



**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
Functional Grammar	7920203281	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	2	4 Juli 2024
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
	.....		.....		Dr. Ali Mustofa, S.S., M.Pd.

<b>Model Pembelajaran</b>	<b>Project Based Learning</b>
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<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>
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<b>CPL-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
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<b>CPL-7</b>	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
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<b>CPL-10</b>	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
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<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
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<b>CPMK - 1</b>	Demonstrate Proficiency in Functional Grammar Concepts
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<b>CPMK - 2</b>	Analyze Texts Using Functional Grammar
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<b>CPMK - 3</b>	Apply Functional Grammar to Writing
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<b>CPMK - 4</b>	Identify and Explain Register and Genre Variation
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<b>CPMK - 5</b>	Critically Evaluate Language Use
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<b>CPMK - 6</b>	Construct Analytical Arguments
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<b>CPMK - 7</b>	Collaborate Effectively in Group Discussions
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<b>Matrik CPL - CPMK</b>	
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	CPMK	CPL-5	CPL-7	CPL-10
CPMK-1				
CPMK-2				
CPMK-3				
CPMK-4				
CPMK-5				
CPMK-6				
CPMK-7				

<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	
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		<table border="1"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1																	CPMK-2																	CPMK-3																	CPMK-4																	CPMK-5																	CPMK-6																	CPMK-7																
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<b>Deskripsi Singkat MK</b>	<p>This course introduces students to systemic functional grammar, in which language is regarded as “a resource for making meaning”. Language is thus seen as a vehicle for communication between people in social and cultural contexts. Students will be introduced to the framework for analysing grammar and meaning along three dimensions: of how language represents states and activities, of how language functions in interaction between people, and of how information is structured in sentences and texts. Through both theoretical introductions and practical exercises, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The coursework includes analyses of authentic texts.</p>																																																																																																																																																																								
<b>Pustaka</b>	<p><b>Utama :</b></p> <ol style="list-style-type: none"> <li>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</li> <li>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</li> <li>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</li> </ol> <p><b>Pendukung :</b></p>																																																																																																																																																																								
<b>Dosen Pengampu</b>	<p>Dian Rivia Himmawati, S.S., M.Hum.  Lisetyo Ariyanti, S.S., M.Pd.  Ayunita Leliana, S.S., M.Pd.  Fariq Shiddiq Tasaufy, S.S., M.Hum.  Cicilia Deandra Maya Putri, S.Hum., M.A.</p>																																																																																																																																																																								
<b>Mg Ke-</b>	<b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	<b>Penilaian</b>		<b>Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ]</b>		<b>Materi Pembelajaran [ Pustaka ]</b>	<b>Bobot Penilaian (%)</b>																																																																																																																																																																		
		<b>Indikator</b>	<b>Kriteria &amp; Bentuk</b>	<b>Luring (offline)</b>	<b>Daring (online)</b>																																																																																																																																																																				
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																																																																																																																																																		

