



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

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>			<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																									
Spoken Integrated English	7920206205		T=6	P=0	ECTS=9.54	1	22 November 2024																																									
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>			<b>Koordinator Program Studi</b>																																										
	.....		.....			Dr. Ali Mustofa, S.S., M.Pd.																																										
<b>Model Pembelajaran</b>	Case Study																																															
<b>Capaian Pembelajaran (CP)</b>	CPL-PRODI yang dibebankan pada MK																																															
	Capaian Pembelajaran Mata Kuliah (CPMK)																																															
	Matrik CPL - CPMK																																															
		<table border="1"> <tr> <td align="center">CPMK</td> <td colspan="6"></td> </tr> </table>						CPMK																																								
CPMK																																																
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																															
		<table border="1"> <tr> <td rowspan="2">CPMK</td> <td align="center" colspan="16">Minggu Ke</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK	Minggu Ke																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
<b>Deskripsi Singkat MK</b>	The course is designed to help students improve their English listening and speaking skills and achieve academic success. It provides the students with knowledge of Building Vocabulary, Using Vocabulary, Developing Listening Skills, Exploring Spoken English, and Speaking. Students will also learn academic preparation skills including finding the main idea, making inferences, critical thinking, and note taking. The teaching-learning activities are conducted through discussion, demonstration, role play, and presentation.																																															
<b>Pustaka</b>	<b>Utama :</b>																																															
		1. Bohlke, David and Lockwood, Robyn Brink. 2017. Skillful: Listening and Speaking . Macmillan: 2. www.macmillanskillful.com																																														
	<b>Pendukung :</b>																																															
<b>Dosen Pengampu</b>	Sumarningsih, S.Pd., M.Pd. Asrori, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL. Lina Purwaning Hartanti, S.Pd., M.EIL. Dr. Fithriyah Ina Nur Abida, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.																																															
<b>Mg Ke-</b>	<b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	<b>Penilaian</b>		<b>Bentuk 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>																																											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																									

1	<p>To know vocabulary related to nourishment To know general and specific information about Brain food To understand the use of Simple present tense &amp; present continuous tense in a conversation To apply certain language features and rule in an Interview</p>	<ol style="list-style-type: none"> <li>1.To be able to:use a dictionary to understand new words related to occupation</li> <li>2.use new vocabulary in a conversation</li> <li>3.understand meaning from context</li> <li>4.state the main idea</li> <li>5.recall specific details from an Interview</li> <li>6.make inferences</li> <li>7.identify grammatical pattern of Simple present tense &amp; present continuous tense</li> <li>8.give examples of Simple present tense &amp; present continuous sentences</li> <li>9.use Simple present tense &amp; present continuous tense in a conversation</li> <li>10.express a lack of comprehension</li> <li>11.demonstrate a career-aptitude interview</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>			0%
2	<p>To know vocabulary related to occupation To know general and specific information from video viewing To evaluate career options</p>	<ol style="list-style-type: none"> <li>1.to be able to:use a dictionary to understand new words related to occupation</li> <li>2.match the meaning of new words with their definition</li> <li>3.make inferences of certain information based on the video</li> <li>4.identify Simple Present statement from the video viewing</li> <li>5.appraise the pros &amp; cons of career options</li> <li>6.give reasons of a certain choice</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment 3 X 50</p>			0%

3	<p>To know vocabulary related to occupation To apply different syllable stress in English word To know general and specific information from an Informal Conversation To understand the use of Adverbs of Frequency in a conversation To create a Short Presentation about self</p>	<ol style="list-style-type: none"> <li>1. To be able to: use a dictionary to understand new words related to occupation</li> <li>2. use new vocabulary in a conversation</li> <li>3. understand meaning from context</li> <li>4. differentiate between one, two and three syllables word</li> <li>5. produce the correct pronunciation</li> <li>6. state the main idea</li> <li>7. recall for specific details</li> <li>8. make inferences</li> <li>9. identify grammatical pattern of Adverbs of Frequency</li> <li>10. use Adverbs of Frequency in a conversation</li> <li>11. plan a presentation</li> <li>12. reflect on the content of a talk</li> <li>13. use a chart to organize notes for a presentation</li> <li>14. perform a Short Presentation about self</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>		0%
4	<p>To understand vocabulary related to feelings To understand general and specific information from a Lecture To understand the use of Simple present tense (Yes/no question) in a conversation To apply the correct intonation of Yes/no Question To apply certain language function in discussion</p>	<ol style="list-style-type: none"> <li>1. To be able to: explain meaning from context</li> <li>2. use new vocabulary in a conversation</li> <li>3. make predictions</li> <li>4. indicate the Speaker's Purpose</li> <li>5. state the main idea</li> <li>6. recall specific details from a Lecture</li> <li>7. judging the appropriateness of a situation related to the audio recording</li> <li>8. explain grammatical pattern of Simple present tense (Yes/no question)</li> <li>9. give examples of Simple present tense (Yes/no question)</li> <li>10. use Simple present tense (Yes/no question) in a conversation</li> <li>11. produce the correct intonation of Yes/no Question</li> <li>12. ask questions to show interest</li> <li>13. ask follow up questions</li> <li>14. respond questions</li> <li>15. give report</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>		0%

