



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan																																		
Advanced English Grammar	8820302006		T=2 P=0 ECTS=3.18	4	12 Januari 2026																																		
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																		
					HIMMAWAN ADI NUGROHO																																		
Model Pembelajaran	Case Study																																						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																						
	Capaian Pembelajaran Mata Kuliah (CPMK)																																						
	Matrik CPL - CPMK																																						
		CPMK																																					
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 10%;">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <td></td> <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> </table>					CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Deskripsi Singkat MK	This course focuses on further practices of the forms, meanings and usage of grammatical structures of English. It builds competency in the English verb tense system and provides more advanced clause structure, such as adjective clause, noun clause, and adverb clauses. Students will apply these concepts in writing more accurately and effectively with the grammar skills necessary for success in professional and academic situation. It emphasizes on the need to analyse and explain grammatical structure and usage as well as the ability to analyse the students' own writing. All teaching and learning activities are conducted through lecturing, discussing and exercising.																																						
Pustaka	Utama :																																						
	1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY: Pearson Education. 2. Steer, Jocelyn M. 1998. The Advanced Grammar Book. Boston: Heinle & Heinle Publishers. 3. Butt, David et.al. 1999. Using Functional Grammar: An Explorer 19s Guide. Melbourne: National Center for English Language Teaching and Research Macquaire University. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press. 5. Sharpe, Pamela J. 2004. Barron 19s How to prepare for the TOEFL . New York: Barron 19s Educational series.inc.																																						
	Pendukung :																																						
Dosen Pengampu	Henny Dwi Iswati, S.S., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd.																																						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	To understand the definition and know how to use Adjective Clause	1.identify the noun that the adjective clause is modifying. 2.classify adjective pronouns 3.combine two sentences using correct adjective clause subordinating 4.compare and analyse restrictive Vs. non-restrictive clauses: [when to use a comma]		Lecturing, discussion, questioning 2 X 50			0%
2	To understand the definition and know how to use Adjective Clause	1.identify the noun that the adjective clause is modifying. 2.classify adjective pronouns 3.combine two sentences using correct adjective clause subordinating 4.compare and analyse restrictive Vs. non-restrictive clauses: [when to use a comma]		Lecturing, discussion, questioning 2 X 50			0%
3	To understand the definition and know how to use reduced Adjective Clause	1.- identify the form of reduced adjective clause 2.- combine two sentences using adjective clause as well as change it into adjective phrase. 3.- Review their own writing		Lecturing, discussion, questioning 2 X 50			0%

4	To understand the definition and know how to use reduced Adjective Clause	1.- identify the form of reduced adjective clause 2.- combine two sentences using adjective clause as well as change it into adjective phrase. 3.- Review their own writing		Lecturing, discussion, questioning 2 X 50			0%
5	To understand the definition and know how to use Noun Clause.	1.- To identify the sentence patterns of Noun Clauses 2.- To change questions into Noun Clauses 3.- To correct the errors in noun clauses 4.- To complete the sentence using the clause given in Noun Clauses 5.- Write their own noun clause		Lecturing, discussion, questioning 2 X 50			0%
6	To understand the definition and know how to use Noun Clause.	1.- To identify the sentence patterns of Noun Clauses 2.- To change questions into Noun Clauses 3.- To correct the errors in noun clauses 4.- To complete the sentence using the clause given in Noun Clauses 5.- Write their own noun clause		Lecturing, discussion, questioning 2 X 50			0%
7				2 X 50			0%
8	MID TERM TEST			2 X 50			0%
9	To understand the definition and know how to use Adverb Clause	1.To list words used to introduce adverb clause 2.To classify the function of adverb clause 3.To construct sentences using adverb clause		Lecturing, discussion, questioning 2 X 50			0%

10	To understand the definition and know how to use Adverb Clause	1.To list words used to introduce adverb clause 2.To classify the function of adverb clause 3.To construct sentences using adverb clause		Lecturing, discussion, questioning 2 X 50			0%
11	To understand the definition and know how to use reduced Adverb Clause	1.- to identify reduced adverb clause 2.- to change adverb clause into reduced adverb clause		Lecturing, discussion, questioning 2 X 50			0%
12	To understand the definition and know how to use reduced Adverb Clause	1.- to identify reduced adverb clause 2.- to change adverb clause into reduced adverb clause		Lecturing, discussion, questioning 2 X 50			0%
13	To analyse students' own writing	To be able to: - find error revise their own writing		discussion, questioning 2 X 50			0%
14	To analyse students' own writing	To be able to: - find error revise their own writing		discussion, questioning 2 X 50			0%
15	To analyse students' own writing	To be able to: - find error revise their own writing		discussion, questioning 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL- Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.

9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.