



**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																																																																																			
Intensive Reading Skills	7920202246	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	1	14 Mei 2023																																																																																			
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																																																																																							
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																						
	CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa																																																																																						
	CPL-11	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2																																																																																						
	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																																																																																						
	Matrik CPL - CPMK																																																																																							
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-5</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>				CPMK	CPL-3	CPL-5	CPL-11	CPMK-1	✓	✓	✓	CPMK-2	✓	✓	✓	CPMK-3	✓	✓	✓																																																																			
	CPMK	CPL-3	CPL-5	CPL-11																																																																																				
	CPMK-1	✓	✓	✓																																																																																				
	CPMK-2	✓	✓	✓																																																																																				
	CPMK-3	✓	✓	✓																																																																																				
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																							
	<table border="1" style="width: 100%; text-align: center;"> <thead> <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> </thead> <tbody> <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> </tbody> </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	Minggu Ke																																																																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																								
CPMK-1																																																																																								
CPMK-2																																																																																								
CPMK-3																																																																																								
Deskripsi Singkat MK	This course is designed to prepare students for non-fictional texts at the pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include history, technology, literature, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer. This course uses Case-based and Project-Based methods of learning. .																																																																																							
Pustaka	Utama :																																																																																							
		1. Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press																																																																																						

		Pendukung :					
Dosen Pengampu		Dr. Dian Rivia Himmawati, S.S., M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Silvy Cinthia Adelia, S.S., M.A.					
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	Being able to know what is Intensive Reading Skills.	-To explain what reading is. - To explain what extensive reading is.	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	The lecturer explains some reading skills target in this semester 2 X 50		Materi: unit 1 Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
2	Being able to predict preview and presentation into the ideas that are exist on the texts.	Students are able to preview	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	Before the students read the text from Inside Reading 1 unit 1, The students answering some questions related previewing reading skills. After that they read the text and discuss about predicting and previewing before. 2 X 50		Materi: UNIT 1 : Previewing Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	5%
3	Being able to identify and analyze the main ideas and supporting details in a text	Find the main idea of reading and identify specific information in reading passage	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	Students read short text from Inside Reading 1 unit 2, and try to find the sentence that states the main idea. 2 X 50		Materi: UNIT 2 : Finding Main Idea Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	5%
4	Being able to apply scanning in some texts	-To identify the main idea and supporting details of some short text.	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students work in pair and discuss the specific article from newspaper Students apply scanning to find specific information from text they've read. Students share with other group and presented the result. 2 X 50		Materi: UNIT 3 : Scanning Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	1%

5	Being able to identify examples on the texts.	Students learn how to identify examples in a text.	Kriteria: written Bentuk Penilaian : Aktifitas Partisipatif	Students work in pair and discuss about short text provided. Students try to identify the example or the signals that introduce the examples. 2 X 50		Materi: UNIT 4 : Identifying Example Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
6	Being able to identify definition on the texts.	Students learn how to identify definition in a text.	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipatif	Students work in pair and discuss about short text provided. Students try to identify the example or the signals that introduce the definition 2 X 50		Materi: UNIT 5 : Identifying Definition Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	5%
7	Being able to understand the order of events	-To explain the figurative language of the some short and longer text	Kriteria: written Bentuk Penilaian : Aktifitas Partisipatif	Students read short story form lit2go Students apply scanning to find sequence words and use time clues in the reading to determine the date of each of the even 2 X 50		Materi: UNIT 6 : Tlme and Sequencing Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
8	Being able to improve reading comprehension	-To identify & analyze figurative language, writer's point of view, messages - To identify its meaning contextually.	Kriteria: written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Students do close reading to apply some reading skills 2 X 50		Materi: scanning Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	20%
9	Being able to read numerical tables	Can read and use appropriately graphic, and tables	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipatif	Students can provide a lot of information in a small space and preview a table or chart.		Materi: UNIT 7 : Reading Graphs Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	5%

10	Being able to read numerical tables	Can read and use appropriately graphic, and tables	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.		Materi: UNIT 7 : Reading Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	5%
11	Being able to learn how to make inferences in students reading	Can make inferences and summarize in their reading	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	Students will read a book of their choice and write a review that summarizes the main points		Materi: UNIT 8 : Making Inference Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	10%
12	Being able to interpret statistical tables in students reading	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	The students discussed with their group and interpreted numerical information in tables		Materi: UNIT 8 : Making Inference Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
13	Being able to analyse the influence of culture on communication based on verbal and nonverbal messages	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students are able to analyse the influence of culture on communication based		Materi: culture] Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
14	Being able to analyse the influence of culture on communication based on verbal and nonverbal messages	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Students are able to analyse the influence of culture on communication based		Materi: culture] Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%

15	Being able to analyse the influence of culture on communication based on verbal and nonverbal messages	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Students are able to analyse the influence of culture on communication based		Materi: culture] Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	2%
16	Being able to produce a short story with a specific themes.	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Submit creative writing project		Materi: submitted Pustaka: <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	72%
2.	Penilaian Hasil Project / Penilaian Produk	27%
3.	Praktik / Unjuk Kerja	1%
		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.
- 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.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1
Sastra Inggris



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

UPM Program Studi S1
Sastra Inggris



NIDN

File PDF ini digenerate pada tanggal 21 Februari 2025 Jam 23:13 menggunakan aplikasi RPS-OBE SiDia Unesa

