



ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY

TEACHING MATERIAL DEVELOPMENT

COURSE IDENTITY

Subject	: Teaching Material Development/TMD
Code	: KK222402
Credit Unit	: 2
Department	: English
Program	: English Education
Semester	: VI

DESCRIPTION

The course trains students to be an independent curriculum and material developer of School-based Curriculum /Kurikulum Tingkat Satuan Pendidikan 2006 for SMP (junior high school), SMA (senior high school), and SMK (vocational school).

OBJECTIVES

At the end of the course, students should be able to make instructional documents of SMP (junior high school), SMA (senior high school), and SMK (vocational school) using KTSP (school-based curriculum) 2006, that includes mapping, syllabus, lesson plan, teaching script, teaching materials, and learning media.

FACILITATOR

Name	: Puji Astuti, S.Pd., M.Pd.
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If you need, or want, to meet me during the semester, you may visit me one hour before or after class or arrange an appointment. It's important, however, always first to check with one of your peers. You may also send an email with your inquiry. I'm always ready to listen, to help and most of all to be a *partner* in the learning process.

STRATEGIES

The course adopts various strategies for achieving the objective, namely:

- Reading course materials
- Making reading responses
- Group discussion, project, and presentation
- Giving feedback to classmates
- Individual project, i.e. producing instructional documents (mapping, syllabus, lesson plan, teaching script, learning materials, and learning media).

## PREREQUISITE

Ideally, those who attend TMD course should have passed the following courses:

- English Language Curriculum and Material Development
- Language Teaching Theories.

## REFERENCES

Diknas. 2005. *Kurikulum SD-MI Mata Pelajaran Bahasa Inggris*. Jakarta: Diknas.

Diknas. 2005. *Kurikulum SMP Mata Pelajaran Bahasa Inggris*. Jakarta: Diknas.

Diknas. 2005. *Kurikulum SMA-MA Mata Pelajaran Bahasa Inggris*. Jakarta: Diknas.

Freez, Susan & Joyce, Helen. 2002. *Text-Based Syllabus Design*. Sydney: Macquarie University.

Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. Malaysia: Longman.

Other related references.

## ASSIGNMENT

Assignment 1: Writing individual instructional documents.

Assignment 2: Writing reading response to five texts during the course

Assignment 3: Writing end-of-course reflection

All these documents should be bound in the form of portfolio using blog as the medium of organization. The portfolio will be checked by the facilitator twice: mid-semester and end-of-semester portfolio check.

## ASSESSMENT

Grade of individual student is scored using the following criteria:

- Mid-semester portfolio check : 30%
- End-of-semester portfolio check : 40%
- Attendance : 10%
- Class Participation : 20%

## TENTATIVE SCHEDULE

Session	Material	T/P/F*
1.	Welcoming remarks, classroom management, question and answer session on course description and outline	T
2.	Mapping of SMP curriculum	T & P
3.	Syllabus of SMP curriculum	T & P
4.	Learning materials of SMP curriculum	T & P
5.	Learning media of SMP curriculum	T & P
6.	Teaching script	T
7.	Feedback for instructional documents of SMP	T & P
8.	Mid-Portfolio Check	T & P
9.	Mapping of SMA/MA/SMK curriculum	T & P
10.	Syllabus of SMA/MA/SMK curriculum	T & P
11.	Lesson plan of SMA/MA/SMK curriculum	T & P
12.	Learning materials of SMA/MA/SMK curriculum	T & P
13.	Learning media of SMA/MA/SMK curriculum	T & P
14.	Lesson script	T & P
15.	Feedback for instructional documents of SMA/MA/SMK	T
16.	Review, summing up, end-of-semester portfolio check and closing remarks	T

\*Theory/Practice/Field