

**BASIC COURSE OUTLINE
BIOLOGY DEPARTMENT
FACULTY OF MATHEMATICS AND SCIENCE
MALANG STATE UNIVERSITY
Year 2016/2017**

A. COURSE IDENTITY

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|------------------------|--|
| 1. Subject | : Teaching Biology in English |
| 2. Code | : BIP 414 |
| 3. Credit/credit hours | : 3/4 |
| 4. Offered for | : Undergraduate Program |
| 5. Course Program | : MKB (Matakuliah Keahlian Berkarya) |
| 6. Prerequisite Course | : BIP (Bahasa Inggris Profesi) |
| 7. Lecturers | : 1. Prof. Dra. Herawati Susilo, M.Sc., Ph.D
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B. UNSUR CAPAIAN PEMBELAJARAN LULUSAN

Capaian pembelajaran matakuliah ini mengacu pada Capaian Pembelajaran Lulusan:

1. Ranah Sikap

- a. berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila;

- b. berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;
- c. menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;
- d. bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;
- e. taat okum dan disiplin dalam kehidupan bermasyarakat dan bernegara;
- f. menginternalisasi nilai, norma, dan etika akademik;
- g. menunjukkan sikap bertanggungjawab atas pekerjaan di bidang biologi atau pendidikan biologi secara mandiri;
- h. menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
- i. mengedepankan aspirasi, pengembangan kepedulian, dan pengembangan kapabilitas bersama dengan prinsip asah, asih, asuh**
- j. bersedia belajar sepanjang hayat,**
- k. memiliki kemampuan menjadi sumber belajar**

2. *Ranah Keterampilan Umum*

- 1.1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai
- 1.2. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;
- 1.3. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;
- 1.4. Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya;
- 1.5. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggungjawabnya, dan mampu mengelola pembelajaran secara mandiri;
- 1.6. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi;

2. *Ranah Keterampilan Khusus*

Mampu membelajarkan biologi dengan menggunakan bahasa pengantar bahasa Inggris

3. *Ranah Pengetahuan*

Menguasai filosofi, konsep, prinsip, dan metode pembelajaran biologi dalam bahasa Inggris

C. CAPAIAN PEMBELAJARAN MATAKULIAH

1. Memahami filosofi, konsep, prinsip dan prosedur dalam mengajar biologi dalam bahasa Inggris.
2. Membentuk sensitivitas serta kemampuan untuk memecahkan masalah pendidikan di kelas melalui Penelitian Tindakan Kelas/*Lesson study* dalam bahasa Inggris
3. Menganalisis serta memanfaatkan hasil penelitian dalam bidang pendidikan untuk penyusunan rencana pelaksanaan pembelajaran dalam bahasa Inggris

D. RENCANA KEGIATAN PEMBELAJARAN

Minggu ke	Kemampuan yang Diharapkan	Indikator Penilaian	Strategi/Model Pembelajaran	Pengalaman belajar mahasiswa	Bahan kajian	Asesmen	Referensi (Nomor)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(9)
1.	To develop rationale of why teaching biology in English	<ul style="list-style-type: none"> - Explain the reasons or principles that underlies or explains why teaching Science in English, or - write out a statement setting out these reasons or principles 	Reading Questioning Answering Discussing Reviewing	Discussion on why the Indonesian Government chooses to have schools with international levels standards	Kebijakan pemerintah dalam hal RSBI	Observation on the activities during student works	
2.	To speak good English words (according to the correct pronunciation)	<ul style="list-style-type: none"> - The pronounce, the articulate sounds or words, especially correct, in a way acceptable to the person to whom they are spoken or by most speakers of 	Drills in pronouncing some English words	Drills in pronouncing some English words	Listening to the movies script, news etc	Performance test	

