

		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																																										
Vocabulary		8820302228				T=2 P=0 ECTS=3.18		1	10 Januari 2026																																										
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"> <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	This course is to provide students with knowledge and understanding on specific skill of vocabulary through sets of explanation and practices on parts of speech, connotations, prefix and suffix, word combination, and context clues.																																																		
Pustaka	Utama :																																																		
	1.		Nation, P. (2005). Teaching Vocabulary. Asian EFL Journal, 7(3):1-9. Nation, P. (2007). The Four Strands. Innovation in Language Learning and Teaching, 1(1):1-12. Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. Hirsh, D. & Nation, P. (1992). What a Vocabulary Size is Needed to read Unsimplified Texts for Pleasure? Reading in Foreign Language, 8(12):689-697.																																																
	Pendukung :																																																		
Dosen Pengampu	Dr. Yuri Lolita, S.Pd., 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 (%)																																												
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																												

1	Students understand the concept of affix in English	Students can identify word formation and can mention the root of the word Students can mention types of affix which includes prefix and suffix		Tutorial 2 X 50			0%
2	Students understand the concept of affix in English	Students can identify word formation and can mention the root of the word Students can mention types of affix which includes prefix and suffix		Tutorial 2 X 50			0%
3	Students understand the knowledge of part of speech as part of affix	1. Students can put the word in their correct place in part of speech in the form of root word 2. Students can mention in detail the root of the word and change its meaning by adding proper affix 3. Students can mention in detail the root of the word and change its meaning by adding proper affix 4. Students can put the new form of word in the sentences		Tutorial 2 X 50			0%

4	Students understand the knowledge of part of speech as part of affix	1. Students can put the word in their correct place in part of speech in the form of root word 2. Students can mention in detail the root of the word and change its meaning by adding proper affix 3. Students can mention in detail the root of the word and change its meaning by adding proper affix 4. Students can put the new form of word in the sentences		Tutorial 2 X 50			0%
5	Students understand the concept of connotation and denotation	1. Students can find the word in particular and can classify it as denotation and connotation 2. Students can mention other examples on denotation and connotation		Tutorial 2 X 50			0%
6	Students understand the concept of connotation and denotation	1. Students can find the word in particular and can classify it as denotation and connotation 2. Students can mention other examples on denotation and connotation		Tutorial 2 X 50			0%

7	Students understand the knowledge of word combination as part of denotation and connotation	1. Students can modify the word combination based on affix 2. Students can classify the new word combination as denotation or connotation 3. Students can classify the new word combination as denotation or connotation 4. Students can mention the similar meaning or synonym from the new word combination 5. Students can mention the similar meaning or synonym from the new word combination 6. Students can mention the antonym of the new word combination		Tutorial 2 X 50			0%
8	Students understand the knowledge of word combination as part of denotation and connotation	1. Students can modify the word combination based on affix 2. Students can classify the new word combination as denotation or connotation 3. Students can classify the new word combination as denotation or connotation 4. Students can mention the similar meaning or synonym from the new word combination 5. Students can mention the similar meaning or synonym from the new word combination 6. Students can mention the antonym of the new word combination		Tutorial 2 X 50			0%

9	Students understand the knowledge of word combination as part of denotation and connotation	1. Students can modify the word combination based on affix 2. Students can classify the new word combination as denotation or connotation 3. Students can classify the new word combination as denotation or connotation 4. Students can mention the similar meaning or synonym from the new word combination 5. Students can mention the similar meaning or synonym from the new word combination 6. Students can mention the antonym of the new word combination		Tutorial 2 X 50			0%
10	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of word by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		Tutorial 2 X 50			0%

11	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of word by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		Tutorial 2 X 50			0%
12	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of word by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		Tutorial 2 X 50			0%

13	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of word by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		Tutorial 2 X 50			0%
14	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of word by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		Tutorial 2 X 50			0%
15							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 studinya 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. **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.
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.