



UNIVERSITAS NEGERI YOGYAKARTA			
FAKULTAS BAHASA DAN SENI			
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)			
MATA KULIAH :STRUCTURE III			
FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty	: Faculty of Languages and Arts
Department	: Department of English Language Education
Study Program	: Study Program of English Language Education
Subject	: Structure 1
Code	: ENG219
Credit	: 2
Semester	: 1
Topic	: Noun/Noun Equivalent Phrase (as S & O) (The 5 th meeting)
Sub-topic	: - Using articles - Using noun phrase. - Using gerund phrase. - Using to infinitive phrase
Duration	: 2 X 50 minutes
Prerequisite	: -
Lecturer	: Sukarno, S.Pd., M.Hum.
Contact	: sukarno@uny.ac.id

I. Standard Competence (Subject: Structure I)

At the end of the course, the students are able to analyze and construct correct English sentences based on basic English structure with 85 % correctness.

II. Basic Competence (Topic: Noun/Noun Equivalent Phrase)

At the end of the topic, the students are able to use Noun/Noun Equivalent Phrase (NP/NEP) as a subject (S) and as an object (O) in sentences with 85 % correctness.

III. Indicators:

- The students are able to identify and use articles.
- The students are able to identify and use noun phrase as S & O with 85 % correctness.
- The students are able to identify and use gerund phrase as S & O with 85 % correctness.
- The students are able to use to infinitive phrase as S & O with 85 % correctness.

IV. Instructional Organization

The instructional organization is sequenced from simple to complicated, when possible. Lecturing and discussion will be the methods in delivering the theory of English structure: articles, noun phrase (NP), gerund phrase, to inf. phrase. The instructional procedures of the sub-topic will be like the following.



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Instructional Procedures	Activities	Method	Media	Duration
1	2	3	4	5
Opening	<ul style="list-style-type: none"> ✓ The lecturer opens the class by saying greeting: Good morning; Good afternoon.. ✓ The lecturer reminds the students the previous material in relation to the present one. ✓ The students are asked to answer the previous topic questions (single N/NE). ✓ The lecturer lets the students enter the topic. 	<ul style="list-style-type: none"> - lecturing - discussion 	<ul style="list-style-type: none"> - power point (if available) - OHP - OHT 	10 minutes
Teaching-learning activities	<ul style="list-style-type: none"> ✓ The lecturer and the students enter the topic. ✓ The lecturer presents the material by showing slides (The materials are presented based on the order of sub-topics on the basis on the level of complexity). ✓ The students are asked to identify Noun Phrase with its elements ✓ The students, sometimes, are asked by the lecturer to answer questions related to the sub-topic (Using articles, Using noun phrase, Using gerund phrase, Using to infinitive phrase). ✓ The lecturer gives the students examples. ✓ The students are asked to give other examples orally. ✓ The students are asked to make a sentence containing noun/noun equivalent phrase either in the position of subject or object. ✓ The students are given tasks to be discussed in groups. ✓ The students and the lecturer discuss the tasks together. 	<ul style="list-style-type: none"> - lecturing - discussion 	<ul style="list-style-type: none"> - power Point (if available) - OHP - OHT - white board - board marker 	80 minutes



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	<ul style="list-style-type: none"> ✓ The lecturer gives the students rewards if the students do the tasks correctly. ✓ The lecturer gives emphasis on the complicated part to be paid attention by the students. 			
Closing	<ul style="list-style-type: none"> ✓ The lecturer asks the students to summarize the presented material. ✓ The students are asked to do the quizzes orally. ✓ The students are given chances to ask questions related to the quizzes. ✓ The lecturer closes the class by saying leave-taking: Thank you very much for coming; Thank you very for your kind attention; see you next week; Good bye. 	- discussion	<ul style="list-style-type: none"> - power point (if available) - OHP - OHT 	10 minutes

V. Assessment

Students' learning achievement will be assessed by using the following quizzes:

1. Look! That ___ girl is my wife to be.
 - a. walks
 - b. to walk
 - c. walking
 - d. is walking
 - e. is walked

2. Writing plays ___ very good imagination.
 - a. needing
 - b. need
 - c. needs
 - d. to need
 - e. is needed

3. Sally eats ___ apple every morning before going to school.
 - a. many
 - b. several
 - c. some
 - d. a few
 - e. an



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VI. References

A. Textbooks :

Abdi, Kusman. (1999). *Analisis Kalimat Bahasa Inggris*. (unpublished material). Yogyakarta: FBS UNY.

