meet individual needs as well as course objective.		
Semester 1						
1	Fiqh					
2	Pendidikan Kewarganegaraan					
3	Bahasa Indonesia					
4	Grammar 1					
5	Vocabulary 1					
6	Reading 1					
7	Listening 1					
8	Speaking 1					
9	Pronunciation 1					
10	Psikologi Perkembangan Anak Sekolah Dasar					
11	Belajar dan Pembelajaran					
Semester 2						
1	Sejarah Peradaban Islam					
2	Pengantar Studi Islam					
3	Ilmu Alamiah Dasar					
4	Grammar 2					

5	Vocabulary 2					
6	Reading 2					
7	Listening 2					
8	Speaking 2					
9	Pronunciation 2					
Semester 3						
1	Ilmu Pendidikan Islam					
2	History of English					
3	Phonology 1					
4	Reading 3					
5	Listening 3					
6	Writing 1					
7	Speaking 3					
8	Introduction to Linguistics					
Semester 4						
1	Administrasi Pendidikan					
2	Reading 4					
3	Listening 4					
4	Writing 2					
5	Speaking 4					
6	Grammar 4					
7	Phonology 2					
8	Curriculum Development					
9	Method of Teaching					
10	Psycholinguistics					
Semester 5						
1	Tafsir Tardawiy					
2	Hadist Tarbawiy					
3	Extensive Reading					
4	Curriculum Analysis					
5	TEFL 1					
6	Writing 3					
7	Introduction to Literature					
8	Morphology					
9	Translation 1					
Semester 6						
1	Translation 2					

2	Writing 4					
3	TEFL 2					
4	Cross Cultural Understanding					
5	Lesson Planning					
6	Metodologi Penelitian Pendidikan					
7	Language Testing 1					
Semester 7						
1	Contrastive and Error Analysis					
2	Language Testing 2					
3	Academic Writing					
Semester 8						
1	Skripsi					

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	Item 2 can design different tasks based on the same source material for use with learners at different levels	Item 3 can use analysis of learner difficulties in order to decide on action points for upcoming lessons		
Semester 1						
1	Fiqh					
2	Pendidikan Kewarganegaraan					
3	Bahasa Indonesia					
4	Grammar 1					
5	Vocabulary 1					
6	Reading 1					
7	Listening 1					
8	Speaking 1					
9	Pronunciation 1					
10	Psikologi Perkembangan Anak Sekolah Dasar					
11	Belajar dan Pembelajaran					
Semester 2						
1	Sejarah Peradaban Islam					
2	Pengantar Studi Islam					
3	Ilmu Alamiah Dasar					

4	Grammar 2					
5	Vocabulary 2					
6	Reading 2					
7	Listening 2					
8	Speaking 2					
9	Pronunciation 2					
Semester 3						
1	Ilmu Pendidikan Islam					
2	History of English					
3	Phonology 1					
4	Reading 3					
5	Listening 3					
6	Writing 1					
7	Speaking 3					
8	Introduction to Linguistics					
Semester 4						
1	Administrasi Pendidikan					
2	Reading 4					
3	Listening 4					
4	Writing 2					
5	Speaking 4					
6	Grammar 4					
7	Phonology 2					
8	Curriculum Development					
9	Method of Teaching					
10	Psycholinguistics					
Semester 5						
1	Tafsir Tardawiy					
2	Hadist Tarbawiy					
3	Extensive Reading					
4	Curriculum Analysis					
5	TEFL 1					
6	Writing 3					
7	Introduction to Literature					
8	Morphology					
9	Translation 1					
Semester 6						

1	Translation 2					
2	Writing 4					
3	TEFL 2					
4	Cross Cultural Understanding					
5	Lesson Planning		√		Develop students' worksheet.	
6	Metodologi Penelitian Pendidikan					
7	Language Testing 1					
Semester 7						
1	Contrastive and Error Analysis					
2	Language Testing 2					
3	Academic Writing					
Semester 8						
1	Skripsi					

University B
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	Item 2 can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	Item 3 can take responsibility for reviewing the curriculum and syllabuses for different courses		
Semester 1						
1	Fiqh					
2	Pendidikan Kewarganegaraan					
3	Bahasa Indonesia					
4	Grammar 1					
5	Vocabulary 1					
6	Reading 1					
7	Listening 1					
8	Speaking 1					
9	Pronunciation 1					
10	Psikologi Perkembangan Anak Sekolah Dasar					
11	Belajar dan Pembelajaran					
Semester 2						
1	Sejarah Peradaban Islam					
2	Pengantar Studi Islam					

3	Ilmu Alamiah Dasar					
4	Grammar 2					
5	Vocabulary 2					
6	Reading 2					
7	Listening 2					
8	Speaking 2					
9	Pronunciation 2					
Semester 3						
1	Ilmu Pendidikan Islam					
2	History of English					
3	Phonology 1					
4	Reading 3					
5	Listening 3					
6	Writing 1					
7	Speaking 3					
8	Introduction to Linguistics					
Semester 4						
1	Administrasi Pendidikan					
2	Reading 4					
3	Listening 4					
4	Writing 2					
5	Speaking 4					
6	Grammar 4					
7	Phonology 2					
8	Curriculum Development	√				Understand how to design curriculum.
9	Method of Teaching					
10	Psycholinguistics					
Semester 5						
1	Tafsir Tardawiy					
2	Hadist Tarbawiy					
3	Extensive Reading					
4	Curriculum Analysis					
5	TEFL 1					
6	Writing 3					
7	Introduction to Literature					
8	Morphology					

9	Translation 1					
Semester 6						
1	Translation 2					
2	Writing 4					
3	TEFL 2					
4	Cross Cultural Understanding					
5	Lesson Planning	√		√	Develop syllabus.	
					Develop learning evaluation.	
6	Metodologi Penelitian Pendidikan					
7	Language Testing 1					
Semester 7						
1	Contrastive and Error Analysis					
2	Language Testing 2					
3	Academic Writing					
Semester 8						
1	Skripsi					

University C
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.1	Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can link a series of activities in a lesson plan, when given materials to do so		
Semester 1				
1	Agama			
2	English for International Communication			
3	Estetika Bahasa dan Seni			
4	Grammar for Interpersonal and Social Communication			
5	Diction in Discourse			
6	English in Social Discourse			
7	Landasan Kependidikan			
Semester 2				
1	Pancasila			
2	Perkembangan Peserta Didik			
3	English in Business Discourse			
4	English Phonetics and Phonology			
5	English in Literary Works			
6	English for Social Communication			
7	Introduction to Language			
8	Personality Development and Interpersonal Skills			
Semester 3				
1	Ilmu Alamiah Dasar			
2	Filsafat Ilmu			
3	English for Business Communication			

4	Grammar for Business Communication			
5	English Morphology			
6	Kewarganegaraan			
7	Language Learning and Teaching Theories			
8	Teori Belajar dan Pembelajaran			
Semester 4				
1	Bahasa Indonesia			
2	Pengembangan Profesi Kependidikan			
3	Public Speaking			
4	English in Academic Discourse			
5	Introduction to Functional Grammar			
6	Introduction to Translation			
7	Introduction to Research			
8	ELT Methodology			
Semester 5				
1	English for Academic Communication			
2	Practicum of Translation			
3	English Language Assessment			
4	Cross Culture Understanding			
5	Introduction to Discourse Analysis			
6	Curriculum and Materials Development			
7	Grammar for Academic Communication			
Semester 6				
1	Statistika			
2	Peer Teaching and Micro Teaching			
3	English Syntax			
4	English Language Education Management			
5	Elective 1: Discourse Analysis or Literary Appreciation			
6	Elective 2: Functional Grammar or Prose			
7	KKL			
8	Language Education Research Methodology			
Semester 7				
1	Current Issues and Policies in Education			
2	Internship/PKM			
3	KKN/Translation Management			

4	Elective 3: Sociolinguistics or Poetry			
Semester 8				
1	Skripsi			
2	Tugas Akhir Makalah Kompre			

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The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can find activities to supplement those in the textbook	Item 2 can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next	Item 3 can adjust lesson plans as instructed to take account of learning success and difficulties		
Semester 1						
1	Agama					
2	English for International Communication					
3	Estetika Bahasa dan Seni					
4	Grammar for Interpersonal and Social Communication					
5	Diction in Discourse					
6	English in Social Discourse					
7	Landasan Kependidikan					
Semester 2						
1	Pancasila					
2	Perkembangan Peserta Didik					
3	English in Business Discourse					
4	English Phonetics and Phonology					
5	English in Literary Works					

