ENGLISH EDUPRENEUR

Academic
Guidelines

English Education

Department of Language and Arts Education
Faculty of Teacher Training and Education
Sanata Dharma University

2021

ACADEMIC GUIDELINES

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Sanata Dharma University

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FOREWORD

Praise be to God for His guidance and blessings so that this 2021 Academic Guidebook for the English Language Education Study Program (ELESP) of Sanata Dharma University can be completed. This book is a revision and development of the 2016 Academic Guidebook. This book was compiled based on various inputs and discussions with experts, stakeholders, alumni, students and of course all ELESP lecturers. The contents of this book have been discussed several times by both the drafting team and all ELESP lecturers. This Academic Guidebook aims to help ELESP students and lecturers understand the objectives, learning process and evaluation of learning at ELESP.

The preparation of this book refers to important guidelines. Some of them are Regulation of the Minister of Education Number 73 of 2013 concerning the need to develop Learning Outcomes (LO) for graduates of study programs at universities, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia, Number 55 of 2017, concerning Teacher Education Standards, Ministerial Regulation Education and Culture No. 3 of 2020 concerning National Standards for Higher Education, Guidelines for Compilation of Higher Education Curriculum in the Industrial Era 4.0 (2019), Guidelines for Compiling a Higher Education Curriculum in the Industrial Age 4.0 to support *Merdeka Belajar – Kampus Merdeka (MBKM)* (2020) and various sources related to Outcome-Based Education (OBE).

Profound appreciation goes to the editing team and all ELESP lecturers as well as all parties involved in the preparation of this academic guidebook. Hopefully this book can support the implementation of the curriculum at PBI USD, especially in the learning activities. We welcome input from various parties for the adjustment and improvement of this guidebook in the coming academic year.

Yogyakarta, August 2021

Veronica Triprihatmini, M.Hum., M.A.
Chairperson of ELESP

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CHAPTER I
HISTORY, VISION, MISSION, AND GRADUATE PROFILE
OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

A. The History of the English language Education Study Programme (ELESP)

The English Language Education Study Program (ELESP) was established in 1955 as one of the programs offered by Sanata Dharma Teacher Education Higher Learning, which was known as PTPG (*Perguruan Tinggi Pendidikan Guru*). The idea to initiate this teacher education came from the Minister of Education, Teaching, and Culture of Indonesia, Prof. Moh. Yamin, S.H. in 1950. This great thought was then welcomed by the Jesuits in Indonesia that had administered several educational courses, including De Britto Foundation in Yogyakarta by Pater H. Loeff, S.J. and Loyola Foundation in Semarang by Pater W.J. Van der Meulen, S.J. and Pater H. Bastiaanse, S.J.

With the support from Congregatio de Propaganda Fide, Pater Kester as the Jesuit Superior made all the educational courses into one higher education, PTPG, on 20 October 1955, and officially opened by the government on 17 December 1955. Pater Prof. Nicolaus Driyarkara, S.J. was the Dean and Pater H. Loeff sebagai was the Deputy Dean.

Sanata Dharma has undergone several transformations after its first establishment. The status of Sanata Dharma PTPG was changed into the Faculty of Teacher Training and Education (FKIP) in 1958. Then, in 1965, Sanata Dharma became the Institute of Teacher Training and Education (IKIP). After 28 years as an IKIP, Sanata Dharma was transformed into a university in 1993.

The faculty of teacher training and education of Sanata Dharma (1958 – 1965) Sanata Dharma as a faculty of teacher training and education (FKIP) was part of a Catholic university in Indonesia. The status was accredited by the Minister of Higher Education and Science of Indonesia (SK Menteri PTIP No.1/1961 on 6 Mei 1961 jo No.77/1962 on 11 July 1962).

The institute of teacher training and education of Sanata Dharma (1965 – 1993)

Adjusting to the situation, FKIP was changed into the Institute of Teacher Training and Education (IKIP) according to the Indonesian Ministry of Higher Education and Science regulation No. 237/B-Swt/U/1965. As a Teacher Education Institute, Sanata Dharma offered several programs, including baccalaureate, bachelor, and diploma. English language education, Mathematic education, Physics education, Indonesian language education, social science education, and civic education were the study programs offered.

The University of Sanata Dharma (1993 – present)

As a response to the growing needs of society, Sanata Dharma became a university in 1993 (SK Mendikbud No. 46/D/O/1993). By changing into a university, Sanata Dharma, well-known as USD, hopes to give more contribution to educational advancement in Indonesia. USD keeps the existence of the Faculty of Teacher Training and Education, in which the English Education study program takes place, and expands its commitment to education by adding some other faculties.

ELESP is one of the oldest study programs in Sanata Dharma University. To date, this study program has successfully demonstrated professionalism and commitment to educating young generations. It has been accredited by the National Accreditation Board of Higher Education with a predicate A for over 20 years.

B. Vission and Mission

The vision and mission of the ELESP of Sanata Dharma University is derived from the university's vision and mission. Therefore, before the vision and mission of the ELESP are described in this section, the vision and mission of the university will be given first. In this way, the common thread between the two will be clearer.

Vision and Mission of Sanata Dharma University

The vision of SDU is "Becoming a humanistic and excellent seeker of truth for the promotion of a better society."

The missions of SDU are:

1. Administering a holistic education system that integrates academic excellence and human values through personal-care-oriented, dialogic, pluralistic, and transformative approaches,

2. Cultivating a scholastic community that respects academic freedom and intellectual autonomy, values interdisciplinary cooperation, fosters the deep preference for broad scientific insights in striving for truth by way of education, research, and community service.

3. Enlightening and sharpening the mind of the society through scientific publication resulting from activities in education, research, and community service, by

encouraging cooperation with diverse collaborators with common visions and concerns, and by empowering graduates to develop tangible commitments in the society.

SDU motto is "Integrating academic excellence and human values." In brief: EXCELLENT and HUMANIST.

Sanata Dharma University develops four basic values, namely

- loving the truth
- fighting for justice
- respecting diversity
- upholding the nobility of human dignity

SDU's vision and mission is revealed in the vision and mission of the Faculty of Teachers Training and Education (FTTE).

Vision and Mission of FTTE

FTTE vision is "Becoming an excellent and humanist institute of teachers' education in providing educators who integrate the three pillars of higher education rooted in the Ignatian Spirituality."

The missions of FTTE are formulated from its vision as follows:

1. Developing and administering a holistic education system that integrates academic excellence and human values by implementing the Ignatian Pedagogy paradigm to shape educators who are professional, love the students, and are generous.

2. Conducting research and community service in education to improve the quality of education in the efforts of striving for truth.

3. Educating society through scientific publication resulting from activities in education, research, and community service.

4. Fostering networks of collaboration with partners and empowering the alumni.

Vision and Mission of ELESP

The vision and mission of the ELESP is derived from the vision and mission of SDU and FTTE. ELESP's vision is formulated as: "Becoming an English Education Study Programme that is excellent in researching, developing, and implementing English language learning through holistic and transformative education in preparing humanist education graduates to create a dignified society".

The ELESP missions are formulated as follows.

1. Develop and implement a superior and humanist English education system by implementing the Ignatian Pedagogy paradigm to produce professional educators, love students, and be generous.

2. Carry out research and community service in the fields of education and English that contribute to improving the quality of education to explore the truth.

3. Educate the community through the publication of the results of learning activities, research, and community service.

4. Develop collaborative networks with various partners and empower alumni.

Goals of the ELESP

To carry out its mission, ELESP sets the following goals.

1. Prepare educators who have academic excellence and humanistic values through a learning process that integrates professional competence, conscience, and compassion.

2. Improve the quality of English education and services to the community for the realization of an increasingly dignified society.

3. Organize learning, research, and community service programs that make a real contribution to the marginalized society.

4. Establish partnerships with schools, other stakeholders, and empower alumni to improve the community's quality of life.

ELESP Output

1. Educators who have academic excellence and humanistic values through a learning process that integrates professional competence, conscience, and compassion.

2. Qualified English education and services to the community for the realization of an increasingly dignified society.

3. Publications of the results of learning, research, and community service activities that make a real contribution to society.

4. Partnerships with schools, other stakeholders, and empower alumni to improve the quality of life of the community.

ELESP motto: "Intelligent and humanist educator in the field of English language."

C. ELESP Graduate Profile

ELESP curriculum refers to outcomes-based education and accommodates the idea of Independent Learning-Independent Campus (*Merdeka Belajar - Kampus Merdeka/MBKM*). The curriculum is designed to achieve the following graduate profile:

> *ELESP graduates who master the abilities and skills to become educators in the field of English in secondary schools and entrepreneurs in the field of professional education, love students, have generosity, appreciate diversity, and have reflective, adaptive, critical, creative, communicative and collaborative skills.*

ELESP graduate profile is then described in three (3) Program Learning Outcomes (PLO), which can be achieved through the ELESP core curriculum and the university curriculum. The following are the Program Learning Outcomes of ELESP.

PLO 1: Graduates have scientific, critical and reflective knowledge in English linguistics, English literature, and pedagogy based on the principles of the Ignatian Pedagogy paradigm.

PLO 2: Graduates demonstrate skills in communicating in English and managing English learning based on Technological, Pedagogical Content Knowledge (TPACK) in the context of learning that is scientific, professional, generous, loves students and respects the diversity of students

PLO 3: Graduates demonstrate collaborative, reflective, critical, and innovative knowledge, skills and entrepreneurial attitudes in the creative industry of English learning by taking into account the diversity of religions, views, social, and culture.