		a language					
3	To speak sentences used by teachers in class to give instructions	<ul style="list-style-type: none"> - Be able to choose and use sentences for giving instructions - Be able to choose and use sentences for giving guides 	<p>Drills in sentences for giving instructions</p> <p>Drills in sentences for giving guides</p>	Practice in using sentences for giving instructions and for giving guides		Performance tes Portofolio	
4.	To use correct English sentence patterns	<ul style="list-style-type: none"> - Be able to identify English sentence patterns - Be able to choose and use correct English sentence patterns - evaluate the practice of English talk 	Practice in use correct English Sentence patters		-	Performance tes Portofolio	
5.	To make questions in English	<ul style="list-style-type: none"> - Be able to choose and use correct questions in English 	Practice in choosing and using sentences for asking questions		- Performance in written and spoken English for asking	Written test Portofolio	
6.	To give comments in English	Be able to choose and use correct comments in English for everything happening in the classroom.	Practice in choosing and using sentences for giving comments in English			Written test Portofolio	
7.	To develop plans of biology lessons in	To develop Lesson Plans for teaching biology materials for	Practice in choosing and using	Written works of syllabi and lesson plan in English for Junior and	-		

	English	Junior as well as Senior High School students evaluate plans for teaching scenarios	sentences for writing the syllabus and lesson plans in English Practice in giving inputs for the others' syllaby and lesson plans	Senior High School students			
8.	To develop teaching scenarios in English	To develop teaching scenarios for teaching biology materials at Junior as well as Senior High Schools Evaluate teaching scenarios	Practice writing scenarios for teaching biology in English Practice in giving inputs for the others' scenarios for teaching biology	Written works of teaching scenarios in English for teaching biology at Junior and Senior High Schools	-		
9.	To implement teaching biology in English	Using English sentences in peer teaching biology	Practice in giving inputs for the others' teaching biology in English	Performance in peer teaching Biology in English for Junior and Senior High Schools students	-		
10.	To evaluate	develop assessments	Practice in	- Performance in	-		

	learning processes and products in English	instruments for the learning processes and products	assessing processes and products of learning biology in English To evaluate assessment instruments	peer assessment in the processes and product of learning Biology in English for Junior and Senior High Schools			
11.	To give remedial instruction	Discuss reasons and ways for giving remedial instructions	Performance in discussing remedial instructions	Performance in in discussing remedial instructions		Remedial instruction	
12.	To write an application letter in English	Using English sentences in writing application letters	Practice in writing application letters Practice in giving suggestions in improving the application letters of friends.	Performance in writing application letters Practice in giving suggestions in improving the application letters of friends		Writing application letter	
13.	To write a curriculum vitae in English	Using English sentences in writing curriculum vitae in English	Practice in writing curriculum vitae in English Practice in	Performance in writing curriculum vitae in English Practice in giving suggestions in improving the		Written curriculum vitae	

			giving suggestions in improving the curriculum vitae of friends.	curriculum			
14.	To do reflection on practice and practice based on reflection	Using English sentences in writing learning journals	Practice in writing learning journal in English Practice in developing end of semester portfolio in English	Portfolio of Teaching Biology in English course		Portfolio of Teaching Biology in English course	

E. PENILAIAN DAN EVALUASI

Evaluasi dilaksanakan secara menyeluruh dan berkesinambungan sepanjang semester. Aspek-aspek yang dinilai berupa aspek kognitif, afektif, maupun kinerja dalam bentuk proposal penelitian dan produk lain yang dikumpulkan dalam portofolio. Bobot masing-masing penilaian adalah:

- a. Tes penguasaan konsep (1 X) : 30%
- b. Portofolio : 40%
- c. Proposal penelitian : 30%

C. BASIC COMPETENCE

After completing this course the students will be able

1. To develop rationale of why teaching biology in English
2. To speak good English words (according to the correct pronunciation)
3. To speak sentences used by teachers in class to give instructions and guides

4. To use correct English sentence patterns
5. To make questions in English
6. To give comments in English
7. To develop plans of biology lessons in English
8. To develop teaching scenarios in English
9. To implement teaching biology in English
10. To evaluate learning processes and products in English
11. To give remedial instruction
12. To write an application letter in English
13. To write a curriculum vitae in English
14. To do reflection on practice and practice based on reflection

D. THE DESCRIPTIONS OF THE MATERIALS

This course consists of rationale of teaching biology in English, some considerations in using English for students, English sentence patterns for classroom expressions such as greetings, questioning, and giving instructions, planning of biology lessons, developing teaching scenarios, practicing of biology teaching and assessments.

