

		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																																				
Poetry in ELT		8820302276				T=2 P=0 ECTS=3.18			6		26 Desember 2025																																				
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																							
								HIMMAWAN ADI NUGROHO																																							
Model Pembelajaran		Case Study																																													
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)																																													
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <td></td> <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>												CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Deskripsi Singkat MK		This course is designed to make the students be able to use poetry for teaching of English as a foreign language in primary and secondary schools. It provides the students with knowledge of poetry literary elements, the principles of using poetry in ELT, and the skills to design a lesson plan using poetry as alternative teaching materials in an EFL classroom. Teaching activities will be conducted through presentation, discussion, and practices.																																													
Pustaka		Utama : 1. [1]. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. <i>Literature for Composition: Essays, Fiction, Poetry, and Drama</i> . New York: Harper Collins [2]. Lazar, Gillian. 2009. <i>Literature and language Teaching (19th edition): A Guide for Teachers and Trainers</i> . Great Britain: Cambridge University Press. [3] McCarthy, Tara. 1997 <i>Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature</i> . New York: Scholastic Professional Books. [4] Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc. [5] Smith, Carl B (Ed.). 2002. <i>Developing Character through Literature : a teacher's resource book</i> . Bloomington: ERIC Clearinghouse on Reading, English, and Communication. [6] Widyahening, Evy T. and Wardhani, Nugraheni E. 2016. Literary works and character education. <i>International Journal of Language and Literature</i> . 4 (1), pp. 176-180.																																													
		Pendukung : 																																													
Dosen Pengampu		Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.																																													
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 understand the importance of using poetry as alternative materials in EFL classrooms	To understand the concept of literature as the mirror of the society To mention the importance of using poetry in EFL classrooms		4 X 50			0%
2	To understand the importance of using poetry as alternative materials in EFL classrooms	To understand the concept of literature as the mirror of the society To mention the importance of using poetry in EFL classrooms		4 X 50			0%
3	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
4	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
5	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
6	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%
7	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%

8	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%
9	UTS			2 X 50			0%
10	To create a lesson plan using poetry as alternative teaching materials	To Formulating learning objectives, Selecting poetry, choosing Teaching Strategies and Media, formulating assessment instruments		· Presentation · Discussion · Question-Answer 4 X 50			0%
11	To create a lesson plan using poetry as alternative teaching materials	To Formulating learning objectives, Selecting poetry, choosing Teaching Strategies and Media, formulating assessment instruments		· Presentation · Discussion · Question-Answer 4 X 50			0%
12	To implement the lesson plan created in the previous sessions in a simulation	To demonstrate teaching English using poetry in an EFL classrooms		· Presentation · Discussion · Question-Answer 8 X 50			0%
13	To implement the lesson plan created in the previous sessions in a simulation	To demonstrate teaching English using poetry in an EFL classrooms		· Presentation · Discussion · Question-Answer 8 X 50			0%
14	To implement the lesson plan created in the previous sessions in a simulation	To demonstrate teaching English using poetry in an EFL classrooms		· Presentation · Discussion · Question-Answer 8 X 50			0%
15	To implement the lesson plan created in the previous sessions in a simulation	To demonstrate teaching English using poetry in an EFL classrooms		· Presentation · Discussion · Question-Answer 8 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

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.