

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S2 Pendidikan Bahasa Inggris						Kode Dokumen																																																																																																				
	RENCANA PEMBELAJARAN SEMESTER																																																																																																										
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																				
Language Acquisition	8810302011	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=4.48	2	25 November 2024																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
	Prof. Lies Amin Lestari		Dr. Widyastuti			AHMAD MUNIR, S.PD., M.ED.,PH.D																																																																																																					
Model Pembelajaran	Case Study																																																																																																										
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																										
	CPL-5	Sesuai dengan bidang keahliannya, menyusun konsepsi ilmiah dan hasil kajian berdasarkan kaidah, tata cara, dan etika ilmiah dalam bentuk tesis atau bentuk lain yang setara, dan diunggah dalam laman perguruan tinggi, setelah makalah yang telah diterbitkan di jurnal ilmiah terakreditasi atau diterima di jurnal internasional																																																																																																									
	CPL-6	Mampu menghasilkan desain atau model pembelajaran yang inovatif dan teruji berbasis teknologi pembelajaran untuk bahasa Inggris umum atau bahasa Inggris untuk tujuan tertentu																																																																																																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																										
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	CPMK - 4	To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.																																																																																																									
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Deskripsi Singkat MK	This course is designed to give students knowledge of how language is acquired. This course helps the students understand the stages in acquiring a language and its implication of human biology and psychology to language acquisition; the methods, goals, and approaches for investigating SLA as well as the theories and assumptions; learners' learning and metacognitive strategies; the differences between natural second language acquisition and classroom second language development; the model of classroom language development; and the metalinguistic awareness in second language acquisition. Additionally, the course facilitates the students to be aware of the trends of recent SLA research and their implications on language teaching. Moreover, this course also discusses problems in acquiring a language due to physical and psychological aspects. Lecture activities are carried out through group presentations, discussions, and workshops of application of SLA in English language teaching. This course uses Case Method Learning.							
Pustaka	Utama :							
	1. Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge. 2. Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP. 3. Ellis, R. (2015). Understanding Second Language Acquisition. Oxford:OUP 4. Ellis, R. & Shintani, N. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.							
	Pendukung :							
		1. Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum. 2. Graham G. Robson. 2015. The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies 8 (12). Pp. 56-69. 3. Lu Liu. 2011. An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada Journal/Revue TESL du Canada 29 (1). Pp. 77-92 4. Freiermuth, M. and Jarrel, D. 2006. Willingness to communicate: can online chat help? International Journal of Applied Linguistics 16 (2). Pp. 189-212 5. Matsuoka, W. and Hirsh, D. 2010. Vocabulary learning through reading: Does an ELT coursebook provide good opportunity? Reading in a Foreign Language 22 (0). Pp. 56-70 6. Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46 7. Perrone, M. 2011. The Effect of Classroom-Based Assessment and Language Processing on the Second Language Acquisition of EFL Students. Journal of Adult Education Information Series 40 (1). Pp. 20-33 8. Gardner, D. 2008. Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. Reading in a Foreign Language 20 (1). Pp. 92-122						
Dosen Pengampu	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk 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	To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.	To explain how L1 and L2 are acquired	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question and answer 100		Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</i> Materi: Reading the references, discussing the	5%	

					basic theories of SLA Pustaka: Ellis, R. (2015). <i>Understanding Second Language Acquisition</i>. Oxford:OUP Materi: Reading the references, discussing the basic theories of SLA Pustaka: Ellis, R. & Shintani, N. (2014). <i>Exploring Language Pedagogy through Second Language Acquisition Research</i>. London: Routledge. Materi: Reading the references, discussing the basic theories of SLA Pustaka: Gass, S.M. and Selinker, L. 2008. <i>Second Language Acquisition: An Introductory Course</i>. Hillsdale, N.J.: Lawrence Erlbaum. Materi: Reading the references, discussing the basic theories of SLA Pustaka: Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context</i>. <i>International Education Studies</i> 8 (12). Pp. 56-69.	
2	To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.	To explain how L1 and L2 are acquired	Kriteria: Aktifitas Partisipatif Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question and answer 100	Materi: Reading the references, discussing the basic theories of SLA Pustaka: Van Patten, B. &	5%

Williams, J.
(Eds). (2015).
*Theories in
Second
Language
Acquisition: an
introduction.*
New York:
Routledge.

