



**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 in Use	7920203337	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	3	9 Agustus 2024
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>
	Fariq Shiddiq Tasaufy, S.S., M.Hum.		Dr. Dian Rivia Himmawati, S.S., M.Hum.		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>
<b>CPL-3</b>	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
<b>CPL-5</b>	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa
<b>CPL-7</b>	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya
<b>CPL-11</b>	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2

<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
<b>CPMK - 1</b>	Demonstrate proficiency in Functional Grammar for communicative purpose in social context
<b>CPMK - 2</b>	Understand the form, function, and structure of linguistic unit based on Functional Grammar from different texts
<b>CPMK - 3</b>	Identify the language in use in different texts and genres based on Functional Grammar perspective
<b>CPMK - 4</b>	Analyze texts in various sociocultural context using Functional Grammar

<b>Matrik CPL - CPMK</b>																										
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<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>																																																																																																						
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<b>Deskripsi Singkat MK</b>	This course equips students with practical skills in applying functional grammar principles to analyze and interpret language in real-world contexts. It integrates theoretical foundations with hands-on application, emphasizing the functional perspective of grammar and its relevance in understanding how language functions in communication. The Students will be introduced to the framework for analyzing grammar and meaning along three dimensions: (1) how language represents states and activities, (2) how language functions in the interaction between people, and (3) how information is structured in sentences and texts. Through theoretical inputs and practical activities, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The course will additionally include analyses of authentic texts in various genres, touching upon various SDG issues focused on gender equality (SDG 5), reduced inequality (SDG 10), and no poverty (SDG 1). This course will use a range of assessment tasks including text analyses and interpretation, projects, and written tests. By the end of the course, the students will deepen their understanding of grammatical structures and their functional significance in various genres while also carrying out critical analyses and developing collaboration skills essential for future academic and professional endeavours.						
<b>Pustaka</b>	<b>Utama :</b>	<ol style="list-style-type: none"> <li>1. Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction</i>. Cambridge University Press.</li> <li>2. Bartlett, T., &amp; O'Grady, G. (Eds.). (2017). <i>The Routledge handbook of systemic functional linguistics</i>. London: Routledge.</li> <li>3. Halliday, MAK, Matthiesen, CMIM. 2001. <i>An Introduction to Functional Grammar</i>, 3rd Edition. London. Hodder Headline Group.</li> <li>4. Martin, J. R. (1992). <i>English Text: System and Structure</i>. Benjamins.</li> <li>5. Meyer, C. F. (2009). The structure of English texts. In <i>Introducing English Linguistics</i> (pp. 79–110). chapter, Cambridge: Cambridge University Press.</li> </ol>					
	<b>Pendukung :</b>	<ol style="list-style-type: none"> <li>1. Hasan, R., Cloran, C., &amp; Butt, D. G. (Eds.). (1996). <i>Functional descriptions: Theory in practice</i> (Vol. 121). John Benjamins Publishing.</li> </ol>					
<b>Dosen Pengampu</b>							
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	Able to understand the scope of Functional Grammar	Explain the scope of Functional Grammar in communicative functions (oral and written).	<b>Kriteria:</b> <ol style="list-style-type: none"> <li>1. Describe the range of communicative functions that Functional Grammar addresses, such as information exchange, social interaction, and textual organization.</li> <li>2. Provide detailed examples from both oral and written texts to illustrate how Functional Grammar operates in different communicative scenarios.</li> </ol> <b>Bentuk Penilaian :</b> Aktifitas Partisipatif	Interactive learning and small group discussion 150 menit		<b>Materi:</b> Introduction to Functional Grammar in Use <b>Pustaka:</b> <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group.</i>	2%