1	To introduce the course outline	1.To conduct and follow the class accordingly 2.To make necessary preparation	<b>Kriteria:</b> none  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes	Speech Class discussion 3 X 50		<b>Materi:</b> introduction to functional grammar <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i> <hr/> <b>Materi:</b> introduction to functional grammar <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i> <hr/> <b>Materi:</b> introduction to functional grammar <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i>	3%
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2	To identify the part of speech, class, and function in functional grammar	<p>1.To differentiate functional grammar features from traditional grammar's</p> <p>2.To apply functional grammar feature</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Tes</p>	SpeechIndividual practice 6 X 50		<p><b>Materi:</b> part of speech, class, and function in functional grammar <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <p><b>Materi:</b> part of speech, class, and function in functional grammar <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <p><b>Materi:</b> part of speech, class, and function in functional grammar <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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3	To identify the part of speech, class, and function in functional grammar	<p>1.To differentiate functional grammar features from traditional grammar's</p> <p>2.To apply functional grammar feature</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif</p>	SpeechIndividual practice 6 X 50		<p><b>Materi:</b> differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p><b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p><b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p><b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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4	To determine rank shift in sentences	<p>1.To organize rank scale</p> <p>2.To classify rank shift in sentences</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif</p>	Speech Class discussion Individual practice 3 X 50		<p><b>Materi:</b> rank shift in sentences</p> <p><b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> rank shift in sentences</p> <p><b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> rank shift in sentences</p> <p><b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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5	To determine main functional components	<p>1.To identify three main function components of nominal group</p> <p>2.To utilize three main function components of nominal group in sentences</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif</p>	SpeechIndividual practice 3 X 50		<p><b>Materi:</b> main functional components <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> main functional components <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> main functional components <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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6	To determine process types	<p>1.To identify the seven types of processes</p> <p>2.To utilize process types in sentences</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Tes</p>	SpeechClass discussion 6 X 50		<p><b>Materi:</b> process types <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> process types <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> process types <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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7	To determine process types	<p>1.To identify the seven types of processes</p> <p>2.To utilize process types in sentences</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Tes</p>	SpeechClass discussion 6 X 50		<p><b>Materi:</b> process types <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> process types <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> process types <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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8	To achieve the course learning outcome being able to account for the framework of systemic functional analysis being able to reflect on the relationship between the wording of a text and its communicative goals	To analyze nominal groups and process types in the selected text	<b>Kriteria:</b> none  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes	Take-home exam 3 X 50		<b>Materi:</b> nominal groups and process types in the selected text <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i> <hr/> <b>Materi:</b> nominal groups and process types in the selected text <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i> <hr/> <b>Materi:</b> nominal groups and process types in the selected text <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i>	4%
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9	To evaluate experiential meanings	<p>1.To identify the experiential meaning</p> <p>2.To analyse the experiential meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>SpeechSmall group discussionSelf-paced text analysis 6 X 50</p>		<p><b>Materi:</b> experiential meanings</p> <p><b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> experiential meanings</p> <p><b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> experiential meanings</p> <p><b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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10	To evaluate experiential meanings	<p>1.To identify the experiential meaning</p> <p>2.To analyse the experiential meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p><b>Materi:</b> experiential meanings <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> experiential meanings <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> experiential meanings <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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11	To evaluate interpersonal Meaning	<p>1.To identify the interpersonal meaning</p> <p>2.To analyse the interpersonal meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>SpeechSmall group discussionSelf-paced text analysis 6 X 50</p>		<p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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12	To evaluate interpersonal Meaning	<p>1.To identify the interpersonal meaning</p> <p>2.To analyse the interpersonal meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> interpersonal Meaning <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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13	To evaluate textual Meaning	<p>1.To identify the textual meaning</p> <p>2.To analyse the textual meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>SpeechSmall group discussionSelf-paced text analysis 6 X 50</p>		<p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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14	To evaluate textual Meaning	<p>1.To identify the textual meaning</p> <p>2.To analyse the textual meaning in selected texts</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> textual Meaning <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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15	To evaluate texts	<p>1.To analyze the types of meaning</p> <p>2.To appraise the text</p>	<p><b>Kriteria:</b> none</p> <p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>Group text analysis (Deadline: week 15) 3 X 50</p>		<p><b>Materi:</b> evaluate texts <b>Pustaka:</b> <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p><b>Materi:</b> evaluate texts <b>Pustaka:</b> <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p><b>Materi:</b> evaluate texts <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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16	To achieve the 3rd CLO being able to use the framework of systemic functional grammar to analyze and discuss a text with appropriate use of secondary sources	1. To evaluate selected text 2. To compose an analysis of the selected text	<b>Kriteria:</b> none  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Take-home exam Deadline: June 2021 3 X 50		<b>Materi:</b> evaluate and compose an analysis of the selected text <b>Pustaka:</b> Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. <i>Using Functional Grammar An Explorers Guide</i> . Sydney. National Centre for English Language Teaching and Research.  <b>Materi:</b> evaluate and compose an analysis of the selected text <b>Pustaka:</b> Thompson, Geoff. 2014. <i>Introducing Functional Grammar, 3rd Edition</i> . New York. Routledge.  <b>Materi:</b> evaluate and compose an analysis of the selected text <b>Pustaka:</b> Halliday, MAK, Matthiesen, CMIM. 2001. <i>An Introduction to Functional Grammar, 3rd Edition</i> . London. Hodder Headline Group	50%
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#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	23.16%
2.	Penilaian Hasil Project / Penilaian Produk	50%
3.	Penilaian Portofolio	8.16%
4.	Praktik / Unjuk Kerja	8.16%
5.	Tes	10.5%
		99.98%

#### 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 dibebankan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dibebankan 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.

RPS ini telah divalidasi pada tanggal 6 Maret 2024

Koordinator Program Studi S1  
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.  
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**UPM** Program Studi S1 Sastra  
Inggris



Uci Elly Kholidah, S.S., M.A.  
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