	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Functional Grammar	8820302299		2				14 November 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Muhaimin Abdullah, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK

This course focuses on further practices on the concepts of grammatical form and function. It will specifically allow students to examine how grammar works in context. By the end of the semester, students will be able to apply easily and correctly more advanced clause structures covering adjective clause, noun clause, and adverb clauses in their speaking and writing. In addition, students will apply these concepts in their writing by analysing grammatical structure and usage as well as the ability to analyse their own writing and the writing of others for errors. All teaching and learning activities are conducted through lecturing, discussing and exercising.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	CPMK 1: Mahasiswa mampu mengidentifikasi, menganalisis, dan menggunakan struktur klausa lanjutan (adjective clause, noun clause, adverb clause) secara tepat dalam konteks lisan dan tulisan.
CPMK-2	CPMK 2: Mahasiswa mampu menerapkan konsep tata bahasa untuk menganalisis dan merevisi struktur tata bahasa pada tulisan mereka sendiri dan tulisan orang lain untuk menemukan dan memperbaiki kesalahan.
CPMK-3	CPMK 3: Mahasiswa mampu mendemonstrasikan penggunaan tata bahasa tingkat lanjut, seperti pengurangan klausa (reduced clauses) dan pembeda antara klausa restriktif dan non-restriktif, dalam komunikasi tertulis sesuai dengan level B2 CEFR.
CPMK-4	CPMK 4: Mahasiswa mampu memanfaatkan prinsip-prinsip tata bahasa untuk mengembangkan keterampilan berbicara dan menulis yang efektif dalam bahasa Inggris dengan memperhatikan keakuratan tata bahasa.
CPMK-5	CPMK 5: Mahasiswa mampu mengintegrasikan pemahaman teori tata bahasa ke dalam pembelajaran aktif melalui diskusi, presentasi, dan evaluasi penulisan berdasarkan kriteria yang sesuai dengan standar CEFR.

Matrik CPL - CPMK

CPMK	CPL-6
CPMK-1	✔
CPMK-2	✔
CPMK-3	✔
CPMK-4	✔
CPMK-5	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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-4													✔	✔		
CPMK-5															✔	✔

Pustaka

Utama :

	1. 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.
Pendukung :	
	1. 1. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 2. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press.

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	To understand the definition of Adjective clause	1. Accuracy in explaining the definition of adjective clauses and identifying their placement within a sentence. 2. Precision in distinguishing the specific functions and categories of relative pronouns and relative adverbs.	Kriteria: Accuracy in defining linguistic concepts, precision in identifying structural components, and correctness in the categorization of relative markers. Bentuk Penilaian: Written examination (objective and structured questions) and a descriptive assessment rubric.	Direct Instruction combined with Discovery Learning and class discussion.	1. Analysis of a digital text to identify and categorize adjective clauses based on their markers. 2. Participation in an asynchronous forum to reconstruct sentences using appropriate relative pronouns.	1. The fundamental definition and grammatical function of adjective clauses in relation to their antecedents. 2. The classification and usage of relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why) as markers of adjective clauses.	2%
2	To know how to use Adjective Clause.	To be able to: · Explaining the use of Adjective Clause · Creating their own sentence using Adjective Clause · Deciding what Relative Pronoun will be used based on their function	Kriteria: Accuracy in relative pronoun selection based on grammatical function, structural precision in sentence construction, and clarity in explaining the communicative purpose of adjective clauses. Bentuk Penilaian: Objective written test (multiple choice and completion) and a structured writing performance task evaluated by a rubric.	Lecturing, discussion		1. Conceptual framework and communicative functions of Adjective Clauses. 2. Syntactic construction and sentence-level application of Adjective Clauses. 3. Functional classification and selection of Relative Pronouns (Subject, Object, and Possessive).	5%
3	To analyse adjective clause in sentences	To be able to: - Identify the tenses used in sentences - Explain the verb tense for past, present, and future tenses - Choose the correct verb tenses based on the context	Kriteria: Accuracy in tense identification, clarity of structural and functional explanations, and precision in contextual verb selection. Bentuk Penilaian: Written examination (objective and short-answer formats) and an analytical scoring rubric.	Presentation, discussion		1. Identification and categorization of verb tenses in complex sentences. 2. Structural and functional analysis of past, present, and future verb tenses. 3. Contextual application and selection of appropriate verb tenses.	2%