CHAPTER II
ORGANIZATIONAL STRUCTURE

Figure 1 is a chart of the Organizational Structure of the English Education Study Program, as part of the Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University:
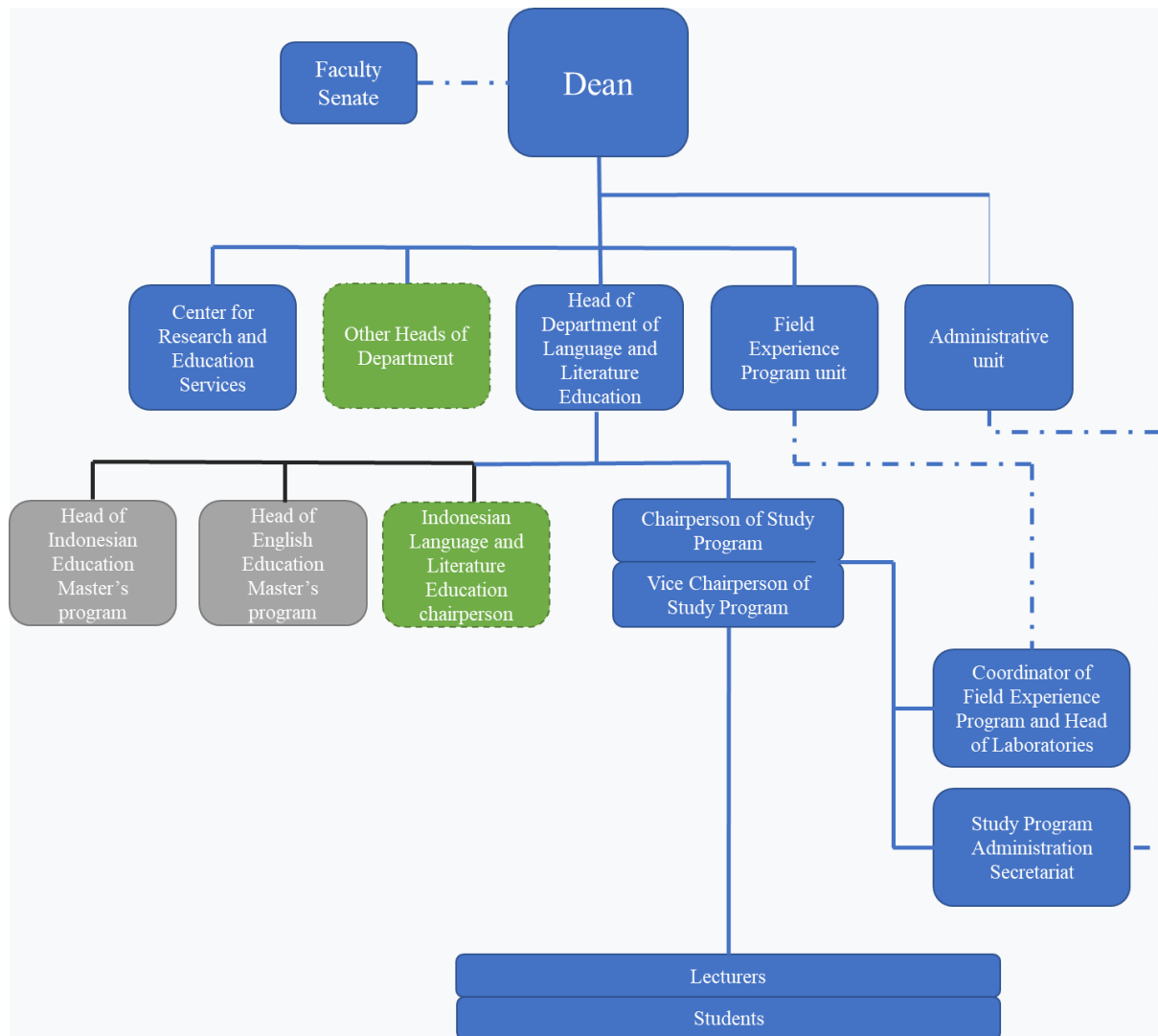

Figure 1. Organizational Structure Chart

CHAPTER II
STUDY PLAN GUIDELINES

The University Academic Regulations mentions that a study program is an administrative office responsible for implementing academic and/or professional education under a department on the basis of a curriculum which is prepared based on the national curriculum, the University System for Essential Scientific and other Specialty (Chapter I, article 1d).

Based on the University's Academic Regulations, the implementation of education in the English Education Study Program is regulated as follows:

1. The English Language Education Study Program at Sanata Dharma University organizes a Bachelor Program (S1) with a Semester Credit System (SKS) as stated in the Sanata Dharma University Academic Regulations.

2. Semester Credit Unit (SKS) is an education administration system that states the student's study load, and the burden of providing education with credit units on the basis of semester time equivalent to 16-19 working weeks.

3. Semester Credit Units (sks) is a measure of appreciation for learning experiences obtained through one hour of scheduled activities accompanied by other assignments, both structured and independent, for 2-4 hours per week in one semester, or other equivalent learning experiences. (For details see no. 5 and 6).

4. The academic activities at ELESP can be grouped into:
   a. Face-to-face activities
   b. Practice

5. One credit of study load is equivalent to 170 minutes per week per semester with details as stated in the University's Academic Regulations (50 minutes of face-to-face, 60 minutes of structured activities, 60 minutes of independent activities). (Permendikbud No. 3 of 2020)

6. One credit for practice is equivalent to 170 minutes face-to-face which includes the application of what is learned from face-to-face activities which include School Management Internship, Learning Planning Internship, Micro Teaching

and Learning Management Internship. Service Learning Program is regulated separately by the University KKN Unit.

7. The study load for English Education students that must be completed is 144 credits. The components of the English Education curriculum include:
   a. Personality Development Course (MPK) of 11 credits
   b. Community Life Course (MBB) of 3 credits.
   c. Work Behavior Course (MPB) of 14 credits.
   d. Content and Skills Courses (MKK) are 96 credits which are mandatory and available
   e. Enrichment courses of 20 credits that can be taken on and off campus, according to student needs in the Merdeka Campus Curriculum Package.

8. In the first semester, students are required to take a course package that has been determined by the Study Program. In the next semester, the maximum study load that students can take is guided by the Semester Achievement Index (IPS) achieved in the previous semester with the following regulations:

IPS	Maximum Study Load
>3,00	24 credits
2,50 — 2,99	23 credits
< 2,5	20 credits

9. The period of study completion is a maximum of 10 effective semesters which is calculated from the time a student is registered in the PBI Study Program. Study leave is not included in the calculation of the total number of effective semesters taken by students.

10. Students who have not completed their studies by the maximum time limit as stated in number 9 above can apply for an extension of study time for a maximum of 4 (four) semesters after the fulfillment of the provisions

contained in the University Academic Regulations. If after the extension of the study period the student is unable to complete his studies, the student will be subject to sanctions in the form of revocation of study rights through a Termination Letter by the Rector.

11. Program Insertion Evaluation: at the end of the 4th and 8th semesters starting from the time someone is registered as a student, he or she will be given a program insertion assessment with the following conditions:

    a. At the end of the 4th semester, students can continue their studies if they have taken a minimum of 60 credits of the entire study load given up to that semester, with a minimum GPA of 2.00 and a maximum D score of 15% of 60 credits. If a student cannot meet these requirements, he or she will be given a sanction of revocation of study rights.

    b. At the end of the 8th semester students must have taken a minimum of 100 credits of the entire study load, with a minimum GPA of 2.00. If a student cannot fulfill these requirements, he or she will be given a sanction of revocation of study rights through the Rector's Decree.

    c. For students who have completed more than the number of credits specified in each program insert, the GPA is determined from the number of credits that have been taken (a total of 60 credits or 120 credits for each program insert) with the highest score. Students who have taken more than the minimum number of credits from each program insert but cannot meet the minimum GPA requirement of 2.00 will be given a sanction of revocation of study rights through the Rector's Decree. Students will be given a warning about the program insert (in semester 3 and semester 7)

12. Students can take advantage of the opportunity to take part in an international student exchange program which is coordinated by the office of the Vice Rector IV (WR IV). Students who take the exchange program are required to discuss their study plans with DPA. In this program, students are required to understand the benefits of the program they are taking as well as be aware of the consequences of these activities on their studies. Therefore, students are

required to consult the possibility of acceptance of the value conversion taken in the program with the Head of Study Program and the Vice Rector IV before taking the program..

13. Students are required to take part in soft skills development activities as stipulated in the University Academic Regulation article 22 of 2010.

   a. Evidence of student participation in soft skills development activities in the form of an acknowledgement letter or certificate from the event organizer.

   b. Proof of participation is submitted to the academic supervisor to be verified as a condition for taking the entrance exam.

   c. This is regulated in the Student Activity Point System book (SPK2).

6. The duties and roles of the Academic Advisory Lecturer (DPA) are as follows:

   a. guide students in study planning,

   b. assisting students related to academic and non-academic problems,

   c. facilitate the process of student reflection which is carried out periodically.

CHAPTER IV

SEMESTER LEARNING PLAN

Semester Learning Plan (SLP) is a minimum learning plan for every course which is to be implemented in one semester. SLP contains information about: (1) course identity, (2) standard, (3) basic competence and indicators, (4) materials and learning activities, (5) assessment/evaluation and (6) references. Those bits of information are presented by all lecturers in the beginning of the semester.

A. Course Identity

Course identity contains information about course code, course name, at which semester the course is offered, credits and contact hours, the offering study program, faculty, and the course instructor.

B. Standard

This section should elaborate the learning standards which cover: competence, conscience, compassion, and commitment. The formulation of standards shows what the students achieve after completing the course. It is noteworthy that standards are not the formulation about what the lecturer does but what the students gain after joining the course fully.

1. Competence

It depicts cognitive abilities that should be achieved

2. Conscience

It depicts sharpened inner voice and abilities to make choices which should be developed

3. Compassion

      a. It depicts attention which is needed and which can be developed to respond to social problems

      b. It depicts involvement which students choose in solving life problems to maintain life esteem

4. Commitment

It depicts persistence in fighting for the good and righteous

C. Basic Competence and Indicators

This section presents the basic competences which students should have along with the relevant indicators to measure the achievement of the formulated competences. The formulation of the basic competence is done for every topic which will cover competence, conscience, compassion, and commitment.

D. Materials and Learning Activities

This section presents a list of topics which are to be discussed within one semester. Additionally, it elaborates how components of Ignatian Pedagogy, which include context-experience-reflection-action-evaluation, are implemented in teaching-learning activities.

E. Evaluation

This section explains assessment instruments which are to be used to measure the achievement of the learning standards. Students should understand these instruments clearly from the beginning of the course.

1. Assessment types may be in the forms of product assessment, such as mid-term test, final test, quizzes, assignments, practicum, as well as process assessment, such as portfolio and daily logs about students' reflection on the meaning and values obtained after joining the course. The assessment forms are written, spoken and action.

2. The evaluation should cover competence, conscience, compassion, and commitment. The course instructors are entitled to determine the weighting of the assessment of those three aspects in accord to the learning objectives.

F. References

It lists the compulsory as well as supplementary reading materials which can support students to widen or deepen the comprehension of the topics or the sub-topics in a course. It is necessary as lecturers are not the only source for students' learning.

CHAPTER V
LEARNING-TEACHING PROCESS GUIDELINES

Courses are held by the University, Facutlies, and Study Programs on the basis of the curriculum prepared by the University in accordance with the objectives of the study program. Personality Development Courses (MPK *or Mata kuliah Pengembangan Kepribadian*) are organized by the Personality Development Course Coordinator (KMPK). The Community Life Courses (MBB or *Mata kuliah Berkehidupan Bermasyarakat)* are organized by the Coordinator of the Community Life Course (KMBB). The Creativity Development Courses (MPB or *Mata kuliah Perilaku Berkarya*) are organized by the Creativity Development Course Coordinator (KMPB). While Theories and skills Courses (MKK or *Mata kuliah Keilmuan dan Ketrampilan*) are held by the Study Program.

1. Courses are divided into:

a. Theoretical courses or content courses, namely courses in the form of study and mastery of theory, such as courses in linguistics, literature, and learning theories.

b. Skills courses, namely courses in the form of practice or guidance for students in solving problems related to theory or in language practice such as micro-teaching, and language skills courses.

c. Laboratory practice is the application or testing of theory in limited situations and conditions, for example testing a teaching media that was created. In addition, there are language skills courses that use language laboratory facilities, such as listening courses.

d. Field work practice, namely the application of theory in the form of real work in the field, for example: Learning Management Internship and Community service (KKN). Community Service (KKN) are academic activities in the form of field work practices as a form of integrating community service, education, and research activities carried out by undergraduate students in an interdisciplinary and cross-sectoral manner. The implementation of KKN is coordinated by Community Service Center or PPM. Requirements and other matters regarding KKN are regulated by separate regulations. While the Learning Management Intern is an

academic activity in the form of practice and application of educational theories in general and English language education in general and vocational high schools. In this Learning Management Internship, students are expected to experience being a teacher in general and vocational high schools, so that students are faced directly with the realities of education in secondary schools.

2. At the beginning of the semester, the Semester Learning Plan or RPS is delivered by the lecturer to the Head of the Study Program and the participating students. The RPS used has received approval from the Head of Study Program.

