

# SILABUS DAN SAP PERKULIAHAN

<b>Nama Mata Kuliah</b>	: <i>English for Elementary School (GD 321)</i>
<b>Program</b>	: S1 PGSD Reguler
<b>Konsentrasi</b>	: Bahasa Inggris
<b>Semester</b>	: V (Lima)
<b>Bobot SKS</b>	: 3



**Disusun Oleh:**  
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**PENDIDIKAN GURU SEKOLAH DASAR**  
**UNIVERSITAS PENDIDIKAN INDONESIA**  
**KAMPUS CIBIRU**  
**2012**

**CM.PRD-01-03**

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UNIVERSITAS PENDIDIKAN INDONESIA  
KAMPUS CIBIRU**

**SILABUS**

**1. IDENTITAS MATA KULIAH**

- a. Nama Mata Kuliah : *English for Elementary School*
- b. Kode Mata Kuliah : GD 321
- c. Bobot SKS : 3 (Tiga) SKS
- d. Semester : 5 (Lima)
- e. Kelompok Mata Kuliah: MK Konsentrasi Bahasa Inggris
- f. Konsentrasi : Bahasa Inggris
- g. Status Mata Kuliah : Wajib
- h. Prasyarat : Telah lulus mata kuliah Bahasa Inggris (GD100)
- i. Dosen : Dra. Charlotte A. Harun, M.Pd.  
: Winti Ananthia, S.Pd., M.Ed.

**2. TUJUAN MATA KULIAH**

Melalui mata kuliah *English for Elementary School* ini, diharapkan mahasiswa mampu memiliki pengetahuan dan keterampilan tentang konsep dasar membelajarkan bahasa Inggris bagi siswa usia sekolah dasar, mengidentifikasi isu mengenai pembelajaran bahasa Inggris di lapangan, serta mampu mengaplikasikan konsep-konsep tersebut dalam konteks praktis.

**3. DESKRIPSI ISI**

Mata kuliah *English for Elementary School* ini memperkenalkan konsep dasar serta permasalahan yang terdapat dalam pengajaran Bahasa Inggris bagi anak usia sekolah dasar. Mata kuliah ini membahas pula tentang karakteristik anak usia sekolah dasar, keterampilan oral dan aural, aplikasi pembelajaran melalui *games*, *songs*, dan *stories*, penggunaan media dalam pembelajaran bahasa Inggris, penggunaan *classroom language*, serta permasalahan yang terdapat dalam *Teaching English to Young Learners (TEYL)*.

**4. PENDEKATAN DALAM PEMBELAJARAN**

Ekspositori dan Inquiri

Metode : Ceramah, tanya jawab dan diskusi kelas, presentasi, simulasi dan demonstrasi.

Tugas : Makalah, laporan observasi, mini survey dan essay.

Media : OHP dan LCD, audio dan visual (*songs, pictures, realia, etc*).

## 5. EVALUASI HASIL BELAJAR

Keberhasilan mahasiswa dalam perkuliahan ini ditentukan oleh prestasi yang bersangkutan dalam:

- a. Partisipasi kegiatan kelas
- b. Tugas dan latihan
- c. UTS dan UAS

Catatan: Mahasiswa harus memenuhi prosentase minimal kehadiran 80%. Mahasiswa dengan prosentase kehadiran di bawah 80%, tidak diperkenankan mengikuti Ujian Akhir Semester.

