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**UNIVERSITY OF
BRAWIJAYAFACULTY OF
ADMINISTRATIVE SCIENCES
DEPARTMENT OF BUSINESS
ADMINISTRATION
PROGRAM STUDIES S1 TOURISM**

<p align="center">PLAN LEARNING SEMESTER(RPS)</p>	
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SUBJECT			CODE	MK GROUPS	WEIGHT		SEMESTER	COMPILATION DATE
English			UBU60004	Study Program	Theory =2 credits	Practicum = 0 credits	I	August 1, 2023
AUTHORIZATION OF APPROVAL			RPS DEVELOPING LECTURER		MK COORDINATOR		Head of Study Program	
			Aulia Luqman Aziz, SS, S.Pd., M.Pd					
LEARNING OUTCOMES	CPL OF STUDY PROGRAM CHARGED ON MK							
	KK2		Students are able to communicate and work in a team					
	COURSE LEARNING OUTCOMES (CPMK)							
	CPMK1		Students are able to speak simply in English					
	CPMK2		Students are able to write simple texts in English					
	FINAL ABILITY OF EACHLEARNING STAGES (SUB-CPMK)							
	Sub CPMK1		Students are able to produce everyday vocabulary and simple sentences.					
	Sub CPMK2		Students are able to introduce themselves and ask how people are doing.					
	Sub CPMK3		Students are able to convey descriptions about themselves and short stories.					
	Sub CPMK4		Students are able to convey activities and hobbies					
	Sub CPMK5		Students are able to write descriptive paragraphs					
	Sub CPMK6		Students are able to talk about time and the future					
	Sub CPMK7		Students are able to speak in a complete conversation context through role playing.					
	CORRELATION OF CPMK TO SUB-CPMK							

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	Sub CPMK1	Sub CPMK2	Sub CPMK3	Sub CPMK4	Sub CPMK5	Sub CPMK 6	Sub CPMK7
CPMK1	v	v	v	v		v	v
CPMK2	v				v		v

COURSE DESCRIPTION		English Course is a course specifically designed for beginner level students to gain basic knowledge of English. Through the development of speaking and writing skills, students will learn everyday vocabulary, simple sentences, and speaking and writing skills in various situations. This course also focuses on developing the ability to communicate about oneself, hobbies, daily activities, and future plans.						
STUDY MATERIALS/MATERIALS		1. Introduction to Vocabulary and Simple Sentences 2. Everyday conversation 3. Story about yourself 4. Stories about activities and hobbies 5. Description of favorite places 6. Schedule of activities and plans 7. Role playing						
LIBRARY		Main: 1. Taylor, J. and Zeter, J. (2011). Career Paths: Business English. Berkshire: Express Publishing.						
SUPPORTING LECTURER								
MK PREREQUISITES								
Sunda yu to	Abilityend of each stage of learning (sub-CPMK)	Evaluation			Learning Form; Learning Method; Student Assignment [Time Estimate]		Learning Materials [Library]	WeightEv aluation (%)
		Indicator		Criteria & Techniques	Offline	Online		

1	Sub CPMK1: Students are able to produce every day vocabulary and simple sentences	<ul style="list-style-type: none"> • Accuracy of mentioning some names of objects in the classroom and campus • Accuracy in explaining simple sentence formulas 		Criteria: Scoring guidelines Non-test forms: Responding to the statement of his friend next to him with one simple sentence	<ul style="list-style-type: none"> • Studying • Interactive Learning [TM: 1x(2x50')] <ul style="list-style-type: none"> • Task 1: Delivering feedback from today's meeting or from activities on campus in three 		Simple sentence formula in English	5
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					simple sentence [BM+TT: {1+1}x{2x60'}]			
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2.3	Sub CPMK2: Students are able to introduce yourself and ask how you are	<ul style="list-style-type: none"> • Correctness of usesentences to introduce yourself and ask how the lecturer is doing • The correct use of interrogative sentences in everyday life 		<p>Criteria: Scoring guidelines</p> <p>Non-test forms:</p> <ul style="list-style-type: none"> • Conversati on simulation 	<ul style="list-style-type: none"> • Studying • Simulation <p>[TM: 1x(2x50')]</p> <ul style="list-style-type: none"> • Task 2:Create a series of introductor y conversatio nyourself and ask for news, as well as additional questions <p>[BM+TT: {1+1}x{2x60'}]</p>		Self-introduction, asking how are you, simple interrogative sentences	15
4.5	Sub CPMK3: Students are able to conveyn description of self	<ul style="list-style-type: none"> • Accuracy of descriptionyours elf, family and friends 		<p>Criteria: Scoring guidelines</p> <p>Non-test forms:</p> <ul style="list-style-type: none"> • Self-prese ntation 	<ul style="list-style-type: none"> • Studying • Simulation <p>[TM: 1x(2x50')]</p> <ul style="list-style-type: none"> • Task 3: Telling the storyn to 		Self description, simple present tense and present continuous tense	15