3. Classes are held at the time and place as specified in the Lecture Schedule.

4. At the first meeting of the semester, in addition to distributing lesson plans, the lecturer informs students about: (1) lecture materials, (2) types and number of assignments that must be completed by students, (3) the number of insertion exams and the schedule for their implementation, and (4) rules assessment to be applied. Lecturers are required to fulfill face-to-face contact hours from the first meeting.

5. Lecturers who are unable to attend will notify the Head of the Study Program, Deputy Chair of the Study Program and the PBI Secretariat as soon as possible. The PBI Secretariat is required to convey information to students in class. Furthermore, lecturers who are unable to attend must replace the class on another day or fill them with structured educational activities.

6. On each face-to-face meeting, lecturers must check students' attendance. Students who are entitled to take part in lecture activities in a course are students whose names are listed in the classes of the lecturers. After being declared entitled to attend lectures, students are required to attend lectures at least 75% of the total number of contact hours for one semester calculated from the number of students' signatures in the attendance list. Students who do not meet these requirements are not entitled to get the final grade of the course.

7. In class activities, it is possible for other students to sit in. Payment for this activity is governed by a separate policy.

8. Lecturers and students are required to create conditions and an atmosphere of teaching and learning in such a way that they can develop independence, creativity and problem solving ability of students. Lecturers and students must also create an

atmosphere of teaching and learning that does not interfere with teaching and learning activities in other classes.

9. The role of the lecturer is a learning facilitator. Thus, teacher-centered classes need to be avoided. The participation of students in lectures is one of the keys to successful learning. Students are free to convey their ideas politely and responsibly.

10. Lecturers and students are prohibited from doing all forms of actions and words related to harassment, racism, and the doctrine of radicalism.

11. Lecturers and students are prohibited from plagiarism.

12. Lecturers and students are prohibited from using any form of technology except for the sake of learning in class.

13. One hour meeting lasts for 50 minutes.

    Lectures that are more than one hour of consecutive meetings may be interspersed with a 10-minute break at the end of each face-to-face hour. Face-to-face lectures start and end on time.

14. Lectures are held on time according to the schedule. If the lecturer is more than 15 minutes late, the lecture meeting is considered non-existent. If the lecturer is 15 minutes late without prior notification, the student may leave the class. For this reason, the lecturer must replace the meeting with an agreement. However, lecturers have the right to make stricter rules regarding delays related to lectures.

15. Content and Skills courses, except for Indonesian Language, certain art skills, and elective courses are held in English as the language of instruction.

16. The Mid-Semester Examination (UTS) and Final Semester Examination (UAS) are scheduled for study programs. Lecturers can add exams that are set at their own time. Small tests (quizzes) or graded assignments are also included in determining the final score. Every work/task that is assessed, the results and work/assignments are notified to students as feedback.

17. Lecturers are required to provide feedback on the results of assignments and exams a maximum of 2 weeks after the time of assignment or examination

18. The following are the requirements for taking Independent courses (Tasks):

a. The course (MK) has been taken, but did not pass,

b. The course is not offered in the current semester,

c. The only remaining MK is the Final Project (Thesis/Research Paper),

d. Students get approval from the Head of Study Program, and

e. The Head of Study Program assigns lecturers to accompany MK Mandiri (Tasks).

19. Students are allowed to repeat the MK related to language elements and language skills. However, the maximum value for the Constitutional Court is B when it is taken at least 4 semesters after the course is offered.

20. Students are required to provide an evaluation of each lecture.

21. Detailed guidelines for writing and implementing TA are set out in a separate document.

22. Details of the guidelines and implementation of the Independent Campus Curriculum Package Program are set out in a separate document

CHAPTER VI

ASSESSMENT OF LEARNING OUTCOMES

Assessment includes progress (process) and learning outcomes (product) which is the relationship between courses and exams. An explanation of the assessment of progress and learning outcomes in this section is followed by an explanation of the placement of percentage, types of exams, and the final assessment of the program or program graduation provisions. There are two types of assessments conducted in the PBI Study Program, namely formative and summative. Formative tests are tests that are carried out in the middle of the learning process to see the learning outcomes of certain competencies. The summative test is carried out at the end of the semester which aims to measure the overall achievement of the competencies taught in that semester.

A. Courses and Tests

1. The purpose of a course is for students to have certain abilities, so student success is measured by how far students have the ability in question.

2. In essence, the test is a tool to measure the ability of students.

3. The preparation of exam questions takes into account the competency standards of the relevant subjects. Competency standards are weighted according to their level of importance and then become a kind of blueprint for compiling exam questions.

4. Exams have a very important function to measure students' abilities, so the exam questions must be good and of good quality. With quality values and good implementation and assessment procedures, then:

    a. Grades for each student:

        1) Objective (not influenced by someone)

        2) Reliable (according to the student's ability)

        3) Accurate (precise and detailed)

    b. The decisions taken are correct and fair:

        1) Students who pass really have the ability in accordance with the learning objectives.

        2) Students who do not reach a certain standard will not pass.

B. Percentage Placement

By giving a clear percentage, student work can be assessed more specifically. This is a method to specifically sort out differences in achievement between students. The method used to determine the percentage is as follows::

1. The percentage will be determined when all the test questions have been made.

2. The total percentage of weights for all questions of an exam is 100%. Questions with a high level of thinking are given a high percentage.

3. Problems with a low level of thinking are given a low percentage.

4. Students must get information about the percentage that is determined for each question, this is intended so that students can divide their time efficiently.

5. The final score of student learning success in a course is expressed by letters called Quality Letters (HM), namely: A, B, C, D or E. The meaning and qualitative weight of the Quality Letters can be seen in the following table:

Quality Letter	Meaning	Qualitative Weight
A	Very Good	4
B	Good	3
C	Sufficient	2
D	Bad	1
E	Fail	0

In addition to these letters, other letters are also used that are used to provide a temporary assessment, namely: F (Blank), if the value data does not exist. If within two weeks after the value is notified the completeness of the value is not met, the letter F is changed to the value E.

C. Types of Tests

Exams are distinguished by type and form.

According to the type, the exam is divided into:

1. **Course Exam**

   The course exams are held within a semester, in the middle of the semester and at the end of the semester. Course exams can be in the form of written exams or oral exams.

2. **Thesis Defense**

   The thesis defense is carried out for the assessment of the final project. The guidelines for this thesis defense are discussed in more detail in the Bachelor of Education Thesis and Research Paper Guidelines.

According to its form it can be:

1. **Written Exam**

   In a written exam, the lecturer presents a series of questions or problems either orally or in writing to students to be answered by writing or marking the answers according to the questions or problems posed. In choosing the type of question, the lecturer must consider the nature of the competence to be measured. In this case, the lecturer must choose the type of item that allows students to directly demonstrate the required abilities or behavior. The types of written exam questions can be divided into:

   a. Open-ended type

      Open-ended type can be in the form of:

      1) Fill in the blanks:

      Students are required to fill in the blanks in the question text.

      2) Essay:

      Students are required to write down answers to questions or problems presented by the lecturer. Answers are given in essay form.

      3) Short Answer:

      Students are required to write one or two words, phrases, short sentences, or numbers as the answer.

   b. Closed-ended type

      Closed-ended type can be in the form of:

      1) True or False:

      Students are required to rate a statement as true or false.

      2) Matching:

      Students are asked to match the answers with each question. An answer can be used only once, more than once, or not at all.

3) Multiple Choice:

Students are asked to choose one answer from several alternatives given (3/4 alternatives).

2. **Oral Exam**

In the oral exam, the lecturer asks questions orally and is also answered orally by students who come to the lecturer one by one to be tested.

3. **Practical Exam**

Practical activities can be carried out in various special subjects. Practical activities combine academic knowledge with real experience applied according to professional rules. Practical activities provide students with opportunities to work in the field or laboratory such as formative research or program implementation.

4. **Paper**

Papers are written works that are used to develop students' ability to think critically and improve writing skills. In writing a paper, students need to synthesize ideas from other people and the author's own ideas. Writing papers trains students to write in an organized, complete and error-free manner and to use reading sources correctly.

5. **Performance Report**

The performance report serves to measure the progress achieved on a project and helps to identify program planning and implementation problems that need to be resolved. Performance reports are an important record in the completion of a project. Reports provide information on the extent to which students gain experience in the process of working on a project.

6. **Practical activity report**

Practical activity reports are explanations of individual or group activities carried out during practical experience and the results of experience in carrying out practical activities.

D.   Graduation

1. A student can graduate from the English Language Education Study Program if he has achieved the following minimum requirements:

   a. Have reached the required number of credits, which are 144 credits.

   b. Achieved a minimum GPA of 2.00.

   c. The total D score does not exceed 15% of the total courses in the English Language Education Study Program (see curriculum).

   d. University courses (MPK) get a score of at least C (article 30, paragraph e, University Academic Regulations).

   e. No E value.

   f. Get a score of at least C for Community Service.

   g. Obtain a minimum grade of C for the Learning Management Internship.

   h. Has passed the thesis exam.

2. Students who have been declared passed will get a graduation predicate based on the GPA that has been achieved with the following conditions:

GPA	Predicate
3.51 – 4.00	With honors
3.01 – 3.50	Very satisfying
2.76 – 3.00	Satisfying

Note: The predicate of graduation with honors is also determined by taking into account the student's study period, which is the maximum according to the study period according to the curriculum

E. Students' Honesty

Sanata Dharma University always emphasizes honesty to its students in undergoing the process and achieving results in the academic field. Students who are known or proven to be dishonest, such as cheating, asking friends in exams, plagiarizing or falsifying data for thesis purposes, etc., will receive sanctions ranging from verbal warnings, written warnings, academic sanctions (e.g. not entitled to grades, suspensions), as well as revocation of study rights at Sanata Dharma University. In this case, the lecturer or test supervisor has the right to take action if the student shows things that can be categorized as cheating in the exam.

CHAPTER VII
DESIGNING TEST ITEMS

This chapter includes the principles and conceptual framework for the design of test items for assessment.

A. Principles of high-quality test Instruments

1. Basic Principles

   a. Validity

   A valid test measures what is intended to be measured as formulated in the learning objectives. For example, A speaking test is valid if it allows the students to show English speaking skills. It is invalid if the test encourages the students to write a conversation.

   b. Reliability

   A reliable test shows the stability of scores over time and different ratters. Given to the same students on different occasions, it still yields similar results.

   c. Practicality

   A practical test is easy to administer and time-efficient. Thus, a 30-minute oral test with 100 students is not practical.

2. Other Principles

   a. Relevance

   The difficulty levels of the test items should consider the learning outcomes.

   b. Specific

   A good test should be able to differentiate among the students on how well they master the materials. It means that a test item must have a high item discrimination which determines whether a student passes or does not pass the exam.

   c. Unambiguity

   Test items must be clear and concise. They must not be ambiguously interpreted by the students.

   d. Representativeness

   The designed test items must represent all the learning materials.

   e. Proportionality

The number of the test items for important topics and less important topics must be proportional. The test items of the important ones must be more than those of the less important ones.

B. General Guidelines

The general guidelines include:

1. Each item must reflect a problem.
2. A misleading item must be avoided.
3. Ambiguous items must be avoided.
4. The language of the test items should be simple and clear so that it is easy to be read and understood.
5. The formulation of the questions is not literally taken from textbooks.
6. Test items should demand different levels of thinking skills.
7. Test items may have different points depending on the level of difficulty.
8. Each test item should be able to be answered separately. The items should be independent. It means that the answer for the second questions is not dependent on the answer for the first question.
9. 10.The lecturers must provide the answer key, which is later used as written feedback for the students.

