



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																																																																																																				
Elt Method	8820304057	Mata Kuliah Wajib Program Studi	T=4 P=0 ECTS=6.36	3	29 Agustus 2024																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																																				
		Arik Susanti		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																																				
Model Pembelajaran	Case Study																																																																																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																								
	CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																																																																																																							
	CPL-9	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																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>CPMK</th> <th>CPL-7</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>				CPMK	CPL-7	CPL-9	CPMK-1	✓		CPMK-2	✓		CPMK-3		✓	CPMK-4		✓																																																																																					
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Deskripsi Singkat MK	The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional 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; and to develop a reflective approach to teaching through classroom observations.																																																																																																								
Pustaka	Utama :																																																																																																								

1. Larsen-Freeman, Diane. 2000. Techniques and Principles in Language Teaching (2nd ed). Oxford: Oxford University Press.
2. Richards, Jack C. 2015. Key Issues in Language Teaching. Cambridge: Cambridge University Press.
3. Richards, Jack C and Theodore S. Rogers. 1986. Approaches and Methods in Language Teaching : A Description and Analysis. Cambridge: Cambridge University Press.

Pendukung :

1. E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished
2. Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press.
3. Harmer, Jeremy. (2007). The Practice of Language Teaching. England: Pearson Education Ltd.
4. Keputusan Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi BASKP no 033/H/KR/ 2022 tentang Perubahan atas 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

Dosen Pengampu
KUSUMARASYATI
Dr. Ririn Pusparini, S.Pd., M.Pd.
Esti Kurniasih, S.Pd., M.Pd.
Arik Susanti, S.Pd., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	<ol style="list-style-type: none"> 1.To understand the concept of approach, method and techniques in ELT 2.To distinguish the terms techniques, methods and approach in ELT 	To explain the concept of approach, methods and techniques	<p>Kriteria: Content, Organization, Vocabulary, language Use, and Mechanics</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p>	<ul style="list-style-type: none"> • Presenting their group work results in offline classroom • Asking and question about their presentation • Doing the quiz 3 X 50 	<ul style="list-style-type: none"> • Reading materials in LMS SIDIA • Summarizing materials about the concept of techniques, methods and approach • Submitting your works in LMS SIDIA • Discussing the differences about the concept of techniques, methods and approach in group using • Writing reflective learning about the strength dan weakness about that topic 3 X 50 	<p>Materi: 2. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</p> <p>Pustaka:</p> <p>Materi: 4. Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</p> <p>Pustaka:</p>	0%

2	<p>1. Able to explain the concept of Grammar Translation Methods</p> <p>2. Able to explain the concept of Direct Methods</p> <p>3. Able to explain the concept of Audiolingual Methods</p> <p>4. Able to compare among them</p>	<p>1. Able to explain the concept of Grammar Translation Methods</p> <p>2. Able to explain the concept of Direct Methods</p> <p>3. Able to explain the concept of Audiolingual Methods</p>	<p>Kriteria: Content, Organization, Vocabulary, Language Use, and Mechanics</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<ul style="list-style-type: none"> • Presenting their group work results in offline classroom • Discussing and asking and question about their presentation • Doing the quiz 3 X 50 	<ul style="list-style-type: none"> • Reading materials in LMS SIDIA • Summarizing materials about about the concept of Grammar Translation Methods, Direct Methods, Audiolingual Methods • Submitting your works in LMS SIDIA • Discussing the differences about the concept of Grammar Translation Methods, Direct Methods, Audiolingual Methods in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 X 50 	<p>Materi: 2. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</p> <p>Pustaka:</p> <hr/> <p>Materi: 4. Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</p> <p>Pustaka:</p> <hr/> <p>Materi: 1. E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</p> <p>Pustaka:</p>	0%
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3	<ul style="list-style-type: none"> 1. • Able to explain the principles of Community Language Learning 2. • Able to explain the principles of Suggestopedia 3. • Able to explain the principles of The Silent Way 4. • Able to explain the principles of Total Physical Response 5. • Able to explain the principles of The Nature Approach 6. • Able to compare both of the concepts 	<p>To compare the concepts of Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach</p>	<p>Kriteria: 1. Content, Organization, Vocabulary, Language Use, and Mechanics 2.10</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Tes</p>	<ul style="list-style-type: none"> • Presenting their group work results in offline classroom • Asking and question about their presentation • Doing case study in group 3 X 50 	<ul style="list-style-type: none"> • Reading materials in LMS SIDIA • Summarizing materials about about the concept of Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach • Submitting your works in LMS SIDIA • Discussing the differences about the concept of Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 X 50 	<p>Materi: (1) E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</p> <p>Pustaka:</p> <hr/> <p>Materi: (2) ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</p> <p>Pustaka:</p> <hr/> <p>Materi: (4) Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</p> <p>Pustaka:</p>	0%
4	To understand the characteristics of The Audio Lingual Method	To explain the characteristics of the Audio Lingual Method	<p>Kriteria: Content, Organization, Vocabulary, Language Use, and Mechanics</p>	Group Presentation followed by a session of questions and answers 2 X 50			0%
5	To understand the characteristics of The Silent way	To explain the characteristics of the Silent Way	<p>Kriteria: Content, Organization, Vocabulary, Language Use, and Mechanics</p>	Group Presentation followed by a session of questions and answers 2 X 50			0%
6	To understand the characteristics of Desuggestopedia	To explain the characteristics of Desuggestopedia	<p>Kriteria: Content, Organization, Vocabulary, Language Use, and Mechanics</p>	Group Presentation followed by a session of questions and answers 2 X 50			0%
7	To understand the characteristics of Community Language Learning	To explain the characteristics of Community Language Learning	<p>Kriteria: Content Organization, Vocabulary, Language Use, and Mechanics.</p>	Group Presentation followed by a session of questions and answers 2 X 50			0%
8	To understand the characteristics of Total Physical Response	To explain the characteristics of Total Physical Response	<p>Kriteria: 1. Presentation Rubric: PPT, clarity, comprehension, and fluency 2. Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics</p>	Group Presentation followed by a session of questions and answers 2 X 50			0%

9	To understand the characteristics of Communicative Language Teaching	To explain the characteristics of Communicative Language Teaching	Kriteria: 1.Presentation Rubric: PPT, clarity, comprehension, and fluency 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
10	To understand the characteristics of Content-based, Task-Based and Participatory Approaches	To explain the characteristics of Content-based, Task-Based and Participatory Approaches	Kriteria: 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
11	To understand the characteristics of Learning Strategy Training	To explain the characteristics of Learning Strategy Training	Kriteria: 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
12	To understand the characteristics of Cooperative Learning	To explain the characteristics of Cooperative Learning	Kriteria: 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
13	To understand the characteristics of Multiple Intelligence	To explain the characteristics of Multiple Intelligence	Kriteria: 1.Presentation Rubric: PPT, Clarity, Comprehension, and Fluency. 2.Writing Rubric: Content, Organization, Vocabulary, Language Use, and Mechanics.	Group Presentation followed by a session of Questions and Answers 2 X 50			0%
14	To design and develop multimedia in ELT	- to formulate learning objectives in certain English class - to design a mini lesson plan of the class - to design multimedia used in the class		- Student presentation-Discussion 2 X 50			0%
15	To design and develop appropriate teaching aids that suit the lesson plan designed by the students in their 'Innovative Learning course	- to select type of media that suits the lesson plan designed in the students' Innovative Learning course to design and develop the media in certain English class		discussion 2 X 50			0%
16							0%

No	Evaluasi	Persentase
		0%

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 prodinya 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. **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.
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.