



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

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

| <b>MATA KULIAH (MK)</b>   | <b>KODE</b>   | <b>Rumpun MK</b>  | <b>BOBOT (sks)</b>               | <b>SEMESTER</b> | <b>Tgl Penyusunan</b>                   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| ESP Program Design  | 8820303268  | Mata Kuliah Pilihan Program Studi   | T=3 P=0 ECTS=4.77                | 5               | 21 Agustus 2023                         |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>OTORISASI</b>  | <b>Pengembang RPS</b>   |   | <b>Koordinator RMK</b>           |                 | <b>Koordinator Program Studi</b>        |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Wiwiet Eva Savitri, S.Pd., M.Pd.  |   | Wiwiet Eva Savitri, S.Pd., M.Pd. |                 | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Model Pembelajaran</b>   | Project Based Learning  |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Capaian Pembelajaran (CP)</b>  | <b>CPL-PRODI yang dibebankan pada MK</b>  |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPL-3</b>  | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan  |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPL-7</b>  | Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPL-9</b>  | Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>  |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 1</b>   | Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively  |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 2</b>   | Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development  |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 3</b>   | yryry   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 4</b>   | Being able to plan  |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Matrik CPL - CPMK</b>  |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-7</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table> |                                  |                 |   | CPMK | CPL-3 | CPL-7 | CPL-9 | CPMK-1 |    | ✓  |    | CPMK-2 |    |      | ✓         | CPMK-3 | ✓ |  |  | CPMK-4 |  | ✓ |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK  | CPL-3   | CPL-7                            | CPL-9           |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-1  |   | ✓                                |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-2  |   |                                  | ✓               |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-3  | ✓   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4  |   | ✓   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b> |   |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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  |   |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Deskripsi Singkat MK</b>   | This course introduces students to theory and practice of developing courses/learning programs for learners with specific academic and professional purposes for learning a language (for example: English for pharmacist, English for Flight attendant, English for sport coach, etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design like syllabus, materials, methodology and assessment. They also discuss possible supplementary learning aids, including the digital ones, which can help students learning. By the end of this course, students will be able to conduct needs analysis, identify learners' needs and targets, set appropriate learning objectives, and finally develop a complete ESP course syllabus.   |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Pustaka</b>  | <b>Utama :</b>  |   |                                  |                 |   |      |       |       |       |        |    |    |    |        |    |      |           |        |   |  |  |        |  |   |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan
2. Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.
3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley- Blackwell

**Pendukung :**

1. A Munir, WE Savitri, A Asrori, N Chakim. 2023. Pre-service English Teachers' Adaptation Skills in Two ESP Courses. Script Journal: Journal of Linguistics and English Teaching 8 (01), 1-15
2. A Munir, WE Savitri, A Asrori, N Chakim. 2023. The implementation of Adaptation, Imitation, and Modification (AIM) in ESP-courses. Reimagining Innovation in Education and Social Sciences, 82-89

**Dosen Pengampu**  
 Drs. Fahri, M.A.  
 Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.  
 Retno Wulan Dari, 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      | 1.To understand definition, types, and characteristics of ESP<br>To understand general concept of ESP program design<br>2.To understand specialist discourse | 1.To define ESP<br>2.To explain the origin of ESP<br>3.To explain the types and characteristics of ESP<br>4.To explain general concept of ESP program design  | <b>Kriteria:</b><br>-<br><b>Bentuk Penilaian :</b><br>Aktifitas<br>Partisipasif                                       | Class discussion<br>3 X 50   |                 | <b>Materi:</b> Core theories and coverage of ESP - ESP definition, types, and characteristic<br><b>Pustaka:</b><br><i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>   | 5%                  |
| 2      | 1.To understand the concept of needs analysis.<br>2.To find out language learners' needs   | 1.To explain how need analysis is conducted<br>2.To explain the issues related to the design of needs analysis tools for your specific group of learners<br>3.To give and receive inputs from the target learners<br>4.To identify as completely as possible the needs of a real group of English language learners | <b>Kriteria:</b><br>creativity, language use and innovation<br><b>Bentuk Penilaian :</b><br>Aktifitas<br>Partisipasif | Individual task:<br>Analysing needs.<br>3 X 50                                   |                 | <b>Materi:</b><br>Assignments: • Discussing need analysis and its instrument design: questionnaire & interview set • Conducting needs analysis<br>Stages: 1. Giving essential questions Asking the students to decide their prospective students/clients<br>2. Designing a plan for project Setting the timeline to distribute questionnaire and to do interview<br><b>Pustaka:</b><br><i>Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell</i> | 5%                  |