5	To know vocabulary related to wedding celebration To understand general and specific information from reading passage To analyze general and specific information from video viewing	<ol style="list-style-type: none"> <li>1. To be able to: use a dictionary to understand new words related to wedding celebration</li> <li>2. explain specific information from reading passage</li> <li>3. recall specific information from the video</li> <li>4. discuss the video in the context of one 18s own experience</li> </ol>		Discussion Lecturing Question-Answer Assignment 3 X 50			0%
6	To know vocabulary related to free time To understand general and specific information from a Talk with Questions and Answers To apply the correct intonation of wh- questions To know certain language function in	<ol style="list-style-type: none"> <li>1. to be able to: understand meaning from context</li> <li>2. use new vocabulary to complete a text</li> <li>3. state the main idea</li> <li>4. recall for specific details</li> <li>5. classify the importance of benefits</li> <li>6. give opinions</li> <li>7. identify the intonation</li> <li>8. produce the correct intonation of wh- questions</li> <li>9. recognize examples of small talk</li> <li>10. demonstrate the use of small talk</li> </ol>		Discussion Lecturing Question-Answer Assignment, Demonstration 3 X 50			0%

7	<p>To understand vocabulary related to historical object To know the correct intonation of Simple past tense To understand general and specific information from a Talk about an Ancient City To understand the use of Simple past tense in a conversation To apply certain language function in discussion</p>	<ol style="list-style-type: none"> <li>1. To be able to: use a dictionary to understand new words related to historical object</li> <li>2. explain meaning from context</li> <li>3. use new vocabulary in a conversation</li> <li>4. use new vocabulary to discuss the unit theme</li> <li>5. differentiate intonation of Simple past tense</li> <li>6. identify intonation of Simple past tense</li> <li>7. state the main idea</li> <li>8. recall specific details from a Lecture</li> <li>9. make inferences</li> <li>10. discuss the unit theme</li> <li>11. explain grammatical pattern of :</li> <li>12. Simple past tense</li> <li>13. Yes/No questions in the simple past tense</li> <li>14. Wh questions in the simple past tense</li> <li>15. give examples of Simple past tense sentence</li> <li>16. use Simple past tense in a conversation</li> <li>17. express agreement informally</li> <li>18. ask question about past events</li> <li>19. respond to questions</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Demonstration 3 X 50</p>			0%
8	<p>To understand the use of Simple past tense To analyze general and specific information from video viewing</p>	<ol style="list-style-type: none"> <li>1. to be able to: identify the simple past tense</li> <li>2. use the correct verb</li> <li>3. predict the content</li> <li>4. recall specific information from the video</li> <li>5. identify sound bites from the video</li> <li>6. discuss a Spanish explorer</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment 3 X 50</p>			0%

9	<p>To identify vocabulary related to an articleTo understand general and specific information from a conversationTo understand the use of past tense signal wordsTo make a presentation by using notes</p>	<ol style="list-style-type: none"> <li>1.To be able to:Use a dictionary to understand new vocabulary</li> <li>2.Generalize meaning from context</li> <li>3.Use new vocabulary to complete a text</li> <li>4.Use new vocabulary to discuss the unit theme</li> <li>5.listen for main ideas</li> <li>6.listen for details</li> <li>7.make inferences</li> <li>8.make informal suggestions</li> <li>9.identify past tense signal words</li> <li>10.use past tense signal words in sentences</li> <li>11.use past tense signal words in conversation</li> <li>12.ask questions about past events</li> <li>13.recall information about a classmate</li> <li>14.plan a presentation</li> <li>15.organize ideas</li> <li>16.perform a presentation in a small group</li> </ol>		<p>Discussion LecturingQuestion-AnswerAssignment, Presentation 3 X 50</p>			0%
10	<p>To identify vocabulary related to weatherTo understand general and specific information from a Radio ShowTo apply the pronunciation of the reduced ofTo express likes and dislikesTo understand the use of count and non-count nouns</p>	<ol style="list-style-type: none"> <li>1.To be able to:Use a dictionary to understand new vocabulary</li> <li>2.Generalize meaning from context</li> <li>3.Use new vocabulary to complete sentences</li> <li>4.Use new vocabulary to discuss the unit theme</li> <li>5.listen for main ideas</li> <li>6.listen for details</li> <li>7.identify the phrases with the reduced of</li> <li>8.practice saying the reduced of</li> <li>9.identify the expression of likes and dislikes</li> <li>10.use expression of likes and dislikes in conversation</li> <li>11.identify count and non-count nouns</li> <li>12.use dictionary to identify count and non-count nouns</li> <li>13.practice using count and non-count nouns in conversation</li> </ol>		<p>Discussion LecturingQuestion-AnswerAssignment 3 X 50</p>			0%