Prayitno, I. An. and Sugeng, Bambang. (1996). *Structure 1: Material for Semester One of the English Department Structure Series*. Yogyakarta: Unit Percetakan dan Penerbitan IKIP Yogyakarta.

B. References :

Azar, B. Schramper. (1989). *Understanding and Using English Grammar*. Englewood, New Jersey: Prentice-Hall.

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Frank, m. (1972). *Modern English: a Practical reference Guide*. Englewood, New Jersey: Prentice-Hall.

Hornby, AS. (1987). *Oxford Advanced Learner's dictionary of Current English*. Oxford: Oxford University Press.

Murphy, Raymond. (1985). *English Grammar in Use*. Cambridge: Cambridge University Press.

Nuryanto, F. (1990). *Essentials of English Sentence Structure*. Yogyakarta: Yayasan LKK.

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Faculty : Faculty of Languages and Arts
 Department : Department of English Language Education
 Study Program : Study Program of English Language Education
 Subject : Structure 1
 Code : ENG219
 Credit : 2
 Semester : 1
 Topic : Noun Phrase
 Sub-topic : Noun Phrase (“participle + N” and “N + participle”).
 Duration : 100 minutes
 Prerequisite : Noun Phrase containing “determiner + N”
 Lecturer : Sukarno, S.Pd., M.Hum.

I. Standard Competence (Subject: Structure I)

At the end of the course, the students are able to analyze and construct correct English sentences based on basic English structure with 85 % correctness.

II. Basic Competence (Topic: Noun Phrase)

At the end of the topic, the students are able to use Noun Phrase (NP) as a subject (S) and as an object (O) in sentences with 85 % correctness.

III. Indicators (Sub-topic: Participle + Noun; Noun + Participle)

- The students are able to identify present/active participle.
- The students are able to identify past/passive participle.
- The students are able to identify Noun Phrase (NP) containing “participle + N” and “N + participle”.
- The students are able to use Noun Phrase (NP) containing “participle + N” and “N + participle” as a subject (S) and as an object (O) in sentences with 85 % correctness.

IV. Instructional Organization

The instructional organization is sequenced from simple to complicated, when possible. Lecturing and discussion will be the methods in delivering the theory of English structure: Noun Phrase (NP) containing “participle + N” and “N + participle”. The instructional procedures of the sub-topic will be like the following.

Instructional Procedures	Activities	Method	Media	Duration
1	2	3	4	5
Opening	<ul style="list-style-type: none"> ✓ The lecturer opens the class. ✓ The lecturer reminds the students the previous material in relation to the present one. ✓ The students are asked to 	<ul style="list-style-type: none"> - lecturing - discussion 	power point	15 minutes



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	<p>differentiate between “gerund” and “participle” in the sentences.</p> <p>1. Visiting relatives is interesting. 2. Visiting relatives are interesting.</p> <p>✓ The lecturer lets the students enter the sub-topic.</p>			
Teaching-learning activities	<p>✓ The lecturer and the students enter the sub-topic.</p> <p>✓ The lecturer presents the material by showing slides.</p> <p>✓ The students are asked to identify Noun Phrase “participle + N” and “N + participle”.</p> <p>✓ The students, sometimes, are asked by the lecturer to answer questions related to the sub-topic.</p> <p>✓ The lecturer gives the students examples.</p> <p>✓ The students are asked to give other examples orally.</p> <p>✓ The students are asked to do exercises in groups.</p> <p>✓ The students presents their answers.</p> <p>✓ The students are asked to make a sentence containing participle either in the position of subject or object.</p>	<p>- lecturing</p> <p>- discussion</p>	<p>- power point</p> <p>- white board</p> <p>- board marker</p>	70 minutes
Closing	<p>✓ The lecturer asks the students to summarize the presented material.</p> <p>✓ The students are asked to do the quizzes orally.</p> <p>✓ The students are given chances to ask questions related to the quizzes.</p> <p>✓ The lecturer closes the class.</p>	- discussion	power point	70 minutes