4	To understand the definition and know how to use restrictive Vs. non-restrictive clauses; reduced Adjective Clause	To be able to: - identifying restrictive clauses - identifying non - restrictive clauses - distinguishing restrictive Vs non - restrictive in Adjective Clause.	Kriteria: Accuracy in identifying clause types, precision in distinguishing functional roles, and correctness in applying grammatical conventions. Bentuk Penilaian: Written test consisting of sentence analysis exercises and a scoring rubric.	lecturing, discussion		1. Characteristics and identification of restrictive adjective clauses. 2. Characteristics and identification of non-restrictive adjective clauses. 3. Functional distinctions and usage of restrictive versus non-restrictive relative clauses.	2%
5	To understand the definition and know how to use reduced Adjective Clause	To be able to: - Explaining the use of reduced Adjective Clause · using reduced adjective clause correctly in sentences · identifying the error use of reduced adjective clause in sentences · correcting the error use of reduced adjective clause in sentences · changing adjective clause into adjective phrase	Kriteria: Accuracy in structural transformation, precision in error identification and correction, and conceptual consistency in applying the rules of adjective phrases. Bentuk Penilaian: Written test (multiple-choice and sentence completion) and a performance-based rubric for sentence construction.	Lecturing, discussion		1. Definition and functional use of reduced adjective clauses. 2. Structural patterns for reducing adjective clauses into participial phrases. 3. Construction of sentences using reduced adjective clauses. 4. Identification and correction of errors in reduced adjective clause usage. 5. Techniques for transforming full adjective clauses into adjective phrases.	5%
6	To understand the definition and know how to use Noun Clause.	To be able to: - · identifying the sentence patterns of Noun Clauses · completing the sentence using the clause given in Noun Clauses · Writing their own noun clause	Kriteria: Accuracy in syntactic identification, structural precision in clause integration, and grammatical correctness in original sentence construction. Bentuk Penilaian: Written test and analytical scoring rubric for independent writing.	Lecturing, discussion		1. Syntactic patterns and identification of Noun Clauses. 2. Sentence completion and functional integration of Noun Clauses. 3. Independent construction and application of original Noun Clauses.	10%
7	To analyse Noun clause in sentences	To be able to: completing sentences using Noun Clause - create noun clause in sentences using the correct coordinating conjunction .	Kriteria: Accuracy in syntactic identification and grammatical precision in constructing noun clauses with appropriate conjunctions. Bentuk Penilaian: Written test and performance rubric for sentence completion and construction exercises.	Lecturing, discussion		1. Structural analysis and construction of Noun Clauses utilizing appropriate conjunctions in complex sentence patterns.	5%

