



**Universitas Negeri Surabaya
S1 Pendidikan Bahasa Inggris**

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
ESP Program Design	8820303268		3		31 Agustus 2026
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
			Wiwiet Eva Savitri, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK	This course introduces students to theory and practice of developing courses/learning programs for learners with specific academic and professional purposes for learning a language (for example: English for pharmacist, English for Flight attendant, English for sport coach, etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design like syllabus, materials, methodology and assessment. They also discuss possible supplementary learning aids, including the digital ones, which can help students learning. By the end of this course, students will be able to conduct needs analysis, identify learners' needs and targets, set appropriate learning objectives, and finally develop a complete ESP course syllabus.
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																						
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																					
	CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																					
	CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.																					
	Capaian Pembelajaran Mata Kuliah (CPMK)																						
	CPMK-1	Using technology																					
	CPMK-2	Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively																					
	CPMK-3	Being able to plan																					
	CPMK-4	Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development																					
	Matrik CPL - CPMK																						
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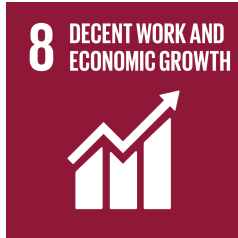
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	1. A Munir, WE Savitri, A Asrori, N Chakim. 2023. Pre-service English Teachers' Adaptation Skills in Two ESP Courses. Script Journal: Journal of Linguistics and English Teaching 8 (01), 1-15 2. A Munir, WE Savitri, A Asrori, N Chakim. 2023. The implementation of Adaptation, Imitation, and Modification (AIM) in ESP-courses. Reimagining Innovation in Education and Social Sciences, 82-89																																																																																																						
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3	To make needs analysis instrument	1. To plan a need analysis activity 2. To execute the need analysis plan 3. To create needs analysis instruments (questionnaire, question list, field note)	Language used and creativity	Project based learning – planning, implementation, evaluation Group projects: • Creating need analysis instruments: questionnaire & interview set • Conducting needs analysis Group work 1. Collecting data for the project Collecting information related to the possible questions that should be asked to the clients 2. Evaluating the project Checking the suitability of the questions to be put in the instrument draft 3. Presenting the project Elaborating the instrument and the distribution plan 4. Creating the project Composing the ready to use version of the instruments			2%
4	To analyze the needs of a real group of English language learners	1. To give and receive inputs from the target learners 2. To identify as completely as possible the needs of a real group of English language learners	-	-			15%
5	To understand how to determine the focus of ESP program	1. To explain how to determine the focus of ESP program 2. To explain the elements of ESP program focus 3. To formulate course objectives	language use and creativity	Group work: Writing program objectives and meeting objectives			2%

6	To develop a tailored ESP course syllabus based on the need analysis	1. To explain theories on determining ESP course content 2. To explain the elements ESP course map 3. To formulate ESP course map template 4. To formulate ESP course syllabus 5. To explain how to evaluate ESP course syllabus	Creativity and innovation	Observation on group discussion and its result			2%
7	To understand theories on developing ESP materials	1. To explain theories on selecting ESP materials 2. To explain theories on developing ESP materials	Creativity, innovation and language use	Group discussion and result presentation			2%
8	To present the result of needs analysis & tentative course design for the clients	To answer questions related to the materials learned in meeting 1-7	complete NA report & simple initial syllabus draft	Group Presentation		NA assessment & Course Design	30%
9	To formulate ESP course objectives based on needs analysis result	1. to determine the objective 2. to determine appropriate operational word 3. to formulate appropriate course objective	Creativity, innovation and language use	Writing the objectives and the syllabus			2%
10	To formulate ESP course objectives based on needs analysis result	1. to determine the objective 2. to determine appropriate operational word 3. to formulate appropriate course objective	Creativity and innovation	Writing the objectives and the syllabus			2%
11	To set up the ESP course contents based on the course objectives	1. to determine the timeline of the course 2. to identify the topics that reflect the course objectives	Language used and creativity	Project based learning – implementation			2%
12	To set up the ESP course map based on the course objectives and topics	To select materials which are suitable with the course objectives and topics	Creativity, innovation and language use	Project based learning – implementation Selecting relevant materials			2%
13	To analyze ESP course map/syllabus	To check whether the course objectives and detailed topics/content are relevant	Creativity and innovation	Project based learning – evaluation Checking the relevance of objectives and the topics/content			2%
14	To revise the weaknesses of ESP course map/syllabus	To revise the course objectives and detailed topics/contents	Creativity, innovation and language use	Project based learning – implementation Revising objectives and the topics/content			2%

15	To do last check and finalize the ESP course map/syllabus	To do final check and revision on the course map/syllabus	Creativity, innovation and language use	Finalizing the ESP course map/syllabus			2%
16	To have the final syllabus finished and ready to be used for material development process	Presenting the final syllabus	Creativity, innovation and language use	Submitting the final syllabus			30%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.