C. Specific Guidelines for Designing Test Items

The guidelines are for fill-in-the blank tests, essays, short answers, true-false questions, multiple choices, matching, and oral exams.

1. fill in the blank tests
   a. The blank must be completed with one correct answer.
   b. The blank is the important part of the item.
   c. The blanks must be limited so that the problem in the item is clear.

2. Essays

   a. Levels of thinking skills to be achieved should be determined, such as knowledge, understanding, application and so on.
   b. The formulation of the questions should be in line with the levels achieved in the specific instructional objectives.
   b. The questions should be formulated so that the students do not imitate the materials in the textbooks.
   c. The questions should demand the students to actively select and produce

their knowledge, such as mention…, explain…, give examples of … and so on.

d. The questions which begin with what, who, how tend to make the students passive and only reproduce their knowledge.

e. The formulation of the questions should be understood by the students.

f. The assessment of argumentative essays should focus on students' arguments, instead of students' positions. It is intended to make the lecturers assess objectively.

g. The length and complexity of the answers should consider students' levels of thinking skills.

3. Short Answers

   a. Each item has an absolute answer which is undebatable.

   b. The test item requires a short answer, consisting of 2-3 sentences.

   c. The sentences are simply and clearly composed.

4. True-False Questions

   a. The sentences must be clear so that the items have single meanings, namely whether they are true or false.

   b. The sentences are short.

   c. The words, such as most, often, and soon, should be avoided. The words bring about different interpretations.

5. Multiple Choice Test

   a. The questions must be brief, concise, and clear.

   b. Alternatives should be homogenous in content.

   c. Alternatives should be the same in length.

   d. Among the provided alternatives, only one is correct.

   e. Negative sentences are used only if the negation is important. The use negative words need underlining or italicising.

7. Matching

   a. Both parts should have connections

   b. A group of items should be homogenous. It means that the items measure something similar.

   c. The provided choices are more than the items.

8. Oral Test

a. The lecturer should decide whether the students may open the materials.
b. The questions refer to the determined materials.
c. The questions must be clear.

d. The examiner must assess the students objectively.

e. The examiner should not give the exactly same questions to the students. He or she should provide a set of questions which has similar levels of difficulties.
f. The time should be limited. It is no more than one hour.

CHAPTER VIII

FINAL PROJECT COMPOSITION AND EXAMINATION

The requirement for the accomplishment of the bachelor degree in the English Education Study Program is the composition of the final project in the form of a thesis or final paper and its examination. This section will discuss general guidelines for the preparation of a thesis/research paper, the requirements for preparation and the examination. A more complete guide is in the Bachelor of Education Thesis and Research Paper Guidelines.

A. General Guidelines for Final Project Preparation

1. There are four types of final assignments, namely thesis, research paper, published article, and project. As a final project, the four forms of scientific work reflect a comprehensive and in-depth view of students regarding their field of study in the English Education Study Program. The topics chosen must be related to English and/or English Language Teaching. These topics can be developed and are a deeper study of the fields of knowledge studied in the English Education Study Program.

2. As a scientific thesis, research paper, published article or project, it can be in the form of:

   a. Scientific works which are composed based on research results in the form of basic research or library research, applied or field research, or a combination of the two.

   b. Development of instructional design for a school, extracurricular education, professional, industrial environment and so on.

3. Theses/research papers/published articles and projects are written in English with a variety of scientific and formal languages.

4. In writing the theses/research papers/published articles and projects, students must be guided by lecturers who have the authority as thesis/research paper supervisors or who have been permitted and appointed by the Study Program.

5. Theses/research papers/published articles and projects must meet the requirements of authenticity. Theses/research papers/published articles and projects contain elements of academic training. Therefore, the thesis must be the original work of the student. Thesis/research paper which is the result of plagiarism (the result of plagiarism) cannot be justified and cannot be accepted. Plagiarism of other people's work for the purpose of a thesis/research paper, either partially or wholly without acknowledging the source,

is a crime in the academic field.

6. Accountability of theses/research papers/published articles and projects: Theses/research papers/published articles and projects must also be the result of processing and discussing the correct data. This means that falsification of data for the sake of convenience in the preparation of the final project is also not justified and unacceptable. The act of counterfeiting is also a crime in the academic field.

B. Final Project Preparation Requirements

1. Students complete a minimum of 120 credits to work on the Final Project.
2. Registered as an active student in the semester concerned or not on leave status.
3. Include the thesis/research paper/published article, and project as one of the academic activities in the semester concerned.
4. Achieved a minimum GPA of 3.00 to work on the Thesis.
5. Propose a topic to the final project supervisor.
6. Follow the guidance of thesis/research paper/published articles, and projects with a final project supervisor with a time or guidance schedule that has been agreed upon by both parties. Students are required to use the final assignment writing guidance card to monitor the progress of the writing process.

C. Final Project Examination

1. Students who will defend the final project are required to register with the secretariat of the Study Program by completing the requirements including meeting the requirements for 10 units of assessment points for soft skills development activities. The determination of the point unit number follows the Student Activity Point System Guidebook (SPK2). The evidence of participation in soft skill development activities is submitted to the academic supervisor for verification.

   The Procedure of student point verification:
   a. Students input the activities that have been followed through the academic information system (SIA)
   b. If the activity is not yet in the system, students must enter the name of the activity

to be notified to the academic advisors for verification. All physical evidence is photocopied and submitted to the academic advisor.

c. Based on the evidence that has been collected the academic advisor verifies the activities and the names of the activities added as in point b.

d. Students input the verified activities in the academic information system SIA.

e. the academic advisor verifies the points for the activity based on physical evidence. the advisor is allowed to determine the amount of points.

f. Students print score points verification results from the academic information system.

   .

2. Issues related to the final project examination are regulated in the Education Thesis and Research Paper Guidelines published by the English Education Study Program.

CHAPTER IX
DUTIES AND ETIQUETTE OF LECTURERS

This section describes the guidelines for duties and etiquette used by lecturers in carrying out their daily duties. Lecturers' competence and performance are important factors in the teaching and learning process. This of course will have an impact on students because lecturers and students will interact quite often and intensively. Therefore, in order to avoid problems related to student-lecturer relations, and also to create a conducive atmosphere so that the teaching and learning process runs smoothly, effectively and efficiently, lecturers need to pay attention to etiquette guidelines and guidelines for carrying out their duties and obligations.

A. Lecturer Assignment Guideline

Lecturer is required to:

1. Start and end scheduled teaching and learning activities on time.
2. Carry out lectures, research and community service honestly and responsibly.
3. Follow the schedule for submitting RPS, exam questions, and test scores determined by the university/faculty/study program.
4. Give warnings or other sanctions for student actions that are felt to interfere with lecture performance.
5. Demand student obedience regarding established rules, attitudes, behavior and appearance during the lectures they are in charge of.
6. Develop a democratic atmosphere in relations with fellow lecturers, staff and students.
7. Provide special time for students who will conduct consultations in the academic field or other matters.
8. Accompany and guiding students to grow and develop as intelligent, religious, and responsive human beings to the social problems around them.

B. Guideline of Lecturer Etiquette

Lecturer is required to:
1. Behave in such a way, both inside and outside the classroom, so that it becomes a role model for students to develop themselves.

2. Respect everyone and accept differences of opinion fairly.

3. Always use working time effectively and efficiently and must maintain work discipline.

4. Not using working time and facilities at Sanata Dharma University to work outside of his duties and responsibilities as a USD lecturer.

5. Always maintain the good name of the University by guarding his words and actions so as not to offend other parties personally, not to carry out all forms of harassment, discrimination and humiliation based on SARA (Ethnicity, Religion and Race), gender, disability, age , and other unfavorable personal conditions, not committing pornographic and pornographic violations, and not leading to things that conflict with the vision and mission of the university.

6. Dress and look neat, clean, reasonable, and in accordance with teacher training norms when conducting lectures and other academic activities.

7. Treat students fairly, objectively and may not act discriminatory in carrying out their duties.

8. Develop an open attitude and use a dialogical approach in solving problems that arise between lecturers and students.

9. Notifying the Head of Study Program, Deputy Head of Study Program, and Secretariat if unable to attend.

10. Do not smoke during activities on campus inside and outside the classroom.

11. Do not operate technological devices while giving lectures in class except for academic purposes or in emergencies.

12. Sanctions for lecturers who commit violations are regulated in separate regulations.

CHAPTER X

GUIDELINES FOR STUDENT ATTITUDE AND BEHAVIOR

In order to realize the goal of educating students of the English Education Study Program, JPBS, FKIP Sanata Dharma University, it is necessary to establish a Student Code of Conduct that applies to all students of the English Education Study Program. The guidelines are as follows:

A. Student attitude

1. Upholding the good name of the English Education Study Program and Sanata Dharma University.
2. Respecting faculty members, staff, friends and other people.
3. Respecting and obeying the regulations enacted by the Study Program and the University both on campus and in the community.

B. Student Behavior

1. Creating an atmosphere that supports the smooth running of academic activities, such as attending lectures on time, maintaining calm in and around the lecture venue, being active in lectures.
2. Creating an atmosphere that supports the smooth running of extra-curricular activities and other non-academic activities both organized by the Study Program, Department, Faculty and University.
3. Creating a good climate for student personality development.
4. Creating a safe and peaceful atmosphere both on campus and in the community.
5. Maintaining the beauty of the campus.

C. Student Appearance and Speech

1. Dress appropriately, politely, and neatly according to the activities followed.
2. Conduct yourself politely on and off campus.

D. Unacceptable Behavior

1. Any actions that interfere with lectures or other ongoing activities on campus.
2. Cheating in the academic, administrative and financial fields.
3. Eating and smoking while attending lectures.

4. Operating technological devices during face-to-face lectures in class outside of academic activities, except in an emergency and with the permission of the lecturer.

5. Making the environment and property owned by the campus dirty.

6. Wearing T-shirts, worn-out pants, and sandals during lectures and other formal events.

7. Carrying sharp weapons, fighting, extortion, fraud and forming unhealthy groups such as 'gangs' that can cause hostility and trouble.

8. Getting drunk on and off campus.

9. Consuming, distributing and abusing alcohol, drugs and other prohibited items.

10. Misusing technology, print and electronic media, such as magazines, books, cassettes, videos, CD/VCDs, internet and others, that is contrary to moral and ethical values.

11. Violating the norms of sexual behavior such as living together without marriage, and free sex.

12. Other rules that have not been included in this book will be regulated separately by the lecturer.

E. Penalty

Students who violate the above regulations will be subject to the following sanctions:

1. To be reprimanded orally or in writing by a lecturer or head of a Study Program, Department, Faculty and University.

2. Suspended or not allowed to participate in certain activities including academic activities for a certain period of time.

3. Administrative and/or financial fines are imposed by the authorized official.

4. Expelled (revocation of study rights) from Sanata Dharma University by the Rector (President of the university).

CHAPTER XI

LEARNING SUPPORT FACILITIES AND STUDENT ACTIVITIES

In addition to the learning support facilities provided at the university level, the English Education Study Program has supporting facilities for learning English in the form of the following facilities and infrastructure:

1. Scholarship

The study program offers scholarships, namely the Bolsius Student Fund (BSF) for ELESP students who have financial problems. The source of this scholarship is from ELESP alumni who are under the ELESP Alumni Association. This scholarship aims to help pay for the Fixed Tuition Fee (*Uang Kuliah Tetap*). The requirements for applying for this scholarship are regulated separately and can be accessed on the ELESP website.

