

	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris					Kode Dokumen														
RENCANA PEMBELAJARAN SEMESTER																				
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan															
ELT METHOD	8820303306		3		25 Agustus 2026															
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi															
			Arik Susanti		HIMMAWAN ADI NUGROHO															
Deskripsi Singkat MK	The course is designed to examine the nature of each of English Language Teaching Methods including Presenting A Century of Language Teaching (The Early Years (Grammar Translation Methods, Direct Methods, and Audiolingual Methods), The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach), and The dawning (Communicative Language Teaching and Notional Functional Syllabus), Presenting Contextualizing Communicative Approach covering of General Approach (Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction, Strategies Based Instruction, Collaborative Approach) and Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction) from a discourse perspective (review of ELT methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning);to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																			
	CPL	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																		
	CPL	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																			
	CPMK-1	Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.																		
	CPMK-2	Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.																		
	CPMK-3	Creating which method should be appropriately referred to be implemented for teaching a certain language skill or component.																		
	CPMK-4	Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.																		
	Matrik CPL - CPMK																			
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																						
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Pustaka		Utama : 1. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press 2. Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press. 3. Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc Pendukung : 1. E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished 2. (5) Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press. 3. (6) Harmer, Jeremy. (2007). The Practice of Language Teaching. England: Pearson Education Ltd. 4. (7) Keputusan Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi nomor 008/H/KR/2022 tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada kurikulum Merdeka 5. PERATURAN MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA NOMOR 12 TAHUN 2024 TENTANG KURIKULUM PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH																																																																																																																				
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	Students are able to explain and compare about The Concept of Approach, Method and Techniques in ELT.	Holistic Rubric	Content, Grammar, Mechanic and Fluency	• Presenting their group work results in offline classroom • Asking and question about their presentation			4%																																																																																																															
2	The students are able understand and explain Grammar Translation Methods, Direct Methods, Audiolingual Methods	LAnguage used and creativity	Content, Grammar, Mechanic and Fluency	• Presenting their group work results in offline classroom • Discussing and asking and question about their presentation • Doing the quiz			6%																																																																																																															

3	Students are able to explain and analysis the Concept of The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach)	Holistic Rubric	Content, grammar, organisation, mechanics	• Presenting their group work results in offline classroom • Discussing and Asking question about their presentation • Doing case study in group			7%
4	The students are able to explain and implement Communicative Language Teaching and Notional Functional Syllabus	Holistic rubric	Content, grammar, organisation, mechanics	• Presenting their group work results in offline classroom • Asking and question about their presentation • Doing the quiz			7%
5	Students are able to explain the concepts of Post Methods covering Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction) The students are able to compare the concepts of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction	1. Students participation 2. Students present their work	Actively asking questions and responding to questions	• Presenting their results in offline classroom • Asking and question about their presentation • Doing the quiz			6%
6	Students are able to explain the concepts of Post methods (Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach The students are able to compare the concepts of Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach	1. Students participation 2. Students participation	Holistic Rubric	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			6%

7	The students are able to explain and implement the concept of post Methods (Contextualizing Communicative Approach); a. Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction)	1. Student participation 2. Presentation Delivery	Actively asking questions and responding to questions	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			7%
8	The students are able to understand the concepts of early years, designer, dawning and contextualising	1. Doing the test 2. Presentation Delivery	Actively asking questions and responding to questions	Mid term test			3%
9	The students are able to understand and explain genre based approach	Presenting	Content, Grammar, Mechanic and Fluency	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			6%
10	The students are able to understand and implement the Problem Based Learning and Project Based Learning	1. Students participation 2. Presentation Delivery	Actively asking questions and responding to questions	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			6%
11	The students are able to understand and implement Discovery Learning and Scientific Approach	1. Students participation 2. Actively asking questions and responding to questions	Presentation Delivery	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			8%
12	the students are able to understand and create teaching scenario how to teach vocabulary and pronunciation	1. Students participation 2. Presentation Delivery	Actively asking questions and responding to questions	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			8%
13	The students are able to create teaching scenario how to teach reading and listening	1. Students participation 2. Presentation Delivery	Actively asking questions and responding to questions	Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			7%

14	The students are able to understand and implement how to teach grammar	1. Students participation 2. Presentation Delivery	Actively asking questions and responding to questions	Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			4%
15	The student are able to create teaching scenario	1. Students participation 2. Students present their work	Actively asking questions and responding to questions	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz			9%
16	The students are able to do the final test	Students can present the material well	Actively asking questions and responding to questions	The students do the test in classroom			6%

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.