6	English for Social Communication					
7	Introduction to Language					
8	Personality Development and Interpersonal Skills					
Semester 3						
1	Ilmu Alamiah Dasar					
2	Filsafat Ilmu					
3	English for Business Communication					
4	Grammar for Business Communication					
5	English Morphology					
6	Kewarganegaraan					
7	Language Learning and Teaching Theories					
8	Teori Belajar dan Pembelajaran					
Semester 4						
1	Bahasa Indonesia					
2	Pengembangan Profesi Kependidikan					
3	Public Speaking					
4	English in Academic Discourse					
5	Introduction to Functional Grammar					
6	Introduction to Translation					
7	Introduction to Research					
8	ELT Methodology					
Semester 5						
1	English for Academic Communication					
2	Practicum of Translation					
3	English Language Assessment					
4	Cross Culture					

	Understanding					
5	Introduction to Discourse Analysis					
6	Curriculum and Materials Development					
7	Grammar for Academic Communication					
Semester 6						
1	Statistika					
2	Peer Teaching and Micro Teaching	√			Perform practice teaching activities in different EFL classroom setting.	
3	English Syntax					
4	English Language Education Management					
5	Elective 1: Discourse Analysis or Literary Appreciation					
6	Elective 2: Functional Grammar or Prose					
7	KKL					
8	Language Education Research Methodology					
Semester 7						
1	Current Issues and Policies in Education					
2	Internship/PKM			√	Demonstrate understanding of the implication of current theories on teaching profession, teaching skills, classroom management, and lesson planning to the actual language classrooms.	

3	KKN/Translation Management					
4	Elective 3: Sociolinguistics or Poetry					
Semester 8						
1	Skripsi					
2	Tugas Akhir Makalah Kompre					

University C
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group	Item 2 can plan phases and timing of lessons with different objectives	Item 3 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons		
Semester 1						
1	Agama					
2	English for International Communication					
3	Estetika Bahasa dan Seni					
4	Grammar for Interpersonal and Social Communication					
5	Diction in Discourse					
6	English in Social Discourse					
7	Landasan Kependidikan					
Semester 2						
1	Pancasila					
2	Perkembangan Peserta Didik					
3	English in Business Discourse					
4	English Phonetics and Phonology					
5	English in Literary Works					
6	English for Social Communication					
7	Introduction to Language					
8	Personality Development and					

	Interpersonal Skills					
Semester 3						
1	Ilmu Alamiyah Dasar					
2	Filsafat Ilmu					
3	English for Business Communication					
4	Grammar for Business Communication					
5	English Morphology					
6	Kewarganegaraan					
7	Language Learning and Teaching Theories					
8	Teori Belajar dan Pembelajaran					
Semester 4						
1	Bahasa Indonesia					
2	Pengembangan Profesi Kependidikan					
3	Public Speaking					
4	English in Academic Discourse					
5	Introduction to Functional Grammar					
6	Introduction to Translation					
7	Introduction to Research					
8	ELT Methodology					
Semester 5						
1	English for Academic Communication					
2	Practicum of Translation					
3	English Language Assessment					
4	Cross Culture Understanding					
5	Introduction to Discourse Analysis					
6	Curriculum and Materials Development					
7	Grammar for Academic Communication					
Semester 6						
1	Statistika					
2	Peer Teaching and Micro Teaching	√			Gain an understanding of the practice teaching principles and their application	
3	English Syntax					
4	English Language Education					

	Management					
5	Elective 1: Discourse Analysis or Literary Appreciation					
6	Elective 2: Functional Grammar or Prose					
7	KKL					
8	Language Education Research Methodology					
Semester 7						
1	Current Issues and Policies in Education					
2	Internship/PKM	√			Conduct micro-teaching with real materials.	
3	KKN/Translation Management					
4	Elective 3: Sociolinguistics or Poetry					
Semester 8						
1	Skripsi					
2	Tugas Akhir Makalah Kompre					

University C
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials	Item 2 can design tasks to exploit the linguistic and communicative potential of materials	Item 3 can design tasks to meet individual needs as well as course objective.		
Semester 1						
1	Agama					
2	English for International Communication					
3	Estetika Bahasa dan Seni					
4	Grammar for Interpersonal and Social Communication					
5	Diction in Discourse					
6	English in Social Discourse					
7	Landasan Kependidikan					
Semester 2						
1	Pancasila					
2	Perkembangan Peserta Didik					
3	English in Business Discourse					
4	English Phonetics and Phonology					
5	English in Literary Works					

6	English for Social Communication					
7	Introduction to Language					
8	Personality Development and Interpersonal Skills					
Semester 3						
1	Ilmu Alamiah Dasar					
2	Filsafat Ilmu					
3	English for Business Communication					
4	Grammar for Business Communication					
5	English Morphology					
6	Kewarganegaraan					
7	Language Learning and Teaching Theories					
8	Teori Belajar dan Pembelajaran					
Semester 4						
1	Bahasa Indonesia					
2	Pengembangan Profesi Kependidikan					
3	Public Speaking					
4	English in Academic Discourse					
5	Introduction to Functional Grammar					
6	Introduction to Translation					
7	Introduction to Research					
8	ELT Methodology					
Semester 5						
1	English for Academic Communication					
2	Practicum of Translation					
3	English Language Assessment					

4	Cross Culture Understanding					
5	Introduction to Discourse Analysis					
6	Curriculum and Materials Development	√			Reveals the terms associated with curriculum/syllabus principles and models and English teaching materials in written language with appropriate language structures and linguistic elements.	
7	Grammar for Academic Communication					
Semester 6						
1	Statistika					
2	Peer Teaching and Micro Teaching					
3	English Syntax					
4	English Language Education Management					
5	Elective 1: Discourse Analysis or					
	Literary Appreciation					
6	Elective 2: Functional Grammar or					
	Prose					
7	KKL					
8	Language Education Research Methodology					
Semester 7						
1	Current Issues and Policies in Education					
2	Internship/PKM	√			Develop practical techniques in classroom management, e.g. giving	

		√			instructions, managing classroom interactions and disciplines, asking effective questions, and providing constructive feedback. Write lesson plans for real teaching contexts with clear rationales.	
3	KKN/Translation Management					
4	Elective 3: Sociolinguistics or Poetry					
Semester 8						
1	Skripsi					
2	Tugas Akhir Makalah Kompre					

University C
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	Item 2 can design different tasks based on the same source material for use with learners at different levels	Item 3 can use analysis of learner difficulties in order to decide on action points for upcoming lessons		
Semester 1						
1	Agama					
2	English for International Communication					
3	Estetika Bahasa dan Seni					
4	Grammar for Interpersonal and Social Communication					
5	Diction in Discourse					
6	English in Social Discourse					
7	Landasan Kependidikan					
Semester 2						
1	Pancasila					
2	Perkembangan Peserta Didik					
3	English in Business Discourse					
4	English Phonetics and Phonology					
5	English in Literary Works					
6	English for Social Communication					
7	Introduction to Language					
8	Personality Development and Interpersonal Skills					
Semester 3						
1	Ilmu Alamiah Dasar					

2	Filsafat Ilmu					
3	English for Business Communication					
4	Grammar for Business Communication					
5	English Morphology					
6	Kewarganegaraan					
7	Language Learning and Teaching Theories					
8	Teori Belajar dan Pembelajaran					
Semester 4						
1	Bahasa Indonesia					
2	Pengembangan Profesi Kependidikan					
3	Public Speaking					
4	English in Academic Discourse					
5	Introduction to Functional Grammar					
6	Introduction to Translation					
7	Introduction to Research					
8	ELT Methodology					
Semester 5						
1	English for Academic Communication					
2	Practicum of Translation					
3	English Language Assessment					
4	Cross Culture Understanding					
5	Introduction to Discourse Analysis					
6	Curriculum and Materials Development					
7	Grammar for Academic Communication					
Semester 6						
1	Statistika					
2	Peer Teaching and Micro Teaching	√				Reflect on his/her practice
3	English Syntax					
4	English Language Education Management					
5	Elective 1: Discourse Analysis or					

	Literary Appreciation					
6	Elective 2: Functional Grammar or Prose					
7	KKL					
8	Language Education Research Methodology					
Semester 7						
1	Current Issues and Policies in Education					
2	Internship/PKM					
3	KKN/Translation Management					
4	Elective 3: Sociolinguistics or Poetry					
Semester 8						
1	Skripsi					
2	Tugas Akhir Makalah Kompre					

