

		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																																											
Speaking For Daily Context		8820302200		T=2	P=0	ECTS=3.18	0	1 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%; text-align: center;"> <tr> <th>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	The course is designed to introduce the students with the concepts and techniques to discuss various actual topics which happens in the society in English. It also equips the students with the understanding and practicing small group communication theory and skills in information-sharing and decision making through discussion that emphasizes on the importance of the precise of the use graphic organizers, pronunciation, stress, intonation and fluency.																																																		
Pustaka	Utama :		1. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc. 2. Jones, Leo. (1981). Functions of English 2nd Edition. Cambridge Cambridge University Press. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf 5. http://www.youtube.com																																																
	Pendukung :																																																		
Dosen Pengampu	Drs. Fahri, M.A. Silfia Asningtias, S.Pd., M.TESOL., Ph.D Zainul Aminin, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., 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	Able to get the ideas of what a speaking for daily context is.			Discussion, preaching 2 X 50			0%
2	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Discussion, preaching, and question and answer 2 X 50			0%
3	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
4	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
5	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
6	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
7	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
8	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
9	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%

10	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
11	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
12	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
13	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
14	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
15	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 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.