|   |   |   |   |   |  |  |     |
|---|---|---|---|---|--|--|-----|
| 3 | <p>1.To make needs analysis instrument<br/>2.To conduct need analysis</p>                             | <p>1.To plan a need analysis activity<br/>2.To execute the need analysis plan<br/>3.To create needs analysis instruments (questionnaire, question list, field note)</p> | <p><b>Kriteria:</b><br/>Language used and creativity</p> <p><b>Bentuk Penilaian</b><br/>:<br/>Penilaian Hasil Project / Penilaian Produk</p>                        | <p>Project based learning – planning, implementation, evaluation</p> <p>Group projects:<br/>• Creating need analysis instruments: questionnaire &amp; interview set<br/>• Conducting needs analysis</p> <p>Group work</p> <p>1. Collecting data for the project<br/>Collecting information related to the possible questions that should be asked to the clients</p> <p>2. Evaluating the project<br/>Checking the suitability of the questions to be put in the instrument draft</p> <p>3. Presenting the project<br/>Elaborating the instrument and the distribution plan</p> <p>4. Creating the project<br/>Composing the ready to use version of the instruments<br/>3 X 50</p> |  | <p><b>Materi:</b><br/>Creating need analysis instruments: questionnaire &amp; interview set • Conducting needs analysis</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p> | 10% |
| 4 | <p>To analyze the needs of a real group of English language learners</p>                              | <p>1.To give and receive inputs from the target learners<br/>2.To identify as completely as possible the needs of a real group of English language learners</p>         | <p><b>Kriteria:</b><br/>-</p> <p><b>Bentuk Penilaian</b><br/>:<br/>Praktik / Unjuk Kerja</p>  | <p>-<br/>3 X 50</p>   |  | <p><b>Materi:</b><br/>Analizing needs</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>   | 5%  |
| 5 | <p>1.To understand how to determine the focus of ESP program<br/>2.To formulate course objectives</p> | <p>1.To explain how to determine the focus of ESP program<br/>2.To explain the elements of ESP program focus<br/>3.To formulate course objectives</p>                   | <p><b>Kriteria:</b><br/>language use and creativity</p> <p><b>Bentuk Penilaian</b><br/>:<br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | <p>Group work:<br/>Writing program objectives and meeting objectives<br/>3 X 50</p>   |  | <p><b>Materi:</b> ESP course objectives</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>   | 5%  |

|   |  |  |   |  |  |  |    |
|---|--|--|---|--|--|--|----|
| 6 | <p>1.To develop a tailored ESP course syllabus based on the need analysis</p> <p>2.To understand theories on determining ESP course content</p>                              | <p>1.To explain theories on determining ESP course content</p> <p>2.To explain the elements ESP course map</p> <p>3.To formulate ESP course map template</p> <p>4.To formulate ESP course syllabus</p> <p>5.To explain how to evaluate ESP course syllabus</p> | <p><b>Kriteria:</b><br/>Creativity and innovation</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | <p>Observation on group discussion and its result<br/>3 X 50</p> |  | <p><b>Materi:</b><br/>Developing ESP course</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p>   | 5% |
| 7 | <p>1.To understand theories on developing ESP materials</p> <p>2.To explain theories on selecting ESP materials</p> <p>3.To explain theories on developing ESP materials</p> | <p>1.To explain theories on selecting ESP materials</p> <p>2.To explain theories on developing ESP materials</p>   | <p><b>Kriteria:</b><br/>Creativity, innovation and language use</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>       | <p>Group discussion and result presentation<br/>3 X 50</p>       |  | <p><b>Materi:</b><br/>Developing ESP course</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p> <hr/> <p><b>Materi:</b><br/>Developing ESP materials</p> <p><b>Pustaka:</b><br/><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i></p> | 5% |

