

RENCANA PEMBELAJARAN SEMESTER (RPS)
PROGRAM STUDI TADRIS BAHASA INGGRIS (TBI) SEMESTER GENAP 2019/2020
FAKULTAS TARBIYAH DAN TADRIS IAIN BENGKULU

No	Course Identity	Description				
1	Course	Language Teaching Seminar				
2	Study Program/Semester	Tadris Bahasa Inggris (TBI)/VI				
3	Code/SKS	2				
4	Prerequisite	-				
5	Lecturer	Dr. Syamsul Rizal				
6	Course Description	This course is designed to provide students with the basic principles of English Language Teaching Seminar (LTS). It comprises lecture, seminars (presentation on Students' thesis proposal) and discussion, students will be given in opportunities to discuss their thesis proposal with their friends including background of study, literaturereview, research method, and data analysis.				
7	Course Objectives	The main objective of this course is to provide students with the basic principles including some important aspects and procedures in English Language Teaching Seminar. After taking this course the students will be expected to be ready to propose their thesis proposal.				
Week	Learning output	Learning Material	Learning Method [Time Allocation]	Assessment		
				Indicators	Form	Score
1	The students are able to define the concept of Language Teaching Seminar	<ul style="list-style-type: none">• Introduction• Initializing course element<ul style="list-style-type: none">➢ Lesson plan (RPS)➢ Course contract➢ Assignments	<ul style="list-style-type: none">• Lecturing, discussion,• Q & A• 2 x 50 minutes	<ul style="list-style-type: none">• Defining the concept of seminar• Defining the concept of Language Teaching Seminar	-	

2	The students are able to identify the areas commonly investigated in English language teaching	<ul style="list-style-type: none"> The scope of research in English language teaching 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to explain the definitions of seminar The students are able to explain the definitions of LTE in ELT The students are able to characterize the 	Performance test Quiz	5%
3	The students are able to conceptualize the LTS in ELT	<ul style="list-style-type: none"> Research approaches The characteristics of research approaches 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to differentiate ELT The students are able to recognize the characteristics of ELT 		
4	The students are able to explain the starting points to conduct seminar in ELT	<ul style="list-style-type: none"> Some examples of problem in English Language Teaching Some examples of LTS 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify ELT The students are able 	Performance test Quiz	5%
5	The students are able to identify the research procedure in ELT, both qualitative and quantitative	<ul style="list-style-type: none"> Research procedure (Qualitative) Research procedure (Quantitative) 	<ul style="list-style-type: none"> Le Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to explain the research procedure in qualitative The students are able to explain the research procedure in quantitative 		
6	The students are able to implement the 'research preparation' (part 2)	<ul style="list-style-type: none"> Research problems in ELT Formulation of research problems in ELT 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify the research problem in ELT The students are able to select the research problem in ELT The students are able to formulate and conceptualize 	Performance test Quiz	5%

7	The students are able to implement the 'research preparation' (part 2)	<ul style="list-style-type: none"> Research variables Research hypothesis Research design 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify the research variables The students are able to formulate the research hypothesis The students are able to construct the research design 	-	-
8	Mid-term test				Formative test	15%
9	The students are able to implement the 'research preparation' (part 3)	<ul style="list-style-type: none"> Types of research instruments Sampling techniques 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to construct research instruments The students are able to apply the sampling 	-	-
10	The students are able to implement the 'research implementation'	<ul style="list-style-type: none"> Data collection Data processing Data analysis Data interpretation 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to collect the data The students are able to process the data The students are able to analyze the data The students are able to interpret the data 	-	-
11	The students are able to conceptualize the 'research completion'	<ul style="list-style-type: none"> The format of research report The outline of research report 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to write the research report The students are able to outline the research report 	-	-
12	The students are able to specify the topics in ELT for research proposal	<ul style="list-style-type: none"> Topics in ELT 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify the topics in ELT 	-	-
				the topics in ELT		

13	The students are able to construct the research proposal (part 1)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to review the research proposal	Performance test Quiz	5%
14	The students are able to construct the research proposal (part 2)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to write the research proposal	Performance test	5%
15	The students are able to construct the research proposal (part 3)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to write the research proposal	Performance test	5%
16	Final examination Final examination				Formative test	25%


Evaluation

a. Attendance	= 10 %
b. Presentation	= 30 %
c. Class Participation	= 20 %
d. Thesis Proposal Revision	= 40 %
Total	= 100 %

References

1. Nunan, David. 2000. *Language Teaching Methodology*, Sydney: Macquari University Press..
2. Jhonson M. Donna. 1992. *Approaches to Research in Second language Learning*, NY: Longman.

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