Materi:
Reading the
references,
discussing the
basic theories
of SLA

Pustaka:
Slabakova, R.
(2016).
*Second
Language
Acquisition.*
Oxford: OUP.

Materi:
Reading the
references,
discussing the
basic theories
of SLA

Pustaka: Ellis,
R. (2015).
*Understanding
Second
Language
Acquisition.*
Oxford: OUP

Materi:
Reading the
references,
discussing the
basic theories
of SLA

Pustaka: Ellis,
R. & Shintani,
N. (2014).
*Exploring
Language
Pedagogy
through
Second
Language
Acquisition
Research.*
London:
Routledge.

Materi:
Reading the
references,
discussing the
basic theories
of SLA

Pustaka:
Gass, S.M.
and Selinker,
L. 2008.
*Second
Language
Acquisition: An
Introductory
Course.*
Hillsdale, N.J.:
Lawrence
Erlbaum.

Materi:
Reading the
references,

					discussing the basic theories of SLA Pustaka: <i>Graham G. Robson. 2015. The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies 8 (12). Pp. 56-69.</i>	
3	To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.	To explain how L1 and L2 are acquired	Kriteria: Aktifitas Partisipatif Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question and answer 100	Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Ellis, R. (2015). Understanding Second Language Acquisition. Oxford: OUP</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Ellis, R. & Shintani, N. (2014). Exploring Language Pedagogy through Second</i>	5%

					<i>Language Acquisition Research. London: Routledge.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Graham G. Robson. 2015. The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies 8 (12). Pp. 56-69.</i>	
4	To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.	To explain how L1 and L2 are acquired	Kriteria: Aktifitas Partisipatif Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question and answer 100	Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Reading the references, discussing the basic theories of SLA Pustaka: <i>Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</i>	5%

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5	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	o explain how L2 learners acquired oral communication skills	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: How L2 learners improve their speaking and listening skills Pustaka: Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies</i> 8 (12). Pp. 56-69. Materi: How L2 learners improve their speaking and listening skills Pustaka: Lu Liu. 2011. <i>An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada Journal/Revue TESL du Canada</i> 29 (1). Pp. 77-92 Materi: How L2 learners improve their speaking and listening skills Pustaka: Freiermuth, M. and Jarrel, D. 2006. <i>Willingness to communicate: can online chat help? International Journal of Applied Linguistics</i> 16 (2). Pp. 189-212	5%
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6	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 learners acquired oral communication skills	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: How L2 learners improve their speaking and listening skills Pustaka: Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies</i> 8 (12). Pp. 56-69. Materi: How L2 learners improve their speaking and listening skills Pustaka: Lu Liu. 2011. <i>An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada Journal/Revue TESL du Canada</i> 29 (1). Pp. 77-92 Materi: How L2 learners improve their speaking and listening skills Pustaka: Freiermuth, M. and Jarrel, D. 2006. <i>Willingness to communicate: can online chat help? International Journal of Applied Linguistics</i> 16 (2). Pp. 189-212	5%
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7	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 writing is acquired	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: How L2 learners improve their speaking and listening skills Pustaka: Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies</i> 8 (12). Pp. 56-69. Materi: How L2 learners improve their speaking and listening skills Pustaka: Lu Liu. 2011. <i>An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada Journal/Revue TESL du Canada</i> 29 (1). Pp. 77-92 Materi: How L2 learners improve their speaking and listening skills Pustaka: Freiermuth, M. and Jarrel, D. 2006. <i>Willingness to communicate: can online chat help? International Journal of Applied Linguistics</i> 16 (2). Pp. 189-212	5%
8	to compherend and explain the material from meeting 1 to meeting 7	ketuntasan dalam menjelaskan	Kriteria: tes Bentuk Penilaian : Aktifitas Partisipasif, Tes	written test 100		Materi: the principles in SLA Pustaka: Van Patten, B. & Williams, J. (Eds). (2015). <i>Theories in Second Language Acquisition: an introduction. New York: Routledge.</i>	10%