2	Able to understand the dimensions of text and context	Explain the concept of register, genre, field, mode and tenor	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Provide a precise definition of "register" as the variation in language use depending on the social setting or context</li> <li>2. Define "genre" as the category of text or discourse characterized by specific conventions and structures</li> <li>3. Explain "field" as the content or subject matter of the communication, describing what is happening and what is being talked about</li> <li>4. Explain "tenor" as the social relationships and roles of participants in the communication, including their status and interpersonal dynamics</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Interactive learning and small group discussion 150 menit		<p><b>Materi:</b> The dimension of text. <b>Pustaka:</b> <i>Meyer, C. F. (2009). The structure of English texts. In Introducing English Linguistics (pp. 79–110). chapter, Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Context: Field, Mode, and Tenor <b>Pustaka:</b> <i>Martin, J. R. (1992). English Text: System and Structure. Benjamins.</i></p>	3%
3	Able to explain the structure of a text	Clearly explains how the text's structure supports the overall message or purpose in each stage, including how ideas are organized and how transitions are used.	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Clearly identify and describe the main structural components of the text (e.g., introduction, body, conclusion, sections, or paragraphs)</li> <li>2. Analyze how ideas are organized within the text, including the sequence and grouping of information</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Interactive learning and small group discussion 150 menit		<p><b>Materi:</b> Text Structure and stages <b>Pustaka:</b> <i>Meyer, C. F. (2009). The structure of English texts. In Introducing English Linguistics (pp. 79–110). chapter, Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Text Components <b>Pustaka:</b> <i>Martin, J. R. (1992). English Text: System and Structure. Benjamins.</i></p>	3%
4	Able to explain the form and function of the ranks system within the text	Summarize the concept of rank systems; Clause, groups, words, and morpheme	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Describe how groups function as components of clauses, including how they organize related words and their contributions to the overall meaning</li> <li>2. Describe the hierarchical relationship among clauses, groups, words, and morphemes, and how each rank fits within the system by using mind-mapping</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Interactive Learning and Small Group Discussion 150 menit		<p><b>Materi:</b> Rank system; clause complex, clause, groups, morpheme. <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	3%

5	Able to Identify the form and function of the ranks system within text	Identify specific ranks or levels described in the given text	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Accurately identify and label the hierarchical levels within the text (e.g., clauses, groups, words, morphemes) using correct terminology</li> <li>2. Clearly distinguish between different ranks in the text, demonstrating an understanding of their distinct roles and functions</li> </ol> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja, Tes</p>	Case Study and Small Group Discussion 150 menit		<p><b>Materi:</b> Rank system; clause, groups, and word</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> The function of groups</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	3%
6	Able to explain the Experiential Metafunction	Classify the process, participants, and circumstances from various genres	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Accurately identify and classify different types of processes within texts, such as material, mental, relational, and behavioral processes</li> <li>2. Accurately classify the circumstances</li> </ol> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Interactive Learning and Small Group Discussion 150 menit		<p><b>Materi:</b> Experiential Metafunction</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Types of Process and Experiential Elements</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	3%

7	Able to Identify the form and function of Experiential Metafunction	Identify the transitivity of clauses from different genres of text based on functional grammar	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Use Functional Grammar terminology correctly, such as "participant," "process," "circumstance," and how they relate to transitivity</li> <li>2. Identify the type of process associated with each clause (e.g., material, mental, relational) and its relation to transitivity</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes</p>	Small Group Discussion and Case Study 150 menit		<p><b>Materi:</b> Experiential Metafunction <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Process and other Experiential elements <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	4%
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8	Able to analyze the ranks and transitivity that are represented within the text	Identify the ranks and transitivity within the text from music lyric	<p><b>Kriteria:</b> Precisely use functional grammar terminology to identify the rank systems and transitivity of clause from authentic text</p> <p><b>Bentuk Penilaian :</b> Tes</p>	Case Study 150 menit		<p><b>Materi:</b> Structure of text</p> <p><b>Pustaka:</b> <i>Meyer, C. F. (2009). The structure of English texts. In Introducing English Linguistics (pp. 79–110). chapter, Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Rank system</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Experiential Metafunction</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	20%
9	Able to Explain the Interpersonal Metafunction	Outline the elements of Interpersonal Metafunction; mood system and finite elements	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Describe how the Interpersonal Metafunction structures interactions, including how it represents roles, relationships, and the speaker's stance</li> <li>2. Describe how finite elements express tense, mood, and modality, and their importance in establishing the clause's interpersonal function</li> <li>3. Provide clear examples from a range of texts or spoken interactions to illustrate the use of each mood type</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Interactive Learning and Small Group Discussion 150 menit		<p><b>Materi:</b> MOOD Systems</p> <p><b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Finite Elements</p> <p><b>Pustaka:</b> <i>Bartlett, T., &amp; O'Grady, G. (Eds.). (2017). The Routledge handbook of systemic functional linguistics. London: Routledge.</i></p>	2%

