

	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris					Kode Dokumen																																																																		
RENCANA PEMBELAJARAN SEMESTER																																																																								
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan																																																																			
Classroom Language	8820302028		2		25 Agustus 2026																																																																			
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																			
			Esti Kurniasih		HIMMAWAN ADI NUGROHO																																																																			
Deskripsi Singkat MK	This subject will explore special language for running lesson and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers: aspects of classroom language classroom language expressions for these aspects classroom language expressions in the scientific approach practice using these classroom language expressions in class simulation.																																																																							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																							
	CPL	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	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																																						
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																							
	CPMK-1	Make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding.																																																																						
	CPMK-2	Apply knowledge of a special language for running lessons and communication strategies.																																																																						
	Matrik CPL - CPMK																																																																							
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	1. 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. Classroom language . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press																																																																							
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1. 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43.
2. 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to explain the notion and concept of Classroom Language (definition, principles, and aspects of Classroom Language)	1. • Explaining the definition of Classroom Language 2. • Explaining the principles of Classroom Language 3. • Explaining the aspects of Classroom Language	Written	Lecture, discussion, question-answer			
2	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities)	Written	Lecture, discussion, question and answer			
3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities)	Written	Lecture, discussion, question and answer			
4	Being able to demonstrate Opening the lesson as the first basic teaching skill	1. • Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. • Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. • Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. • Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson)	Written	Lecture, discussion, problem based learning activity			

5	Being able to demonstrate Opening the lesson as the first basic teaching skill	1. • Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. • Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. • Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. • Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson)	Written	Lecture, discussion, problem based learning activity			10%
6	Being able To demonstrate Organizing the class as the second basic teaching skill	1. • Identifying the classroom language expressions used in Pre- activities (Organizing the class) 2. • Explaining the classroom language expressions used in Pre- activities (Organizing the class) 3. • Applying the classroom language expressions used in Pre- activities (Organizing the class) 4. • Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)	Written	Lecture, discussion, problem based learning activity			
7	Being able To demonstrate Organizing the class as the second basic teaching skill	1. • Identifying the classroom language expressions used in Pre- activities (Organizing the class) 2. • Explaining the classroom language expressions used in Pre- activities (Organizing the class) 3. • Applying the classroom language expressions used in Pre- activities (Organizing the class) 4. • Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)	Written	Lecture, discussion, problem based learning activity			

8	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	• Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) • Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)	Written and spoken	Problem-based Learning – Plus			20%
9	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	• Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) • Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) • Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)	Written and spoken	Problem-based Learning – Plus			

10	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	1. • Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) 2. • Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 3. • Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 4. • Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 5. • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)	Students can show their ability in classroom management	lecture, discussion, problem based learning			
11	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	1. • Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) 2. • Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 3. • Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 4. • Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 5. • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)	Written	lecture, discussion, problem based learning			

12	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	1. • Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 5. • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Written	lecture, discussion, problem based learning			20%
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13	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	1. • Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 5. • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Written	lecture, discussion, problem based learning			
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14	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	• Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Written	lecture, discussion, problem based learning			
15	Being able to demonstrate the use the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Students can show their mastery on Classroom interactions and language use	lecture, discussion and Performance (Teaching Simulation)			20%
16	Being able to demonstrate the use the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Students understand the use of classroom management language and English as a medium of instruction	lecture, discussion and Performance (Teaching Simulation)			30%

Catatan

- 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.
- 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.
- 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.
- 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.
- 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.