University C
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	Item 2 can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	Item 3 can take responsibility for reviewing the curriculum and syllabuses for different courses		
Semester 1						
1	Agama					
2	English for International Communication					
3	Estetika Bahasa dan Seni					
4	Grammar for Interpersonal and Social Communication					
5	Diction in Discourse					
6	English in Social Discourse					
7	Landasan Kependidikan					
Semester 2						
1	Pancasila					
2	Perkembangan Peserta Didik					
3	English in Business Discourse					
4	English Phonetics and Phonology					

5	English in Literary Works					
6	English for Social Communication					
7	Introduction to Language					
8	Personality Development and Interpersonal Skills					
Semester 3						
1	Ilmu Alamiah Dasar					
2	Filsafat Ilmu					
3	English for Business Communication					
4	Grammar for Business Communication					
5	English Morphology					
6	Kewarganegaraan					
7	Language Learning and Teaching Theories					
8	Teori Belajar dan Pembelajaran					
Semester 4						
1	Bahasa Indonesia					
2	Pengembangan Profesi Kependidikan					
3	Public Speaking					
4	English in Academic Discourse					
5	Introduction to Functional Grammar					
6	Introduction to Translation					
7	Introduction to Research					
8	ELT Methodology			√	Comparing and contrasting main features of currently popular ELT design.	
Semester 5						
1	English for Academic					

	Communication					
2	Practicum of Translation					
3	English Language Assessment					
4	Cross Culture Understanding					
5	Introduction to Discourse Analysis					
6	Curriculum and Materials Development			√	Write summaries of references that address the various English curriculum/syllabus models/design within the Content-based, Process-based, Product-based and Integrated Curriculum framework.	
				√	Find examples of curriculum, syllabus and English teaching materials developed with Content-based, Process-based, Product-based and Integrated Approaches approach	
				√	Write down the differences and equations of syllabus and English learning materials developed with Content-based, Process-based, Product-based and Integrated Curriculum approach.	
				√	Resulting in a critical	

		√			analysis of the curriculum, syllabus and English teaching materials that have been implemented in education in Indonesia in the form of written reports and oral presentations coherently with language elements in context. Design an outcomes-based English lesson plan for learning at SMP or SMA/ SMK level.	
7	Grammar for Academic Communication					
Semester 6						
1	Statistika					
2	Peer Teaching and Micro Teaching			√	Improve his/her teaching practice for actual classroom teaching preparation.	
3	English Syntax					
4	English Language Education Management					
5	Elective 1: Discourse Analysis or Literary Appreciation					
6	Elective 2: Functional Grammar or Prose					
7	KKL					
8	Language Education Research Methodology					
Semester 7						
1	Current Issues and					

	Policies in Education					
2	Internship/PKM			√	Reflect on present understanding of current theories on teaching profession, teaching skills, classroom management, and lesson planning.	
3	KKN/Translation Management					
4	Elective 3: Sociolinguistics or Poetry					
Semester 8						
1	Skripsi					
2	Tugas Akhir Makalah Kompre					

University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.1	Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can link a series of activities in a lesson plan, when given materials to do so		
Semester 1				
1	Pendidikan Agama I			
2	Pendidikan Pancasila			
3	Bahasa Indonesia			
4	Pendidikan Kepramukaan			
5	Literal Listening			
6	Basic Reading			
7	Basic English Grammar			
8	Pronunciation Practice			
9	Introduction to Linguistics			
10	Pengantar Pendidikan			
Semester 2				
1	Pendidikan Agama II			
2	Pendidikan Kewarganegaraan			
3	Speaking for Social Discourse			
4	Social Discourse Comprehension			
5	Sentence based Writing			
6	Complex English Grammar			
7	Phonetics and Phonology			
8	Introduction to Literature			
9	Psikologi Pendidikan dan Bimbingan Peserta Didik			
Semester 3				

1	Filsafat Pendidikan			
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan			
3	Critical Listening			
4	Speaking for Academic Purposes			
5	Critical Reading			
6	Paragraph based Writing			
7	Structure for TOEFL			
8	Morphology and Syntax			
9	Prose and Poetry			
10	English for Specific Purposes	√	Explain approaches to course design	
		√	Explain ESP syllabus	
		√	Explain the criteria of developing material	
		√	Explain the concept of developing material	
		√	Explain learning methodology	
11	Kurikulum dan Pembelajaran			
Semester 4				
1	Extensive Listening			
2	Public Speaking			
3	Genre based Writing			
4	Functional Grammar			
5	Semantics and Pragmatics			
6	Translation I			
7	Statistical Analysis			
8	Pengelolaan Pendidikan			
9	English for Business*			
10	English for Tourism*			
Semester 5				
1	Academic writing			
2	Sociolinguistics			
3	Translation II			

4	Cross Cultural Understanding			
5	Etika Profesi Pendidik dan Kependidikan			
6	English Learning Strategy			
7	Learning Planning on English Language Teaching	√	Explain the definition and the benefit of lesson planning	
		√	Explain how to plan lessons	
		√	Explain principles of lesson planning	
		√	Explain key classroom activities and tasks	
		√	Explain how to present lessons	
		√	Explain how to manage lessons	
		√	Explain how to deal with classroom discipline	
		√	Explain how to teach reading	
		√	Explain how to teach listening	
		√	Explain how to teach writing	
		√	Explain how to teach speaking	
8	English for Young Learners*			
9	English for Journalism*			
10	Discourse Analysis*			
Semester 6				
1	Psycholinguistics			
2	ICT in Language Teaching			
3	TEFL			
4	Evaluation on English Language Teaching			
5	Media and Learning Source Development			
6	Introduction to Research on ELT			
7	Pembinaan Kompetensi Mengajar (PKM)			

8	Editing*			
9	Entrepreneurship*			
Semester 7				
1	KKM			
2	Research Paper			
3	Research Methodology on ELT			
4	Seminar on ELT			
5	PPLK			
Semester 8				
1	Research Paper			

University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can find activities to supplement those in the textbook	Item 2 can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next	Item 3 can adjust lesson plans as instructed to take account of learning success and difficulties		
Semester 1						
1	Pendidikan Agama I					
2	Pendidikan Pancasila					
3	Bahasa Indonesia					
4	Pendidikan Kepramukaan					
5	Literal Listening					
6	Basic Reading					
7	Basic English Grammar					
8	Pronunciation Practice					
9	Introduction to Linguistics					
10	Pengantar Pendidikan					
Semester 2						
1	Pendidikan Agama II					
2	Pendidikan Kewarganegaraan					
3	Speaking for Social Discourse					
4	Social Discourse Comprehension					
5	Sentence based Writing					

6	Complex English Grammar					
7	Phonetics and Phonology					
8	Introduction to Literature					
9	Psikologi Pendidikan dan Bimbingan Peserta Didik					
Semester 3						
1	Filsafat Pendidikan					
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan					
3	Critical Listening					
4	Speaking for Academic Purposes					
5	Critical Reading					
6	Paragraph based Writing					
7	Structure for TOEFL					
8	Morphology and Syntax					
9	Prose and Poetry					
10	English for Specific Purposes					
11	Kurikulum dan Pembelajaran					
Semester 4						
1	Extensive Listening					
2	Public Speaking					
3	Genre based Writing					
4	Functional Grammar					
5	Semantics and Pragmatics					
6	Translation I					
7	Statistical Analysis					
8	Pengelolaan Pendidikan					
9	English for Business*					
10	English for Tourism*					
Semester 5						
1	Academic writing					
2	Sociolinguistics					
3	Translation II					
4	Cross Cultural Understanding					

5	Etika Profesi Pendidik dan Kependidikan					
6	English Learning Strategy					
7	Learning Planning on English Language Teaching					
8	English for Young Learners*					
9	English for Journalism*					
10	Discourse Analysis*					
Semester 6						
1	Psycholinguistics					
2	ICT in Language Teaching					
3	TEFL					
4	Evaluation on English Language Teaching					
5	Media and Learning Source Development					
6	Introduction to Research on ELT					
7	Pembinaan Kompetensi Mengajar (PKM)					
8	Editing*					
9	Entrepreneurship*					
Semester 7						
1	KKM					
2	Research Paper					
3	Research Methodology on ELT					
4	Seminar on ELT	√				Know appropriate skills and knowledge to revitalize effectively and efficiently.
5	PPLK					
Semester 8						
1	Research Paper					