2. ELESP student activities

ELESP facilitates student activities conducted by the Study Program Student Association called Progressive English Society (PROCESS). This activity includes sub-units, namely:

   a. E-Focus (E-Fo) related to photography
   b. English Education Production (EEPro) related to theater,
   c. PBI Choir which is related to vocal art development,
   d. I Diamond English (IDE) where students can develop journalism skills,
   e. The Community of Debaters (CODE) which accommodates the debate community.
   f. Dialogue Magazine

In addition to these activity units, students can also be involved in publishing the Dialogue magazine which is coordinated by the Lecturer assigned by the Head of Study Program.

3. Laboratory

Laboratories related to the learning activities at the study programme are:

   a. Audio Visual Laboratory for the listening courses
   b. Multimedia Laboratory for technology-based teaching and learning activities.
   c. Production workshop rooms to facilitate students in making conventional and technology-based learning media and contents.
   d. Interactive Classes designed to provide classes with flexible layouts, furnished with

equipment that supports a more interactive learning atmosphere.

e. Workstations provided as one of the access points for students in addition to the access points provided by the university

There are several changes both in the names of the courses and in the competencies developed in ELESP curriculum 2021. Students with the 2016 curriculum need to pay attention to the following.

a. If a course in the 2016 curriculum does not appear in the 2021 curriculum, students are required to take the equivalent course.

b. Point a will have an impact on the amount of credits paid and lecture hours. The number of semester credit units (credits) taken follows the number of credits in the 2016 curriculum. However, the amount of course payments follows the number of credits in the 2021 curriculum. Example: Students with the 2016 curriculum who will repeat and/or take Grammar I must take Basic Grammar in Use with a total of 3 credits of payment. However, only 2 credits will be printed in the final grade transcript (according to the 2016 curriculum).

APPENDICES

Distribution of Courses

The courses in the ELESP are distributed into eight semesters. The following is the distribution of courses in each semester

Sem	Credits	Course and Its Credits							
VIII	4	Thesis/Published Article/Project (4)							
		Research Paper (2)	Enrichments: Introduction to BIPA / Discourse Analysis/ Poetry (2)						
VII	20	Research proposal (4)	Enrichments Distance Learning (2)	Enrichments Qualitative Data Analysis (2)	Enrichments Statistics in ELT (2)	Enrichments Textual Grammar/ Semantics-Pragmatics/ Introduction to English Sociolinguistics (2)	Enrichments Mass Media Communication (2)	Enrichments Consecutive Interpreting / Register Translation / Simultaneous Interpreting (2)	Enrichments Korean Language/ Mandarin Language (2)
		MBKM (16-20)							
VI	20	Community Service (3)	Internship Program: Classroom management (3)	Research Methods (3)	Service Program Design (3)	English for Specific Purposes (4)	Enrichments: International Curriculum/ Introduction to English Morpho-Syntax/ Approaches to Literary Criticism (2)		Enrichments: English for Creative Industry (2)
		MBKM (14-20)							
V	20	Introduction to Guidance and Counseling (2)	Digital Learning Media Development (3)	Micro Teaching (2)	Standardized Test (3)	Play Performance (3)	Creative Writing (2)	Theories and Practice of Translation (3)	Cross Cultural Understanding (2)
IV	20	Theology/philosophy of morality (2)	Civic Education (2)	Teaching Methods and Conventional Media (4)	Learning Program Design and Assessment (4)	Drama in ELT (2)	Grammar in ELT (2)	English for Young Learners (2)	Introduction to English Phonetics and Phonology (2)
III	20	Psychology of Learning (2)	School Management (2)	Internship Program: School Environment (1)	Introduction to Linguistics (2)	Prose in ELT (2)	Advanced Grammar in Use (3)	Advanced Listening and Speaking (4)	Advanced Reading and Writing (4)
II	20	Bahasa Indonesia (3)		Introduction to Education (2)	Book Report (2)	Introduction to Educational English Literature (2)	Intermediate Grammar in Use (3)	Intermediate Listening and Speaking (4)	Intermediate Reading and Writing (4)
I	20	Religion Education (2)	Pancasila Education (2)	Vocabulary (2)	Pronunciation (3)	Basic Grammar in Use (3)		Basic Listening and Speaking (4)	Basic Reading and Writing (4)

Course Distribution per semester

SEMESTER 1				
Course Code	**Course Names**	**Prerequisite**	**Credit**	**Characteristic**
TEOL 101	Religion Education	-	2	Compulsory
KEBN 101	Pancasila Education	-	2	Compulsory
LEDU 103	Vocabulary	-	2	Compulsory
LEDU 110	Pronunciation Practice	-	3	Compulsory
LEDU 111	Basic Grammar in Use	-	3	Compulsory
SEDU 117	Basic Listening and Speaking	-	4	Compulsory
SEDU 118	Basic Reading and Writing	-	4	Compulsory
	TOTAL		20	
SEMESTER 2				
Course Code	**Course Names**	**Prerequisite**	**Credit**	**Characteristic**
BIND 101	Bahasa Indonesia	-	3	Compulsory
PKGF101	Introduction to Education	-	2	Compulsory
SEDU 105	Book Report	-	2	Compulsory
ELIT 107	Introduction to Educational English Literature	-	2	Compulsory
LEDU 112	Intermediate Grammar in Use	-	3	Compulsory
SEDU 119	Intermediate Listening and Speaking	-	4	Compulsory
SEDU 120	Intermediate Reading and Writing	-	4	Compulsory
	TOTAL		20	
SEMESTER 3				
Course Code	**Course Names**	**Prerequisite**	**Credit**	**Characteristic**
PKGF102	Psychology of Learning	-	2	Compulsory
PKGF104	School Management	-	2	Compulsory
PRPS101	Internship Program-School Environment	-	1	Compulsory
LING 101	Introduction to Linguistics	-	2	Compulsory
ELIT 108	Prose in ELT	ELIT 107	2	Compulsory
LEDU 113	Advanced Grammar in Use	-	3	Compulsory
SEDU 121	Advanced Listening and Speaking	-	4	Compulsory
SEDU 122	Advanced Reading and Writing	-	4	Compulsory
	TOTAL		20	

SEMESTER 4

Course Code	Course Names	Prerequisite	Credit	Characteristic
FITE 107/FILS 105	Theology/Philosophy of Morality	-	2	Compulsory
KEBN 102	Civic Education	-	2	Compulsory
EEDU 109	Teaching Methods and Conventional Media	-	4	Compulsory
EEDU 110	Learning Program Design and Assessment	-	4	Compulsory
ELIT 109	Drama in ELT	ELIT 107	2	Compulsory
LEDU 114	Grammar in ELT	-	2	Compulsory
EEDU 111	English for Young Learners	-	2	Compulsory
LING 102	Introduction to English Phonetics and Phonology	LING 101	2	Compulsory
	TOTAL		20	

SEMESTER 5

Course Code	Course Names	Prerequisite	Credit	Characteristic
PKGF103	Introduction to Guidance and Counseling	-	2	Compulsory
EEDU 112	Digital Learning Media Development	EEDU 109	3	Compulsory
EEDU 105	Micro Teaching	EEDU 109 EEDU 110	2	Compulsory
EPRO 102	Standardized Test	-	3	Compulsory
ELIT 110	Play Performance	ELIT 107 ELIT 109	3	Compulsory
SEDU 123	Creative Writing		2	Compulsory
TISI 101	Theories and Practice ofTranslation		3	Compulsory
LCUL 101	Cross Cultural Understanding		2	Compulsory
	TOTAL		20	

SEMESTER 6

Course Code	Course Names	Prerequisite	Credit	Characteristic
Regular Curriculum				
STDL 101	Community Service	-	3	Compulsory
	Internship Program-Classroom management	EEDU 105	3	Compulsory
REDU 101	Research Methods	-	3	Compulsory
KEWR 101	Service Program Design		3	Compulsory
ENDU 104	English for Specific Purposes		4	Compulsory
ENDU 105 LING 115 ELIT 111	International Curriculum/ Introduction to English Morpho-syntax/ Approaches to Literary Criticism		2	Enrichment
ENDU 106	English for Creative Industry		2	Enrichment
	TOTAL		20	

	MBKM Curriculum Package			
	MBKM Package		**14**	
REDU 101	Research Method	-	3	Compulsory
	Internship Program-School management		3	Compulsory
	TOTAL		20	

SEMESTER 7

Course Code	Course Names	Prerequisite	Credit	Characteristic
	Regular Curriculum			
REDU 103	Research Proposal	REDU 101	4	Compulsory
EEDU 113	Distance Learning		2	Enrichment
REDU 108	Qualitative Data Analysis		2	Enrichment
REDU 109	Statistics in ELT		2	Enrichment
LEDU 115 LING 107 LING 198	Textual Grammar/ Introduction to English Sociolinguistics/ Semantics Pragmatics	LING 101 LING 101	2 2	Enrichment Enrichment
ENDU 103	Mass Media Communication		2	Enrichment
TISI 153 TISI 151 TISI 152	Consecutive Interpreting/ Register Translation/ Simultaneous Interpreting		2	Enrichment
LCUL 102 LCUL 103	Korean Language/ Mandarin Language		2	Enrichment
	TOTAL		20	
	MBKM Curriculum Package			
	MBKM Package		16	
REDU 103	Research Proposal		4	
	TOTAL		20	

SEMESTER 8

Course Code	Course Names	Prerequisite	Credit	Characteristic
REDU 104 REDU 105 REDU 106 REDU 107	Thesis Research Paper Published Article Project	REDU 101 REDU 103	4 2 4 4	Compulsory
EEDU 106 LING 109 ELIT 112	Introduction to Indonesian Language Learning for Foreign Speakers / Discourse Analysis/ Poetry		2	Enrichment (for students taking Research paper)
	TOTAL		4	

The course map and PLO:

No.	Courses	PLO 1	PLO 2	PLO 3
1	Religion Education			E
2	Pancasila Education			E
3	Bahasa Indonesia			E
4	Civic Education			E
5	Theology/Philosophy of Morality			E
6	Community Service			M
7	Introduction to Education	I		
8	School Management	E		
9	Internship Program-School Environment		E	
10	Psychology of Learning	I		
11	Introduction to Guidance and Counseling	I		
12	Microteaching-semi capstone		M*	
13	Internship Program-Classroom Management		M	
14	Pronunciation Practice		E	
15	Vocabulary	E	E	
16	Basic Grammar in Use	M	M	
17	Basic Listening and Speaking		M	
18	Basic Reading and Writing		M	
19	Book Report		E	
21	Intermediate Listening and Speaking		M	
22	Intermediate Reading and Writing		M	
23	Introduction to Educational English Literature	I	I	
24	Prose in ELT		E	
25	Advanced Grammar in Use	M*	M	
26	Introduction to Linguistics	I		
20	Intermediate Grammar in Use	M	M	
27	Advanced Reading and Writing		E	
28	Advanced Listening and Speaking		M	
29	English for Young Learners	E	E	
30	Teaching Methods & Conventional Media	E	E	
31	Grammar in English Language Teaching	I	E	
32	Learning Program Design & Assessment	E	E	
33	Introduction to English Phonetics and Phonology	E	E	
34	Drama in ELT		E	
35	Creative Writing		E	
36	Standardized Test	M*		
37	Digital Learning Media Development	E	E	I
38	English Play Performance		M*	I
39	Service Program Design	E	E	M*
40	Cross Cultural Understanding	E	E	
41	Research Methods	E	E	
42	Theories and Practice of Translation	E	E	
43	English for Specific Purposes	E	E	E

No.	Courses	PLO 1	PLO 2	PLO 3
44	Research Proposal	E	E	
45	Thesis	M	M*	
	Enrichment courses			
46	International Curriculum	E		
47	English for Creative Industry		E	
48	Discourse Analysis	E	E	
49	Approaches to Lit Criticism	E	E	
50	Mass Media Communication			E
51	Consecutive Interpreting		E	
52	Register Translation		E	
53	Simultaneous Interpreting		E	
54	Business/Copy Writing		E	
55	Pengantar BIPA	E	E	
56	Remote/distance learning	E	E	
57	Qualitative Data Analysis	E		
58	Statistics in ELT	I		
59	Applied Grammar		E	
60	Semantics-Pragmatics	E		
61	Introduction to English Morpho-Syntax	E		
62	Introduction to English Sociolinguistics	E		
63	Poetry in ELT	E		
64	Mandarin	I	I	
65	Korean	I	I	
66	Japanese	I	I	
	Performance Test for the Student Teachers of ELESP (*Ujian Kinerja Calon Guru*): micro-teaching test	M*		
	Linguistic Competence Test (LCT)	M*		

Notes:

1. Introduction (I)
2. Emphasis (E)
3. Mastery (M)
4. Opportunity for assessing outcome *

COURSE EQUIVALENCE 2016 CURRICULUM – 2021 CURRICULUM

After implementing the 2016 Curriculum for the past 4 years, the department reviewed it based on the development in the world of education, the workplaces' needs, and feedback from stakeholders. Another main reference in reviewing the curriculum is the Policy from the Ministry of Education, *Merdeka Belajar – Kampus Merdeka,* and Outcomes-Based Education (OBE).