E. THE BASIC COMPETENCE, INDICATORS OF COMPETENCE, LEARNING EXPERIENCES, AND CHOSEN ASSESSMENT

No.	Basic Competence	Indicators of Competense	Learning Experiences	Kinds of Assessmen
1.	To develop rationale of why teaching biology in English	Explain the reasoning or principle that underlies or explains why teaching Science in English, or write out a statement setting out this reasoning or principle Develop rationale to master teaching biology in English	Discussion on why the Indonesian Government chooses to have schools with international levels standards	Observation on the activities during student works
2.	To speak good English words (according to the correct pronunciation	The pronounce, the articulate sounds or words, especially correct, in a way acceptable to the person to whom they are spoken or by most speakers of a language	Drills in pronouncing some English word	Performance in spoken pronunciations

3.	To speak sentences used by teachers in class to give instructions	Be able to choose and use sentences for giving instructions Be able to choose and use sentences for giving guides	Practice in pronouncing and developing sentences for giving instructions Practice in pronouncing and developing sentences for giving guides	Performance in spoken instructions
4.	To use correct English sentence patterns	Be able to identify English sentence patterns Be able to choose and use correct English sentence patterns evaluate the practice of English talk	Practice in pronouncing and developing correct English sentence patterns	Performance in spoken English sentence patterns
5.	To make questions in English	Be able to choose and use correct questions in English	Practice in choosing and using sentences for asking questions	Performance in written and spoken English for asking questions
6.	To give comments in English	Be able to choose and use correct comments in English for everything happening in the classroom.	Practice in choosing and using sentences for giving comments in English	Performance in written and spoken English for giving comments
7.	To develop plans of biology lessons in English	To develop Lesson Plans for teaching biology materials for Junior as well as Senior High School students evaluate plans for teaching scenarios	Practice in choosing and using sentences for writing the syllabus and lesson plans in English Practice in giving inputs for the others' syllaby and lesson plans	Written works of sylaby and lesson plan in English for Junior and Senior High School students
8.	To develop teaching scenarios in English	To develop teaching scenarios for teaching biology materials at Junior as well as Senior High Schools Evaluate teaching scenarios	Practice writing scenarios for teaching biology in English Practice in giving inputs for the others' scenarios for teaching biology	Written works of teaching scenarios in English for teaching biology at Junior and Senior High Schools
9.	To implement teaching biology in English	Using English sentences in peer teaching biology	Practice teaching biology in English Practice in giving inputs for the others' teaching biology in English	Performance in peer teaching Biology in English for Junior and Senior High Schools students

10.	To evaluate learning processes and products in English	develop assessments instruments for the learning processes and products	Practice in assessing processes and products of learning biology in English To evaluate assessment instruments	Performance in peer assessment in the processes and product of learning Biology in English for Junior and Senior High Schools
11.	To give remedial instruction	Discuss reasons and ways for giving remedial instructions	Giving reasons for remedial instructions Practice in giving remedial instruction when students have not reach the competence	Performance in discussing remedial instructions
12.	To write an application letter in English	Using English sentences in writing application letters	Practice in writing application letters Practice in giving suggestions in improving the application letters of friends.	Written application letters
13.	To write a curriculum vitae in English	Using English sentences in writing curriculum vitae in English	Practice in writing curriculum vitae in English Practice in giving suggestions in improving the curriculum vitae of friends.	Written curriculum vitae
14.	To do reflection on practice and practice based on reflection	Using English sentences in writing learning journals	Practice in writing learning journal in English Practice in developing end of semester portfolio in English	Portfolio of Teaching Biology in English course

F. TEACHING AND LEARNING PROCESSES

- 1) The method used is direct method, lecturing, question-answer, dictation, listening comprehension, discussion, and giving assignments.
- 2) There will be 32 sessions, 2X 50 minutes each.

Tasks to be done:

- Read and learn about English sentence pattern written in Student Book.
- Read other references to enrich students' vocabulary.