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V. Assessment

Students' learning achievement will be assessed by using the following quizzes:

2. Look! That ___ girl is my wife to be.
 - a. walks
 - b. to walk
 - c. walking
 - d. is walking
 - e. is walked

2. The man ___ the thief is Mr. Smith.
 - a. capturing
 - b. captured
 - c. captures
 - d. to captured
 - e. is capturing

3. I saw the boy ___ by his teacher yesterday morning.
 - a. punishing
 - b. to punish
 - c. punishes
 - d. punished
 - e. be punished

VI. Reference

A. Textbook :

Abdi, Kusman. (1999). *Analisis Kalimat Bahasa Inggris*. (unpublished material). Yogyakarta: FBS UNY.

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Faculty	: Faculty of Languages and Arts
Department	: Department of English Language Education
Study Program	: Study Program of English Language Education
Subject	: Structure 1
Code	: ENG219
Credit	: 2
Semester	: 1
Topic	: Using concord between S&V
Sub-topic	: Concord between S & V : Analyzing complete sentences
Duration	: 2 X 50 minutes
Prerequisite	: -
Lecturer	: Sukarno, S.Pd. M.Hum.
Contact	: sukarno@uny.ac.id

I. Standard Competence (Subject: Structure I)

At the end of the course, the students are able to analyze and construct correct English sentences based on basic English structure with 85 % correctness.

II. Basic Competence (Topic:)

At the end of the topic, the students are able to use concord between **S & V** and are able to analyze complete sentences with 85% correctness.

III. Indicators:

- The students are able to identify singular subjects either in the single or phrase forms.
- The students are able to identify plural subjects either in the single or phrase forms.
- The students are able to use concord between **S & V**.
- The students are able to analyze complete sentences.
- The students are able to construct complete English sentences.

IV. Instructional Organization

The instructional organization is sequenced from simple to complicated, when possible. Lecturing and discussion will be the methods in delivering the theory of English structure: concord between **S & V** in statements sentences. The instructional procedures of the sub-topic will be like the following.



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Instructional Procedures	Activities	Method	Media	Duration
1	2	3	4	5
Opening	<ul style="list-style-type: none"> ✓ The lecturer opens the class by saying greeting: Good morning; Good afternoon. ✓ The lecturer reminds the students the previous material in relation to the present one. ✓ The lecturer asks gives the students stimulus questions about the previous material in relation to the present topic. ✓ The lecturer lets the students enter the intended topic. 	<ul style="list-style-type: none"> - lecturing - discussion 	<ul style="list-style-type: none"> - power point (if available) - OHP - OHT 	10 minutes
Teaching-learning activities	<ul style="list-style-type: none"> ✓ The lecturer and the students enter the topic. ✓ The lecturer presents the material by showing slides (The materials are presented based on the order of sub-topics on the basis on the level of complexity). ✓ During the explanation session, the lecturer sometimes asks the students about the discussed material. ✓ The lecturer gives the students examples. ✓ The students are asked to give other examples orally. ✓ The lecturer gives the students chances to ask. ✓ The students are given tasks to be discussed in groups. ✓ The students and the lecturer discuss the tasks together. ✓ The lecturer gives the students rewards if the students do the tasks correctly. ✓ The lecturer gives emphasis on the complicated part to be paid attention by the students. 	<ul style="list-style-type: none"> - lecturing - discussion 	<ul style="list-style-type: none"> - power Point (if available) - OHP - OHT - white board - board marker 	80 minutes
Closing	<ul style="list-style-type: none"> ✓ The lecturer asks the students to summarize the presented 	<ul style="list-style-type: none"> - discussion 	<ul style="list-style-type: none"> - power point (if 	10 minutes



