



**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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Second language Acquisition | 8820302261 | Mata Kuliah Wajib Program Studi | T=2 P=0 ECTS=3.18 | 3 | 18 Januari 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Lies Amin Lestari | | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Case Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-4 | Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-6 | Mendemonstrasikan 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-8 | Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Develop reflective and collaborative practices to enhance understanding of second language acquisition theories and their application in real-world contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Demonstrate the ability to communicate effectively, both orally and in writing, using appropriate terminology and concepts of second language acquisition, meeting CEFR B2 standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Critically analyze second language acquisition processes and their relevance to national and global perspectives on English language education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Apply foundational and contemporary concepts of applied linguistics to evaluate and design effective English language teaching strategies based on second language acquisition principles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-4</th> <th>CPL-6</th> <th>CPL-7</th> <th>CPL-8</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> | | | | | CPMK | CPL-4 | CPL-6 | CPL-7 | CPL-8 | CPMK-1 | ✓ | | | | CPMK-2 | | ✓ | | | CPMK-3 | | | ✓ | | CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | CPL-4 | CPL-6 | CPL-7 | CPL-8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-1 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-2 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr> <td>CPMK-4</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> </tbody> </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 | | | | | | | | | | | | | | | | | CPMK-4 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Pustaka | | Utama : | | | | | |
|-----------------------|--|--|--|---|-----------------|--|---------------------|
| | | 1. SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | | | | | |
| | | 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 | | Bentuk 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 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 | Kriteria: LAnaguage used and creativity Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer 2 X 50 | | Materi: the concepts and theoretical models of L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |
| 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 | Kriteria: LAnaguage used and creativity Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: error and mistakes Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

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| 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 | Kriteria: LAnuage used and creativity Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: error and mistakes Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |
| 4 | To explain how an L2 is acquired from the point of view of mentalist and behaviourist | To define the meaning of interlanguage To constrast the different concept of L2 acquisition from the point of view of mentalist ang behaviourist To differentiate input from intake | Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer 2 X 50 | | Materi: the meaning of interlanguage Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |
| 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 | Kriteria: LAnuage used and creativity Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: social identity influences L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

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| 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 | Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: social identity influences L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |
| 7 | L2 learning conciousness | To explain learner transfer rules of L1 to L2, the role of conciousness in L2 learning, and various communication strategies | Kriteria: Language used and creativity Bentuk Penilaian : Penilaian Portofolio | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: the role of conciousness in L2 learning Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

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|---|-------------------------------------|---|--|--|--|---|-----|
| 8 | L2 learning consciousness | To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies | Kriteria: Creativity, innovation and language use Bentuk Penilaian : Tes | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: the role of consciousness in L2 learning Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 15% |
| 9 | SLA in National and Global Contexts | Comparative analysis of language policies, group discussions | Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipasif | discussion and Q&A 2 X 50 | | Materi: analysis of language policies Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

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|----|--|---|--|--|--|--|----|
| 10 | SLA in National and Global Contexts | Comparative analysis of language policies, group discussions | Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif | discussion and Q&A 2 X 50 | | Materi: Comparative analysis of language acquisition between L1 and L2 Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |
| 11 | 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 pronnciation of some words To explaining the concept of Universal Grammar To present the concept of Critical Period hypothesis | Kriteria: LAnguage used and creativity Bentuk Penilaian : Aktifitas Partisipatif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: L1 linguistic aspects affect SLA and interlanguage. Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

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| 12 | 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. | Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: individual differences affects SLA and interlanguage Pustaka: <i>SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.</i> | 5% |
| 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 efficiently To present the proposed treatmet to their peers | Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Praktik / Unjuk Kerja | Discussion, lecture, question-answer, assignment 2 X 50 | | Materi: the role of instruction in SLA Pustaka: <i>SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.</i> | 5% |

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|----|---|--|---|----------------------|--|---|----|
| 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 efficiently To present the proposed treatment to their peers | Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasif | case study 2 X 50 | | Materi: principles of SLA theories to L2 learning and teaching. Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 6% |
| 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 efficiently To present the proposed treatment to their peers | Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipasif | case study 2 X 50 | | Materi: evaluate critically how L2 is acquired Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 5% |

| | | | | | | | |
|----|-----------------|--|--|------|--|---|-----|
| 16 | Final-term test | Able to answer question on SLA and ELT | Kriteria: Language used and creativity Bentuk Penilaian : Tes | Test | | Materi: Assessing Students' SLA understanding Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press. | 14% |
|----|-----------------|--|--|------|--|---|-----|

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 61% |
| 2. | Penilaian Portofolio | 5% |
| 3. | Praktik / Unjuk Kerja | 5% |
| 4. | Tes | 29% |
| | | 100% |

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 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 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.
- 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.

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.
NIDN 0024077704

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