University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group	Item 2 can plan phases and timing of lessons with different objectives	Item 3 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons		
Semester 1						
1	Pendidikan Agama I					
2	Pendidikan Pancasila					
3	Bahasa Indonesia					
4	Pendidikan Kepramukaan					
5	Literal Listening					
6	Basic Reading					
7	Basic English Grammar					
8	Pronunciation Practice					
9	Introduction to Linguistics					
10	Pengantar Pendidikan					
Semester 2						
1	Pendidikan Agama II					
2	Pendidikan Kewarganegaraan					
3	Speaking for Social					

	Discourse					
4	Social Discourse Comprehension					
5	Sentence based Writing					
6	Complex English Grammar					
7	Phonetics and Phonology					
8	Introduction to Literature					
9	Psikologi Pendidikan dan Bimbingan Peserta Didik					
Semester 3						
1	Filsafat Pendidikan					
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan					
3	Critical Listening					
4	Speaking for Academic Purposes					
5	Critical Reading					
6	Paragraph based Writing					
7	Structure for TOEFL					
8	Morphology and Syntax					
9	Prose and Poetry					
10	English for Specific Purposes					
11	Kurikulum dan Pembelajaran					
Semester 4						
1	Extensive Listening					
2	Public Speaking					
3	Genre based Writing					
4	Functional Grammar					
5	Semantics and Pragmatics					
6	Translation I					
7	Statistical Analysis					
8	Pengelolaan Pendidikan					
9	English for Business*					
10	English for Tourism*					
Semester 5						
1	Academic writing					

2	Sociolinguistics					
3	Translation II					
4	Cross Cultural Understanding					
5	Etika Profesi Pendidik dan Kependidikan					
6	English Learning Strategy					
7	Learning Planning on English Language Teaching					
8	English for Young Learners*					
9	English for Journalism*					
10	Discourse Analysis*					
Semester 6						
1	Psycholinguistics					
2	ICT in Language Teaching					
3	TEFL					
4	Evaluation on English Language Teaching					
5	Media and Learning Source Development					
6	Introduction to Research on ELT					
7	Pembinaan Kompetensi Mengajar (PKM)					
8	Editing*					
9	Entrepreneurship*					
Semester 7						
1	KKM					
2	Research Paper					
3	Research Methodology on ELT					
4	Seminar on ELT	√				Understand communicative approach for the teaching of English in elementary school in developing country
5	PPLK					

Semester 8

1	Research Paper					
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University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials	Item 2 can design tasks to exploit the linguistic and communicative potential of materials	Item 3 can design tasks to meet individual needs as well as course objective.		
Semester 1						
1	Pendidikan Agama I					
2	Pendidikan Pancasila					
3	Bahasa Indonesia					
4	Pendidikan Kepramukaan					
5	Literal Listening					
6	Basic Reading					
7	Basic English Grammar					
8	Pronunciation Practice					
9	Introduction to Linguistics					
10	Pengantar Pendidikan					
Semester 2						
1	Pendidikan Agama II					
2	Pendidikan Kewarganegaraan					
3	Speaking for Social Discourse					
4	Social Discourse Comprehension					

5	Sentence based Writing					
6	Complex English Grammar					
7	Phonetics and Phonology					
8	Introduction to Literature					
9	Psikologi Pendidikan dan Bimbingan Peserta Didik					
Semester 3						
1	Filsafat Pendidikan					
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan					
3	Critical Listening					
4	Speaking for Academic Purposes					
5	Critical Reading					
6	Paragraph based Writing					
7	Structure for TOEFL					
8	Morphology and Syntax					
9	Prose and Poetry					
10	English for Specific Purposes					
11	Kurikulum dan Pembelajaran					
Semester 4						
1	Extensive Listening					
2	Public Speaking					
3	Genre based Writing					
4	Functional Grammar					
5	Semantics and Pragmatics					
6	Translation I					
7	Statistical Analysis					
8	Pengelolaan Pendidikan					
9	English for Business*					
10	English for Tourism*					
Semester 5						
1	Academic writing					
2	Sociolinguistics					
3	Translation II					
4	Cross Cultural					

	Understanding					
5	Etika Profesi Pendidik dan Kependidikan					
6	English Learning Strategy					
7	Learning Planning on English Language Teaching					
8	English for Young Learners*					
9	English for Journalism*					
10	Discourse Analysis*					
Semester 6						
1	Psycholinguistics					
2	ICT in Language Teaching					
3	TEFL					
4	Evaluation on English Language Teaching					
5	Media and Learning Source Development					
6	Introduction to Research on ELT					
7	Pembinaan Kompetensi Mengajar (PKM)					
8	Editing*					
9	Entrepreneurship*					
Semester 7						
1	KKM					
2	Research Paper					
3	Research Methodology on ELT					
4	Seminar on ELT					
5	PPLK					
Semester 8						
1	Research Paper					

University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	Item 2 can design different tasks based on the same source material for use with learners at different levels	Item 3 can use analysis of learner difficulties in order to decide on action points for upcoming lessons		
Semester 1						
1	Pendidikan Agama I					
2	Pendidikan Pancasila					
3	Bahasa Indonesia					
4	Pendidikan Kepramukaan					
5	Literal Listening					
6	Basic Reading					
7	Basic English Grammar					
8	Pronunciation Practice					
9	Introduction to Linguistics					
10	Pengantar Pendidikan					
Semester 2						
1	Pendidikan Agama II					
2	Pendidikan Kewarganegaraan					
3	Speaking for Social Discourse					
4	Social Discourse					

	Comprehension					
5	Sentence based Writing					
6	Complex English Grammar					
7	Phonetics and Phonology					
8	Introduction to Literature					
9	Psikologi Pendidikan dan Bimbingan Peserta Didik					
Semester 3						
1	Filsafat Pendidikan					
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan					
3	Critical Listening					
4	Speaking for Academic Purposes					
5	Critical Reading					
6	Paragraph based Writing					
7	Structure for TOEFL					
8	Morphology and Syntax					
9	Prose and Poetry					
10	English for Specific Purposes					
11	Kurikulum dan Pembelajaran					
Semester 4						
1	Extensive Listening					
2	Public Speaking					
3	Genre based Writing					
4	Functional Grammar					
5	Semantics and Pragmatics					
6	Translation I					
7	Statistical Analysis					
8	Pengelolaan Pendidikan					
9	English for Business*					
10	English for Tourism*					
Semester 5						
1	Academic writing					
2	Sociolinguistics					
3	Translation II					

4	Cross Cultural Understanding					
5	Etika Profesi Pendidik dan Kependidikan					
6	English Learning Strategy					
7	Learning Planning on English Language Teaching					
8	English for Young Learners*					
9	English for Journalism*					
10	Discourse Analysis*					
Semester 6						
1	Psycholinguistics					
2	ICT in Language Teaching					
3	TEFL					
4	Evaluation on English Language Teaching					
5	Media and Learning Source Development					
6	Introduction to Research on ELT					
7	Pembinaan Kompetensi Mengajar (PKM)					
8	Editing*					
9	Entrepreneurship*					
Semester 7						
1	KKM					
2	Research Paper					
3	Research Methodology on ELT					
4	Seminar on ELT	√				Comprehend people's perceptions of curriculum as a local content for childhood.
5	PPLK					
Semester 8						
1	Research Paper					

University D
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	Item 2 can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	Item 3 can take responsibility for reviewing the curriculum and syllabuses for different courses		
Semester 1						
1	Pendidikan Agama I					
2	Pendidikan Pancasila					
3	Bahasa Indonesia					
4	Pendidikan Kepramukaan					
5	Literal Listening					
6	Basic Reading					
7	Basic English Grammar					
8	Pronunciation Practice					
9	Introduction to Linguistics					
10	Pengantar Pendidikan					
Semester 2						
1	Pendidikan Agama II					
2	Pendidikan Kewarganegaraan					
3	Speaking for Social Discourse					

4	Social Discourse Comprehension					
5	Sentence based Writing					
6	Complex English Grammar					
7	Phonetics and Phonology					
8	Introduction to Literature					
9	Psikologi Pendidikan dan Bimbingan Peserta Didik					
Semester 3						
1	Filsafat Pendidikan					
2	Pendidikan Lingkungan Sosial Budaya/Studi Kebantenan					
3	Critical Listening					
4	Speaking for Academic Purposes					
5	Critical Reading					
6	Paragraph based Writing					
7	Structure for TOEFL					
8	Morphology and Syntax					
9	Prose and Poetry					
10	English for Specific Purposes					
11	Kurikulum dan Pembelajaran					
Semester 4						
1	Extensive Listening					
2	Public Speaking					
3	Genre based Writing					
4	Functional Grammar					
5	Semantics and Pragmatics					
6	Translation I					
7	Statistical Analysis					
8	Pengelolaan Pendidikan					
9	English for Business*					
10	English for Tourism*					
Semester 5						
1	Academic writing					
2	Sociolinguistics					