- Find references as sources to develop Lesson Plan.
- Do critical analysis of some articles that can enrich students' insight on teaching and learning science.
- Discuss and revise Lesson Plan with peers.
- Practice teaching Biology in English.
- Evaluate the Biology learning processes.
- Writing a learning journal.
- Develop a portfolio on Teaching Biology in English.

3) The Evaluation is done continuously for the whole semester through observation of students' activities in class and in the forms of written and oral tests and the student's performance in peer teaching, also end of semester portfolio.

H. TENTATIVE COURSE OUTLINE

Schedule		Activities	Reference/Task
1.	Introduction, course plan, the Principles of Speaking	Dicussion	Syllabi TBIE
2.	Rationale of teaching biology in English	Direct interactive	Task 1: Writing of learning journal.
3.	English grammar: introducing oneself	Cooperative	
4.	English alphabet, capital and small letters, dictation	Direct interactive	
5.	English sentence patterns	Direct interactive	
6.	School terms, practice in English sentence patterns	Direct interactive	
7.	Beginning the Lesson: Greetings, Praying, Checking attendance, Warning lateness	Direct interactive	
8.	Days, months, telling English numbers: cardinal, ordinal, decimal.	Direct interactive	
9.	Middle test		
10.	More practice with numbers: addition and subtraction, multiplication and division, telling clock time	Direct interactive	Task 1: Writing of learning journal.
11.	Making statements with prompts using various tenses	Direct interactive	
12.	Guided composition, making statemens with cues and making questions	Direct interactive	
13.	Critical Analisis of articles	Cooperative	Task 2: Doing critical Analisis of articles and presenting the results in groups.
14.	Critical Analisis of articles	Cooperative	
15.	Critical Analisis of articles	Cooperative	
16.	Making definition, making degrees of comparison	Direct interactive	Task 1: Writing of

17.	Making question: Yes/No, Choise, Wh/How-question using a medium	Direct interactive	learning journal.
18.	Listening Comprehension: 1) A good book, 2) In the park	Direct interactive	
19.	Making definition and explaining something	Direct interactive	
20.	Question pattern	Direct interactive	
21.	Listening and making Question	Direct interactive	
22.	Oral Test about pronounciation, grammar, structure, fluency, vocabulary		
23.	Planning of biology lessons	Cooperative	Task 3: Developing syllabus and teaching scenarios
24.	Developing teaching scenarios	Cooperative	
25.	Developing assessments	Cooperative	
26.	Teaching practice in groups	Peer teaching	Based on group plan, every group of student has to practice teaching biology in English
27.	Teaching practice in groups	Peer teaching	
28.	Teaching practice in groups	Peer teaching	
29.	Test on teaching Biology in English	Peer teaching	Based on his/her plan, every student has to practice teaching biology in English
30.	Test on teaching Biology in English	Peer teaching	
31.	Test on teaching Biology in English	Peer teaching	
32.	Test on teaching Biology in English	Peer teaching	
33.	Reflection and portofolio evaluation	Discussion	

G. REFERENCES

Anderson, LW and Krawthwohl, DR (Eds.), 2001. *A Taxonomy for Learning, Teaching, and Assessing*. New York: Addison Wesley Longman, Inc.

Ditjen Madikdasmen, 2007. *Panduan Penyelenggaraan R-SBI*. Jakarta: Depdiknas.

Doran, Rodney, Chan, Fred and Tamir, Pinchas. 1998. *Science Educator's Guide to Assessment*. Arlington, Virgia: N.S.T.A

Eggenschwiler, Jean and biggs, Emily Dotson. 2001. *CliffsQuickReview: Writing Grammar, Usage, and style*. Cleveland Ohio: Hungry Minds.

Hughes, Glyn, S. 1989. *A Handbook of Classroom English*. Hongkong: Oxford University Press.

Johnson, E. B., 2002. *Contextual Teaching and Learning*. Thousand Oaks: Corwin Press.

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Soeparno, 2001. *The Art of Speaking English*, Book 1A. High Elementary Level. (Revised Edition). Malang: UM Press.

Uchiyama, Kent. 2006. *English Verb Tenses: An informal Reference for ESL Student, The Good Folks who Teach Them, and the Idly Curious*.
Tanpa disebut penerbitnya.