	alone and short stories				<p>classmate about yourself, family, friends, or people closest to you for 5 minutes.</p> <p>[BM+TT: {1+1}x{2x60'}]</p>			
					<ul style="list-style-type: none"> • Self-presentation: Presentation of a story about yourself <p>[TM: 1x(2x50')]</p>			
6.7	Sub CPMK4: Students are able to convey activities and hobbies	<ul style="list-style-type: none"> • Accuracy of telling types of daily activities • Accuracy in telling hobbies 		<p>Criteria: Scoring guidelines</p> <p>Non-test forms:</p> <ul style="list-style-type: none"> • Self-presentation 	<ul style="list-style-type: none"> • Studying • Simulation <p>[TM: 1x(2x50')]</p> <ul style="list-style-type: none"> • Task 4: Telling the story to classmates about the types of daily activities and hobbies, as well as 		Simple present tense, present continuous tense	15

					<p>why do you like doing that hobby.</p> <p>[BM+TT: {1+1}x{2x60'}]</p>			
					<ul style="list-style-type: none"> • Self-presentation: Presentation about daily activities and hobbies <p>[TM: 1x(2x50')]</p>			
8	UTS							

9, 10	Sub CPMK5: Students are able to write descriptive paragraphs	<ul style="list-style-type: none"> Accuracy of usesentences in telling about favorite places or pleasant experiences 		Criteria: Scoring guidelines Non-test forms: <ul style="list-style-type: none"> Articleshort Self-prese ntation 	<ul style="list-style-type: none"> Studying Simulation [TM: 1x(2x50')] <ul style="list-style-type: none"> Task 5: Composin g a simple paragraph about a placefavorit e places you've visited or enjoyable experiences you had while you were there		Simple past tense, simple continuous tense	15
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					[BM+TT: {1+1}x{2x60'}] <ul style="list-style-type: none"> Self-present ation:Readi ngn written work from Assignment 5 [TM: 1x(2x50')]			
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11, 12	Sub CPMK 6: Students are able to talk about time and the future	<ul style="list-style-type: none"> Accuracy of speaking about routine activity schedule and future plans 		Criteria: Scoring guidelines Non-test forms: Self-presentation	<ul style="list-style-type: none"> Studying Simulation [TM: 1x(2x50')] Task 6: Prepare a story about your daily schedule and future plans for 5 minutes [BM+TT: {1+1}x{2x60'}] 		Simple future tense	15
					<ul style="list-style-type: none"> Self-presentation: Telling the story of daily activity schedule and plans for future for 5 minutes [TM: 1x(2x50')] 			

13, 14, 15	Sub CPMK7: Students are able to speak in one whole conversation context through role playing	<ul style="list-style-type: none"> Accuracy speaking in greeting, introducing oneself, asking how one is, telling about oneself (work), daily activity schedules, and future plans 		Criteria: Scoring guidelines Non-test forms: Role play	<ul style="list-style-type: none"> Studying Simulation [TM: 1x(2x50')] <ul style="list-style-type: none"> Task 7: Preparing for role-play between two people who have just met and gotten to know each other. Both students must prepare equipment that is appropriate to the actual conditions. [BM+TT: {1+1}x{2x60'}]		Present tense, past tense	20
					<ul style="list-style-type: none"> Role play: Put it into practice speaking in front of the class with 			

					an interlocutor based onTask 7 [TM: 1x(2x50')] • Role play: Put it into practicespea king in front of the class with an interlocutor based on Task 7 [TM: 1x(2x50')]			
16	UAS							

ASSIGNMENT DESIGN

The assignments carried out in this class are in the form of Independent Assignments and Structured Assignments:

- Independent Assignments: Assignments that are done independently, consisting of T1, T3, T4, T5, and T6.
- Structured Assignments: Assignments carried out with at least one classmate, consisting of T2 and T7.