3	Translation II					
4	Cross Cultural Understanding					
5	Etika Profesi Pendidik dan Kependidikan					
6	English Learning Strategy					
7	Learning Planning on English Language Teaching					
8	English for Young Learners*					
9	English for Journalism*					
10	Discourse Analysis*					
Semester 6						
1	Psycholinguistics					
2	ICT in Language Teaching					
3	TEFL					
4	Evaluation on English Language Teaching					
5	Media and Learning Source Development					
6	Introduction to Research on ELT					
7	Pembinaan Kompetensi Mengajar (PKM)					
8	Editing*					
9	Entrepreneurship*					
Semester 7						
1	KKM					
2	Research Paper					
3	Research Methodology on ELT					
4	Seminar on ELT	√			√	Understand the teaching of EFL in Indonesia context by taking the challenges and plans in the future. Comprehend people's

					perceptions of curriculum as a local content for childhood.	
5	PPLK					
Semester 8						
1	Research Paper					

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.1	Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can link a series of activities in a lesson plan, when given materials to do so		
Semester 1				
1	Intensive course			
2	Pronunciation			
3	Structure I			
Semester 2				
1	Listening I			
2	Speaking I			
3	Reading I			
4	Writing I			
5	Structure II			
6	Vocabulary I			
7	Pendidikan Pancasila			
8	Pendidikan Agama			
Semester 3				
1	Listening II			
2	Speaking II			
3	Reading			
4	Writing II			
5	Structure			
6	Introduction to Linguistics			
7	Pedagogy			
8	Developmental Psychology I			
Semester 4				

1	Speaking III			
2	Reading III			
3	Writing III			
4	Structure IV			
5	English Phonology			
6	Developmental Psychology II			
7	TEFL I			
8	Curriculum & Material Development			
Semester 5				
1	Speaking IV			
2	Reading IV			
3	Writing IV			
4	TEFL II			
5	TEYL			
6	Morphology & Syntax			
7	Language Testing			
Semester 6				
1	Micro-Teaching			
2	Discourse Analysis			
3	Scientific Writing			
4	Research Methodology			
5	Professional Ethics			
6	Drama			
7	Written Translation			
8	Etika Sosial			
Semester 7				
1	Teaching Practice	√	Apply appropriate teaching techniques, media, and other learning resources in conducting the class activities.	
2	Prose and Poetry			
3	Filsafat Manusia			
4	Seminar on Thesis Proposal			
5	Electives (Mata Kuliah Pilihan)			
Semester 8				
1	Thesis/ Non-Thesis			
2	Non Thesis (electives)			
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)				

1	Business Correspondence			
2	Presentation Skills			
3	Entrepreneurship			
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)				
1	Oral Translation			
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)				
1	Teaching Science in English			
2	Teaching Math in English			
3	Child Education	√	Understand the importance of play in a child's development.	
		√	Understand the roles of music-and-movements and other arts in a child's development.	
4	English Language Teaching Across Curriculum			
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)				
1	Computer-Assisted Language Learning (CALL)			
2	Language Proficiency Test Preparation			
3	Pedagogical			
Mata Kuliah Pilihan Lintas Prodi				
1	Komunikasi Lintas Budaya			
2	Fotografi			
3	Desain Grafis			
4	Dasar-dasar Jurnalistik			
5	Dasar-dasar Public Relations			

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 1.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can find activities to supplement those in the textbook	Item 2 can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next	Item 3 can adjust lesson plans as instructed to take account of learning success and difficulties		
Semester 1						
1	Intensive course					
2	Pronunciation					
3	Structure I					
Semester 2						
1	Listening I					
2	Speaking I					
3	Reading I					
4	Writing I					
5	Structure II					
6	Vocabulary I					
7	Pendidikan Pancasila					
8	Pendidikan Agama					
Semester 3						
1	Listening II					
2	Speaking II					
3	Reading					
4	Writing II					
5	Structure					
6	Introduction to Linguistics					

7	Pedagogy					
8	Developmental Psychology I					
Semester 4						
1	Speaking III					
2	Reading III					
3	Writing III					
4	Structure IV					
5	English Phonology					
6	Developmental Psychology II					
7	TEFL I					
8	Curriculum & Material Development	√				Find interesting and suitable materials in the internet
Semester 5						
1	Speaking IV					
2	Reading IV					
3	Writing IV					
4	TEFL II	√		√		Apply various kinds of teaching techniques in teaching the four language skills and language components. Make an effective lesson plan to teach a specific language item. Choose the appropriate media to teach language skills and components.
5	TEYL	√				Use various techniques to teach the language skills and components. Use appropriate media to teach a specific language item
6	Morphology & Syntax					

7	Language Testing					
Semester 6						
1	Micro-Teaching			√	Develop an appropriate lesson plan.	
2	Discourse Analysis					
3	Scientific Writing					
4	Research Methodology					
5	Professional Ethics					
6	Drama					
7	Written Translation					
8	Etika Sosial					
Semester 7						
1	Teaching Practice					
2	Prose and Poetry					
3	Filsafat Manusia					
4	Seminar on Thesis Proposal					
5	Electives (Mata Kuliah Pilihan)					
Semester 8						
1	Thesis/ Non-Thesis					
2	Non Thesis (electives)					
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)						
1	Business Correspondence					
2	Presentation Skills					
3	Entrepreneurship					
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)						
1	Oral Translation					
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)						
1	Teaching Science in English					
2	Teaching Math in English					
3	Child Education					
4	English Language Teaching Across Curriculum					
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)						
1	Computer-Assisted Language Learning (CALL)					
2	Language Proficiency Test					

	Preparation					
3	Pedagogical					
Mata Kuliah Pilihan Lintas Prodi						
1	Komunikasi Lintas Budaya					
2	Fotografi					
3	Desain Grafis					
4	Dasar-dasar Jurnalistik					
5	Dasar-dasar Public Relations					

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can use a syllabus and specified materials to prepare lesson plans that are balanced and meet the needs of the group	Item 2 can plan phases and timing of lessons with different objectives	Item 3 can compare learners' needs and refer to these in planning main and supplementary objectives for lessons		
Semester 1						
1	Intensive course					
2	Pronunciation					
3	Structure I					
Semester 2						
1	Listening I					
2	Speaking I					
3	Reading I					
4	Writing I					
5	Structure II					
6	Vocabulary I					
7	Pendidikan Pancasila					
8	Pendidikan Agama					
Semester 3						
1	Listening II					
2	Speaking II					
3	Reading					
4	Writing II					

5	Structure					
6	Introduction to Linguistics					
7	Pedagogy					
8	Developmental Psychology I					
Semester 4						
1	Speaking III					
2	Reading III					
3	Writing III					
4	Structure IV					
5	English Phonology					
6	Developmental Psychology II					
7	TEFL I					
8	Curriculum & Material Development					
Semester 5						
1	Speaking IV					
2	Reading IV					
3	Writing IV					
4	TEFL II					
5	TEYL			√	Show an understanding of children's development in learning English	
6	Morphology & Syntax					
7	Language Testing					
Semester 6						
1	Micro-Teaching					
2	Discourse Analysis					
3	Scientific Writing					
4	Research Methodology					
5	Professional Ethics					
6	Drama					
7	Written Translation					
8	Etika Sosial					
Semester 7						
1	Teaching Practice			√	Develop a lesson plan (for different levels of learners).	

