



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																																													
English Semantics	8820302072	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=3.18	4	18 Januari 2025																																													
OTORISASI	Pengembang RPS	Koordinator RMK			Koordinator Program Studi																																															
	Fauris Zuhri	Asrori			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																															
Model Pembelajaran	Case Study																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																			
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																																																		
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																		
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																		
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																		
	CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																		
	CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																																																		
	CPL-8	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.																																																		
	CPL-10	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.																																																		
	CPL-11	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.																																																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																			
	CPMK - 1	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.																																																		
	Matrik CPL - CPMK																																																			
		<table border="1" style="margin: auto;"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> <th>CPL-3</th> <th>CPL-4</th> <th>CPL-6</th> <th>CPL-7</th> <th>CPL-8</th> <th>CPL-10</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	CPMK	CPL-1	CPL-2	CPL-3	CPL-4	CPL-6	CPL-7	CPL-8	CPL-10	CPL-11	CPMK-1	✓	✓	✓	✓	✓	✓	✓	✓	✓																														
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																				
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Deskripsi Singkat MK	This course presents the concepts and principles of linguistics meaning which of basic ideas in semantics, the concepts of reference and sense, logic in linguistic meaning, word meaning and interpersonal meaning.																																																			
Pustaka	Utama :																																																			
	1. Cruse, D.A. 2000. <i>Meaning in Language: an Introduction to Semantic and Pragmatic.</i> London: Oxford University Press. Kreidler, Charles W. 1998. <i>Introducing English Semantics .</i> London and New York: Routledge. 2. Yule, George. 2006. <i>The Study of Language (Third Edition) .</i> New York: Cambridge University Press. 3. Cruse, D.A. 2000. <i>Meaning in Language: an Introduction to semantic and pragmatic .</i> London: Oxford University Press																																																			
	Pendukung :																																																			
Dosen Pengampu	Fauris Zuhri, S.Pd., M.Hum. Asrori, S.S., M.Pd.																																																			

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	Students have ability to: Explain the study of meaning Analyze the study of meaning	1.Students have ability to: Explain the systematic study of meaning 2.Explain the nature of language 3.Explain language and the individual 4.Explain demonstrating semantic knowledge	Kriteria: 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100% Bentuk Penilaian : Aktifitas Partisipasif	Presentation Discussion Implementation of theory Semantics 2 X 50			5%
2	Students have ability to: Explain the study of meaning Analyze the study of meaning	1.Students have ability to: Explain the systematic study of meaning 2.Explain the nature of language 3.Explain language and the individual 4.Explain demonstrating semantic knowledge	Kriteria: 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Implementation of theory Semantics 2 X 50			0%
3	Students have ability to: Explain language in use Analyze language in use	1.Students have ability to: explain pragmatics 2.explain natural and conventional signs 3.explain linguistic signs 4.differentiate between utterance and sentence 5.explain prosody 6.explain non-verbal communication	Kriteria: 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right of answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing Exercises 2 X 50			0%
4	Students have ability to: Explain the dimension of meaning Analyze the dimension of meaning	1.Students have ability to: differentiate between reference and denotation 2.explain connotation 3.explain sense relations 4.differentiate between lexical and grammatical meanings 5.explain morphemes 6.compare between homonymy and polysemy 7.explain lexical ambiguity 8.explain sentence meaning	Kriteria: 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right of answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing Exercises 2 X 50			0%

