



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																																																																																																				
Classroom Language	8820302028		T=2	P=0	ECTS=3.18	4	2 Oktober 2024																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																																					
Model Pembelajaran	Case Study																																																																																																										
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																										
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																										
	CPMK - 1	Make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding.																																																																																																									
	CPMK - 2	Apply knowledge of a special language for running lessons and communication strategies.																																																																																																									
	CPMK - 3	HAN																																																																																																									
	CPMK - 4	Be responsible for the use of expressions and communication strategies.																																																																																																									
	Matrik CPL - CPMK																																																																																																										
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table>						CPMK	CPMK-1	CPMK-2	CPMK-3	CPMK-4																																																																																															
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>CPMK-4</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> </tbody> </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-4																
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Deskripsi Singkat MK	This subject will explore special language for running lesson and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers: aspects of classroom language classroom language expressions for these aspects classroom language expressions in the scientific approach practice using these classroom language expressions in class simulation.																																																																																																										
Pustaka	Utama :	1. 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. Classroom language . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press																																																																																																									
	Pendukung :	1. 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43. 2. 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.																																																																																																									

Dosen Pengampu		Drs. Fahri, M.A. Sumarningsih, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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	Being able to explain the notion and concept of Classroom Language (definition, principles, and aspects of Classroom Language)	1. Explaining the definition of Classroom Language 2. Explaining the principles of Classroom Language 3. Explaining the aspects of Classroom Language	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture, discussion, question-answer 2 X 50		Materi: the notion and concept of Classroom Language Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press <hr/> Materi: definition, principles, and aspects of Classroom Language Pustaka: 2. Cullen, R. (2001). <i>The Use of Lesson Transcripts for Developing Teachers' Classroom Language</i> . System, 29, 27-43.	5%

2	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ul style="list-style-type: none"> 1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities) 	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, question and answer 2 X 50	<p>Materi: the basic teaching skills and the learning activities</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
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3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	<ul style="list-style-type: none"> 1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities) 	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, question and answer 2 X 50	<p>Materi: the basic teaching skills and the learning activities</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
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4	Being able to demonstrate Opening the lesson as the first basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson) 	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, problem based learning activity 2 X 50	<p>Materi: the first basic teaching skill</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberi, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann</p> <p>ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Materi: classroom language expressions used in Pre-activities</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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5	Being able to demonstrate Opening the lesson as the first basic teaching skill	<ol style="list-style-type: none"> 1. Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson) 	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, problem based learning activity 2 X 50	<p>Materi: the first basic teaching skill</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberi, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann</p> <p>ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press</p> <hr/> <p>Materi: classroom language expressions used in Pre-activities</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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6	Being able To demonstrate Organizing the class as the second basic teaching skill	<p>1. Identifying the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>2. Explaining the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>3. Applying the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>4. Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Materi: Organizing the class as the second basic teaching skill</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <p>Materi: how a teacher organize and prepare their students for the lesson.</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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7	Being able To demonstrate Organizing the class as the second basic teaching skill	<p>1. Identifying the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>2. Explaining the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>3. Applying the classroom language expressions used in Pre- activities (Organizing the class)</p> <p>4. Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecture, discussion, problem based learning activity 2 X 50		<p>Materi: Organizing the class as the second basic teaching skill</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <p>Materi: how a teacher organize and prepare their students for the lesson.</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	10%
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8	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol style="list-style-type: none"> 1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 	<p>Kriteria: Written and spoken</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes</p>	Problem-based Learning – Plus 2 X 50	<p>Materi: classroom language expressions used in Whilst activities</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
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9	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	<ol style="list-style-type: none"> 1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 	<p>Kriteria: Written and spoken</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja</p>	Problem-based Learning – Plus 2 X 50	<p>Materi: classroom language expressions used in Whilst activities</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p>	5%
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10	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	<p>1. • Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement)</p> <p>2. • Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>3. • Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>4. • Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>5. • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p>	<p>Bentuk Penilaian : Aktifitas Partisipasif</p>	lecture, discussion, problem based learning 2 X 50		<p>Materi: Asking questions and Giving reinforcement</p> <p>Pustaka: 1. <i>Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberry, S. 1995. Classroom language . Oxford: Macmillan Heinemann</i></p> <p><i>ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press</i></p> <p>Materi: classroom language expressions used in Whilst activities</p> <p>Pustaka: 3. <i>Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.</i></p>	5%
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11	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	<p>1. • Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement)</p> <p>2. • Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>3. • Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>4. • Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p> <p>5. • Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	lecture, discussion, problem based learning 2 X 50		<p>Materi: Asking questions and Giving reinforcement</p> <p>Pustaka: 1. <i>Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberry, S. 1995. Classroom language . Oxford: Macmillan Heinemann</i></p> <p><i>ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press</i></p> <p>Materi: classroom language expressions used in Whilst activities</p> <p>Pustaka: 3. <i>Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.</i></p>	5%
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12	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<p>1. • Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>2. • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>3. • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>4. • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>5. • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	lecture, discussion, problem based learning 2 X 50		<p>Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann</p> <p>Materi: classroom language expressions used in Whilst and Post activities</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
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13	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<p>1. • Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>2. • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>3. • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>4. • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>5. • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	lecture, discussion, problem based learning 2 X 50	<p>Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press</p> <hr/> <p>Materi: classroom language expressions used in Whilst and Post activities</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
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14	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	<p>1. • Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>2. • Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>3. • Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>4. • Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p> <p>5. • Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	lecture, discussion, problem based learning 2 X 50		<p>Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion</p> <p>Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberry, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann</p> <p>Materi: classroom language expressions used in Whilst and Post activities</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	5%
15	Being able to demonstrate the use the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	<p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes</p>	lecture, discussion and Performance (Teaching Simulation) 2 X 50		<p>Materi: Practicing the classroom language</p> <p>Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.</p>	4%

16	Being able to demonstrate the use the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes	lecture, discussion and Performance (Teaching Simulation) 2 X 50			5%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	59.67%
2.	Praktik / Unjuk Kerja	34.67%
3.	Tes	4.67%
		99.01%

Catatan

1. **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 studinya yang diperoleh melalui proses pembelajaran.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.

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Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
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UPM Program Studi S1
Pendidikan Bahasa Inggris



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