|    |   |   |  |   |  |   |     |
|----|---|---|--|---|--|---|-----|
| 8  | To show understanding on the materials learned in meeting 1-7     | To answer questions related to the materials learned in meeting 1-7   | <b>Kriteria:</b><br>Language used and creativity<br><br><b>Bentuk Penilaian</b><br>:<br>Tes                              | Written test<br>3 X 50                            |  | <b>Materi:</b> Core theories and coverage of ESP - ESP definition, types, and characteristic<br><b>Pustaka:</b><br><i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i><br><br><b>Materi:</b> Developing ESP course and materials<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i><br><br><b>Materi:</b> Needs analysis<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> | 12% |
| 9  | To formulate ESP course objectives based on needs analysis result | 1. to determine the objective<br>2. to determine appropriate operational word<br>3. to formulate appropriate course objective | <b>Kriteria:</b><br>Creativity, innovation and language use<br><br><b>Bentuk Penilaian</b><br>:<br>Praktik / Unjuk Kerja | Writing the objectives and the syllabus<br>3 X 50 |  | <b>Materi:</b> Developing ESP course objectives<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>   | 5%  |
| 10 | To formulate ESP course objectives based on needs analysis result | 1. to determine the objective<br>2. to determine appropriate operational word<br>3. to formulate appropriate course objective | <b>Kriteria:</b><br>Creativity and innovation<br><br><b>Bentuk Penilaian</b><br>:<br>Praktik / Unjuk Kerja               | Writing the objectives and the syllabus<br>3 X 50 |  | <b>Materi:</b> Developing ESP course objectives<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>   | 5%  |

|    |  |  |   |  |  |   |    |
|----|--|--|---|--|--|---|----|
| 11 | To set up the ESP course contents based on the course objectives       | 1. to determine the timeline of the course<br>2. to identify the topics that reflect the course objectives | <b>Kriteria:</b><br>Language used and creativity<br><b>Bentuk Penilaian</b><br>:<br>Praktik / Unjuk Kerja                                 | Project based learning – implementation<br>3 X 50  |  | <b>Materi:</b> the course contents and the course objectives<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>  | 3% |
| 12 | To set up the ESP course map based on the course objectives and topics | To select materials which are suitable with the course objectives and topics                               | <b>Kriteria:</b><br>Creativity, innovation and language use<br><b>Bentuk Penilaian</b><br>:<br>Penilaian Hasil Project / Penilaian Produk | Project based learning – implementation<br>Selecting relevant materials<br>3 X 50                                |  | <b>Materi:</b><br>Selecting ESP materials<br><b>Pustaka:</b><br><i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>   | 2% |
| 13 | To analyze ESP course map/syllabus                                     | To check whether the course objectives and detailed topics/content are relevant                            | <b>Kriteria:</b><br>Creativity and innovation<br><b>Bentuk Penilaian</b><br>:<br>Penilaian Hasil Project / Penilaian Produk               | Project based learning – evaluation<br><br>Checking the relevance of objectives and the topics/content<br>3 X 50 |  | <b>Materi:</b><br>Selecting ESP materials<br><b>Pustaka:</b><br><i>Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i><br><br><b>Materi:</b><br>Developing ESP course objectives<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> | 5% |
| 14 | To revise the weaknesses of ESP course map/syllabus                    | To revise the course objectives and detailed topics/contents   | <b>Kriteria:</b><br>Creativity, innovation and language use<br><b>Bentuk Penilaian</b><br>:<br>Aktifitas Partisipasif                     | Project based learning – implementation<br>Revising objectives and the topics/content<br>3 X 50                  |  | <b>Materi:</b><br>Developing ESP course syllabus<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>  | 5% |

|    |   |   |   |   |  |  |     |
|----|---|---|---|---|--|--|-----|
| 15 | To do last check and finalize the ESP course map/syllabus                                 | To do final check and revision on the course map/syllabus | <b>Kriteria:</b><br>Creativity, innovation and language use<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Finalizing the ESP course map/syllabus 3 X 50 |  | <b>Materi:</b><br>Developing ESP course syllabus<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> | 3%  |
| 16 | To have the final syllabus finished and ready to be used for material development process | Presenting the final syllabus                             | <b>Kriteria:</b><br>Creativity, innovation and language use<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk    | Submitting the final syllabus                 |  | <b>Materi:</b><br>Developing ESP course syllabus<br><b>Pustaka:</b><br><i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> | 20% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipatif                     | 24%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 44.5%      |
| 3. | Praktik / Unjuk Kerja                      | 19.5%      |
| 4. | Tes  | 12%        |
|    |  | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1  
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,  
S.Pd., M.Pd.  
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**UPM** Program Studi S1  
Pendidikan Bahasa Inggris



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