5	Students have ability to: Explain semantic roles Analyze semantic roles	<ol style="list-style-type: none"> 1.Students have ability to: explain sentence and proposition 2.explain semantic role 3.explain valency zero 4.explain valency one 5.explain valency two 6.explain some changes in valency 	Kriteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, ans less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Doing Exercises 2 X 50			0%
6	Students have ability to: Explain lexical relations Analyze lexical relations	<ol style="list-style-type: none"> 1.Students have ability to: explain lexical fields 2.explain kinship 3.explain hyponymy 4.explain synonymy 5.explain antonymy 6.explain binary and non-binary antonymy 7.explain a comparison of four relations 8.explain converse antonymy 9.explain symmetry and reciprocity 10.explain expressions of quantity 	Kriteria: Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
7	Students have ability to: Explain transition and transfer predicates Analyze transition and transfer predicates	<ol style="list-style-type: none"> 1.Students have ability to: explain transition 2.differentiate between transition and transfer predicates 3.classify between transition and transfer predicates 	Kriteria: Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
8	Students have ability to: join mid-term test do mid-term test succeed mid-term test	<ol style="list-style-type: none"> 1.Students have ability to: join mid-term test 2.do mid-term test 3.succeed mid-term test 	Kriteria: Rubrics: the right answers are divided by the number of questions times (X) 100%	Achievement test 2 X 50			0%

9	Students have ability to: Explain reference Analyze reference	<ol style="list-style-type: none"> 1.Students have ability to: explain referents and referring expressions 2.explain extension and intension 3.explain some different kinds of referents 4.explain different ways of referring 5.explain deixis 6.explain anaphora 7.explain shifts in ways of referring 8.explain referential ambiguity 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50		0%
10	Students have ability to: explain sentences as arguments analyze sentences as arguments	<ol style="list-style-type: none"> 1.Students have ability to: explain full statement clauses 2.explain question clauses 3.explain infinitive clauses 4.explain gerund clauses 5.explain non-factual clauses 6.explain verbal nouns 7.explain comparing types of clauses 8.explain syntactic ambiguity 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50		0%
11	Students have ability to: explain speech acts analyze speech acts	<ol style="list-style-type: none"> 1.Students have ability to: explain the form of sentences and the purpose of utterances 2.explain analysis of speech acts 3.explain seven kinds of speech acts 4.assertive utterances 5.performative utterances 6.verdictive utterances 7.expressive utterances 8.directive utterances 9.commissive utterances 10.four speech acts compared 11.phatic utterances 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50		0%

12	Students have ability to: Explain aspects of English semantics Analyze aspects of English semantics	<ol style="list-style-type: none"> 1.Students have ability to: explain generic and specific predications 2.explain stative predicates and dynamic predicates 3.explain durative and punctual 4.explain telic and atelic 5.explain ingressive, continuative, egressive aspect 6.predicates of location 7.predicates of possession 8.predicates of cognition 9.event predicates 10.nouns and adjectives as predicates 11.aspectual verbs 12.explain prospective and retrospective 13.explain some grammatical expressions of aspect 14.the prospective 15.the perfect or retrospective 16.the progressive 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
13	Students have ability to: explain factivity, implication and modality analyze factivity, implication and modality	<ol style="list-style-type: none"> 1.Students have ability to: explain factivity 2.explain implicative predicates 3.explain modality 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
14	Students have ability to: explain a variety of predicates analyze a variety of predicates	<ol style="list-style-type: none"> 1.Students have ability to: explain attitudinal predicates 2.explain enabling and preventing 3.explain perceptual predicates 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%

15	Students have ability to: explain the semantics of morphological relations analyze the semantics of morphological relations	<ol style="list-style-type: none"> 1. Students have ability to: explain formal processes of derivation 2. explain semantic processes in derivation 3. explain verbs formed from nouns 4. transfer meanings 5. effective meanings 6. instrumental meanings 7. vehicular meanings 8. explain verbs from adjectives 9. explain verbs from verbs 10. explain adjectives derived from verbs 11. explain adjectives derived from nouns 12. explain adjectives derived from adjectives 13. explain nouns derived from verbs 14. explain nouns derived from adjectives 15. explain nouns derived from nouns 	Kriteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	5%
		5%

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.

File PDF ini digenerate pada tanggal 18 Januari 2025 Jam 15:00 menggunakan aplikasi RPS-OBE SiDia Unesa