			√		Manage teaching-learning time.	
2	Prose and Poetry					
3	Filsafat Manusia					
4	Seminar on Thesis Proposal					
5	Electives (Mata Kuliah Pilihan)					
Semester 8						
1	Thesis/ Non-Thesis					
2	Non Thesis (electives)					
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)						
1	Business Correspondence					
2	Presentation Skills					
3	Entrepreneurship					
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)						
1	Oral Translation					
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)						
1	Teaching Science in English					
2	Teaching Math in English					
3	Child Education					
4	English Language Teaching Across Curriculum					
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)						
1	Computer-Assisted Language Learning (CALL)					
2	Language Proficiency Test Preparation					
3	Pedagogical					
Mata Kuliah Pilihan Lintas Prodi						
1	Komunikasi Lintas Budaya					
2	Fotografi					
3	Desain Grafis					
4	Dasar-dasar Jurnalistik					
5	Dasar-dasar Public Relations					

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 2.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can plan a course or part of a course taking account of the syllabus, the needs of different students and the available materials	Item 2 can design tasks to exploit the linguistic and communicative potential of materials	Item 3 can design tasks to meet individual needs as well as course objective.		
Semester 1						
1	Intensive course					
2	Pronunciation					
3	Structure I					
Semester 2						
1	Listening I					
2	Speaking I					
3	Reading I					
4	Writing I					
5	Structure II					
6	Vocabulary I					
7	Pendidikan Pancasila					
8	Pendidikan Agama					
Semester 3						
1	Listening II					
2	Speaking II					
3	Reading					
4	Writing II					

5	Structure					
6	Introduction to Linguistics					
7	Pedagogy					
8	Developmental Psychology I					
Semester 4						
1	Speaking III					
2	Reading III					
3	Writing III					
4	Structure IV					
5	English Phonology					
6	Developmental Psychology II					
7	TEFL I					
8	Curriculum & Material Development	√			Modify and adjust materials according to the need	
		√			Make an integrated lesson plan.	
Semester 5						
1	Speaking IV					
2	Reading IV					
3	Writing IV					
4	TEFL II					
5	TEYL	√			Make a lesson plan to teach English integratively.	
6	Morphology & Syntax					
7	Language Testing					
Semester 6						
1	Micro-Teaching					
2	Discourse Analysis					
3	Scientific Writing					
4	Research Methodology					
5	Professional Ethics					
6	Drama					
7	Written Translation					
8	Etika Sosial					

Semester 7						
1	Teaching Practice		√		√	Develop and administer English test items to their students. Assess their students' English competence.
2	Prose and Poetry					
3	Filsafat Manusia					
4	Seminar on Thesis Proposal					
5	Electives (Mata Kuliah Pilihan)					
Semester 8						
1	Thesis/ Non-Thesis					
2	Non Thesis (electives)					
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)						
1	Business Correspondence					
2	Presentation Skills					
3	Entrepreneurship					
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)						
1	Oral Translation					
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)						
1	Teaching Science in English					
2	Teaching Math in English					
3	Child Education					
4	English Language Teaching Across Curriculum					
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)						
1	Computer-Assisted Language Learning (CALL)					
2	Language Proficiency Test Preparation					
3	Pedagogical					
Mata Kuliah Pilihan Lintas Prodi						
1	Komunikasi Lintas Budaya					
2	Fotografi					
3	Desain Grafis					

4	Dasar-dasar Jurnalistik					
5	Dasar-dasar Public Relations					

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.1			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can conduct a thorough needs analysis and use it to develop a detailed and balanced course plan that includes recycling and revision	Item 2 can design different tasks based on the same source material for use with learners at different levels	Item 3 can use analysis of learner difficulties in order to decide on action points for upcoming lessons		
Semester 1						
1	Intensive course					
2	Pronunciation					
3	Structure I					
Semester 2						
1	Listening I					
2	Speaking I					
3	Reading I					
4	Writing I					
5	Structure II					
6	Vocabulary I					
7	Pendidikan Pancasila					
8	Pendidikan Agama					
Semester 3						
1	Listening II					
2	Speaking II					
3	Reading					
4	Writing II					

5	Structure					
6	Introduction to Linguistics					
7	Pedagogy					
8	Developmental Psychology I					
Semester 4						
1	Speaking III					
2	Reading III					
3	Writing III					
4	Structure IV					
5	English Phonology					
6	Developmental Psychology II					
7	TEFL I					
8	Curriculum & Material Development					
Semester 5						
1	Speaking IV					
2	Reading IV					
3	Writing IV					
4	TEFL II					
5	TEYL					
6	Morphology & Syntax					
7	Language Testing					
Semester 6						
1	Micro-Teaching					
2	Discourse Analysis					
3	Scientific Writing					
4	Research Methodology					
5	Professional Ethics					
6	Drama					
7	Written Translation					
8	Etika Sosial					
Semester 7						
1	Teaching Practice					
2	Prose and Poetry					
3	Filsafat Manusia					
4	Seminar on Thesis Proposal					
5	Electives (Mata Kuliah					

	Pilihan)					
Semester 8						
1	Thesis/ Non-Thesis					
2	Non Thesis (electives)					
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)						
1	Business Correspondence					
2	Presentation Skills					
3	Entrepreneurship					
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)						
1	Oral Translation					
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)						
1	Teaching Science in English					
2	Teaching Math in English					
3	Child Education					
4	English Language Teaching Across Curriculum					
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)						
1	Computer-Assisted Language Learning (CALL)					
2	Language Proficiency Test Preparation					
3	Pedagogical					
Mata Kuliah Pilihan Lintas Prodi						
1	Komunikasi Lintas Budaya					
2	Fotografi					
3	Desain Grafis					
4	Dasar-dasar Jurnalistik					
5	Dasar-dasar Public Relations					

University E
The European Profiling Grid
Key Teaching Competences

Sub Competence: Lesson and Course Planning

No	Course	The EPG's Development Phase 3.2			Statements of Learning Outcomes in the Existing Syllabi	Remarks
		Item 1 can design specialised courses for different contexts that integrate communicative and linguistic content appropriate to the specialism	Item 2 can guide colleagues in assessing and taking account of differing individual needs in planning courses and preparing lessons	Item 3 can take responsibility for reviewing the curriculum and syllabuses for different courses		
Semester 1						
1	Intensive course					
2	Pronunciation					
3	Structure I					
Semester 2						
1	Listening I					
2	Speaking I					
3	Reading I					
4	Writing I					
5	Structure II					
6	Vocabulary I					
7	Pendidikan Pancasila					
8	Pendidikan Agama					
Semester 3						
1	Listening II					
2	Speaking II					
3	Reading					

4	Writing II					
5	Structure					
6	Introduction to Linguistics					
7	Pedagogy					
8	Developmental Psychology I					
Semester 4						
1	Speaking III					
2	Reading III					
3	Writing III					
4	Structure IV					
5	English Phonology					
6	Developmental Psychology II					
7	TEFL I					
8	Curriculum & Material Development			√	Develop a competences-based curriculum	
				√	Develop a syllabus based on the curriculum	
Semester 5						
1	Speaking IV					
2	Reading IV					
3	Writing IV					
4	TEFL II					
5	TEYL					
6	Morphology & Syntax					
7	Language Testing					
Semester 6						
1	Micro-Teaching					
2	Discourse Analysis					
3	Scientific Writing					
4	Research Methodology					
5	Professional Ethics					
6	Drama					
7	Written Translation					
8	Etika Sosial					
Semester 7						
1	Teaching Practice					

2	Prose and Poetry					
3	Filsafat Manusia					
4	Seminar on Thesis Proposal					
5	Electives (Mata Kuliah Pilihan)					
Semester 8						
1	Thesis/ Non-Thesis					
2	Non Thesis (electives)					
Daftar Mata Kuliah Pilihan (Kelompok Bisnis Semester Gasal)						
1	Business Correspondence					
2	Presentation Skills					
3	Entrepreneurship					
Daftar Mata Kuliah Pilihan (Kelompok Translation Semester Gasal)						
1	Oral Translation					
Daftar Mata Kuliah Pilihan (Kelompok Primary Level Education Semester Genap)						
1	Teaching Science in English					
2	Teaching Math in English					
3	Child Education					
4	English Language Teaching Across Curriculum					
Daftar Mata Kuliah Pilihan (Kelompok Lain-lain Semester Genap)						
1	Computer-Assisted Language Learning (CALL)					
2	Language Proficiency Test Preparation					
3	Pedagogical					
Mata Kuliah Pilihan Lintas Prodi						
1	Komunikasi Lintas Budaya					
2	Fotografi					
3	Desain Grafis					
4	Dasar-dasar Jurnalistik					
5	Dasar-dasar Public Relations					

