



SEKOLAH TINGGI ILMU KOMUNIKASI & SEKRETARI TARAKANITA

TEACHING GUIDELINE (RENCANA PEMBELAJARAN SEMESTER)

Subject	Business Speaking 3	Semester	3
Studi Program	D3 – Secretarial Study	Subject Code	
Lecturer(s)	English Lecturers Team	Credit	1
Prerequisite	Business Speaking 2 (Minimum Score C)	Revision	1
SN-DIKTI Based Studi Program Learning Outcome	<ol style="list-style-type: none"> 1. S5: Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (C3, C5) 2. S9: Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahlian secara mandiri. (C4) 3. P5: Menguasai konsep teoritis bidang pengetahuan Bahasa Inggris 4. P12: Menguasai minimal salah satu Bahasa internasional 5. KU5: Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya 6. KK1: Mampu berkomunikasi dalam Bahasa Inggris baik lisan maupun tulisan 		
Cc5-Based Spirituality to develop	Cc2 Competence – Cc3 Conviction – Cc4 Creativity – Cc5 Community		
Studi Program Learning Outcome	Business Speaking 2 (Minimum Score C)		
Subject Learning Outcome	<ol style="list-style-type: none"> 1. Students are expected to be capable of handling managerial activities as Administrative Assistant reporting to Manager 2. Students are expected to be able to exchange office conversation relevant to middle office managerial functions 		

WEEK	LEARNING OUTCOME	DISCUSSION SUBJECT	METHOD	TIME	LEARNERS' ACTIVITY	SCORING INDICATOR	SCORE	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Students are expected to be able to exchange office conversation relevant to middle office managerial functions: Office Talk, Work Routines, Giving Direction	Introduction	<ul style="list-style-type: none"> Lecturing 	100"	<ul style="list-style-type: none"> The lecturer and the students talk about the rules and agreement for the whole semester. The students get list of topic and handout for the whole semester. The students read the scoring criteria. 	See 'Oral Test Rating Criteria' below		
2		Office Talk	<ul style="list-style-type: none"> Lecturing 	100"			<ul style="list-style-type: none"> The students learn the expressions and language functions based on the topic The students make the dialogue with the partner based on the given situation. The students practice the dialogue they make in pair. 	
3		Office Talk	<ul style="list-style-type: none"> Collaborative 	100"				
4		Work Routines	<ul style="list-style-type: none"> learning 	100"				
5		Work Routines	<ul style="list-style-type: none"> Self-directed 	100"				
6		Giving Directions	<ul style="list-style-type: none"> learning 	100"				
7		Giving Directions						
MID SEMESTER TEST								

WEEK	LEARNING OUTCOME	DISCUSSION SUBJECT	METHOD	TIME	LEARNERS' ACTIVITY	SCORING INDICATOR	SCORE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8	Students are expected to be able to exchange office conversation relevant to middle office managerial functions: Apologizing, Giving Suggestions, Explaining Visual Presentation	Apologizing	<ul style="list-style-type: none"> Lecturing Collaborative learning Self-directed learning 	100"	<ul style="list-style-type: none"> The students learn the expressions and language functions based on the topic The students make the dialogue with the partner based on the given situation. The students practice the dialogue they make in pair. 	See 'Oral Test Rating Criteria' below	
9		Apologizing		100"			
10		Giving Suggestions		100"			
11		Giving Suggestions		100"			
12		Explaining Visual Presentation		100"			
13		Explaining Visual Presentation		100"			
14		Extended Exercise		100"			
FINAL SEMESTER TEST							

Reference

- Brieger, Nick. *Secretarial Contacts*.
- Toselli, Marisela & Ana Mariá Millán. 2008. *English for Secretaries and Administrative Personnel*. Singapore: Mc Graw Hill.

Oral Test Rating Criteria

- Fluency
 - Score 20 : Her speech is as fluent and effortless as that of a native speaker
 - Score 16 : The speed seems to be slightly affected by language problems
 - Score 12 : The speed and fluency are rather strongly affected by linguistics problems
 - Score 08 : She is usually rather hesitant, often forced into silence by language limitations. Her speech is halting and fragmentary.
- Pronunciation
 - Score 20 : Her speech shows only a few traces of local accent, almost like native
 - Score 16 : Her speech is highly intelligible despite her local accent

WEEK	LEARNING OUTCOME	DISCUSSION SUBJECT	METHOD	TIME	LEARNERS' ACTIVITY	SCORING INDICATOR	SCORE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

- c. Score 12 : Pronunciation problems necessitates concentrated listening often lead to misunderstanding
- d. Score 08 : Her speech is hard to understand and must be frequently asked to repeat
- 3. Grammar
 - a. Score 20 : She makes only a few noticeable grammatical errors in her speech
 - b. Score 16 : She occasionally makes grammatical errors which do not obscure Meaning
 - c. Score 12 : She makes frequent grammatical errors affecting meaning
 - d. Score 08 : Grammatical errors make comprehension difficult. Her sentences are restricted to basic patterns
- 4. Vocabulary
 - a. Score 20 : Her use of vocabulary and idioms is virtually that of a native speaker
 - b. Score 16 : She often uses inappropriate terms because of lexical inadequacies
 - c. Score 12 : She frequently uses wrong words. Her conversation is rather limited
 - d. Score 08 : She misuses words, showing very limited acquisition of vocabulary
- 5. Comprehension
 - a. Score 20 : She appears to understand everything without a slight difficulty
 - b. Score 16 : She understands nearly everything at normal speed with little trouble
 - c. Score 12 : She understand almost everything said at slower than normal speed
 - d. Score 08 : She has great difficulty following what is said and can comprehend only social conversation spoken slowly

25 July 2019	Curriculum Designer	English Lecturers Coordinator	Head of Study Program
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