9	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 learners acquired reading skill	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: How L2 learners improve their reading skill Pustaka: <i>Matsuoka, W. and Hirsh, D. 2010. Vocabulary learning through reading: Does an ELT coursebook provide good opportunity? Reading in a Foreign Language 22 (0). Pp. 56-70</i> Materi: How L2 learners improve their reading skill Pustaka: <i>Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46</i>	5%
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10	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 learners acquired reading skill	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: How L2 learners improve their reading skill Pustaka: <i>Matsuoka, W. and Hirsh, D. 2010. Vocabulary learning through reading: Does an ELT coursebook provide good opportunity? Reading in a Foreign Language 22 (0). Pp. 56-70</i> Materi: How L2 learners improve their reading skill Pustaka: <i>Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46</i>	5%
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11	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 learners acquired Grammar and vocabulary	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: Research on Vocabulary recycling and classroom-based assesment and language processing Pustaka: <i>Perrone, M. 2011. The Effect of Classroom-Based Assessment and Language Processing on the Second Language Acquisition of EFL Students. Journal of Adult Education Information Series 40 (1). Pp. 20-33</i> Materi: Research on Vocabulary recycling and classroom-based assesment and language processing Pustaka: <i>Gardner, D. 2008. Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. Reading in a Foreign Language 20 (1). Pp. 92-122</i>	5%
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12	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.	To explain how L2 learners acquired Grammar and vocabulary	Kriteria: Reading references, discussing the underlying theories, methods and results and implication of the studies. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Discussion, Question and answer 100		Materi: Research on Vocabulary recycling and classroom-based assesment and language processing Pustaka: Perrone, M. 2011. <i>The Effect of Classroom-Based Assessment and Language Processing on the Second Language Acquisition of EFL Students. Journal of Adult Education Information Series 40 (1). Pp. 20-33</i> Materi: Research on Vocabulary recycling and classroom-based assesment and language processing Pustaka: Gardner, D. 2008. <i>Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. Reading in a Foreign Language 20 (1). Pp. 92-122</i>	5%
13	1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners. 2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.	Conducting mini research on English as SLA at school or private English courses	Kriteria: Unjuk kerja Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	project project 100		Materi: Mini research on SLA consentrating on a particular skill/ language component Pustaka: Van Patten, B. & Williams, J. (Eds). (2015). <i>Theories in Second Language Acquisition: an introduction. New York: Routledge.</i>	5%

14	1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners. 2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.	Conducting mini research on English as SLA at school or private English courses	Kriteria: Unjuk kerja Bentuk Penilaian : Praktik / Unjuk Kerja	project project 100		Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46</i>	5%
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15	1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners. 2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.	Conducting mini research on English as SLA at school or private English courses	Kriteria: Unjuk kerja Bentuk Penilaian : Praktik / Unjuk Kerja	project project 100		Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46</i>	5%
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16	1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners. 2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.	Conducting mini research on English as SLA at school or private English courses	Kriteria: Unjuk kerja, article Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes	project project 100		Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Van Patten, B. & Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i> Materi: Mini research on SLA concentrating on a particular skill/ language component Pustaka: <i>Horiba, Y. and Fukaya, K. 2015. Reading and learning from L2 text: Effects of reading goals, topic familiarity, and language proficiency. Reading in a Foreign Language 27(1). Pp. 22-46</i>	20%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	45%
2.	Penilaian Hasil Project / Penilaian Produk	10%
3.	Penilaian Portofolio	17.5%
4.	Praktik / Unjuk Kerja	12.5%
5.	Tes	15%
		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.

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 9 Desember 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,
M.ED.,PH.D
NIDN 0004087605

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