



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																			
Active Reading	7920202253	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	2	28 September 2024																																																																																			
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																				
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum		Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum			Dr. Ali Mustofa, S.S., M.Pd.																																																																																				
Model Pembelajaran	Case Study																																																																																									
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																									
	CPMK - 1	Being able to estimate the title dan messages from complete text.																																																																																								
	CPMK - 2	Being able to demonstrate the english language proficiency through reading text with several forms of activities in intermediate level																																																																																								
	CPMK - 3	Being able to demonstrate students critical thinking and problem solving in thematic discussion																																																																																								
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Deskripsi Singkat MK	Activee reading course assists students to read a large number of materials from a variety of topics on a wide range of genres primarily for pleasure to enrich understanding that is well within their linguistic and literary competence in and out of the classroom. The materials of this course include (1) how to interpret the theme of the text based on the main idea, supporting details, sequence, and cause and effect relationships, (2) how to comprehend the use of figurative language, (3) how to judge the author's point of view and language mood, and (4) how to draw the conclusions and predict the outcomes of the text, including relating the information in the text into broader context. The activities in this course are conducted through group discussions, presentations, and classroom assignment, e.g. written summary, report, and analysis of the text. This course aims to develop student's communicative competence as well as students reading abilities in order to increase student's confidence in learning English which work with pedagogical strategy: providing a large volume of comprehensible to enhance students' communicative competence. Goals will be achieved: (1) to create access for learners to sufficient input of the target language, (2) to enhance reading skills(fluency) by encouraging students to read a large number of books on various topics as well as to improve their overall language competence, (3) to develop oral communicative competence by providing students with collaborative activities, (4) to build a positive toward learning English by using materials within the students' language abilities, (5) to enhance student's motivation and love for learning and to build life-long learning habit.																																																																																									
Pustaka	Utama :																																																																																									

		1. Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press					
		Pendukung :					
Dosen Pengampu		Kenya Permata Kusumadewi, S.S., M.Pd. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Silvy Cinthia Adelia, S.S., M.A. Fariq Shiddiq Tasaufy, S.S., M.Hum. Ephrilia Noor Fitriana, S.Hum., M.Hum.					
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	Being able to previewing and predicting before they read the text.	Students are able to know what is Active Reading	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	The lecturer explains some reading skills target in this semester 2 X 50		Materi: Unit 1 Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press	0%
2	Being able to previewing and predicting before they read the text.	Accurate and use of context clues in previewing and predicting skills	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	Before the students read the text from Inside Reading 2 unit 1, The students answering some questions related previewing reading skills. 2 X 50		Materi: UNIT 1 Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press	0%
3	Being able to find main idea by applying chunks reading skill	Ability to accurately identify the main idea of a chunk of text	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Students read a short text from Inside Reading 2 unit 2, and try to find the sentence that states the main idea using the chunks technique. 2 X 50		Materi: UNIT 2 : Finding Main Idea applying the chunks reading skill Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press	5%

4	Being able to find important information from the text by scanning	To identify new words. To explain pattern of the paragraph & previewing the information. To understand longer passages.	<p>Kriteria: Students can find the information they need in a relatively short time through scanning and can distinguish between important and less important information.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Students apply scanning to find specific information from text they've read. 2 X 50		<p>Materi: UNIT 3 : Scanning Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i></p>	5%
5	Being able to make an outline based on the text they have read	students are able to identify and organize main ideas and supporting details also to create an outline effectively and accurately	<p>Kriteria: written and oral</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing and discussion 2 X 50		<p>Materi: UNIT 4 : Outlining Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i></p>	6%
6	Being able to read graphs appropriately	To explain what has been presented in the text (about some theme in the stories), the meaning of difficult words. To identify new words. To explain pattern of the paragraph & previewing the - information. To understand longer passages. To explain figurative language, writer's point of view, messages, and understand its meaning contextually.	<p>Kriteria: written and oral</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>		Identifying the graph's purpose by Determining the purpose of the graph by examining its title and any accompanying text. This will provide context for the presented data and help the student interpret the graph more accurately. 2 X 50	<p>Materi: UNIT 5 : Reading Graph Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i></p>	5%
7	Being able to read graphs appropriately	Students are able to identify the type of graph, read and understand the labels on a graph, including the title, axis labels and legend.	<p>Kriteria: written and oral</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Students should present their findings to the class. 2 X 50		<p>Materi: UNIT 5 : Reading Graph Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i></p>	5%

8	being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills	written and oral	Kriteria: 5 Bentuk Penilaian : Aktifitas Partisipasif	Students will keep a learning log throughout the course, in which they reflect on their progress, challenges, and successes 2 x 50		Materi: UNIT 7 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	0%
9	1. Being able to improve critical thinking skills and problem solving by reading advanced level text 2.2 Being able to increase vocabulary and language proficiency by reading advanced texts 3. Being able to enhanced reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students do close reading to apply some reading skills and answer questions - mid term		Materi: exercises Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	20%
10	Being able to interpret graph, charts and tables	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students can provide a lot of information in a small space and preview a table or chart. 2 x 50		Materi: UNIT 6 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	5%
11	Being able to create summary accurately based on key information	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students will read books of their choice and write reviews that summarizes the main points 2 x 50		Materi: UNIT 7 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	5%
12	Being able to make inference	Can read and interpret statistical tables	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif		The students discussed with their group and interpreted numerical information in tables. 2 x 50	Materi: UNIT 7 : Making Inference Pustaka:	5%

13	Being able to apply different annotation and notetaking techniques based on the type of the text	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Applying annotation and highlighting techniques 2 x 50		Materi: UNIT 8 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	5%
14	Being able to use time sequences accurately and effectively	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Reading some short stories and break the story into the sequences 2 x 50		Materi: Inferences Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	2%
15	Being able to create reflective notes on student' work	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	At the end of the course, students will write a final reflection on what they have learned, how they have improved, and what strategies they will continue to use in the future		Materi: reflective note Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	2%
16	1. Being able to improve critical thinking skills and problem solving by reading advanced level texts 2. Being able to increase vocabulary and language proficiency by reading advanced text 3. Being able to enhanced reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.	written and oral	Kriteria: creative writing project Bentuk Penilaian : Aktifitas Partisipasif	Submit the creative writing project - Final term		Materi: submitted Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
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1.	Aktifitas Partisipatif	95%
2.	Penilaian Hasil Project / Penilaian Produk	2.5%
3.	Praktik / Unjuk Kerja	2.5%
		100%

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.

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Koordinator Program Studi
S1 Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.
NIDN 0014067509

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NIDN

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