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	material. ✓ The students are asked to do the quizzes orally. ✓ The students are given chances to ask questions related to the quizzes. ✓ The lecturer closes the class by saying leave-taking: Thank you very much for coming; Thank you very for your kind attention; see you next week; Good bye.		available) - OHP - OHT	
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V. Assessment

Students' learning achievement will be assessed by using the following quizzes:

1. Analyze the following sentence using a tree diagram!
A good lecturer always gives the students interesting materials to discuss.
2. Rearrange the jumbled words below into a good sentence!
a-his-Arnold-give-ring-precious-handmade-will-girlfriend.
3. Rearrange the jumbled words below into a good sentence!
ring-a-given-precious, girlfriend-his-happy-feels.

VI. References

A. Textbooks :

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OBJECTIVE TEST QUESTIONS

1. Look! That ___ girl is my wife to be.
 - a. walks
 - b. to walk
 - c. walking
 - d. is walking
 - e. is walked

2. Writing plays ___ very good imagination.
 - a. needing
 - b. need
 - c. needs
 - d. to need
 - e. is needed

3. Sally eats ___ apple every morning before going to school.
 - a. many
 - b. several
 - c. some
 - d. a few
 - e. an

ESSAY TEST QUESTIONS

4. Analyze the following sentence using a tree diagram!
A good lecturer always gives the students interesting materials to discuss.

5. Rearrange the jumbled words below into a good sentence!
a-his-Arnold-give-ring-precious-handmade-will-girlfriend.

6. Rearrange the jumbled words below into a good sentence!
ring-a-given-precious, girlfriend-his-happy-feels.

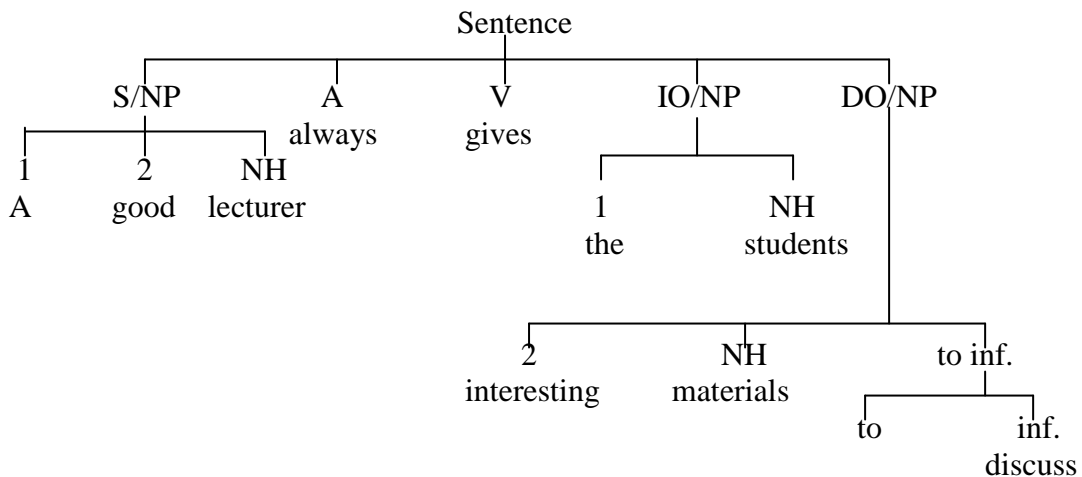


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Key answers:

1. c The word “walking” modifies the word “girl”.
2. c The word “writing plays as the subject is gerund”, so, the appropriate verb is “needs”.
3. d The word “apple” is singular countable noun, the appropriate article is “an”.
4. A good lecturer always gives the students interesting materials to discuss.

S A V IO DO



(See Kusman’s book p 26)

5. Rearrange the jumbled words below into a good sentence!
a-his-Arnold-give-ring-precious-handmade-will-girlfriend.

Arnold will give his girlfriend a precious handmade ring.

6. Rearrange the jumbled words below into a good sentence!
ring-a-given-precious, girlfriend-his-happy-feels.
7. Given a precious ring, his girlfriend feels happy.



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