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SATUAN ACARA PERKULIAHAN

Program Studi : Ilmu Komunikasi

Fakultas : Psikologi dan Ilmu Sosial Budaya

Kode Mata Kuliah : 10001711 Nama Mata Kuliah : Bahasa Inggris

Kelompok Mata Kuliah : MPK Semester : 1 - Ganjil

SKS : 2

Dosen : Ririn Kurnia Trisnawati, S.S

| Pertemuan | Kompetensi Dasar | Topik Bahasan dan Sub Topik Bahasan | Indikator Pencapaian | Strategi Pembelajaran | Alokasi Waktu | Media Pembelajaran | Evaluasi | Referensi Sumber Bahan |
|-----------|--|--|--|---|---|---|---------------------------------|---------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Pertama | * Students are to understand, to comprehend and to apply the integrated major skills in English i.e. Speaking, Listening, Reading and Writing based on particular topics distributed, equipped vocabulary and Introduction to TOEFL. | * Introduction to the course * Oral Self-Introduction * Personal Information i.e. name, address, job, etc. | * Students are able to understand, and demonstrate oral self-introduction. * Students are able to comprehend and to practice filling information card. | Lecture and discussion, Students' interview, Students' performance in front of the class. | 100 minutes. 30 minutes for describing learning contract. 20 minutes for describing personal introduction. 30 minutes for students' working. 15 minutes for students' performance. 5 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. | References ate listed. |

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|-----------|--------------------|---|---|---|---|---|---|---------------------------|
| | * Students are to | | | | | | | |
| | apply various | | | | | | | |
| | conversations and | | | | | | | |
| | talks, reading | | | | | | | |
| | passages, writing | | | | | | | |
| | texts e.g. job | | | | | | | |
| | application | | | | | | | |
| | documents. and | | | | | | | |
| | some language | | | | | | | |
| | focuses related to | | | | | | | |
| | their major. | | | | | | | |
| Kedua | | * Written Self-introduction focusing on describing appearance | Students are able to understand, and demonstrate written self-introduction. * Students are able to comprehend and to practice writing people's performance and appearance. | Lecture and modeling discussion, Small group distribution, Students' peer correction. | 100 minutes. 40 minutes for lecture and discussion. 20 minutes for students' working. 30 minutes for students' group discussion and peer correction. 10 minutes for | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Assignment Hand in. | |
| 1 | | | | | minutes for closing. | | | |



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|-----------|------------------|--|---|---|--|---|---|---------------------------|
| Ketiga | | * Film Technology: Charlie Chaplin * Written Recount Text and Past Tense. | Students are able to understand, and demonstrate written recount texts. * Students are able to comprehend and to analyze the usage of past tense. | Lecture and modeling discussion, Small group distribution, Students Class Game and peer correction. | 100 minutes. 40 minutes for lecture and discussion. 20 minutes for students' working. 30 minutes for students' group discussion and peer correction. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Assignment Hand in. | |
| Keempat | | * Film Technology: Special Effects * Various sentence structures | Students are able to understand, and analyze sentence structures. * Students are able to demonstrate using and writing simple texts with various sentence structures. | Lecture and modeling discussion, Individual Task. | 100 minutes. 40 minutes for lecture and discussion. 30 minutes for students' working. 20 minutes for students' group discussion and peer correction. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Assignment Hand in. QUIZ 1 | |
| Kelima | | * Writing Fluency and Accuracy * Subject and Verb Agreement in sentences. | Students are able to understand, and analyze accurate written texts, subject and verb agreement. * Students are able to demonstrate using and writing accurate and fluent sentences. | Lecture and modeling discussion, Individual Task and peer correction. | 100 minutes. 40 minutes for lecture and discussion. 30 minutes for students' working. 20 minutes for students' group discussion and peer correction. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Assignment Hand in. | |