The changes that have been made require adjustments to the curriculum that is currently underway and is still being taken by several generations of students. Therefore, mapping of competencies from the old curriculum related to the new curriculum was carried out. This is done to ensure that students who are currently using the old curriculum can still be served well while still paying attention to the final LO to be achieved. The role of DPA in mentoring curriculum transitions can help students plan and complete studies with the new curriculum. Some MKs need to provide their equivalent. This transition period will occur for approximately 1 year.

Course Equivalence
The following is the equivalence of the 2016 Curriculum Course and the 2021 Curriculum

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
1	Merge of Courses, Name changes, and Course Credits		
	Grammar is a compulsory subject given until the 4th semester. Therefore, a change of the name of the course and the credits are conducted.	Grammar I - VI in which each consists of 2 credits	Grammar subject is given in 4 semesters, and 1 Grammar subject as enrichment
		Grammar I (Sem 1, 2 credits)	Basic Grammar in Use (Sem 1, 3 credits)
		Grammar II (Sem 2, 2 credits)	Intermediate Grammar in Use (Sem 2, 3 credits)
		Grammar III (Sem 3, 2 credits)	Advanced Grammar in Use (Sem 3, 3 credits)
		Grammar IV (Sem 4, 2 credits)	Grammar in ELT (Sem 4, 2 credits)
		Grammar V (Sem 5, 2 credits)	Textual Grammar (2 credits, enrichment course)
		Grammar VI (Sem 6, 2 credits)	
2	The Merging of the related language skills courses		

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
		Basic Listening (Sem 1, 2 credits)	Basic Listening and Speaking (4 credits)
		Speaking 1 (Sem 1, 2 credits)	
		Basic Reading (Sem 1, 2 credits)	Basic Reading and Writing (4 credits)
		Basic Writing (Sem 1, 2 credits)	
		Intermediate Listening (Sem 2, 2 credits)	Intermediate Listening and Speaking (4 credits)
		Speaking 2 (Sem 2, 2 credits)	
		Basic Reading II (Sem 2, 2 credits)	Intermediate Reading and Writing (4 credits)
		Paragraph Writing (Sem 2, 2 credits)	
		Critical Listening and Speaking I (Sem 3, 4 credits)	Advanced Listening and Speaking (4 credits)
		Critical Listening and Speaking II (Sem 4, 4 credits)	
		Critical Reading and Writing I (Sem 3, 4 credits)	Advanced Reading and Writing (4 credits)
		Critical Reading and Writing II (Sem 4, 4 credits)	
3	Credits differences	Pronunciation Practice I (2 credits) Pronunciation Practice II (2 credits)	Pronunciation Practice (3 credits)
4	Merging	Approaches, Methods, and Techniques (3 credits)	Teaching Methods and Conventional Media (4 credits)

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
		Language Teaching Media (2 credits)	
		Language Teaching Media (2 credits)	Digital Learning Media Development (DLMD) (3 credits)
		Computer Assisted Language Learning (3 credits)	
		Learning Program Design (3 credits)	Learning Program Design and Assessment (4 credits)
		Language Learning Assessment (2 credits)	
5	Compulsory and Elective Courses	English for Young Learners (elective) (3 credits)	English for Young Learners (compulsory) (2 credits)
		ESP (elective) (3 credits)	ESP (compulsory) (2 credits)
		Creative Writing (elective) (2 credits)	Creative Writing (compulsory) (2 credits)
		Standardized Test (elective) (2 credits)	Standardized Test (compulsory) (2 credits)
6	New course to achieve the newest LO	-	Remote Learning (2 credits)
	The consequences of the difference in the number of credits due to this change of curriculum can be compensated by taking enrichment courses to achieve a minimum of 144 credits.		

Course names of the 2016 Curriculum Course and the 2021 Curriculum

No	Curriculum 2016		Curriculum 2021	
	Course Subject	Credits	Course Subject	Credits
1	Pronunciation Practice I	2	Pronunciation Practice	3
2	Pronunciation Practice II	2		

3	Grammar I	2	Basic Grammar in Use	3
4	Grammar II	2	Intermediate Grammar in Use	3
5	Grammar III	2		
6	Grammar IV	2	Advanced Grammar in Use	3
7	Grammar V	2		
8	Grammar VI	2	Grammar in ELT	2
9	Public Speaking	2	-	
10	Speaking 1	2	Basic Listening and Speaking	4
11	Basic Listening	2		
12	Basic Reading	2	Basic Reading and Writing	4
13	Basic Writing	2		
14	Intermediate Listening	2	Intermediate Listening and Speaking	4
15	Speaking 2	2		
16	Critical Listening and Speaking I	4		
17	Basic Reading II	2	Intermediate Reading and Writing	4
18	Paragraph Writing	2		
19	Critical Reading and Writing I	4		
20	Critical Listening and Speaking II	4	Advanced Listening and Speaking	4
21	Critical Reading and Writing II	4	AdvancedReading and Writing	4
22	Introduction to Literature	2	Interoduction to Educational English Literature	2
23	Approaches, Methods, and Techniques	3	Teaching Methods and Conventional Media	4
24	Language Teaching Media	2		
25	Learning Program Design	3	Learning Program Design and	4

26	Language Learning Assessment	2	Assessment	
27	Academic Writing	2	-	

No	Kurikulum 2016		Kurikulum 2021	
	Nama Mata Kuliah	SKS	Nama Mata Kuliah	SKS
18	Paragraph Writing	2		
19	Critical Reading and Writing I	4		
20	Critical Listening and Speaking II	4	Advanced Listening and Speaking	4
21	Critical Reading and Writing II	4	AdvancedReading and Writing	4
22	Introduction to Literature	2	Interoduction to Educational English Literature	2
23	Approaches, Methods, and Techniques	3	Teaching Methods and Conventional Media	4
24	Language Teaching Media	2		
25	Learning Program Design	3	Learning Program Design and Assessment	4
26	Language Learning Assessment	2		
27	Academic Writing	2	-	

Course Description

The following is a brief description of the courses in the ELESP Curriculum to provide a brief overview of the courses. The description of this course is possible to be revised according to the development of science and context.

1. **Vocabulary (LEDU 103)**

    "Vocabulary" is a compulsory course designed to help students understand the meanings, forms, and uses of high frequency and academic words through various activities. In addition, students are exposed to various English phrases, collocations, and idiomatic expressions used in various contexts as well as the principles of word formation of contextual use. They are also required to apply vocabulary enrichment techniques independently and use dictionaries to enrich vocabularies. There is no prerequisite for taking this course.

2. **Pronunciation Practice (LEDU 110)**

    The course is designed to assist students in enhancing their spoken proficiency for communication purposes in general and their pronunciation in particular. Specifically, it is meant to familiarize students with English speech sounds (segmentals) and suprasegmentals. In general, the course is divided into two parts. In the first part, the practice focuses on the English speech sounds (consonants, vowels and diphthongs). Students will practice pronouncing words, phrases and sentences which contain the focus sounds in each meeting. In the second parts, the practice focuses on the suprasegmentals (stress, rhythm and intonation). During the process, corrections are always provided as the feedback to the students' pronunciation problems both directly by the lecturer and the available softwares (online softwares), i.e. Oxford Advanced Learners, Cambridge Longman, and Merriam-Webster Dictionaries. Besides, differences between British and American English are also highlighted.

3. **Basic Grammar in Use (LEDU 111)**

    The course is offered to the first semester students enrolled in the English Language Education Study Program. It equips students with the fundamental concepts and practices of English language, including parts of speech, basic English sentence patterns, concords, and English tenses. By the end of this course, students are expected to have proficient knowledge of basic English grammar and to be prepared for the next grammar course.

4. **Intermediate Grammar in Use (LEDU 112)**

    This course equips students with a deeper understanding of different sentence varieties and verb features. In the first half of the semester, students are going to deal with phrase structures, and modals. Then, in the second half of the semester, topics that are discussed include passive sentences, gerunds, infinitives, causatives, and degrees of comparison. Students are expected to perform both individual and collaborative work in accomplishing the tasks. By the end of the course, they are expected to be able to compose a short text (consisting of around 500 words) that displays correct use of the learned sentence varieties and verb features.

5. **Advanced Grammar in Use (LEDU 113)**

    This course equips students with the knowledge to produce compound and complex sentences, conditional sentences, and condense the complex sentences by means of non-finite constructions and use English compound, and complex sentences correctly accurately in given tasks.

6. **Grammar in ELT (LEDU 114)**

    This course equips students with the knowledge to produce compound and complex ones, and condense the complex sentences by means of non-finite constructions. Students are trained to

be able to apply grammar topics in Grammar in ELT accurately and deliver correctly and confidently the grammar topics in Grammar in ELT to learners of English.

7. Textual Grammar (LEDU 115)

This course presents the students with the use of grammar both in spoken and written discouses. The course trains students to identify challenges of English structure in order to understand authentic texts and apply relevant grammatical aspects discussed in the course to communication purposes. The analysis on the authentic uses covers, for example, basic elements of English sentences and parts of speech.

8. Book Report (SEDU 105)

This course is designed to introduce students to Extensive Reading, develop students' understanding of literary elements/aspects, increase their interest and enjoyment of reading literary and non-literary works, and express their thought and feeling regarded to the articles they are reading. Throughout the course students are to read articles with 4 major topics, namely kindness, love, honesty, and debatable choices. Students will report each article they read to their friends and discuss the elements/aspects, their feeling, and their thoughts. This course is compulsory and offered in semester II. There is no prerequisite course for Book Report.

9. Basic Listening and Speaking (SEDU 117)

This course is designed to help students comprehend various frequently used discourses in English and express basic communicative functions in English. In completing the course, the students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance as well as the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. Afterwards, the students will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters as well as describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans confidently, fluently, and accurately.

