RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Essential Speaking Skill	8820302245		T=2	P=0	ECTS=3.18	1	3 Oktober 2024

OTORISASI		Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		....	....	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Model Pembelajaran	**Project Based Learning**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**
	Capaian Pembelajaran Mata Kuliah (CPMK)
	Matrik CPL - CPMK

CPMK

| | **Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** |

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Deskripsi Singkat MK	This course expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions, and interacting in basic conversation at pre-intermediate level. It also prepares students to participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback. The topics in this course are introduced via articles which model academic rhetoric, provide topic-specific information, and contextualize language targets. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.

Pustaka	**Utama :**	
	1.	1. Kirkpatrick, B. 2004. English for Social Interactions: Social Expressions . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day . Learning Express, LLC. New York. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf 5. Ur, Penny. 1981. Discussions That Work: Task-Centered Fluency Practice. Cambridge ; New York : Cambridge University Press
	Pendukung :	

Dosen Pengampu	Drs. Fahri, M.A. Sumarniningsih, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Sueb, S.Pd., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan	Penilaian	Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)

(1)	belajar (Sub-CPMK) (2)	Indikator (3)	Kriteria & Bentuk (4)	Luring (offline) (5)	Daring (online) (6)	(7)	(8)
1	To understand the concept of group discussion	To be able to: • explain the types of discussion • discuss the ways of organizing groupdiscussion • identify the task of each role in a group discussion • explain the discussion etiquette		Small Group Discussion, lecturing, and question and answer 2 X 50			0%
2	To apply problem solving and analytical skills in a group discussion	To be able to:• demonstrate the stages of solving a problem• demonstrate problem-solving skills in a group discussion• develope analytical and problem-solving skills		Discussion, lecturing, and question and answer 2 X 50			0%
3	• To apply decision making skills in a group discussion• To apply language functions needed in a group discussion	To be able to:• employ the theory of decision making• identify the key steps in decision making• identify some common cognitive biases• use the correct language functions needed in a group discussion		Discussion, lecturing, and question and answer 2 X 50			0%
4	• To analyse given topic using the affinity diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of affinity diagram in a group discussion• list the ideas of given topic• classify the ideas of given topic• highlight ideas in depth• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
5	• To analyse given topic using the affinity diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of affinity diagram in a group discussion• list the ideas of given topic• classify the ideas of given topic• highlight ideas in depth• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%

6	• To analyse given topic using the T-chart diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of T-chart diagram in a group discussion• choose the ideas to compare• discuss ideas in depth• compare issues related the ideas discussed• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
7	• To analyse given topic using the T-chart diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of T-chart diagram in a group discussion• choose the ideas to compare• discuss ideas in depth• compare issues related the ideas discussed• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
8	Midterm Test			2 X 50			0%
9	• To analyse given topic using the SWOT analysis diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of SWOT analysis diagram in a group discussion• analyse the ideas of given topic• categorize the ideas based on whether it's a strengts or weakness• investigate all opportunities and threats that exist in the future• create an action plan• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
10	• To analyse given topic using the SWOT analysis diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of SWOT analysis diagram in a group discussion• analyse the ideas of given topic• categorize the ideas based on whether it's a strengths or weakness• investigate all opportunities and threats that exist in the future• create an action plan• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%

11	• To analyse given topic using the Fishbone diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of Fishbone diagram to solve problem• analyse the ideas of given topic• breakdown the ideas based on wheter it's a cause or problem• classify the ideas of given topic• discuss ideas in depth• create an action plan• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
12	• To analyse given topic using the Fishbone diagram in a group discussion• To apply language functions needed in a group discussion	To be able to:• apply the procedure of Fishbone diagram to solve problem• analyse the ideas of given topic• breakdown the ideas based on whether it's a cause or problem• classify the ideas of given topic• discuss ideas in depth• create an action plan• take part in a group discussion• use the correct language functions needed		Discussion, lecturing and question and answer 2 X 50			0%
13	To apply the acquired knowledge of group discussion	To be able to:• choose the fitting graphic organizer to cater a group discussion• use graphic organizer in a group discussion• take part in a group discussion• use the correct language functions needed		Group discussion 2 X 50			0%
14	To apply the acquired knowledge of group discussion	To be able to:• choose the fitting graphic organizer to cater a group discussion• use graphic organizer in a group discussion• take part in a group discussion• use the correct language functions needed		Group discussion 2 X 50			0%

15	To apply the acquired knowledge of group discussion	To be able to:• choose the fitting graphic organizer to cater a group discussion• use graphic organizer in a group discussion• take part in a group discussion• use the correct language functions needed		Group discussion 2 X 50			0%
16	Final Test			2 X 50			0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

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