

ENGLISH TUTORIAL (Tutorial Bahasa Inggris - TBI)

1. Course Information

Component	Description
Course Title	Tutorial Bahasa Inggris
Course Type	English Tutorial
Target Learners	University Students – Semester 3
Level	Basic to Elementary–Intermediate
Number of Meetings	14
Main Skills	Reading, Listening, Grammar, Vocabulary, and Writing
Main Learning Material	Tutorial Bahasa Inggris – Student's Book
Institution	Universitas Islam Sultan Agung (UNISSULA)
Publisher	UPT Pengembangan Bahasa Internasional (CILAD)

2. Course Description

This course is designed to develop students' basic English language proficiency through integrated practice in reading, listening, grammar, vocabulary, and writing. The course uses everyday contexts and familiar topics such as food, daily routines, weather, travel, transportation, household activities, personal experiences, plans, and social activities.

The course progressively introduces English grammatical structures from the Simple Present Tense to more advanced structures, including Present Continuous, Simple Past, Past Continuous, Present Perfect, Past Perfect, Modal Verbs, and Future Tense.

The learning materials also incorporate reading and listening comprehension strategies, vocabulary development, sentence construction, error recognition, and guided writing activities. The overall aim is to support students in developing English proficiency required for their academic and graduation needs.

3. Learning Outcomes

By the end of the course, students are expected to be able to:

1. understand the main ideas and specific information in short English texts;
2. identify important details, references, vocabulary, and contextual meaning in reading passages;
3. understand the main ideas and specific information from short spoken conversations and talks;
4. use basic and intermediate English grammatical structures accurately;
5. apply appropriate vocabulary in familiar academic and everyday contexts;
6. construct affirmative, negative, and interrogative sentences;

7. describe routines, current activities, past experiences, and future plans;
8. express ability, permission, requests, offers, suggestions, advice, obligation, prohibition, and possibility;
9. write short texts about personal experiences, daily activities, accomplishments, and future plans;
10. apply basic reading and listening strategies when completing comprehension tasks.

4. Curriculum Map

Meeting	Topic / Theme	Main Language Focus	Grammar Focus	Main Skills
1	What Is Julie's Favorite Bakery?	Food, places, descriptions, preferences	Simple Present – Nominal Sentences	Reading, Vocabulary, Grammar, Writing
2	We Wake Up Early in the Morning	Daily routines and activities	Simple Present – Verbal Sentences	Reading, Vocabulary, Grammar, Writing
3	The Sun Is Shining	Current activities and situations	Present Continuous Tense	Reading, Vocabulary, Grammar, Writing
4	How Was Your Trip?	Travel and past experiences	Simple Past – Nominal Sentences	Listening, Vocabulary, Grammar, Writing
5	What Did He See on the Platform?	Travel by train and past events	Simple Past – Verbal Sentences	Listening, Vocabulary, Grammar, Writing
6	Try Out 1	Meetings 1–5	Review of previous structures	Listening, Reading, Structure, Written Expression
7	Quiz 1 (Integrated Review by System)	Meetings 1–5	Review of previous structures	Listening, Reading, Structure, Written Expression

Meeting	Topic / Theme	Main Language Focus	Grammar Focus	Main Skills
8	What Were You Doing Yesterday Afternoon?	Past activities and events	Past Continuous Tense	Reading, Vocabulary, Grammar, Writing
9	I Have Fed Our Cat, Chimmy	Household chores and accomplishments	Present Perfect Tense	Reading, Vocabulary, Grammar, Writing
10	They Were Glad That They Had Practiced a Lot!	Experiences and achievements	Past Perfect Tense	Reading, Vocabulary, Grammar, Writing
11	Can You Give Me a Lift to Town?	Requests, advice, permission, ability	Modal Verbs	Listening, Vocabulary, Grammar, Writing
12	I'm Going to Have a Party	Invitations, plans, and future activities	Future Tense: <i>will</i> and <i>be going to</i>	Listening, Vocabulary, Grammar, Writing
13	Try Out 2	Meetings 6–10 and cumulative grammar	Integrated Grammar Review	Listening, Reading, Structure, Written Expression
14	Quiz 2 (Final Integrated Review by System)	Meetings 6–10 and cumulative grammar	Integrated Grammar Review	Listening, Reading, Structure, Written Expression

5. Skill Development Progression

Stage	Primary Development
Meetings 1–2	Understanding and producing basic descriptions and routines

Stage	Primary Development
Meeting 3	Describing activities happening now
Meetings 4–5	Talking about completed past experiences
Meetings 6–7	Integrated review and assessment
Meeting 8	Describing ongoing activities in the past
Meeting 9	Connecting past activities with the present
Meeting 10	Sequencing past events
Meeting 11	Using functional language through modal verbs
Meeting 12	Talking about plans, predictions, and future activities
Meetings 13–14	Integrated final review and assessment

6. Core Language Components

Grammar Progression

Simple Present Nominal

↓

Simple Present Verbal

↓

Present Continuous

↓

Simple Past Nominal

↓

Simple Past Verbal

↓

Past Continuous

↓

Present Perfect

↓

Past Perfect

↓

Modal Verbs

↓

Future: Will & Be Going To

This progression follows the grammatical focus presented across the 14 meetings. The course therefore moves from basic descriptions and routines toward increasingly complex relationships between time, actions, possibility, obligation, and future plans.

7. Assessment Framework

The curriculum emphasizes integrated assessment through:

Formative Assessment

- Vocabulary exercises
- Reading comprehension questions
- Listening comprehension questions
- Grammar exercises
- Error correction
- Sentence construction
- Short writing tasks
- My Journal/reflection activities

Summative/Integrated Assessment

- Try Out 1 & 2
- Quiz 1 & 2
- Reading comprehension
- Listening comprehension
- Structure
- Written expression

The Try Out and Quiz formats explicitly combine listening, reading, structure, and written-expression components.

8. Recommended Teaching Approach

The curriculum can be implemented using an **integrated language-learning approach**:

Warm-up → Vocabulary → Input (Reading/Listening) → Comprehension → Grammar Focus → Controlled Practice → Error Correction → Guided Production → Writing → Reflection

This sequence reflects the recurring structure of the course, where meetings generally begin with a warm-up, continue with reading or listening input, vocabulary and comprehension activities, grammar explanation and practice, and conclude with a writing task and reflection.