



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
MICROTEACHING	8820302148		T=2 P=0 ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
PLO-11	Applying applied linguistics concepts in English learning.																																																																																																					
PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																																					
	Program Objectives (PO)																																																																																																					
PO - 1	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities																																																																																																					
PO - 2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities																																																																																																					
PO - 3	Mastering linguistic concepts, learning methodology, TEFL concepts in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language																																																																																																					
PO - 4	Demonstrating the process of English instruction by designing lesson plans and using various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities																																																																																																					
	PLO-PO Matrix																																																																																																					
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description	Applying English lesson plan in the secondary school levels (junior and senior high schools, vocational schools) through various learning strategies, instructional models (eg, Problem-Based Learning, Project-Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc .), and using the expressions of classroom language (expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding SMA/SMKII discussions, and managing students in the classrooms) through interactive and effective peer teaching activities which are recorded as an instructional project for the sake of preparing real teaching at schools
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References	Main :
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		<ol style="list-style-type: none"> 1. Kemendikbud, 2017. Kurikulum 2013 Yang Direvisi - Standar Proses. Kementerian Pendidikan RI. Kementerian Pendidikan RI. 2017. PP no 64 ttg Standar Proses. 2. Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group 3. Susanto. 2010. Silabus dan RPP . Surabaya: FBS UNESA 4. Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman 5. Tim. (2020). Standard operational procedures of micro-teaching implementation. Surabaya: UNESA 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press. 					
Supporting lecturer		Drs. Fahri, M.A. Fauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Sui Akhriyah, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the concept of Microteaching and describe teaching and learning practices	<ol style="list-style-type: none"> 1. Identifying the purpose of microteaching 2. Describing the teaching and learning practices 	Criteria: Good, average, poor Form of Assessment : Participatory Activities	Lecturing and Discussion 2 X 50			3%
2	Students are able to develop Teaching Kits by illustrating their understanding of: Core competences (KI), Basic competences (KD), indicators, instructional objectives, materials, media, assessment, etc.	<ol style="list-style-type: none"> 1. Lesson plans are developed using innovative models 2. Workbook is developed in accordance with instructional objectives 	Criteria: Appropriate, less appropriate, not appropriate Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturing, discussions, exercises 2 X 50			3%
3	Students are able to discuss various types of Instructional models (eg, Problem-Based Learning, Project-Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.) and employ them successfully in their own teaching practice.	<ol style="list-style-type: none"> 1. Explaining the concept of instructional models. 2. Selecting appropriate learning models in teaching practice. 3. Applying stages of instructional models in teaching practice 	Criteria: Appropriate, less appropriate, not appropriate Form of Assessment : Participatory Activities	Lecturing, discussions and exercises 2 X 50			3%

4	Students can prepare learning preparations which include lesson plans; LP; LKPD and Media.	1.RPP is prepared using an innovative learning model (PAIKEM) 2.LPs are arranged according to learning objectives. 3.LKPD is prepared for exercises related to learning outcomes in the psychomotor domain	Criteria: The devices that have been prepared can be implemented.	Lectures, discussions and exercises 2 X 50			0%
5	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
6	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
7	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
8	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
9	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
10	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
11	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
12	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
13	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
14	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%
15	Can carry out learning according to the tools that have been prepared	Implementation of learning in accordance with the RPP	Criteria: participation and implementation of learning.	Role playing; Teaching practice (Peerteaching) 2 X 50			0%

16	Review meetings 1 - 15	1.lecturing: students' participation in class 2.discussing: students' participation in discussion 3.assignment: the correctness and completeness in submitting their work	Criteria: Very good, good, average, and less Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lecturing, discussing, and assignment 2 x 50'	Lecturing, discussing, and assignment 2 x 50'		80%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	34.17%
2.	Project Results Assessment / Product Assessment	26.67%
3.	Portfolio Assessment	1.5%
4.	Practice / Performance	26.67%
		89.01%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.