11	To plan an ItineraryTo identify vocabulary related to weather and climateTo understand general and specific information from a video viewing	<ol style="list-style-type: none"> <li>1.To be able to:</li> <li>2.Discuss possible vacation activities</li> <li>3.choose appropriate activities for different types of weather</li> <li>4.Use a dictionary to understand new vocabulary</li> <li>5.Generalize meaning from context</li> <li>6.Use new vocabulary to complete sentences</li> <li>7.Use new vocabulary to complete a text</li> <li>8.Use new vocabulary to discuss the unit theme</li> <li>9.Answer questions about specific information of the video viewing</li> <li>10.Discuss the video in the context of the unit theme</li> </ol>		Discussion LecturingQuestion-AnswerAssignment 3 X 50			0%
12	To understandgeneral and specific information froma conversation among friendsTo show thanks and appreciationTo understand the use of a/n, any, and someTo discuss ways to reduce greenhouse gases	<ol style="list-style-type: none"> <li>1.To be able to:listen for main ideas</li> <li>2.listen for details</li> <li>3.take note to complete T charts</li> <li>4.use expression of showing thanks and appreciation</li> <li>5.perform a role play on showing thanks and appreciation</li> <li>6.use a/n, any, and some to talk about count and non-count nouns</li> <li>7.use a/n, any, and some to complete a conversation</li> <li>8.identify count and non-count nouns</li> <li>9.practice using count and non-count nouns in conversation</li> <li>10.compare quantities or amounts</li> <li>11.categorize information about climate from a map</li> <li>12.give ideas and opinions about the weather</li> <li>13.discuss climate change</li> </ol>		Discussion LecturingQuestion-AnswerAssignmentPresentation 3 X 50			0%

13	<p>To identify vocabulary related to food To understand general and specific information from a talk by an Anthropology Professor To understand the use of can and can't To understand expression of giving opinions</p>	<ol style="list-style-type: none"> <li>1. To be able to: Generalize meaning from context</li> <li>2. Use new vocabulary to complete a text</li> <li>3. Use new vocabulary to give opinions</li> <li>4. Listen for main ideas</li> <li>5. Listen for details</li> <li>6. Make inferences</li> <li>7. Identify the differences between can and can't in sentences</li> <li>8. Practice saying can and can't</li> <li>9. Use can and can't to complete sentences</li> <li>10. Use can and can't in conversation</li> <li>11. Identify the expression of giving opinions</li> <li>12. Use expression of giving opinions in conversation</li> <li>13. Give opinions about food</li> <li>14. Discuss food related to culture</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment 3 X 50</p>		0%
14	<p>To make a survey To understand general and specific information from a video viewing To identify vocabulary related to food</p>	<ol style="list-style-type: none"> <li>1. To be able to: conduct a survey about eating habits</li> <li>2. Take note to complete the chart</li> <li>3. Select interesting information from survey results</li> <li>4. Present the result of the survey</li> <li>5. Answer questions about specific information based on the video viewing</li> <li>6. Give general understanding of the video viewing</li> <li>7. Generalize meaning of certain vocabulary from context</li> <li>8. Express opinions using new vocabulary in discussion</li> <li>9. Use new vocabulary to complete sentences</li> <li>10. Use new vocabulary in asking and answering questions</li> <li>11. Categorize vocabulary word based on its grammatical function</li> </ol>		<p>Discussion Lecturing Question-Answer Assignment Presentation 3 X 50</p>		0%



15	To understand general and specific information from a conversation between students To understand the expression to show agreement To understand the use of descriptive adjectives To create a description with interesting details	<ol style="list-style-type: none"> <li>1. To be able to listen for specific information</li> <li>2. listen for main ideas</li> <li>3. listen for details</li> <li>4. rank important aspects of a restaurant or cafeteria</li> <li>5. practice the expression to show agreement by discussing the rankings</li> <li>6. identify descriptive adjectives</li> <li>7. use descriptive adjectives in sentences</li> <li>8. describe a favorite food by using descriptive adjective</li> <li>9. distinguish between main ideas and details</li> <li>10. plan new menu</li> <li>11. give interesting details about the menu</li> <li>12. present the menu to the group</li> </ol>		Discussion Lecturing Question-Answer Assignment Presentation 3 X 50			0%
16	To give appropriate answers and responses dealing with given problems	To be able to listen to a conversation and answer the questions To be able to listen to a Talk and get the main ideas To be able to answer reading comprehension questions To be able to write a role play	<b>Kriteria:</b> <ol style="list-style-type: none"> <li>1. Needs significant improvement (1-20 points)</li> <li>2. Below average (21-40 points)</li> <li>3. Satisfactory (41-60)</li> <li>4. Good (61-80)</li> <li>5. Excellent (81-100 points)</li> </ol>	on the spot test 3 X 50			0%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

#### 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 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.