10	Able to Identify the form and function of Interpersonal Metafunction	Identify the Mood relation between the Subject and the Finite of the clauses within the text	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Accurately identify the mood type of each clause within the text</li> <li>2. Accurately identify the subject and finite verb form in each clause</li> <li>3. Accurately identify the mood type of each clause within the text. This includes recognizing whether a clause is declarative (statement), interrogative (question), or imperative (command/request)</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes</p>	Small Group Discussion and Case Study 150 menit		<p><b>Materi:</b> Finite Elements <b>Pustaka:</b> <i>Bartlett, T., &amp; O'Grady, G. (Eds.). (2017). The Routledge handbook of systemic functional linguistics. London: Routledge.</i></p> <hr/> <p><b>Materi:</b> MOOD Systems <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	4%
11	Able to Explain the Textual Metafunction	Distinguish the difference between topical, interpersonal, and textual themes	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Define accurately the topical theme, textual theme and interpersonal theme</li> <li>2. Accurately identify each theme in various clauses by locating the core element</li> <li>3. Highlight differences in how each type of theme functions and contributes to the overall structure and meaning</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes</p>	Small Group Discussion and Interactive Learning 150 menit		<p><b>Materi:</b> Given and New information <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Structure of Textual Metafunction <b>Pustaka:</b> <i>Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.</i></p>	3%

12	Able to Identify the form and function Identify the Textual Metafunction	Identify thematization and the organization of the text	<b>Kriteria:</b> 1. Accurate identification of thematization 2. Accurate analysis of Thematic Structure 3. Accurate Identification of organizational patterns  <b>Bentuk Penilaian :</b> Tes	Interactive Learning and Case Study 150 menit		<b>Materi:</b> Given and New information <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.  <b>Materi:</b> Structure of Textual Metafunction <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.	4%
13	Able to apply the concept of three Metafunctions	1. Identify the interpersonal metafunction structure of clause from various texts 2. Identify the experiential metafunction structure of clause from various texts 3. Identify the textual metafunction structure of clause from various texts	<b>Kriteria:</b> 1. Accurate identification of interpersonal metafunction elements 2. Accurate identification of experiential metafunction elements 3. Accurate identification of textual metafunction elements  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes	Interactive Learning and Small Group Discussion 150 menit		<b>Materi:</b> How to use three categories of metafunctions <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.	5%
14	Able to Interpret text based on three Metafunctions	Examine the clause metafunctional structure	<b>Kriteria:</b> 1. Students able to identify precisely the structure of clause based on Functional grammar perspective 2. Students able to distinguish the meaning represented by three categories of metafunctions  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Case Study 150 menit		<b>Materi:</b> How to interpret the text based on three metafunctions <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.	5%



15	Able to Interpret text based on three Metafunctions	Examine the clause metafunctional structure	<b>Kriteria:</b> 1. Students able to identify precisely the structure of clause based on Functional grammar perspective 2. Students able to distinguish the meaning represented by three categories of metafunctions  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Praktik / Unjuk Kerja	Case Study 150 menit		<b>Materi:</b> How to interpret the text based on three metafunctions <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.	5%
16	Able to analyze song lyrics based on Functional Grammar	1. Identify the metafunctional structure 2. Compare the metafunctional structure 3. Interpret the text based on metafunctional structure	<b>Kriteria:</b> 1. Demonstrate a clear understanding of the three metafunctions (ideational, interpersonal, and textual) by correctly identifying them within a given text. 2. Compare the use of metafunctions across different texts or within different sections of the same text, highlighting similarities and differences. 3. Use the identified metafunctions to provide a coherent interpretation of the text, explaining how each metafunction contributes to the overall meaning.  <b>Bentuk Penilaian :</b> Tes	Case Study 150 menit		<b>Materi:</b> Analyzing text based on Functional Grammar perspective <b>Pustaka:</b> Fontaine, L. (2012). <i>Analysing English grammar: A systemic functional introduction.</i> Cambridge University Press.	30%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	25.17%
2.	Praktik / Unjuk Kerja	11.17%
3.	Tes	62.67%
		99.01%

#### 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.
- Bentuk penilaian:** tes dan non-tes.
- 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.
- 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.
- 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 11 November 2024

Koordinator Program Studi S1  
Sastra Inggris



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

**UPM** Program Studi S1 Sastra  
Inggris



Uci Ely Kholidah, S.S., M.A.  
NIDN 0023069001

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