

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER		Tgl Penyusunan																																																																																					
Essential Reading Skills		8820302298	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	1		17 Desember 2025																																																																																					
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																																																																						
		Retno Wulandari, S.Pd., M.Pd.			Eva Rahmawati, S.Pd., M.Pd.			HIMMAWAN ADI NUGROHO																																																																																						
Model Pembelajaran	Case Study																																																																																													
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																													
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																												
	CPL-6	Memdemonstrasikan 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.																																																																																												
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																													
	CPMK - 1	Develop effective strategies for continuous improvement in reading comprehension and critical thinking through reflective practices and collaborative learning																																																																																												
	CPMK - 2	Demonstrate the ability to comprehend, analyze, and evaluate various English texts with written responses that meet CEFR B2 standards																																																																																												
	CPMK - 3	Apply key concepts of reading strategies and critical literacy skills to understand and discuss English texts within both national and global contexts																																																																																												
	Matrik CPL - CPMK																																																																																													
		<table><tr><td>CPMK</td><td>CPL-4</td><td>CPL-6</td><td>CPL-7</td></tr><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></table>										CPMK	CPL-4	CPL-6	CPL-7	CPMK-1	✓			CPMK-2		✓		CPMK-3			✓																																																																			
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																														
	<table><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></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																
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CPMK-2																																																																																														
CPMK-3																																																																																														
Deskripsi Singkat MK	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.																																																																																													
Pustaka	Utama :																																																																																													
	1. 1. Beatrice, S. M. & Linda, J. 1996. More Reading Power. London: Longman. 2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/lals/resources/academicwordlist . Accessed on January 2019.																																																																																													
	Pendukung :																																																																																													

Dosen Pengampu		Dr. Yuri Lolita, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Anis Trisusana, S.S., 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	To know the importance of reading skill and strategies	To be able to: Describe the importance of reading skill Recall examples of reading strategies	Kriteria: 6 Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50		Materi: Academic words related to Nutrition Fat for Brains Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019. Materi: Academic words Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
2	To apply previewing and predicting as pre-reading strategy	To be able to: · Understand the target academic words related to Engineering · Make use the target academic words related to Engineering · Apply previewing and predicting as pre-reading strategy Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	diskusi dan presentasi 2 X 50		Materi: previewing and predicting as pre-reading strategy Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
3	To apply previewing and predicting as pre-reading strategy	To be able to: · Apply previewing and predicting as pre-reading strategy · Identify specific information in reading passage · Make use the target academic words related to Engineering Make use of information from reading passage to discuss topic related Underground issues	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	diskusi dan presentasi 2 X 50		Materi: pre-reading strategy Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	6%

4	To apply previewing and predicting as pre-reading strategy	To be able to: - Apply previewing and predicting as pre-reading strategy - Identify specific information in reading passage - Make use the target academic words related to Engineering - Make use of information from reading passage to discuss topic related Underground issues	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	diskusi dan Q&A 2 X 50		Materi: Identify specific information in reading passage Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
5	To find the main idea of reading	To be able to: - Understand the target academic words related to Business - Find the main idea of reading - Identify specific information in reading passage - Make use the target academic words related to Business	Kriteria: Language used and creativity Bentuk Penilaian : Praktik / Unjuk Kerja	diskusi dan Q&A 2 X 50		Materi: the main idea of reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
6	To apply scanning as pre-reading strategy	To be able to: - Understand the target academic words related to Technology - Make use the target academic words related to Technology - Apply scanning pre-reading strategy - Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	Diskusi dan Q&A 2 X 50		Materi: scanning as pre-reading strategy Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
7	To apply outlining as whilst-reading strategy	To be able to: - Understand the target academic words related to Literature - Make use the target academic words related to Literature - Apply outlining as whilst-reading strategy - Identify specific information in reading passage	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif	diskusi dan Q&A 2 X 50		Materi: outlining as whilst-reading strategy Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%

8	To analyze the graph and chart in reading passage	To be able to: - Understand the target academic words related to Meteorology - Make use the target academic words related to Literature - Analyze the graph and chart in reading passage - Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	diskusi and Q&A 2 X 50		Materi: analyze the graph and chart in reading passage Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
9	Review meeting 1-8	Review meeting 1-8	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Tes	test 2 X 50		Materi: assessing reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	10%
10	The concept of skimming	Able to use the skimming reading strategy	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	diskusi and Q&A 2 X 50		Materi: Skimming and scanning Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
11	To summarize information from the reading	To be able to: - Understand the target academic words related to Nutrition - Make use the target academic words related to Engineering - Summarize information from the reading - Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	diskusi and Q&A 2 X 50		Materi: summarize information from the reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
12	To summarize information from the reading	To be able to: - Understand the target academic words related to Nutrition - Make use the target academic words related to Engineering - Summarize information from the reading - Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	diskusi and Q&A 2 X 50		Materi: summarize information from the reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%

13	To make inferences from the reading	To be able to: · Understand the target academic words related to Geology · Make use the target academic words related to Geology · Make inferences from the reading · Identify specific information in reading passage	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif	diskusi dan Q&A 2 X 50		Materi: making inferences from the reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
14	· To analyze the sequence of information in reading	To be able to: · Understand the target academic words related to Journalism · Make use the target academic words related to Journalism · Analyze the sequence of information in reading · Identify specific information in reading passage	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif	diskusi dan Q&A 2 X 50		Materi: analyzing the sequence of information in reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	5%
15	To record processes with flow charts	To be able to: · Understand the target academic words related to Medicine · Make use the target academic words related to Medicine · Record processes with flow charts · Identify specific information in reading passage	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	diskusi dan Q&A 2 X 50		Materi: processes with flow charts Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	9%
16	final test	final test	Kriteria: Language used and creativity Bentuk Penilaian : Tes	tes 2 X 50		Materi: Assessing reading Pustaka: 1. Beatrice, S. M. & Linda, J. 1996. <i>More Reading Power</i> . London: Longman. 2. Zwier, L. J. (2009). <i>Inside Reading 2: The Academic Word List In Context</i> . Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/... Accessed on January 2019.	15%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	59%
2.	Penilaian Portofolio	9%
3.	Praktik / Unjuk Kerja	7%
4.	Tes	25%
		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 10 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris

UPM Program Studi S1
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503



NIDN 0024077704



File PDF ini digenerate pada tanggal 17 Desember 2025 Jam 12:01 menggunakan aplikasi RPS-OBE SiDia Unesa