## 6. RINCIAN MATERI PERKULIAHAN TIAP PERTEMUAN

Session	Topic	Activities	Follow -ups	References
1	Introductory remarks: Overview on the course Younger and older learners, similarities and differences	Classical Discussion	1. Find theories, 2. Write a report max. 2 pages.	Cameron, 2001; Pinter, 2006; Mooney, 2000
2	Theories of childhood I: Piaget, Vygotsky, Bruner, Montessori, and Gardner	Class Discussion	1. Do mini survey and observation on how a child learns 2. Write a one-page report!	Cameron, 2001; Pinter, 2006; Mooney, 2000; Brewster and Ellis, 2002
3.	Theories of childhood II: From theories to implementation, the development of children; physical, social emosional and cognitive development.	Small group and class discussion	Share and discuss the findings from the classrooms	Cameron, 2001; Pinter, 2006; Mooney, 2000; Brewster and Ellis, 2002 Linse, 2005
4.	How children learn (language) I: L1, L2, and EFL. the practices at the school environment: class observation.	Ss' presentation and discussion: the report of observation.	1. Literature Review 2. Composing mini essay 3. Composing questions for the interview with the ES Englishh teachers	Cameron, 2001; Pinter, 2006; Mooney, 2000; Brewster and Ellis, 2002
5.	How children learn (language) II: the using of mother tongue in ELT. (learning English	Ss' presentation, discussion, demonstration	1. Interview a teacher, note how s/he carries out their	Cameron, 2001; Pinter, 2006; Mooney, 2000;

	at school in Indonesian context).		lesson in the class	Brewster and Ellis, 2002
6.	How children learn (language) III: Learning English at school in Indonesian context.	Ss' presentation and discussion, report the findings of the observation and interview	1. Make comments on the findings of the observation and interview 2. Self reflection: making a mini essay: <i>"What kind of English teacher that I want to be in the future?"</i> .	Cameron, 2001; Pinter, 2006; Mooney, 2000; Brewster and Ellis, 2002
7.	Classroom Language in TEYL: Teacher's talk and giving effective instructions.	Classical discussion	1. Make a note, what kind of classroom language that are usually appear in the TEYL	Slattery&Willis, 2001
8.	Mid-term Test	-	1. Search for stories for children	-
9.	<b>Introduction to learning English through Stories, Games, Songs, and Art and Craft</b>	Classical discussion		Any relevant references.
10.	Learning English through Stories I	Simulation and feedback	1. Search for stories for children	Slattery&Willis, 2001;
11.	Learning English through Stories II	Simulation and feedback	1. Search for stories for children	Slattery&Willis, 2001;
12.	Learning English through Games	Simulation and feedback	1. Search for games for children	Slattery&Willis, 2001; Lewis&Bedson, 2004
13.	Learning English through Songs I	Simulation and feedback	1. Search for songs for children	Slattery&Willis, 2001;
14.	Learning English through Songs II	Simulation and feedback	1. Search for the function of picture in TEYL	Slattery&Willis, 2001;
15.	Learning English through Arts and Craft	Classical Discussion	1. Make pictures as a media in TEYL 2.	Brewster and Ellis, 2002; Slattery&Willis, 2001;

			Demonstrate, how to use it	Wright, 1994
16.	Instructional Media and Teaching Aids: Visual Media in Teaching EFL for YL: The using of picture in TEYL	Ss' Demonstration	1. Find some issues concerning TEYL in Indonesia 2. Make a one-page report	Brewster and Ellis, 2002; Slattery&Willis, 2001; Wright, 1994
17.	Wrapping Up: Issues concerning the TEYL in Indonesia ( <i>tentative</i> )	Classical Discussion	-	Brewster and Ellis, 2002; Cameron, 2001; Pinter, 2006; And any relevant references
18.	Final Test	-	-	-

References:

1. Brewster, J., Gail Ellis and Denis Girard. (2002). *The Primary English Teacher's Guide*. London: Penguin.
2. Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
3. Lewis, Gordon and Günther Bedson. (2004). *Games for Children*. Oxford: Oxford University Press.
4. Mooney, C.G. (2000). *Theories of Childhood*. St. Paul: Redleaf Press.
5. Ruis, N., Muhyidin, and Waluyo, T. (2009). *Instructional Media*. Jakarta: Ministry of National Education.
6. Pinter, Annamaria. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
7. Slattery, Mary & Willis, Jane. (2001). *English for Primary Teachers*. Oxford : Oxford University Press
8. Wright, Andrew. (1995). *Storytelling with Children*. Oxford : Oxford University Press
9. Wright, Andrew. (1994). *Pictures for Language Learning*. Cambridge: Cambridge University Press.
10. Wright, Andrew. (1984). *1000+ Pictures for Teachers to Copy*. Harlow Essex: Pearson Education Limited.

Mengetahui,  
Ketua Prodi S1 PGSD

Bandung, 30 Agustus 2012  
Dosen

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