Appendix 2

UNIVERSITY A

Course	Learning Outcomes of Existing Syllabi	Lesson and Course Planning Phase
<i>Teori Belajar & Pembelajaran</i>		
	<ul style="list-style-type: none"> • <i>Merancang strategi pembelajaran dengan integrasi model belajar/pembelajaran constructivism, problem base learning dan inquiry</i> 	1.2
	<ul style="list-style-type: none"> • <i>Merancang strategi pembelajaran dgn integrasi model belajar/pembelajaran Kreatif Produktif dan Multiple Intelligent</i> 	1.2
	<ul style="list-style-type: none"> • <i>Merancang strategi pembelajaran dengan integrasi model belajar / pembelajaran Holistic Education, Afektif, Reflektif dan Contextual Learning</i> 	1.2
	<ul style="list-style-type: none"> • <i>Merancang strategi pembelajaran dgn integrasi model belajar/pembelajaran Experiential Learning, Cooperative Learning dan Project Base Learning</i> 	1.2
	<ul style="list-style-type: none"> • <i>Merancang strategi pembelajaran dgn integrasi model belajar/pembelajaran Collaborative Learning dan Mastery Learning</i> 	1.2
English for Young Learners		
	<ul style="list-style-type: none"> • Manage and evaluate young learners' classroom 	3.1
	<ul style="list-style-type: none"> • Create lesson plan for teaching EYL using a variety of media in accordance with the purpose of learning. 	1.2
ELT Curriculum and Syllabus		
	<ul style="list-style-type: none"> • Elaborate need analysis 	2.2
	<ul style="list-style-type: none"> • Identify environment or situation analysis 	2.2
	<ul style="list-style-type: none"> • Analyze goals, objectives, learning outcomes and sequencing in curriculum 	3.1

	<ul style="list-style-type: none"> Identify and analyze appropriate approach to curriculum design 	2.2
	<ul style="list-style-type: none"> Evaluate and develop learning-teaching program 	3.2
	<ul style="list-style-type: none"> Identify and analyze the scopes of syllabus 	3.2
	<ul style="list-style-type: none"> Apply a process of oriented syllabuses 	3.2
Learning Material Development & Evaluation		
	<ul style="list-style-type: none"> Classify taxonomy and its relevance to learning materials design 	3.1
	<ul style="list-style-type: none"> Evaluate the use of textbooks into learning process 	3.1
Microteaching		
	<ul style="list-style-type: none"> Design teaching and learning components (syllabus, lesson plans, learning materials, and assessment). 	2.1

UNIVERSITY B

Course	Learning Outcomes of Existing Syllabi	Lesson and Course Planning Phase
Curriculum Development		
	<ul style="list-style-type: none"> • Understand how to design curriculum 	3.2
Lesson Planning		
	<ul style="list-style-type: none"> • Recognize technique and method of teaching 	1.1
	<ul style="list-style-type: none"> • Develop KTPS 	2.1
	<ul style="list-style-type: none"> • Determine the indicators from basic competences 	2.1
	<ul style="list-style-type: none"> • Develop syllabus 	3.2
	<ul style="list-style-type: none"> • Recognize the steps of developing lesson plan 	1.1
	<ul style="list-style-type: none"> • Develop lesson plan 	1.1
	<ul style="list-style-type: none"> • Determine teaching media 	1.2
	<ul style="list-style-type: none"> • Develop students' worksheet 	3.1
	<ul style="list-style-type: none"> • Develop learning evaluation 	3.2

UNIVERSITY C

Course	Learning Outcomes of Existing Syllabi	Lesson and Course Planning Phase
English Language Teaching Methodology		
	<ul style="list-style-type: none"> • Compare and contrast main features of currently popular ELT designs. 	3.2
Curriculum Material and Development		
	<ul style="list-style-type: none"> • Reveals the terms associated with curriculum / syllabus principles and models and English teaching materials in written language with appropriate language structures and linguistic elements. 	2.2
	<ul style="list-style-type: none"> • Write summaries of references that address the various English curriculum / syllabus models / design within the Content-based, Process-based, Product-based and Integrated Curriculum framework. 	3.2
	<ul style="list-style-type: none"> • Find examples of curriculum, syllabus and English teaching materials developed with Content-based, Process-based, Product-based and Integrated Approaches approach. 	3.2
	<ul style="list-style-type: none"> • Write down the differences and equations of syllabus and English learning materials developed with Content-based, Process-based, Product-based and Integrated Curriculum approaches. 	3.2
	<ul style="list-style-type: none"> • Result in a critical analysis of the curriculum, syllabus and English teaching materials that have been implemented in education in Indonesia in the form of written reports and oral presentations 	3.2

	coherently with language elements in context.	
	<ul style="list-style-type: none"> • Design an outcomes - based English lesson plan for learning at SMP or SMA / SMK level. 	3.2
Peer Teaching & Micro Teaching		
	<ul style="list-style-type: none"> • Gain an understanding of the practice teaching principles and their application; 	2.1
	<ul style="list-style-type: none"> • Perform practice teaching activities in different EFL classroom settings; 	1.2
	<ul style="list-style-type: none"> • Reflect on his/her practice; and 	3.1
	<ul style="list-style-type: none"> • Improve his/her teaching practice for actual classroom teaching preparation. 	3.2
PKM		
	<ul style="list-style-type: none"> • Demonstrate understanding of the implication of current theories on teaching profession, teaching skills, classroom management, and lesson planning to the actual language classrooms; 	1.2
	<ul style="list-style-type: none"> • Develop practical techniques in classroom management, e.g. giving instructions, managing classroom interactions and disciplines, asking effective questions, and providing constructive feedback, etc.; 	2.2
	<ul style="list-style-type: none"> • Write lesson plans for real teaching contexts with clear rationales; 	2.2
	<ul style="list-style-type: none"> • Conduct micro-teaching with real materials; 	2.1
	<ul style="list-style-type: none"> • Reflect on present understanding of current theories on teaching profession, teaching skills, classroom management, and lesson planning. 	3.2

UNIVERSITY D

Course	Learning Outcomes of Existing Syllabi	Lesson and Course Planning Phase
English for Specific Purpose (ESP)		
	• Explain approaches to course design	1.1
	• Explain ESP Syllabus	1.1
	• Explain the criteria of developing material	1.1
	• Explain the concept of developing material	1.1
	• Explain learning methodology	1.1
Learning Planning on English Language Teaching (ELT)		
	• Explain the definition and the benefit of lesson planning	1.1
	• Explain how to plan lessons	1.1
	• Explain principles of lesson planning	1.1
	• Explain key classroom activities and tasks	1.1
	• Explain how to present lessons	1.1
	• Explain how to manage lessons	1.1
	• Explain how to deal with classroom discipline	1.1
	• Explain how to teach reading	1.1
	• Explain how to teach listening	1.1
	• Explain how to teach writing	1.1
	• Explain how to teach speaking	1.1
Seminar on ELT		
	• Know appropriate skills and knowledge to revitalize effectively and efficiently.	1.2
	• Understand the teaching of EFL in Indonesia context by taking the challenges and plans in the future.	3.2
	• Understand communicative approach for the	2.1

	teaching of English in elementary school in developing country.	
	<ul style="list-style-type: none"> • Comprehend people's perceptions of curriculum as a local content for childhood. 	3.2
	<ul style="list-style-type: none"> • Comprehend what the strategies and method for handling the student's problems in English class. 	3.1

UNIVERSITY E

Course	Learning Outcomes of Existing Syllabi	Lesson and Course Planning Phase
Curriculum and Material Development		
	<ul style="list-style-type: none"> Develop a competence-based curriculum. 	3.2
	<ul style="list-style-type: none"> Develop a syllabus based on the curriculum. 	3.2
	<ul style="list-style-type: none"> Modify and adjust materials according to the need. 	2.2
	<ul style="list-style-type: none"> Make an integrated lesson plan. 	2.2
	<ul style="list-style-type: none"> Find interesting and suitable materials in the internet. 	1.2
Teaching English as Foreign Language II		
	<ul style="list-style-type: none"> Apply various kinds of teaching techniques in teaching the four language skills and language components. 	1.2
	<ul style="list-style-type: none"> Make an effective lesson plan to teach a specific language item. 	1.2
	<ul style="list-style-type: none"> Choose the appropriate media to teach language skills and components. 	1.2
Teaching English for Young Learners		
	<ul style="list-style-type: none"> Show an understanding of children's development in learning English. 	2.1
	<ul style="list-style-type: none"> Use various techniques to teach the language skills and components. 	1.2
	<ul style="list-style-type: none"> Use the appropriate media to teach a specific language item. 	1.2
	<ul style="list-style-type: none"> Make a lesson plan to teach English integratively. 	2.2
Micro Teaching		
	<ul style="list-style-type: none"> Develop an appropriate lesson plan. 	1.2
Teaching Practice		

	<ul style="list-style-type: none"> • Develop a lesson plan (for different levels of learners). 	2.1
	<ul style="list-style-type: none"> • Apply appropriate teaching techniques, media, and other learning resources in conducting the class activities. 	1.1
	<ul style="list-style-type: none"> • Manage teaching-learning time. 	2.1
	<ul style="list-style-type: none"> • Develop and administer English test items to their students. 	2.2
	<ul style="list-style-type: none"> • Assess their students' English competence. 	2.2
Child Education		
	<ul style="list-style-type: none"> • Understand the importance of play in a child's development. 	1.1
	<ul style="list-style-type: none"> • Understand the roles of music- and- movements and other arts in a child's development. 	1.1

