

	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris				Kode Dokumen														
RENCANA PEMBELAJARAN SEMESTER																			
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan														
Second language Acquisition	8820302261		2		7 September 2026														
OTORISASI	Pengembang RPS		Koordinator RMK	Koordinator Program Studi															
			Lies Amin Lestari	HIMMAWAN ADI NUGROHO															
Deskripsi Singkat MK	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.																		
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																		
	CPL-8	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.																	
	CPL-10	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.																	
	Capaian Pembelajaran Mata Kuliah (CPMK)																		
	CPMK-1	Develop reflective and collaborative practices to enhance understanding of second language acquisition theories and their application in real-world contexts																	
	CPMK-2	Demonstrate the ability to communicate effectively, both orally and in writing, using appropriate terminology and concepts of second language acquisition, meeting CEFR B2 standards																	
	CPMK-3	Critically analyze second language acquisition processes and their relevance to national and global perspectives on English language education																	
	CPMK-4	Apply foundational and contemporary concepts of applied linguistics to evaluate and design effective English language teaching strategies based on second language acquisition principles																	
	Matrik CPL - CPMK																		
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																			

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		1. SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.																																																																																																																				
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		1. Pusparini, R., Lestari, L. A., Kurniasih, E., Safitri, W.E., Pusparinda, L.E. 2025. Penerapan “Classroom Behavioral Strategies” oleh Calon Guru Bahasa Inggris dalam Praktek Mengajar di Sekolah. Unpublished research report. Lembaga Penelitian dan Pengabdian kepada Masyarakat, Universitas Negeri Surabaya.																																																																																																																				
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)																																																																																																															
				Luring (offline)	Daring (online)																																																																																																																	
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1	To describe and explain the concepts and theoretical models of L2 acquisition	To describe the concepts of L2 acquisition To explain the theoretical model of L2 acquisition	LAnuage used and creativity	Discussion, lecture, question-answer																																																																																																																		
2	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition	LAnuage used and creativity	Discussion, lecture, question-answer, assignment																																																																																																																		
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4	To explain how an L2 is acquired from the point of view of mentalist and behaviourist	To define the meaning of interlanguage To contrast the different concept of L2 acquisition from the point of view of mentalist and behaviourist To differentiate input from intake	Participation, Selection and Relevance	Discussion, lecture, question-answer			30%
5	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition	Language used and creativity	Discussion, lecture, question-answer, assignment			
6	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition	Language used and creativity	Discussion, lecture, question-answer, assignment			
7	L2 learning consciousness	To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies	Language used and creativity	Discussion, lecture, question-answer, assignment			
8	L2 learning consciousness	To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies	Creativity, innovation and language use	Discussion, lecture, question-answer, assignment			20%

9	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Creativity, innovation and language use	discussion and Q&A			
10	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Creativity, innovation and language use	discussion and Q&A			
11	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explaining the concept of Universal Grammar To present the concept of Critical Period hypothesis	LAngeage used and creativity	Discussion, lecture, question-answer, assignment			
12	To discuss how individual differences affects SLA and interlanguage	To observe a variety of learners's language and discuss why each of them has different achievement To explain factors which influence (1) aptitude , (2) motivation, and (3) learning strategyTo justify how such factors affect language acquisition.	Creativity, innovation and language use	Discussion, lecture, question-answer, assignment			30%
13	To discuss the role of instruction in SLA	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficientlyTo present the proposed treatment to their peers	Participation, Selection and Relevance	Discussion, lecture, question-answer, assignment			

14	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers	Language used and creativity	case study			
15	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers	Participation, Selection and Relevance	case study			
16	Presentation	Able to answer question on SLA and ELT	Language used and creativity	Test			20%

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.