



**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 Penyesunan																																																																																				
Public Speaking	7920202172	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	2	29 September 2024																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																				
	Ephrilia Noor Fitriana, S.Hum., M.Hum. dan Uci Ely Kholidah, S.S., M.A.		Cicilia Deandra Maya Putri, S.Hum., M.A.		Dr. Ali Mustofa, S.S., M.Pd.																																																																																				
Model Pembelajaran	Project Based Learning																																																																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																								
	CPMK - 1	Being able to demonstrate prepared speeches (Informative, Demonstrative, and persuasive presentation) and Impromptu speech both formally and informally regarding various issues																																																																																							
	CPMK - 2	Being able to demonstrate the use of appropriate grammar, communication style, and intelligible pronunciation in delivering speeches.																																																																																							
	CPMK - 3	Being able to formulate their standpoint without discarding other students' ideas.																																																																																							
	Matrik CPL - CPMK																																																																																								
	<table border="1" style="margin: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> </table>	CPMK	CPMK-1	CPMK-2	CPMK-3																																																																																				
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																									
	<table border="1" style="margin: auto;"> <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																				
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Deskripsi Singkat MK	This subject is specifically designed to give students an opportunity to develop and strengthen skills in presenting public oral presentations in a variety of situations where English is the medium of communication. The presentations are in the form of impromptu and prepared speeches (informative, persuasive, demonstrative, special occasion, etc.). The subject provides students with a basic background in the theories and principles of public speaking, as well as practical experience. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based method of learning.																																																																																								
Pustaka	Utama :																																																																																								
	1. Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc 2. Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.																																																																																								
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Dosen Pengampu	Diana Budi Darma, S.S., M.Pd. Kenya Permata Kusumadewi, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Ayu Saraswati, M.Hum. Uci Ely Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.																																																																																								
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 explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar	<ol style="list-style-type: none"> 1. Identify the importance of speech delivery 2. Identify the difference of each type of prepared and Impromptu speeches 3. To recall examples of the speech delivery from video clip, 	<p>Kriteria: Spoken, Observation</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturing, Discussion, Question and answer 2 X 50	Lecturing, Discussion, Question and answer 2 X 50	<p>Materi: Identify the importance of speech delivery using the correct grammar</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p> <hr/> <p>Materi: The Importance of Speech Delivery</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%
2	Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar	Identify the methods of speech delivery using correct grammar	<p>Kriteria: Written, Rubric (Content & grammar)</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Lecturing, group discussion, question and answer, group assignment: Write the importance of speech delivery and the difference among each type of prepared speeches along with methods. It must be written in the correct grammar. 2 X 50	Lecturing, group discussion, question and answer, group assignment: Write the importance of speech delivery and the difference among each type of prepared speeches along with methods. It must be written in the correct grammar. 2 X 50	<p>Materi: Methods of speech delivery</p> <p>Pustaka:</p>	5%
3	Being able to categorize key issues in effective speech delivery using correct grammar	Point out key issues in effective speech delivery	<p>Kriteria: Spoken (Presentation), Rubric (content, graphics, attractiveness, mechanics, citations)</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	Lecturing, discussion, question and answer, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free. 2 X 50	Lecturing, discussion, question and answer, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free. 2 X 50	<p>Materi: Key issues in effective speech delivery</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%
4	Being able to summarize the steps in organizing an effective speech	Synthesize the steps in organizing an effective speech	<p>Kriteria: Written, Critical Reflection Rubric</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	Lecturing, group discussion, question and answer 2 X 50	Lecturing, group discussion, question and answer 2 X 50	<p>Materi: Steps in organizing a speech, Reflective Practice</p> <p>Pustaka: <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i></p>	5%

5	<p>1. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p> <p>2. Being able to examine others' presentations including giving questions and feedbacks effectively</p> <p>3. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>1. Prepare an informative presentation matrix, story board, and script on general issues involving clear standpoints and effective rhetoric</p> <p>2. Perform an effective informative speech confidently</p> <p>3. Evaluate others' works including giving questions and feedbacks in a group discussion effectively</p>	<p>Kriteria: Video Product (Project) Form: - Matrix Assessment Rubric -Rubric (Project Assessment)</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Project-Based Method; Learning Mode: Offline learning</p> <p>Learning Method: Project-Based Method Phase 1: -Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization) -Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization) Phase 2: -Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation) -Conceptualizing video content, drafting the storyboard and the script. (Active experimentation) Phase 3: -Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience) Phase 4: -Submitting matrix presentation and story board (Active experimentation) -Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience) -Submitting the informative video (Concrete experience) 2 X 50</p>	<p>Learning Method: Project-Based Method Phase 1: -Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization) -Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization) Phase 2: -Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation) -Conceptualizing video content, drafting the storyboard and the script. (Active experimentation) Phase 3: -Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience) Phase 4: -Submitting matrix presentation and story board (Active experimentation) -Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience) -Submitting the informative video (Concrete experience) 2 X 50</p>	<p>Materi: The concept of Informative Speech, The example of Informative Speech, Informative Speech matrix Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	10%
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9	<p>Being able to examine others' presentations including giving questions and feedbacks effectively</p>	<p>Compare and contrast to others' experiences of completing the project</p>	<p>Kriteria: Criteria: Spoken & Written, Form: Critical Reflection Rubric</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Phase 5: -Having watched the video -Giving personal reflection on the experience of completing the project (Individual Reflection-Reflective Observation) 2 X 50</p>	<p>Phase 5: -Having watched the video -Giving personal reflection on the experience of completing the project (Individual Reflection-Reflective Observation) 2 X 50</p>	<p>Materi: Reflective Practice</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%