10. Intermediate Listening and Speaking (SEDU 119)

Intermediate Listening and Speaking course is designed introduce you to listening and giving personal response strategies. Throughout this course, you are expected to listen to and watch various intermediate extended discourse such as lectures, speeches, news reports, and expository passages in the given topics. Then, you will be learn to paraphrase, take notes and summarize the passages in outlines and mind-maps. You will be trained to give oral critical response and reflection based on the given topics in the form of short individual/group presentation.

11. Advanced Listening & Speaking (SEDU 121)

In completing the course, the students will be able to employ strategic skills, to comprehend upper intermediate to advanced, extended discourse such as news reports, informative narratives, persuasion, argumentation in the form of videos, podcasts, or reading articles; paraphrase, take notes and summarize upper intermediate to advanced, extended discourse such as news reports, narratives, persuasion, argumentation and in the form of videos, podcasts, or reading articles. Afterwards, the students will be able to do speech preparation, speech content organization, and oral delivery techniques in order to deliver oral critical responses and reflections confidently, fluently, and accurately based on the given topics.

12. Basic Reading and Writing (SEDU118)

Basic Reading and Writing course is designed to introduce students to some basic reading strategies and minimum requirements needed in writing as foundations of reading and writing activities. The students are to read texts related to humanism, humanistic education, self-reflection and empowerment, and success stories to improve their reading comprehension, critical thinking,

reflective thinking, and vocabulary mastery in expository, descriptive, and recount texts. Through various reading activities, the students are exposed to written English employing the minimum requirement rules (e.g. agreement, grammar, tenses, spelling, and diction) and the aforementioned text types. The exposure, input, and provided feedback will facilitate them to write correct sentences in compositions and to produce their own responses, recounts, and descriptions. The overall design of the learning process refers to the cognitive levels of Bloom and SOLO taxonomy. At the end of the course, the students are expected to become effective and critical readers. As for the writing products, they are assigned to submit portfolios covering all students' compositions and reflections on their learning.

13. Intermediate Reading and Writing (SEDU 120)

This course is designed to, firstly, help students develop their literal and inferential comprehension, practice the reading skills (previewing, skimming, scanning, guessing word meanings from context), develop their English vocabulary and reading aloud ability. Throughout the course, students are encouraged to use reading strategies when reading various kinds of texts and to give simple critical responses to ideas presented in the texts. In general, tasks to foster students' independence in developing their reading and writing skills are also given. Secondly, in order to specifically develop the students' paragraph writing skills, the students are to practice writing topic sentences, supporting sentences, and concluding sentences as well as the concept of unity and coherence of a paragraph. On completing the course, the students are able to write using correct punctuation and spelling, use the concept of SV agreement, tenses, grammar on their writing (covering recount, descriptive, procedure and comparison) correctly.

14. Advanced Reading and Writing (SEDU 122)

This course is designed to develop students' critical thinking skills in reading and writing through a metacognitive approach. To achieve these outcomes, students will be assisted in developing knowledge of cognition and regulation of cognition in reading and writing various text types namely expository (compare and contrast, cause and effect, and classification), persuasive and argumentative genres with various topics. Specifically, they are trained to apply logical principles, careful standard of evidence, and reasoning to the analysis and discussion of claims, beliefs and issues through planning, monitoring and problem-solving, as well as evaluation strategies. This course is offered in Semester 3. To be eligible to enroll in this course, students need to have passed Basic Reading and writing, and intermediate Reading and Writing classes in the previous semesters.

15. Creative Writing (SEDU 123)

Creative Writing is offered to introduce students to the process and techniques of creative writing. It encourages students' engagement in writing stories and poems in English, offering a range of strategies to help student develop as a writer. The emphasis is highly practical, with workshop technique, exercises and activities designed to ignite and sustain the writing impulse. The course encourages ways of using memory, experience, observation, and imagination to write stories and poems, as well as building a daily writing discipline. Students will write stories and poems inspired by their observations of surroundings, personal memory, and other work. The class projects are class IG to showcase students' poems and other individual/group projects, and a publication of a book presenting students' best stories and poems.

16. Digital Learning Media Development (DLMD) (EEDU 112)

This course covers both theoretical and practical knowledge of using digital learning media to enhance language learning. Besides exploring digital learning theories, this course also discusses the integration of technology based on language skills and elements. This course consists of 6 units and each unit is divided into 2 meetings which are lecture and workshop. Each unit assists students to design, develop & evaluate interactive digital media and apply them in the class. At the end of the course, students are expected to be able to develop and organize several digital media into an

integrated VLE (virtual learning environment) platform which is tried out to some targeted users. Students taking this course are also required to take *Learning Methods and Conventional Media* simultaneously.

17. Teaching Methods and Conventional Media (EEDU 109)

In this Teaching Methods and Conventional Media (TMCM) course, students are to develop creative and innovative learning activities that meet the learning purposes, learners' characteristics and learning styles, available sources and resources, and learning conditions. In order to have such ability, students are to explore knowledge of the established approaches, methods, and techniques, strategies in teaching language skills and elements, conventional media and some classroom management principles. Students are also to develop simulated teaching procedures based on the learned approaches, methods, techniques and strategies complemented with the appropriate conventional media for teaching.

18. Learning Program Design and Assessment (LPDA) (EEDU 110)

Drawing on the Backward Design, this course is set to equip students with a systematic procedures, starting from identifying learning goals, determining learning assessments, and developing materials/strategies. Goals are drawn from solid grounds of research on the students' developmental tasks. Assessments are viewed from the three perspectives, i.e. assessments of, as, and for learning. Materials/strategies are framed within digital contexts . This course gives students insights into the concept of curriculum, its program design, implementation, and assessments. In this course, the students are introduced to the concept of curriculum in general and also to the current curriculum used in Indonesia and its elements including syllabus and learning interaction plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practice to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents. Further, they need to analyse the appropriate assessments.

19. Micro Teaching (EEDU 105)

Microteaching course is an English language teaching and learning course. The materials of the theoretical study include the review of the English learning contents and the development of the English lesson plan. The dominant learning processes in this course are the student teacher's practices of their teaching skills in opening, closing, explaining, asking questions, providing reinforcement/stimulus, and finally integrating teaching skills. Through these teaching practices, the student teachers are expected to have sufficient knowledge and skills to plan and manage classroom learning.

20. Introduction to Educational English Literature (ELIT 107)

This course introduces students to three main kinds of literary genres, namely prose, poetry, and drama, by various authors of different periods and nationalities to develop understanding and ability in appreciating literary works in elementary level. Students are equipped with basic theories and apply these on their literary appreciation to weekly reading assignments and reflective responses to the works read and discussed. It will discuss how literature directly relates to the personal, social, ecological, and spiritual aspects of our life especially educational aspect. By reading and appreciating literary works, students are able to develop emphatic understanding to others and develop personal maturity.

21. Prose in ELT (ELIT 108)

This course is designed to develop students' ability in appreciating prose fiction by reading and analyzing world short stories and novels. In this course, students will read three (3) short stories, and two (2) novels. It is expected that students will be able to write a critical analysis on the literary

works read by using literary theories. Students will also give responses, such as in a form of reflective writings or art works, that aim to encourage students to be more emphatic, sensitive, and mature. This course is compulsory and offered in semester III.

22. Drama in ELT (ELIT 109)

Drama course is designed to facilitate students to read, analyze, and interpret World drama scripts. In this course, students learn some elements of drama script, analyze the intrinsic and extrinsic aspects of a drama, and understand the properties for a play production. Students also write or adapt a one act drama script that may function as a means of teaching English language.

23. Introduction to Linguistics (LING 101)

Introduction to Linguistics is a compulsory course worth 2 credits. It discusses the main topics in linguistics theory in the context of English as a foreign language teaching. It equips students with basic understanding of linguistics theories in order that they have better understanding of ESL teaching.

24. Introduction to English Phonetics and Phonology (LING 102)

Introduction to English Phonetics and Phonology is a course that introduces students to the concepts of English Phonetics and English Phonology. Students are introduce to English sounds (English Phonetics) and English sound patterns (English Phonology). The course covers the description of how English sounds are produced, so students can learn to produce the sounds accurately. Some English sounds are not found in Indonesian, so by observing the process of how to articulate the sounds, it expected that students will learn to produce the sounds accurately, and understand how sounds are represented by IPA symbols. Understanding of sound patterns will help students understand what sound combinations are feasible and what combinations will result in silent consonants or silent vowels. At the end of the course, students can explain how this course is very relevant to language learning and language teaching. This course is compulsory and offered in Semester IV. It is expected that students have taken Introduction to Linguistics before they take this course.

25. Standardized Test (EPRO 102)

This course aims to provide students with the knowledge and practical skills required to successfully prepare to take the IELTS Academic Test. It is a popular choice for students wishing to study at a university in an English-speaking country. This course will prepare you to take the IELTS Academic Test with confidence. Like the test itself, course content is organised into the four main skill areas: Speaking, Listening, Reading, and Writing. Each section of this course includes engaging multimedia presentations reviewing key test-taking skills, strategies and techniques. In each of the four test areas, students will be given information about the format of the test, as well as advice about the skills and strategies that will be useful when taking the test.

The learning activities will include practice on test-taking skills and strategies, individual practice tests, individual study, group study and classroom practice tests. The individual study and group study allow students to work independently and collaboratively. Students are facilitated to plan their own learning, monitor their own progress, and evaluate their own learning. The aim is for the students to get a IELTS band of at least 6.0. This course also helps students make use of their metacognitive strategies in learning to achieve the targeted scores in the English proficiency tests successfully.

26. Statistics in ELT (REDU 109)

Statistics in ELT course is designed to equip students with the basic approaches, methods, and techniques in using statistics in research on English language teaching. First, students carry out

exercises on descriptive statistics operation for quantitative data presentation. Second, students carry out basic exercises in inferential statistics strategies including the use of null hypothesis, hypothesis tests, significance analysis, and inferential statistics findings. The approaches, methods, and techniques in using statistics learned theoretically are implemented in simplified case studies through intensive practices and evaluated according to its predicted effectiveness.

27. Theories and Practice of Translation (TISI 101)

Theories and Practice of Translation is designed to introduce the arts and crafts of translation. Students are equipped with the knowledge and practical knowledge of concepts, types, principles, problems and procedures involved in translating. They are also exposed to hands-on experiences of translating various text types, both specified and literary. Some new issues and latest development in translation are also introduced and explored, such as translation in mixed mode and media, machine translation and computer-assisted translation tools.

28. Consecutive Interpreting (TISI 153)

Interpreting is designed to introduce the students to modes of interpreting and principles of interpreting. During the course, the students are given practice to interpret English utterances to Indonesian and vice versa. On completing the course, the students are able to spontaneously interpret a spoken/recorded communication in English into Indonesian and vice versa. This course is offered in Semester 7.

29. English for Specific Purposes (ENDU 104)

This course is meant to give the students experience in developing an ESP program. On doing this, students will learn theories of the nature of English for Specific Purposes, ESP design approach, need analysis, ESP syllabuses, and ESP material development, which are targeted to an ESP program development conducted by the students.

30. Mass Media Communication (ENDU 103)

Mass Media Communication is an introductory course designed to provide basic instruction in writing for print and online media and advertising. Exploration of the role of mass media in today's world and its impact on our daily lives will be included in the course curriculum. Upon completing the course, the students are expected to be able to write accurately and comprehensively using the tenets of good news writing. The students are also expected to demonstrate correct newspaper style in news writing the ability to write hard news copy in an informative and timely way, the ability to write an online news story, including breaking news, and the ability to write features that capture reader interest.

