



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														
Innovative Learning		8820303152							T=3	P=0	ECTS=4.77	5	12 Januari 2026														
OTORISASI		Pengembang RPS						Koordinator RMK			Koordinator Program Studi																
											HIMMAWAN ADI NUGROHO																
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 <table><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></table>											1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16												
Deskripsi Singkat MK	This course mainly focuses on discussing the innovation in language learning and teaching of English and how it is implemented in the classroom. It explores the popular and innovative teaching methods and techniques implemented in English as a Foreign Language classes. All teaching and learning activities are conducted through lecture, classroom discussion, small group discussion, question-answer, and student presentation.																										
Pustaka	Utama :																										
	1. Granger, Colin. 1993. Play Games with English. 2. Hadfield, Jill. 1998 Elementary Vocabulary Games . Essex : Addison Wesley Longman, Ltd 3. Hadfield, Jill. 1990. Intermediate Communication Games. Essex : Addison Wesley Longman, Ltd 4. Watcyn-Jones, Peter. 2001. Vocabulary Games and Activities. Essex : Pearson Education Limited. 5. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc 6. Harmer, Jeremy. 2007. The Practice of English Language Teaching . Essex : Pearson Education Limited.																										
	Pendukung :																										
Dosen Pengampu	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Sumarningsih, S.Pd., M.Pd. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Silfia Asningtias, S.Pd., M.TESOL., Ph.D																										
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	To be able to show understanding on the issues of innovative language teaching	1.to be able to:discuss what innovative language teaching is about and provide 2.illustrate teaching techniques that is innovative and creative	Kriteria: Getting perfect score for adequate explanation.	a.brainstorm ideas b. small group discussion 3 X 50						0%																	
2	To be able to analyze the popular teaching methodology known has been implemented in the English Language Classroom	1.to be able to:examine the approaches, methods, procedures and techniques of teaching methodology 2.find samples of learning activities in the classroom and classify them	Kriteria: perfect score for adequate explanation	a. small group discussion b. two column method 3 X 50						0%																	

3	To be able to analyze the popular teaching methodology known has been implemented in the English Language Classroom	1.to be able to:examine the approaches, methods, procedures and techniques of teaching methodology 2.find samples of learning activities in the classroom and classify them	Kriteria: perfect score for adequate explanation	small group discussion two column method 3 X 50			0%
4	To be able to examine the characteristics of learners, learner differences and the language level in the classroomTo be able to compare the learning context based on class size, ability and language instruction	1.to be able to investigate the characteristics of young, adolescents and adult learners 2.to be able to discuss the learners differences and the language level in the classroom 3.to be able to discuss the learning context based on the class size, ability and language instruction 4.to be able to elaborate the teaching techniques used in the classroom	Kriteria: perfect score for adequate explanation	reciprocal questioningshared brainstorming Focused ListingTen-Two strategies 3 X 50			0%
5	To be able to examine the characteristics of learners, learner differences and the language level in the classroomTo be able to compare the learning context based on class size, ability and language instruction	1.to be able to investigate the characteristics of young, adolescents and adult learners 2.to be able to discuss the learners differences and the language level in the classroom 3.to be able to discuss the learning context based on the class size, ability and language instruction 4.to be able to elaborate the teaching techniques used in the classroom	Kriteria: perfect score for adequate explanation	reciprocal questioningshared brainstorming Focused ListingTen-Two strategies 3 X 50			0%
6	To be able to examine the characteristics of learners, learner differences and the language level in the classroomTo be able to compare the learning context based on class size, ability and language instruction	1.to be able to investigate the characteristics of young, adolescents and adult learners 2.to be able to discuss the learners differences and the language level in the classroom 3.to be able to discuss the learning context based on the class size, ability and language instruction 4.to be able to elaborate the teaching techniques used in the classroom	Kriteria: perfect score for adequate explanation	reciprocal questioningshared brainstorming Focused ListingTen-Two strategies 3 X 50			0%

7	To be able to analyze the innovative language teaching implemented in the teaching and learning	To be able to critically analyze and interpret the research based journal article in innovative language learning and teaching	Kriteria: 1.Structure 2.OrganizationFlow of thoughtTransitionsFormat sentence structurepunctuation/mechanicsLanguage 3.Vocabulary; use of vocabularyToneContent/ Information 4.Clarity of purpose Critical and original thought Use of examples	question and answer 3 X 50			0%
8	To be able to examine in-depth on the educational technology and other language resources	1.to be able to: discuss the use of technology and other learning resources to support the teaching and learning activities 2.demonstrate how technology integrated in the teaching and learning	Kriteria: perfect score for adequate explanation	small group discussionthink-pair and share 3 X 50			0%
9	To be able to examine in detail the teaching of language skills in the classroom	To be able to review the teaching of language skills; speaking, listening, reading and writing in English Language Classroom	Kriteria: perfect score for adequate explanation	background knowledge probe focused on listingcolumn method 3 X 50			0%
10	To be able to create syllabuses and lesson plan that illustrate the innovative teaching and learning	1.to be able to: develop ideas and strategies in the teaching and learning 2.design lesson plan that reflects the innovative teaching and active learning	Kriteria: perfect score for organized and applicable lesson plan	brainstormingdesigning lesson plan 3 X 50			0%
11	To be able to implement the innovative teaching strategies in the teaching and learning activities	1.to be able to:review the techniques used in the classroom 2.manipulate vocabulary, grammar, and communicative games in the classroom	Kriteria: perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
12	To be able to implement the innovative teaching strategies in the teaching and learning activities	1.to be able to:review the techniques used in the classroom 2.manipulate vocabulary, grammar, and communicative games in the classroom	Kriteria: perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
13	To be able to implement the innovative teaching strategies in the teaching and learning activities	1.to be able to:review the techniques used in the classroom 2.manipulate vocabulary, grammar, and communicative games in the classroom	Kriteria: perfect score for clear explanation	discussiondemonstrationthink-pair-share 3 X 50			0%
14	To be able to implement the innovative teaching techniques in the teaching and learning activities	1.to be able to:review the techniques used in the classroom 2.use graphic organizer in teaching 3.use songs, rhymes, and jazz chants in tefl 4.use various media in tefl	Kriteria: ContentClarity Posture and Eye ContactPreparedness	discussionstudent presentation 3 X 50			0%

15	To be able to implement the innovative teaching techniques in the teaching and learning activities	1.to be able to review the techniques used in the classroom 2.use graphic organizer in teaching 3.use songs, rhymes, and jazz chants in tefl 4.use various media in tefl	Kriteria: ContentClarity Posture and Eye ContactPreparedness	discussionstudent presentation 3 X 50			0%
16							0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

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 studinya 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 tolak 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.