ASSESSMENT PERCENTAGE

Types of Assessment	Weight
Presence	10%
Task	10%
UTS (Portfolio)	30%
UAS (Project based)	50%

Final Value Range (NA)	Quali ty Lette	Qualit y Score
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- DETERMINATION OF FINAL VALUE

> 80	A	4
75 < NA ≤ 80	B+	3.5
69 < NA ≤ 75	B	3
60 < NA ≤ 69	C+	2.5
55 < NA ≤ 60	C	2
50 < NA ≤ 55	D+	1.5
44 < NA ≤ 50	D	1
0 < NA ≤ 44	E	0

ASSESSMENT RUBRIC:

ORAL ASSIGNMENT					
Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Poor (0)
Content Knowledge of the Topic	Demonstrates an in-depth understanding of the topic with accurate and relevant information.	Shows a good understanding of the topic with mostly accurate and relevant information.	Demonstrates some knowledge of the topic, but information may be limited or slightly off-topic.	Displays a lack of understanding of the topic, with inaccurate or irrelevant information.	Fails to address the topic.
Clarity of Main Points	Clearly articulates and highlights the main points, providing a clear and engaging central message.	Presents main points reasonably well, but some additional clarity is needed.	Main points are somewhat unclear, making it challenging for the audience to follow.	Main points are muddled and difficult to discern.	No clear main points are presented.
Delivery Vocal Delivery	Uses a clear, varied, and confident voice with excellent pace, pitch, and tone modulation.	Demonstrates generally clear voice with some variation and confidence.	Vocal delivery is somewhat monotonous or shaky, affecting overall engagement.	Voice is difficult to understand, excessively monotonous, or very shaky.	Unintelligible vocal delivery.

Body Language	Utilizes natural and purposeful gestures, facial expressions, and body movements that enhance the message.	Demonstrates some appropriate gestures and body language, but with limited effectiveness.	Exhibits distracting or awkward body language that hinders communication.	Uses inappropriate or offensive body language.	Remains rigid and static throughout the presentation.
Eye Contact	Maintains consistent and engaging eye contact with the audience, establishing a connection.	Makes some effort to maintain eye contact, but it is sporadic or limited.	Avoids eye contact, impacting audience engagement and connection.	Stares at notes or slides throughout the presentation, completely avoiding eye contact.	Engages solely with notes or slides, ignoring the audience.
Organization Introduction	Engagingly introduces the topic, sets clear objectives, and captures the audience's attention.	Provides a decent introduction, but lacks some clarity or creativity.	Offers a weak introduction that does not engage the audience effectively.	Begins without a clear introduction or fails to capture the audience's attention.	Starts abruptly without any introduction.
Logical Flow	Presentation ideas in a well-structured manner with seamless transitions between points.	Generally follows a logical sequence, but transitions are somewhat abrupt or disjointed.	Organization and transitions are weak, making it challenging to follow the flow.	Presents a disorganized and confused sequence of ideas.	Fails to present any coherent structure.
Conclusion	Delivers a powerful and memorable conclusion that reinforces the main points and leaves a lasting impact.	Provides a reasonable conclusion, but it lacks a strong impact or memorability.	Conclusion is weak, abrupt, or disconnected from the main message.	Lacks a proper conclusion or fails to summarize the key points.	Abruptly ends the presentation without any conclusion.

Below Average (score 61-70)	Average (score 71-80)	Above Average (score 81-90)	Perfect (score 91-100)
1) Note using appropriate analytical method	1) Using acceptable analytical methods	1) Using a relatively precise analytical method	1) Using appropriate analytical method
2) Incorrect data analysis	2) Adequate data analysis	2) Appropriate data analysis	2) Effective Data Analysis
3) Draw the wrong conclusion	3) Draw relevant conclusions	3) Draw appropriate conclusions	3) Draw effective conclusions
4) No critical analysis of the data	4) Adequate criticalanalysis of the data	4) Critical analysis of the data	4) Very critical analysis of the data