



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>			<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																														
English for Tourism and Hospitality	7922102079		T=2	P=0	ECTS=3.18	7	19 November 2024																																																																																														
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>			<b>Koordinator Program Studi</b>																																																																																															
	.....		.....			Lisetyo Ariyanti, S.S., M.Pd.																																																																																															
<b>Model Pembelajaran</b>	Project Based Learning																																																																																																				
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																				
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	<b>CPMK - 1</b>	Being able to design brochures and/or booklet on hotel, travel agent, and tour guiding.																																																																																																			
	<b>CPMK - 2</b>	Being able to communicate ideas, both orally and in written effectively.																																																																																																			
	<b>CPMK - 3</b>	Being able to demonstrate effectivity, originality and creativity when performing dialogue, role play, and presentation; and when designing brochures/booklet on hotel, travel agent, and tour guiding																																																																																																			
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<b>Deskripsi Singkat MK</b>	<p>This course equips students with the language skills and industry knowledge to excel in sustainable tourism and hospitality. Students will develop proficiency in tourism vocabulary and communication for hotels, travel agencies, and tour guiding, which consider SDG topics like responsible consumption and production (SDG 12) and climate action (SDG 13). The curriculum explores real-world scenarios such as handling eco-friendly reservations, recommending culturally sensitive tours, and promoting sustainable practices. Through interactive methods, including simulations, group discussions, and project work, students will build confidence in interacting with international travelers while considering the impact of tourism on communities (SDG 11). Assessment will be a combination of practical tasks and reflective writing, ensuring students cannot only apply their language skills but also critically analyze their effectiveness in a hospitality context. By the end of the course, students will be prepared to communicate professionally and contribute to a more sustainable tourism and hospitality industry.</p>																																																																																																				
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2. Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.
3. Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.
4. Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.
5. Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.

Dosen Pengampu

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	1. Being able to choose appropriate terms related to hotel. 2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.	Make an effective role play of hotel reservation using good presentation skills.	<b>Kriteria:</b> Oral  <b>Bentuk Penilaian</b> : Praktik / Unjuk Kerja	Lecturing, Discussion, Role Play 2 X 50		<b>Materi:</b> Hotel reservation <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>  <b>Materi:</b> Hotel reservation <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i>	5%
2	1. Being able to choose appropriate terms related to hotel. 2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.	Make an effective role play of hotel check-in and check-out using good presentation skills.	<b>Kriteria:</b> Oral  <b>Bentuk Penilaian</b> : Praktik / Unjuk Kerja	Lecturing, Discussion, Role Play 2 X 50		<b>Materi:</b> Check-in & check-out <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>  <b>Materi:</b> Check-in & check-out <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i>	5%

3	<p>1. Being able to choose appropriate terms related to hotel.</p> <p>2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.</p>	<p>Make an effective role play of hotel check-in and check-out using good presentation skills.</p>	<p><b>Kriteria:</b> Oral</p> <p><b>Bentuk Penilaian</b> : Praktik / Unjuk Kerja</p>	<p>Lecturing, Discussion, Role Play 2 X 50</p>		<p><b>Materi:</b> Check-in &amp; check-out <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p> <hr/> <p><b>Materi:</b> Check-in &amp; check-out <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i></p>	5%
4	<p>1. Being able to design a creative hotel brochure.</p> <p>2. Being able to apply English to effectively market and promote hotel.</p> <p>3. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>1. Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.</p> <p>2. Respond to your friends' presentation using an appropriate manner.</p>	<p><b>Kriteria:</b> Project based</p> <p><b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	<p>Discussion, Group project-based learning 2 X 50</p>		<p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p> <hr/> <p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.</i></p>	12%

5	<p>1. Being able to design a creative hotel brochure.</p> <p>2. Being able to apply English to effectively market and promote hotel.</p> <p>3. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>1. Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.</p> <p>2. Respond to your friends' presentation using an appropriate manner.</p>	<p><b>Kriteria:</b> Project based</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Discussion, Group project-based learning 2 X 50</p>		<p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p> <hr/> <p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Hotel brochure - presentation <b>Pustaka:</b> <i>Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.</i></p>	13%
6	<p>1. Being able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service.</p> <p>2. Being able to apply English to provide accurate information about travel destinations and services.</p>	<p>Make a role play related to travel industry including accurate information about travel destinations and services using good presentation skills.</p>	<p><b>Kriteria:</b> Oral</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>		<p><b>Materi:</b> Travel industry <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p> <hr/> <p><b>Materi:</b> Travel industry <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i></p>	5%
7	<p>Being able to compose an informative itinerary.</p>	<p>Compose an informative itinerary using correct grammar.</p>	<p><b>Kriteria:</b> Written</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Group project assignment 2 X 50</p>		<p><b>Materi:</b> Itinerary <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p>	10%

8	<ol style="list-style-type: none"> <li>1. Being able to communicate effectively with tourists in English.</li> <li>2. Being able to apply the language and terminology necessary to provide accurate and informative tours.</li> <li>3. Being able to describe the cultural context, historical context, and features of the places being visited.</li> <li>4. Being able to choose appropriate answers and responses in English.</li> <li>5. Being able to explain directions and instructions to tourists in English.</li> </ol>	<p>Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills.</p>	<p><b>Kriteria:</b> Oral</p> <p><b>Bentuk Penilaian</b> : Praktik / Unjuk Kerja</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>		<p><b>Materi:</b> Tour guiding <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i></p> <hr/> <p><b>Materi:</b> Tour guiding <b>Pustaka:</b> <i>Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.</i></p> <hr/> <p><b>Materi:</b> Tour guiding <b>Pustaka:</b> <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Tour guiding <b>Pustaka:</b> <i>Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.</i></p> <hr/> <p><b>Materi:</b> Tour guiding <b>Pustaka:</b> <i>Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&amp;C Black Publishers Ltd.</i></p>	2%
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12	Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism.	Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar.	<b>Kriteria:</b> Written <b>Bentuk Penilaian</b> : Tes	Discussion, Group assignment 2 x 50		<b>Materi:</b> Types of tourism <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>	3%
13	Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism.	Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar.	<b>Kriteria:</b> Written <b>Bentuk Penilaian</b> : Tes	Discussion, Group assignment 2 x 50		<b>Materi:</b> Types of tourism <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>	3%
14	Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism.	Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar.	<b>Kriteria:</b> Written <b>Bentuk Penilaian</b> : Tes	Discussion, Group assignment 2 x 50		<b>Materi:</b> Types of tourism <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>	4%
15	Being able to compose a creative and interactive virtual tour video.	Compose a creative and interactive virtual tour video by paying attention to good presentation skills.	<b>Kriteria:</b> Oral <b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk	Individual project-based learning 2 x 50		<b>Materi:</b> Virtual tour video <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>	12%
16	Being able to compose a creative and interactive virtual tour video.	Compose a creative and interactive virtual tour video by paying attention to good presentation skills.	<b>Kriteria:</b> Oral <b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk	Individual project-based learning 2 x 50		<b>Materi:</b> Virtual tour video <b>Pustaka:</b> <i>Tourism handout (compiled materials).</i>	13%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	60%
2.	Praktik / Unjuk Kerja	30%
3.	Tes	10%
		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.
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.

RPS ini telah divalidasi pada tanggal 15 Oktober 2024

Koordinator Program Studi S1  
Sastra Inggris (Kampus  
Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.  
NIDN 0024048105

**UPM** Program Studi S1  
Sastra Inggris (Kampus  
Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.  
NIDN 0024048105

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