

	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			HIMMAWAN ADI NUGROHO																																																																																																									
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"> <tr> <td>CPMK</td> <td>CPL-7</td> <td>CPL-9</td> </tr> <tr> <td>CPMK-1</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> </tr> </table>											CPMK	CPL-7	CPL-9	CPMK-1			CPMK-2			CPMK-3			CPMK-4																																																																																							
	CPMK	CPL-7	CPL-9																																																																																																												
	CPMK-1																																																																																																														
CPMK-2																																																																																																															
CPMK-3																																																																																																															
CPMK-4																																																																																																															
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																															
<table border="1"> <tr> <td rowspan="2">CPMK</td> <td colspan="16">Minggu Ke</td> </tr> <tr> <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> <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> </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																
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																																																																																																															
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 discource 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.																																																																																																														

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 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		Dr. Ririn Pusparini, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., 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	Students are able to explain and compare about The Concept of Approach, Method and Techniques in ELT.	Holistic Rubric	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	• Presenting their group work results in offline classroom • Asking and question about their presentation 3 X 50 menit	• 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 menit	Materi: 2. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press Pustaka: Materi: The Concept of Approach, Method and Techniques in ELT Pustaka: Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press. Materi: The Concept of Approach, Method and Techniques in ELT Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	4%

2	The students are able to understand and explain Grammar Translation Methods, Direct Methods, and Audiolingual Methods	Understanding of Grammar Translation Methods, Direct Methods, and Audiolingual Methods	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	- Presenting their group work results in offline classroom - Discussing and asking and question about their presentation - Doing the quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about the concept of Grammar Translation Methods, Direct Methods, and Audiolingual Methods - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Grammar Translation Methods, Direct Methods, and Audiolingual Methods in group using LMS SIDIA - Writing reflective learning about the strength and weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	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	Kriteria: Content, grammar, organisation, mechanics Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	• Presenting their group work results in offline classroom • Discussing and Asking question about their presentation • Doing case study in group 3 x 50 menit	• Reading materials in LMS SIDIA • Summarizing materials 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	Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total	7%
---	---	-----------------	---	---	--	---	----

						Physical Response and The Nature Approach Pustaka: <i>E- Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	
--	--	--	--	--	--	--	--

4	The students are able to explain and implement Communicative Language Teaching and Notional Functional Syllabus	Holistic rubric	Kriteria: Content, grammar, organisation, mechanics Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	• Presenting their group work results in offline classroom • Asking and question about their presentation • Doing the quiz 3 x 50 menit	• Reading materials in LMS SIDIA • Summarizing materials about about the concept of Communicative Language Teaching and Notional Functional Syllabus • Submitting your works in LMS SIDIA • Discussing the differences about the concept of Communicative Language Teaching and Notional Functional Syllabus in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	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	Kriteria: Actively asking questions and responding to questions Bentuk Penilaian : Aktifitas Partisipatif	• Presenting their results in offline classroom • Asking and question about their presentation • Doing the quiz 3 x 50 menit	• Reading materials in LMS SIDIA • Summarizing materials about about the concept of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction • Submitting your works in LMS SIDIA • Discussing the differences about the concept of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	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	Kriteria: Holistic Rubric Bentuk Penilaian : Aktifitas Partisipasif	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of Multiple Intelligences, Strategies Based Instruction, Collaborative Approach - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Multiple Intelligences, Strategies Based Instruction, Collaborative Approach in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	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	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topics/learning materials well Bentuk Penilaian : Aktifitas Partisipatif	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz 150 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 I in group using LMS SIDIA - Writing reflective learning about the strength dan weakness	Materi: Post Methods Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i>	7%
8	The students are able to understand the concepts of early years, designer, dawning and contextualising	1. Doing the test 2. Presentation Delivery	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topics/learning materials well Bentuk Penilaian : Aktifitas Partisipatif	Mid term test 150 menit	-	Materi: Post Methods Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Contextualising Methods Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i>	3%
9	The students are able to understand and explain genre based approach	Presenting	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Aktifitas Partisipatif	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of Genre Based Approach - Submitting your works in LMS SIDIA - Creating and discussing how to implement GBA in teaching English - Writing reflective learning about the strength dan weakness a	Materi: Genre Based Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Genre Based Approach Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	6%

10	The students are able to understand and implement the Problem Based Learning and Project Based Learning	1.Students participation 2. Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topics learning materials well Bentuk Penilaian : Aktifitas Partisipasif	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of Problem Based Learning and Project Based Learning • Submitting your works in LMS SIDIA • Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Problem Based Learning and Project Based Learning Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Problem Based Learning and Project Based Learning Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	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	Kriteria: Presentation Delivery Bentuk Penilaian : Aktifitas Partisipasif	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of Discovery Learning and Scientific Approach • Submitting your works in LMS SIDIA • Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Scientific Approach and Discovery Learning Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Scientific Approach and Discovery Learning Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	8%

12	the students are able to understand and create teaching scenario how to teach vocabulary and pronunciation	1.Students participation 2. Presentation Delivery	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topic learning materials well Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of how to teach vocabulary and pronunciation - Submitting your works in LMS SIDIA - Discussing and creating to implement how to teach vocabulary and pronunciation in teaching English in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching vocabulary and pronunciation Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i>	8%
----	--	--	--	---	--	--	----

13	The students are able to create teaching scenario how to teach reading and listening	1.Students participation 2. Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic learning materials well Bentuk Penilaian : Aktifitas Partisipatif	Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of teaching reading and listening • Submitting your works in LMS SIDIA • Discussing and creating to teaching scenario how to teach reading and listening in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching reading and listening Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching reading and listening Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	7%
----	--	--	--	---	--	---	----

14	The students are able to understand and implement how to teach grammar	1.Students participation 2. Presentation Delivery	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topic learning materials well 3. Actively asking questions and responding to questions and Presenting topic learning materials well Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of Teaching Grammar • Submitting your works in LMS SIDIA • Discussing and creating to implement Teaching grammar in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching grammar Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> ----- Materi: Teaching grammar Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished ----- Materi: Teaching grammar Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> ----- Materi: Teaching grammar Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	4%
----	--	--	---	---	--	---	----

15	The student are able to create teaching scenario	1.Students participation 2.Students present their work	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic of learning materials well 3.Actively asking questions and responding to questions and Presenting topic of learning materials well Bentuk Penilaian : Aktifitas Partisipasif	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of teaching writing and speaking - Submitting your works in LMS SIDIA - Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching writing and speaking Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching writing and speaking Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	9%
16	The students are able to do the final test	Students can present the material well	Kriteria: 1.Actively asking questions and responding to questions 2.Students can present confidently with accurate pronunciation and grammar Bentuk Penilaian : Aktifitas Partisipasif	The students do the test in classroom	-	Materi: review all materials Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: review all materials Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: review all materials Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	6%

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	82%
2.	Penilaian Portofolio	18%
		100%

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.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



NIDN 0024077704

File PDF ini digenerate pada tanggal 20 Desember 2025 Jam 19:25 menggunakan aplikasi RPS-OBE SiDia Unesa

