



**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 (skt)			SEMESTER	Tgl Penyusunan						
Second language Acquisition		8820302261		T=2	P=0	ECTS=3.18	3	6 Oktober 2024						
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi						
		.....			.....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.						
Model Pembelajaran	Case Study													
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK													
	Capaian Pembelajaran Mata Kuliah (CPMK)													
	Matrik CPL - CPMK													
	<table border="1" style="width: 100%;"><tr><td style="width: 20%;"></td><td style="width: 80%;">CPMK</td></tr><tr><td></td><td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td></tr></table>									CPMK		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16		
	CPMK													
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16													
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)														
Desripsi Singkat MK	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.													
	Utama :  1. SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford University Press.													
Pustaka	Pendukung :													
Dosen Pengampu	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL.													
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ]			Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)							
1	To describe and explain the concepts and theoretical models of L2 acquisition	To describe the concepts of L2 acquisition To explain the theoretical model of L2 acquisition		Discussion, lecture, question-answer 2 X 50				0%						

2	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
3	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
4	To explain how an L2 is acquired from the point of view of mentalist and behaviourist	To define the meaning of interlanguage To contrast the different concept of L2 acquisition from the point of view of mentalist and behaviourist To differentiate input from intake		Discussion, lecture, question-answer 2 X 50			0%
5	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
6	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition		Discussion, lecture, question-answer, assignment 2 X 50			0%
7		To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies		Discussion, lecture, question-answer, assignment 2 X 50			0%

<b>8</b>		To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies		Discussion, lecture, question-answer, assignment 2 X 50			0%
<b>9</b>				2 X 50			0%
<b>10</b>	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explaining the concept of Universal Grammar To present the concept of Critical Period hypothesis		Discussion, lecture, question-answer, assignment 2 X 50			0%
<b>11</b>	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explaining the concept of Universal Grammar To present the concept of Critical Period hypothesis		Discussion, lecture, question-answer, assignment 2 X 50			0%
<b>12</b>	To discuss how individual differences affects SLA and interlanguage	To observe a variety of learners's language and discuss why each of them has different achievement To explain factors which influence (1) aptitude , (2) motivation, and (3) learning strategy To justify how such factors affect language acquisition.		Discussion, lecture, question-answer, assignment 2 X 50			0%

13	To discuss the role of instruction in SLA	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficientlyTo present the proposed treatment to their peers		Discussion, lecture, question-answer, assignment 2 X 50			0%
14	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficientlyTo present the proposed treatment to their peers		case study 2 X 50			0%
15	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficientlyTo present the proposed treatment to their peers		case study 2 X 50			0%
16							0%

#### Rekap Persentase Evaluasi : Case Study

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 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 dibuktikan 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 dibuktikan 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.

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.

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