8	To analyse Noun clause in sentences	· correcting the errors in noun clauses · doing self-editing in their own writing as well as others writing for errors	Kriteria: Accuracy in identifying and correcting syntactic and morphological errors, and the precision of noun clause analysis within academic compositions. Bentuk Penilaian: Written examination for error correction and a performance-based rubric for self-editing and peer-editing tasks.	Lecturing, discussion		1. Identification and correction of syntactic and morphological errors in noun clauses. 2. Proofreading and editing techniques for noun-clause accuracy in academic compositions.	2%
9	MID TERM	MID TERM	Kriteria: Accuracy in the application of functional linguistic concepts, depth of grammatical analysis, and precision in interpreting textual meanings. Bentuk Penilaian: Written examination.	-		1. Mid-Term Examination.	20%
10	To understand and to know how to use Direct Speech and Indirect Speech	To be able to - identify phrases and clauses - distinguish between phrase and clause - identify kinds of phrases - identify independent and dependent clauses	Kriteria: Accuracy in identifying and classifying phrases and clauses, and precision in distinguishing between independent and dependent clauses according to grammatical rules. Bentuk Penilaian: Written test (sentence analysis exercises) and objective identification tasks.	Lecturing, discussion		1. Identification and classification of phrases and clauses (independent vs. dependent) within sentence structures.	10%
11	To understand the definition and know how to use Adverb Clause	Explaining the use of Adverb Clause Identifying types of adverb clause Exploring some examples Adverb Making sentences containing Adverb Clause using their own words	Kriteria: Accuracy in explaining communicative functions, precision in classifying types and subordinating conjunctions, and grammatical correctness in original sentence synthesis. Bentuk Penilaian: Written test (short answer and essay) and performance rubrics for sentence construction assignments.	Lecturing, discussion		1. Definition and communicative functions of Adverb Clauses. 2. Typological classification and subordinating conjunctions of Adverb Clauses. 3. Structural analysis and illustrative examples of Adverb Clauses. 4. Sentence synthesis and practical application of Adverb Clauses.	4%
12	To analyse reduced Adverb clause	using reduced adverb clause correctly in sentences identifying the error use of reduced adverb clause in sentences correcting the error use of reduced adverb clause in sentences	Kriteria: Accuracy in grammatical construction, precision in error identification, and correctness in sentence revision. Bentuk Penilaian: Written test and analytical rubric.	Lecturing, discussion		Adverb Clauses	2%

13	To analyse students' writing	Finding the errors from their own writing - Revising their writing based on the grammar rubric given	Rubric for writing a Descriptive text	Lecturing, discussion		Writing A Descriptive Text	4%
14	To analyse students' writing	Finding the errors from their own writing - Revising their writing based on the grammar rubric given	Rubric Writing Argumentative Writing	lecturing, discussion		Writing Argumentative Writing	3%
15	To analyse students' own writing	To be able to: - Identify the voice of sentences - Identify the agent in passive voice - Rewrite active sentence into passive voice incorrect passive voice - apply the correct verbs for passive voice - Construct passive voice based on the context given - Identify and edit errors in passive voice - justify the voice of sentences based on the context Answer questions in standardized English test related to passive forms	Rubric Writing Argumentative Text	lecturing, discussion		Writing Recount Text	4%
16	FINAL TEST	Mengidentifikasi dan mengklasifikasikan penggunaan adjective, noun, dan adverb clauses dalam berbagai jenis teks. Mengoreksi kesalahan tata bahasa lanjutan (advanced clauses) dalam konteks tulisan akademik dan non-akademik. Menerapkan konsep tata bahasa untuk menghasilkan tulisan yang sesuai dengan standar CEFR level B2. Menganalisis dan merevisi teks berdasarkan prinsip grammar tingkat lanjut, dengan fokus pada ketepatan dan kohesi.	Kuantitatif: Jawaban benar pada soal pilihan ganda dan esai dinilai berdasarkan tingkat keakuratan dan kesesuaian dengan teori tata bahasa. Setiap soal diberi bobot sesuai tingkat kesulitannya (misalnya, pilihan ganda 40%, esai 60%). Kualitatif: Accuracy: Keakuratan dalam analisis dan revisi Grammar. Clarity: Kejelasan argumen dalam menjawab soal esai. Application: Penerapan tata bahasa tingkat lanjut dalam konteks penulisan. Rubrik Penilaian Esai: 4: Sangat Baik (jawaban sepenuhnya akurat dan relevan dengan konteks pertanyaan). 3: Baik (jawaban sebagian besar akurat, namun ada kesalahan minor). 2: Cukup (beberapa kesalahan signifikan, tetapi masih relevan dengan pertanyaan). 1: Kurang (jawaban tidak sesuai konteks atau banyak kesalahan tata bahasa).	Evaluasi individu melalui tes tertulis (pilihan ganda, isian singkat, dan esai) untuk mengukur kemampuan analisis, revisi, dan penerapan tata bahasa lanjutan (adjective, noun, dan adverb clauses).		Review materi 1 - 15 meeting	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.