



Universitas Negeri Surabaya
S1 Pendidikan Bahasa Inggris

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan												
Reading For Research		8820302181		2			25 Agustus 2026												
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi													
				Eva Rahmawati		HIMMAWAN ADI NUGROHO													
Deskripsi Singkat MK		This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, workshop, discussion, question-answer, and reflective thinking activity.																	
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK																	
		CPL		Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.															
		CPL		Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.															
		Capaian Pembelajaran Mata Kuliah (CPMK)																	
		CPMK-1		Students are able to evaluate and justify the relevance of selected academic sources through oral and written communication that meets CEFR B2 standards, as part of developing a clear research focus and argumentation.															
		CPMK-2		Students are able to formulate a research idea or focus by analyzing and selecting credible and current academic sources on EFL-related issues, leading to the development of a research gap and contribution (research fill).															
		CPMK-3		Students are able to critically analyze and synthesize academic texts across various genres and theoretical frameworks, and apply them to produce an annotated bibliography that supports their own research writing.															
		Matrik CPL - CPMK																	
				<table><tr><td>CPMK</td><td>CPL</td><td>CPL</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td>✓</td></tr></table>				CPMK	CPL	CPL	CPMK-1	✓		CPMK-2		✓	CPMK-3		✓
		CPMK	CPL	CPL															
		CPMK-1	✓																
CPMK-2		✓																	
CPMK-3		✓																	
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																			

		<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>	CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1	✓															✓	CPMK-2		✓	✓	✓	✓												CPMK-3						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CPMK	Minggu Ke																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																						
CPMK-1	✓															✓																																																																						
CPMK-2		✓	✓	✓	✓																																																																																	
CPMK-3						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																							
Pustaka	Utama :		1. Yeong, Foong May. 2014. How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members). World Scientific 2. Fink, Arlene G. Fink. 2019. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.																																																																																			
	Pendukung :		1. _____. Aug 3, 2017.The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from : http://libguides.usc.edu/writingguide. 2. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd 3. Galvan, Jose L. and Galvan, Melisa C. 2017. Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences. 7th Edition. New York; Routledge 4. Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing. 5. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge 6. Journal articles from ELT Journal, TESOL Quarterly.																																																																																			

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	Understanding the types of Literature Sources and the types of Journals & Paper	1. To mention the types of Literature Sources 2. To give example each type of Literature Sources 3. To mention the types of Journals & Paper To state the difference and similarity of each type of Journals & Pape 4. To state the difference and similarity of each type of Journals & Pape	1. Actively participating in class discussions by identifying different types of literature sources.	Discussion, Lecturing, Question-Answer			
2	Finding and selecting appropriate source material from both print and electronic environments	1. To use Digilib Sources, Google Scholar, Academia, ResearchGate, and Libgen in finding appropriate source material 2. To define the quality of source material using google index, Sinta and Scimago	1. Demonstrating initiative by presenting relevant sources from both print and online platforms.	Workshop, Question-Answer, Discussion			

3	Managing and using Sources	1. To use Mendeley in managing reference 2. To manage referencing system using Mendeley 3. To use paraphrase, summarize and synthesize strategy in avoiding plagiarism 4. To use Turnitin in checking similarity and plagiarism	1. Actively participating in the organization and management of shared resources in group tasks.	Workshop, Question-Answer, Discussion			
4	Doing initial appraisal and analyzing the organization of research article	1. To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2. To use checklist as a guidance in initial appraisal 3. To mention the parts of Research Article Structure (AIMRAD) 4. To dissect articles based on AIMRAD	1. Actively analyzing and critiquing research articles in group discussions.	Discussion, Lecturing, Question-Answer			
5	Doing initial appraisal and analyzing the organization of research article	1. To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2. To use checklist as a guidance in initial appraisal 3. To mention the parts of Research Article Structure (AIMRAD) 4. To dissect articles based on AIMRAD	1. Actively contributing to group discussions about identifying research gaps.	Discussion, Lecturing, Question-Answer			20%
6	Analyzing research gap & research fill	1. To explain the characteristics of research gap & research fill 2. To identify the research gap & research fill by using cue words 3. To formulate research gap & research fill	Able to explain the characteristics of research gap & research fill	Discussion, Lecturing, Question-Answer			
7	Analyzing research gap & research fill	1. To explain the characteristics of research gap & research fill 2. To identify the research gap & research fill by using cue words 3. To formulate research gap & research fill	Able to explain the characteristics of research gap & research fill	Discussion, Lecturing, Question-Answer			

8	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	Able to answer questions related to the materials from the previous meetings	Written	Mid-term test (written)			
9	Comparing & Contrasting Journal Article	1. To discuss the similarities and differences between two or more articles within the same focus 2. To compare & contrast journals articles to learner's paper 3. To review the research gap & research fill made in meeting 7	1. Actively participating in peer reviews of annotated bibliographies, offering constructive feedback.	Discussion, Lecturing, Question-Answer			
10	Comparing & Contrasting Journal Article	1. To discuss the similarities and differences between two or more articles within the same focus 2. To compare & contrast journals articles to learner's paper 3. To review the research gap & research fill made in meeting 7	1. Actively participating in peer reviews of annotated bibliographies, offering constructive feedback.	Discussion, Lecturing, Question-Answer			30%
11	Creating 5 Part-Precis	1. To explain the difference between precis and summary 2. To mention the parts of precis and the cue words for each part 3. To compose 5 Part-Precis	1. Actively discussing and refining annotated bibliographies with classmates.	Discussion, Lecturing, Question-Answer			
12	Creating 5 Part-Precis	1. To explain the difference between precis and summary 2. To mention the parts of precis and the cue words for each part 3. To compose 5 Part-Precis	1. Actively discussing and refining annotated bibliographies with classmates.	Discussion, Lecturing, Question-Answer			

13	Composing annotated bibliography	1. To discuss the importance of annotated bibliography 2. To mention the parts of annotated bibliography 3. To explain the 2 types of ann.bib; Informative & combination 4. To compose annotated bibliography	1. Actively preparing for the mid-term by engaging in review sessions and group study. 2. Asking questions during review sessions to clarify concepts. 3. Contributing to peer-led review sessions by helping classmates understand key topics.	Discussion, Lecturing, Question-Answer			
14	Composing annotated bibliography	1. To discuss the importance of annotated bibliography 2. To mention the parts of annotated bibliography 3. To explain the 2 types of ann.bib; Informative & combination 4. To compose annotated bibliography	1. Actively preparing for the mid-term by engaging in review sessions and group study. 2. Asking questions during review sessions to clarify concepts. 3. Contributing to peer-led review sessions by helping classmates understand key topics.	Discussion, Lecturing, Question-Answer			20%
15	Composing annotated bibliography	1. To discuss the importance of annotated bibliography 2. To mention the parts of annotated bibliography 3. To explain the 2 types of ann.bib; Informative & combination 4. To compose annotated bibliography	1. Actively engaging in peer review sessions for creating and refining précis.	Discussion, Lecturing, Question-Answer			
16	Final-term test	Able to show the ability to write a good annotated bibliography	1. Actively presenting the final 5-part précis for peer and instructor review.	Test			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.