10	<p>1. Being able to analyse the steps in organizing effective speech</p> <p>2. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p>	<p>Prepare a demonstrative presentation matrix on general issues involving clear standpoints and effective rhetoric</p>	<p>Kriteria: Criteria: Written Form: Matrix assessment Rubric</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Learning Method: Lecturing, discussion, question and answer</p> <p>Assignment: Compose a demonstrative presentation matrix (Individual) 2 X 50</p>	<p>Learning Method: Lecturing, discussion, question and answer</p> <p>Assignment: Compose a demonstrative presentation matrix (Individual) 2 X 50</p>	<p>Materi: The concept of demonstrative speech, The example of demonstrative speech, Designing demonstrative speech matrix</p> <p>Pustaka: <i>Sprague, J., Stuart, D., & Bodary, D. (2010). The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth</i></p>	5%
11	<p>1. Being able to examine others' presentations including giving questions and feedbacks effectively</p> <p>2. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>1. Perform an effective demonstrative speech confidently</p> <p>2. Evaluate others' presentations</p>	<p>Kriteria: Criteria: Spoken (Presentation) Form: Rubric (Purpose, Content, Language), Critical reflection rubric</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Demonstrative Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Demonstrative Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p>Materi: Demonstrative Speech</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%
12	<p>1. Being able to analyse the steps in organizing effective speech</p> <p>2. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p>	<p>Prepare a persuasive presentation matrix on general issues involving clear standpoints and effective rhetoric</p>	<p>Kriteria: Criteria: Written Form: Matrix assessment Rubric</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Learning Method: Lecturing, discussion, question and answer</p> <p>Assignment: Compose a persuasive presentation matrix (Individual) 2 X 50</p>	<p>Learning Method: Lecturing, discussion, question and answer</p> <p>Assignment: Compose a persuasive presentation matrix (Individual) 2 X 50</p>	<p>Materi: Persuasive Speech</p> <p>Pustaka: <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i></p>	5%
13	<p>1. Being able to examine others' presentations including giving questions and feedbacks effectively</p> <p>2. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>Perform an effective persuasive speech confidently</p>	<p>Kriteria: Criteria: Spoken (Presentation), Form: Rubric (Purpose, Content, Language), Critical reflection rubric</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Persuasive Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Persuasive Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 x 50</p>	<p>Materi: Persuasive speech (Performance)</p> <p>Pustaka: <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i></p>	5%
14	<p>Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site</p>	<p>Estimate the topics and contents of impromptu speech</p>	<p>Kriteria: Criteria: Spoken Form: Observation</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p>Materi: The concept of Impromptu Speech, The example of Impromptu Speech</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%
15	<p>Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site</p>	<p>Estimate the topics and contents of impromptu speech</p>	<p>Kriteria: Criteria: Spoken Form: Observation</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p>Learning Method: Presentation, discussion, question and answer</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p>Materi: The concept of Impromptu Speech, The example of Impromptu Speech</p> <p>Pustaka: <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	4%

16	1. Being able to examine others' presentations including giving questions and feedbacks effectively 2. Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site	Perform an effective impromptu speech confidently	Kriteria: Criteria: Spoken (Presentatio n) Form: Rubric (Purpose, Content, Language), Critical reflection rubric Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Learning Method: Presentation, discussion, question and answer Assignment: -Impromptu Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50	Learning Method: Presentation, discussion, question and answer Assignment: -Impromptu Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50	Materi: The concept of Impromptu Speech, The example of Impromptu Speech, Impromptu speech performance, Reflection practice Pustaka: Hale, John R. (2010). <i>Lessons from The Greatest Speeches in History</i> . Virginia: <i>The Great Courses</i> .	5%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	15.5%
2.	Penilaian Hasil Project / Penilaian Produk	38.84%
3.	Penilaian Portofolio	16.34%
4.	Praktik / Unjuk Kerja	28.34%
		99.02%

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.

RPS ini telah divalidasi pada tanggal

Koordinator Program Studi S1
Sastra Inggris

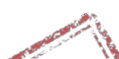


Dr. Ali Mustofa, S.S., M.Pd.
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UPM Program Studi S1 Sastra
Inggris



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