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|-----------|------------------|--|---------------------------------|--------------------------|---------------------|-----------------------|----------------|---------------------------|
| | | * Writing Descriptive Texts | Students are able to | Lecture and | 100 minutes. 40 | LCD, Laptop, | Students' | |
| | | | understand, and analyze what | modeling discussion, | minutes for lecture | whiteboard, | active | |
| | | * Editing Descriptive Texts | a descriptive text is. | Individual Task and | and discussion. 30 | marker, Sound | participation. | |
| | | | * Students are able to | peer correction. | minutes for | system and | Projects hand | |
| | | | differentiate descriptive texts | Group students | students' working. | English Module. | in. | |
| Keenam | | | from various magazines and | projects | 20 minutes for | | | |
| ncenum | | | newspapers. | | students' group | | | |
| | | | * Students are able to | | discussion and peer | | | |
| | | | fluently demonstrate writing | | correction. 10 | | | |
| | | | accurate descriptive texts. | | minutes for | | | |
| | | | | - | closing. | | | |
| | | * Communication Science and | * Students are able to | Lecture and | 100 minutes. 40 | LCD, Laptop, | Students' | |
| | | Internet: Reading Passage and | understand, and analyze the | modeling discussion, | minutes for lecture | whiteboard, | active | |
| | | Analysis. | texts. | Worksheet task | and discussion. 30 | marker, Sound | participation. | |
| | | | * Students are able to | doing, | minutes for | system and | | |
| | | | differentiate descriptive texts | Presentation among | students' working. | English Module. | | |
| Vaturiala | | | from various magazines and | small groups. | 20 minutes for | | | |
| Ketujuh | | | newspapers. | | students' group | | | |
| | | | * Students are able to | | discussion and peer | | | |
| | | | fluently demonstrate writing | | correction. 10 | | | |
| | | | accurate descriptive texts. | | minutes for | | | |
| | | | | | closing. | | | |

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|------------------|--|---|--|--|--|---|--|
| | * Informative Speech * The order of informative speech: introduction, body and closing. | * Students are able to understand, and analyze what an informative speech is, its order and some used expressions. * Students are able to demonstrate making informative speech draft and informative speech delivery. | Lecture and modeling discussion, Speech contest project | 100 minutes. 40 minutes for lecture and discussion. 30 minutes for students' working. 20 minutes for students' group discussion and peer correction. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Speech draft submission. | |
| | * Changing Communication: information exchange. * Summary and Simple Abstract Composition | * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. * Students are able to | Lecture and modeling discussion, Students Group discussion, Jigsaw Reading Game. | 100 minutes. 30 minutes for lecture and discussion. 30 minutes for students' group discussion and peer correction. 30 minutes for making summary/abstract. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Projects hand in. | |
| | Kompetensi Dasar | * Changing Communication: information exchange. * Summary and Simple Abstract | * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Students are able to understand, and analyze what an informative speech is, its order and some used expressions. * Students are able to demonstrate making informative speech delivery. * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. | * The order of informative speech: introduction, body and closing. * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Students are able to understand, and analyze what an informative speech is, its order and some used expressions. * Students are able to demonstrate making informative speech delivery. * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. | * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Summary and Simple Abstract Composition * Students are able to understand, and analyze what an informative speech is, its order and some used expressions. * Students are able to demonstrate making informative speech draft and information exchange. * Students are able to understand how information exchange could happen among readers, how to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. | * Informative Speech * Informative Speech * The order of informative speech: introduction, body and closing. * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Students are able to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to understand composition exchange. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to understand composition of summary and abstract. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. | * Informative Speech * The order of informative speech is, its order and some used closing. * Changing Communication: information exchange. * Summary and Simple Abstract Composition * Summary and Simple Abstract * Students are able to understand how information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to understand how information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to understand composition of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students and brown internation exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchange. * Students are able to analyze causes and effects of information exchan |





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|----------------|------------------|---|--|---|--|---|---|---------------------------|
| Kesepuluh | | * Students' Work Presentation: Summary/ Abstract * Members of conference: MC, moderator, presenter, and minute taker. | * Students are able to understand and imitate the members of a conference. * Students are able to demonstrate their summary and abstract and demonstrate their language proficiency on informative speech. | Lecture and modeling discussion, Students Presentation, | 100 minutes. 20 minutes for lecture and discussion. 60 minutes for students' working/ presentation. 20 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Students' presentation. Paper Submission. | |
| Kesebelas | | * Argumentative Speech * The order of argumentative speech: introduction, body and closing. | * Students are able to understand, and analyze what an argumentative speech is, its order and some used expressions. * Students are able to demonstrate making argumentative speech draft and argumentative speech delivery. | Lecture and modeling discussion, Debate contest project | 100 minutes. 20 minutes for lecture and discussion. 20 minutes for students' working. 50 minutes for students' performance. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Speech draft submission. | |
| Kedua belas | | * Reading Job vacancy Advertisement and application document (application letter) | * Students are able to understand, and analyze Job vacancy Advertisement and application document (application letter) * Students are able to demonstrate making Job vacancy Advertisement and application document (application letter). | Lecture and modeling discussion, Worksheet task doing, Presentation among small groups. | 100 minutes. 40 minutes for lecture and discussion. 30 minutes for students' working. 20 minutes for students' group discussion and peer correction. 10 minutes for closing. | LCD, Laptop, whiteboard, marker, Sound system and English Module. | Students' active participation. Application document submission. | |