31. Cross Cultural Understanding (LCUL 101)

This course explores numerous questions and analyses cultural similarities and differences with regards to Eastern (such as Indonesian) and Western (such as American and British) cultures. Recognizing that each society has its own beliefs, attitudes, customs, behaviours, and social structures, students are able to understand that people have a sense of identity, standards by which to live, and goals to strive for; that the term "culture" has many different meanings, referring to the patterns of belief and behaviour common to a particular group of people (such as the reasons why English people think and behave the ways they do).

32. English for Creative Industry (ENDU 106)

This course gives students insights into and ask the students to practice the ability to produce digital information in English effectively in spoken and written and deliver the information using technological media. Therefore, this course is going to introduce the ability to use the technology in making the message more interesting and at the same time keep informative for the people who receive the information. There is no required course for the subject. This course is part of MBKM Program in the area of "Magang Dunia Industri" related to Mass Media and Publishers.

33. English for Young Learner (EEDU 111)

This course equips students with the knowledge and skills to teach English to young learners of primary school level. The knowledge refers to the understanding of the policy of teaching a foreign language (i.e. English) to young learners, stages of child developments, child characteristics, classroom management and assessment for young learners whereas the skills include all learning activities to enable the students to implement the knowledge already learned which will result in fun and appropriate English classes for young learners. At the end of the course students are assigned to observe a certain primary school and come up with any ideas to help the school such as producing teaching media or suggesting teaching techniques.

34. International Curriculum (SEDU 111)

International curriculum focuses on developing students' critical and fluent knowledge, skills and attitudes towards various types of global curricula and their practical applications in the international classroom teaching learning processes.

35. Play Performance (ELIT 110)

Play Performance is designed to introduce students to fundamental concepts of drama. It elaborates underlying principles of drama performance that come into play on digital platforms. Besides, it deals with various issues in digital drama staging. The topics addressed among others are script analysis, drama production, and artistic aspects of digital drama. It is designed to improve students' hard skills in English language as well as students' soft skills i.e. collaborative, decision making, communication, creative, critical thinking and digital skills. Play Performance is a compulsory course and offered in Semester V.

36. Service Program Design (KWR 101)

This course is designed to equip students with entrepreneurship skills related to English learning services as well as develop professional attitudes for entering the workforce. At the end of the course program, students should be able to implement their entrepreneurial skills to design English learning services according to target clients' needs using the Design Thinking framework. Students taking this course are also required to take English for Specific Purposes simultaneously.

37. Religion Education (TEOL 101)

This course helps students have broad insight by knowing religions and beliefs in God Almighty, scientifically accounting for their faith beliefs, and developing a critical attitude and being open to dialogue and tolerance towards adherents of various religions and beliefs.

38. Pancasila Education (KEBN 101)

Students understand the process of the formulation of Pancasila both historically and philosophically/rationally; steps for realizing the values of Pancasila in everyday life and being able to make them happen; apply thinking based on Pancasila in dealing with various problems in the state and in social life.

39. Civic Education (KEBN 102)

The substance of Civic Education course is to support students have comprehensive insights and integral approaches in dealing with life problems, both social, economic, political, defense and security, as well as culture.

40. *Bahasa* Indonesia (BIND 101)

The substance of this course focuses on (1) language, thought, and humanity, (2) the position of the Indonesian language, (3) writing synopsis and reviews, (4) writing popular scientific papers (opinions), and (5) writing papers. In addition, the substance of this course is intended to develop skills in reading, writing, and presenting popular scientific works and academic scientific articles.

Students actively seek materials from books, the internet, and various other sources. Through this course, students are expected to be able to express ideas properly and correctly in accordance with applicable linguistic rules. With these activities, students will get used to reading critically, expressing ideas in writing, applying linguistic rules through careful editing of written works, and speaking academically through presentations.

41. Theology/Phylosophy og Morality (FITE 107/FILS 105)

Students understand, know, and are aware of the position of ethics, and human actions; be responsible for their freedom; develop awareness and have strong moral integrity; understand human purpose and happiness; understand social ethics, political ethics, work ethics; and respect others and environment.

42. Community Service (STDL 101)

Community Service is a compulsory subject that aims to build student character by interacting with the community. This course provides a platform for students to apply the knowledge they have learned in class directly in the context of society. The main focus of this course is community empowerment by prioritizing intelligent and humanistic activities.

43. Introduction to Education (PKGF 101)

Students understand the basic concepts or principles of education, develop attitudes as prospective professional educators, and integrate knowledge about this education with related subjects or sciences.

44. Psychology of Learning (PKGF 102)

The Psychology of Learning course aims to equip students with understanding of the concept of learning and learning in schools, about the factors that affect the learning process and learning in schools, the impact of student diversity and culture on the learning process and achievement of learning outcomes, and understanding about effective and positive learning in order to create a developing learning environment.

45. School Management (PKGF104)

Manajemen Sekolah or School Management is one of *Mata Kuliah Keilmuan dan Keterampilan (MKK)*. This course aims to provide prospective of School-Based Management (SBM) and other legislative products related to the management of school households in the era of school autonomy; provide prospective teachers with experience on how the implementation of the National Education Standards is implemented in schools; and provide prospective teachers with ability to compare the concept of Minimum Service Standards (SPM) with the reality in school and can be reflected as provision when working later in the future.

46. Research Method (REDU 101)

In this course, students will learn the nature of research and research problems. This course discusses learning materials with various types of research methods, including their appropriate instruments for data gathering to help students for preparing their research activities for their thesis. Students will develop a research prospectus for their theses. There is no prerequisite for the course, but the students joining this course should have high competence in English composition.

47. Research Proposal (REDU 102)

Research Proposal is a course which is designed to assist students write their final assignment; that is, producing scientific writings which can take the form of a thesis, a journal article or a research paper, or developing other creative products, such as books or teaching media. At the end of the semester, they are to finish writing the research proposal (i.e. the first three chapters of the thesis, an elaborate research plan for journal article writing or scientific product development, or the draft of all three chapters of the final paper). Besides, they are expectedly ready with the

prototype research instruments needed for gathering the data. The course is concluded with a seminar on the designed proposal.

48. Thesis (REDU 104)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in this undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems.

49. Research Paper (REDU 105)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in this undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems. The final product is a research paper.

50. Published Article (REDU 106)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in the undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems. The final product is a published article in a journal.

51. Innovative Project (REDU 107)

This course is an independent study guided by a supervisor to generate learning/teaching product (for example, an English learning software) on a topic according to students' research focus. This course is an ultimate culmination of students' learning in the undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems.

52. *Pengantar Pembelajaran* BIPA (EEDU 106)

The aim of the course is to introduce students to the principles of learning Indonesian as a foreign language and to the knowledge of teaching Indonesian as a Foreign Language. In this course, students will design BIPA syllabus based on learners' needs and develop BIPA materials and media. This course is an enrichment course and there is no prerequisite course for EEDU 106 Pengantar Pembelajaran BIPA.

53. Semantics – Pragmatics (LING 109)

This enrichment course enables students to explore fundamental aspects of semantics. It discusses the concepts of semantics, and its relationship with pragmatics. Upon completion, the students are able to understand the concepts of semantics, the relation between semantics and pragmatics, and apply the knowledge and theories in tackling semantic issues in English teaching and learning. The prerequisite course is Introduction to Linguistics.

54. Poetry (ELIT 112)

Poetry in ELT is designed to encourage students to enjoy reading poetry. In this course, students will analyze the intrinsic elements of a poem, which include Rhythm, imitation, Style and Tone, Pleasure and/or Truth, Technique of Verse. Students are also able to show their understanding and ability to analyze a poem by making use of literary theories. The values of finding realities of life depicted in the works may encourage students to be more emphatic, sensitive, and mature.

Unit Kegiatan Mahasiswa

Progressive English Society (PROCESS)

It is the Himpunan Mahasiswa Program Studi (HMPS) of PBI. The chair and vice chair are PBI students who are elected by PBI students every year. PROCESS has the so-called UKP (Unit Kegiatan Prodi) and coordinators for the following units of activities:

- E-Focus (E-Fo): Focusing and developing the creativity of ELESP students in photography
- English Education Production (EEPro): Focusing and developing the creativity of ELESP students in play performance
- PBI Choir: Focusing and developing the creativity of ELESP students in choir
- I Diamond English (IDE): Focusing and developing the creativity of ELESP students in journalism (work on PBI wall magazines)
- Community of Debaters (CODE): Focusing and developing the creativity of ELESP students in debate
- Dialogue magazine

In addition to the units of activities above, PBI students can join the selection for the editorial staff of Dialogue magazine, a magazine published by PBI since 1972, managed by PBI lecturers and students. Other activities are offered at the Faculty level: BEMF (Badan Eksekutif Mahasiswa Fakultas). At the university level: BEMU (Badan Eksekutif Mahasiswa Universitas).Units of activities at University level can be seen at university website. You can join or ask for more information about the activities during Insadha (Insiasi Sanata Dharma) or Infisa (Inisiasi Fakultas Keguruan dan Ilmu Pendidikan)

- Kesenian
- Bela Diri
- Korps Suka Rela (KSR)
- Pecinta Alam (Mapasadha)
- Kerohanian
- Penalaran
- Penerbitan
- Paduan Suara
- Koperasi Mahasiswa
- Lens Club
- Resimen Mahasiswa
- Pengabdian Masyarakat
- Radio Masdha
- Teater
- Olah Raga

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

SURAT TUGAS
Nomor : 297a/FKIP/VI/2021

Dalam rangka meningkatkan kualitas proses perkuliahan di lingkungan Fakultas Keguruan dan Ilmu Pendidikan, maka Dekan FKIP Universitas Sanata Dharma perlu mengangkat Tim Penyusun Panduan Akademik Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, untuk perkuliahan tahun akademik 2021/2022. Adapun daftar nama dari Tim Penyusun Panduan Akademik tersebut adalah sebagai berikut:

No.	Nama	Jabatan
1.	Caecilia Tutyandari, Ph.D.	Ketua
2.	Christina Kristiyani, M.Pd., Ph.D.	Anggota
3.	F.X. Ouda Teda Ena M.Pd., Ed.D.	Anggota
4.	Henny Herawati, S.Pd., M.Hum., Ph.D.	Anggota
5.	Markus Budiraharjo, S.Pd., M.Ed., Ed.D.	Anggota
6.	Paulus Kuswandono, Ph.D.	Anggota
7.	Priyatno Ardi, M.Hum.	Anggota
8.	Veronica Triprihatmini, M.Hum., M.A.	Anggota

Deskripsi tugas dari Tim Penyusun Panduan Akademik adalah sebagai berikut:

1. Menyusun Panduan Akademik Program Studi Pendidikan Bahasa Inggris tahun akademik 2021/2022.

2. Melaporkan hasil susunan Panduan Akademik Program Studi Pendidikan Bahasa Inggris kepada Dekan .

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Surat Tugas ini berlaku mulai tanggal 7 Juni s.d. 7 Juli 2021

Yogyakarta, 3 Juni 2021

Dekan FKIP

Drs. Yohanes Harsoyo, S.Pd., M.Si.

Tembusan:

1. Rektor USD sebagai laporan
2. Wakil Rektor I USD sebagai laporan
3. Segenap Wakil Dekan FKIP

ENGLISH EDUPRENEUR

English Education
Department of Language and Arts Education
Faculty of Teacher Training and Education
Sanata Dharma University