

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 University Press.							
		Pendukung :					
Dosen Pengampu		Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL. Asrori, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL., Ph.D					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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: L2 Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	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	Kriteria: L2 Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	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	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	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	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Tes	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 University Press.	30%
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: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	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 University Press.	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	Kriteria: L2 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 University Press.	0%
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: L2 Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	0%

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 University Press.	20%
9	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	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 University Press.	0%

10	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Penilaian Portofolio	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 University Press.	0%
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 pronunciation 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 : Penilaian Portofolio	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 University Press.	0%

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 strategyTo justify how such factors affect language acquisition.	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif	Discussion, lecture, question-answer, assignment 2 X 50		Materi: individual differences affects 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.	30%
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 treatmet to their peers	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif	Discussion, lecture, question-answer, assignment 2 X 50		Materi: the role of instruction in SLA 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.	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 efficiently To present the proposed treatment to their peers	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	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 efficiently To present the proposed treatment to their peers	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif	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 University Press.	0%

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.	20%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	30%
2.	Tes	70%
		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.

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Pendidikan Bahasa Inggris



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