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|-----------|------------------|--|-----------------------------|--------------------------|---------------------|-----------------------|----------------|---------------------------|
| | | * Reading Job vacancy | * Students are able to | Lecture and | 100 minutes. 40 | LCD, Laptop, | Students' | |
| | | Advertisement and application | understand, and analyze Job | modeling discussion, | minutes for lecture | whiteboard, | active | |
| | | document (CV and Resume) | vacancy Advertisement and | Worksheet task | and discussion. 30 | marker, Sound | participation. | |
| | | | application document (CV | doing, | minutes for | system and | Application | |
| | | | and Resume) | Presentation among | students' working. | English Module. | document | |
| Ketiga | | | | small groups. | 20 minutes for | | submission. | |
| belas | | | * Students are able to | | students' group | | | |
| | | | demonstrate making Job | | discussion and peer | | | |
| | | | vacancy Advertisement and | | correction. 10 | | | |
| | | | application document | | minutes for | | | |
| | | | (CV and resume). | | closing. | | | |
| | | * Conducting Job Interview | * Students are able to | Lecture and | 100 minutes. 40 | LCD, Laptop, | Students' | |
| | | | understand, and analyze how | modeling discussion, | minutes for lecture | whiteboard, | active | |
| | | * What Job interview questions | job interview is conducted | Worksheet task | and discussion. 30 | marker, Sound | participation. | |
| | | are. | and what the possible | doing, | minutes for | system and | | |
| Keempat | | | questions are. | Presentation among | students' working. | English Module. | | |
| _ | | * Making draft for Job Interview | | small groups. | 20 minutes for | | | |
| belas | | conversation. | * Students are able to | | students' group | | | |
| | | | demonstrate Job interview. | | discussion and peer | | | |
| | | | | | correction. 10 | | | |
| | | | | | minutes for | | | |
| | | | | | closing. | | | |



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|-----------|------------------|--|--|--|--|----------------------------|------------------------|---------------------------|
| | | * Introduction To TOEFL : | * Students are able to | Lecture and | 100 minutes. 50 | LCD, Laptop, | Students' | |
| | | Listening Skill | understand, and analyze what | modeling discussion, | minutes for lecture | whiteboard, | active | |
| | | | TOEFL is: listening. | Worksheet task | and discussion. 30 | marker, Sound | participation. | |
| | | | * Students are able to | doing. | minutes for | system and | QUIZ 2. | |
| Kelima | | | demonstrate ability taken | | students' working. | English Module. | | |
| belas | | | from some TOEFL Listening | | 10 minutes for | | | |
| | | | Learning strategies. | | students' group | | | |
| | | | | | discussion and peer | | | |
| | | | | | correction. 10 | | | |
| | | | | | minutes for | | | |
| | | * Introduction To TOEFL : | * Students are able to | I active and | closing. 100 minutes. 50 | I CD Lanton | Students' | |
| | | | | Lecture and | | LCD, Laptop, whiteboard, | | |
| | | Structure and Reading Skills | understand, and analyze what TOEFL is: structure and | modeling discussion, Worksheet task | minutes for lecture and discussion. 30 | · · | active | |
| | | | reading tests. | doing. | minutes for | marker, Sound | participation. QUIZ 2. | |
| | | | reading tests. | donig. | students' working. | system and English Module. | QUIZ 2. | |
| Keenam | | | * Students are able to | | 10 minutes for | English Wodule. | | |
| belas | | | demonstrate ability taken | | students' group | | | |
| | | | from some TOEFL structure | | discussion and peer | | | |
| | | | and reading Learning | | correction. 10 | | | |
| | | | strategies. | | minutes for | | | |
| | | | Strategies. | | closing. | | | |

| Disahkan Oleh | Diperiksa Oleh | Disiapkan Oleh |
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| Tanggal: 3 September 2008 | Tanggal: 3 September 2008 | Tanggal: 3 September 2008 |
| Dekan, | Ketua Prodi, | Dosen Pengampu Mata Kuliah, |
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| H. Fuad Nashori, S.Psi., M.Si. Psi | Masduki, M.Si. | Ririn Kurnia Trisnawati, S.S |