Appendix 3

RANGE PHASE OF EXISTING SYLLABUS IN EPG

No.	INSTITUTION NAME	COURSE	SEMESTER	RANGE OF PHASE IN EPG
1.	Universitas Esa Unggul, Jakarta	<i>Teori Belajar & Pembelajaran</i>	2	1.2
		English for Young Learners	7	1.2; 3.1
		ELT Curriculum and Syllabus	5	2.2; 3.1; 3.2
		Learning Material Development & Evaluation	5	3.1
		Microteaching	6	2.1
2.	UIN Syarif Hidayatullah, Ciputat	Curriculum Development	4	3.2
		Lesson Planning	6	1.1; 1.2; 2.1; 3.1; 3.2
3.	Universitas Negeri Jakarta (UNJ)	English Language Teaching Methodology	4	3.2
		Curriculum Material & Development	5	2.2; 3.2
		Peer Teaching & Micro Teaching	6	1.2; 2.1; 3.1; 3.2
		PKM/ Internship (Pengembangan Kompetensi Mengajar)	7	1.2; 2.1; 2.2; 3.2
4.	Univ. Sultan Ageng Tirtayasa (UNTIRTA), Banten	English for Specific Purpose (ESP)	3	1.1
		Learning Planning on English Language Teaching (ELT)	5	1.1
		Seminar on ELT	7	1.2; 2.1; 3.1; 3.2
5.	Univ Kristen Widya Mandala, Surabaya	Curriculum & Material Development	4	1.2; 2.2; 3.2
		Teaching English as Foreign language II	5	1.2
		Teaching English for Young Learners	5	1.2; 2.1; 2.2
		Micro Teaching	6	1.2
		Teaching Practice	7	1.1; 2.1; 2.2
		Child Education	Elective in 2/4/6	1.1

Appendix 4

University A

EPG's Phase	Total Items in EPG	Item 1	Item 2	Item 3	Total
1.1	1	x			0
1.2	3	√	x	√	2
2.1	3	√	x	x	1
2.2	3	√	x	x	1
3.1	3	√	√	x	2
3.2	3	x	x	√	1
	Total Items EPG = 16				

Phase	Item	Total items in the existing	Course
1.1	1	-	-
1.2	1	1	English for Young Learners
	2	-	-
	3	5	<i>Teori Belajar & Pembelajaran</i>
2.1	1	1	Microteaching
	2	-	-
	3	-	-
2.2	1	3	ELT Curriculum & Syllabus
	2	-	-
	3	-	-
3.1	1	2	ELT Curriculum & Syllabus; English for Young Learners
	2	2	Learning Material Development & Evaluation
	3	-	-
3.2	1	-	-
	2	-	-
	3	3	ELT Curriculum & Syllabus

University B

EPG's Phase	Total Items in EPG	Item 1	Item 2	Item 3	Total
1.1	1	√			1
1.2	3	√	x	x	1
2.1	3	√	x	x	1
2.2	3	x	x	x	0
3.1	3	x	√	x	1
3.2	3	√	√	x	2
	Total Items EPG = 16				

Phase	Item	Total items in the existing	Course
1.1	1	3	Lesson Planning
1.2	1	1	Lesson Planning
	2	-	-
	3	-	-
2.1	1	2	Lesson Planning
	2	-	-
	3	-	-
2.2	1	-	-
	2	-	-
	3	-	-
3.1	1	-	-
	2	1	Lesson Planning
	3	-	-
3.2	1	2	Curriculum Development; Lesson Planning
	2	1	Lesson Planning
	3	-	-

University C

EPG's Phase	Total Items in EPG	Item 1	Item 2	Item 3	Total
1.1	1	x			0
1.2	3	√	x	√	2
2.1	3	√	x	x	1
2.2	3	√	x	x	1
3.1	3	√	x	x	1
3.2	3	√	x	√	2
	Total Items EPG = 16				

Phase	Item	Total items in the existing	Course
1.1	1	-	-
1.2	1	1	Peer Teaching & Micro Teaching
	2	-	-
	3	1	Internship/PKM
2.1	1	2	Peer Teaching & Micro Teaching; Internship/PKM
	2	-	-
	3	-	-
2.2	1	3	Peer Teaching & Micro Teaching; Internship/PKM
	2	-	-
	3	-	-
3.1	1	1	Peer Teaching & Micro Teaching
	2	-	-
	3	-	-
3.2	1	1	CMD
	2	-	-
	3	7	ELT Methodology; CMD; Peer Teaching & Micro Teaching; Internship/PKM

University D

EPG's Phase	Total Items in EPG	Item 1	Item 2	Item 3	Total
1.1	1	√			1
1.2	3	√	x	x	1
2.1	3	√	x	x	1
2.2	3	x	x	x	0
3.1	3	√	x	x	1
3.2	3	√	x	√	2
	Total Items EPG = 16				

Phase	Item	Total items in the existing	Course
1.1	1	16	English for Specific Purpose (ESP); Learning Planning on English Language Teaching
1.2	1	1	Seminar on ELT
	2	-	-
	3	-	-
2.1	1	1	Seminar on ELT
	2	-	-
	3	-	-
2.2	1	-	-
	2	-	-
	3	-	-
3.1	1	1	Seminar on ELT
	2	-	-
	3	-	-
3.2	1	1	Seminar on ELT
	2	-	-
	3	1	Seminar on ELT

University E

EPG's Phase	Total Items in EPG	Item 1	Item 2	Item 3	Total
1.1	1	√			1
1.2	3	√	x	√	2
2.1	3	x	√	√	2
2.2	3	√	√	√	3
3.1	3	x	x	x	0
3.2	3	x	x	√	1
	Total Items EPG = 16				

Phase	Item	Total items in the existing	Course
1.1	1	3	Teaching Practice; Child Education
1.2	1	5	Curriculum Material & Development (CMD); TEFL II; Teaching English for Young Learner (EYL)
	2	-	-
	3	2	TEFL II; Micro-Teaching
2.1	1	-	-
	2	1	Teaching Practice
	3	2	TEYL; Teaching Practice
2.2	1	3	CMD; TEYL
	2	1	Teaching Practice
	3	1	Teaching Practice
3.1	1	-	-
	2	-	-
	3	-	-
3.2	1	-	-
	2	-	-
	3	2	CMD

Appendix 5

University	Development Phase					
	1.1	1.2	2.1	2.2	3.1	3.2
University A	0	2	1	1	2	1
University B	1	1	1	0	1	2
University C	0	2	1	1	1	2
University D	1	1	1	0	1	2
University E	1	2	2	3	0	1

University	Development Phase					
	1.1	1.2	2.1	2.2	3.1	3.2
University A	0%	12.5%	6.25%	6.25%	12.5%	6.25%
University B	6.25%	6.25%	6.25%	0%	6.25%	12.5%
University C	0%	12.5%	6.25%	6.25%	6.25%	12.5%
University D	6.25%	6.25%	6.25%	0%	6.25%	12.5%
University E	6.25%	12.5%	12.5%	18.75%	0%	6.25%

Development Phase	Percentage
1.1	3.75%
1.2	10%
2.1	7.5%
2.2	6.25%
3.1	6.25%
3.2	10%



Nabillah Ramadhan adalah putri ketiga dari Syahrial dan Siti Anda Minarni yang dilahirkan di Jakarta pada tanggal 31 Maret 1992. Jenjang pendidikan formal yang telah dilalui penulis antara lain SDN Pondok Kopi 08 Pagi 1997-2003, SMPN 252 Jakarta Timur 2003-2006, SMAN 12 Klender 2006-2009, Universitas Muhammadiyah Prof. Dr. HAMKA 2009-2013 fakultas Keguruan dan Ilmu Pendidikan, jurusan Pendidikan Bahasa Inggris, dan pada tahun 2015 penulis diterima sebagai mahasiswa Program Magister Pendidikan Bahasa Inggris, Universitas Negeri Jakarta.

Penulis berpengalaman mengajar ditingkat SD, SMP, SMA, hingga jenjang persiapan TOEFL mahasiswa universitas. Saat ini penulis mengajar disekolah tingkat SMP dan SMA dan aktif menjadi guru privat Bahasa Inggris untuk semua level pendidikan.