



Universitas Negeri Surabaya
S1 Pendidikan Bahasa Inggris

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																			
Developing Materials for ELT		8820302343			2			25 Agustus 2026																			
OTORISASI		Pengembang RPS		Koordinator RMK	Koordinator Program Studi																						
				Wiwiet Eva Savitri	HIMMAWAN ADI NUGROHO																						
Deskripsi Singkat MK	This course introduces the discussion of theories on the development of English teaching materials and the practice of developing English teaching materials in schools. The scope of this course is the relationship of curriculum, syllabus, and teaching materials, principles and frameworks for the development of teaching materials and the real application of the development of materials using English language resources and English textbooks from the country of origin. Lecture activities are carried out through group presentations, discussions, and workshops in the real development of teaching materials (materials development project). This course uses Project-Based Learning.																										
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																										
	CPL	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	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																									
	CPL	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																										
	CPMK-1	Considering the culture, views, and religion of students in the selection, adaptation and adoption of teaching materials and develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity independently.																									
	CPMK-2	Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.																									
	CPMK-3	Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising AI																									
	CPMK-4	Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.																									
	Matrik CPL - CPMK																										
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																											

		<table><tr><td rowspan="2">CPMK</td><td 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><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><tr><td>CPMK-4</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></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-4													✓	✓	✓	✓
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Pustaka	Utama :		1. Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers. 2. Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. Routledge. 3. Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press. 4. Mishan, F & Timmis, I. 2015. Materials development for TESOL. Edinburgh University Press.																																																																																																				
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			1. 5. Commercial English textbooks 6. Independent Curriculum for ES, JHS, SHS																																																																																																				
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran		Bobot Penilaian (%)																																																																																															
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																																																																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																																																																
1	To explain the relationship between curriculum, syllabus, and teaching material	To explain the relationship between curriculum, syllabus, and teaching material	Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual	Diskusi dan presentasi			2%																																																																																																
2	To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials	Selection, adaoption vs adaptation vs development	Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi	Diskusi dan presentasi			2%																																																																																																
3	To explain the principles of developing teaching materials	8 Major principles	Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi	Diskusi, ceramah dan presentasi			2%																																																																																																
4	Framework for developing language skills materials (Listening and Speaking)	Framework for textbook analysing	Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual	Group presentation			15%																																																																																																
5	Framework for developing language skills materials (Reading and Writing)	framework for developing language skills materials (Reading and Writing)	Kebenaran isi dan kualitas penyampaian	Lecture and discussion and presentation			2%																																																																																																
6	framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)	framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)	Kebenaran isi dan kualitas penyampaian	Lecture and discussion			2%																																																																																																

7	Using commercial textbooks as model for materials development	Using commercial textbooks as model for materials development	Kesesuaian pilihan materi komersil dengan tujuan program pembelajaran	Ceramah dan Diskusi			2%
8	Presenting drafting developing EFL materials	1. Indikator pertemuan 1-7 2. Indikator penilaian developing EFL Material adalah relevansi tema, Kesesuaian dengan Tujuan Pembelajaran EFL, Integrasi Keterampilan Berbahasa, Kesesuaian Tingkat Peserta Didik, kesesuaian pedagogis, Integrasi Nilai & Karakter, Asesmen Pembelajaran, media dan sumber belajar, dan keterpaduan dan kelayakan materi	Kebenaran isi dan kualitas jawaban	Every group present their progress in drafting developing EFL materials			16%
9	Materials development project planning	Plan of the materials	The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material.	Project based			2%
10	Materials development: listening	Materials development: listening	The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material.	Project based			20%
11	Materials development: Speaking and pronunciation	Materials development: Speaking and pronunciation	Kesesuaian draft dengan framework	Project based			2%

12	Materials development: Reading and vocabulary	Materials development: Reading and vocabulary	Kesesuaian draft dengan framework	Project Based			2%
13	Materials development: Writing and grammar	Materials development: Writing and grammar	Kesesuaian draft dengan framework	Project based			2%
14	Materials development: assembling whole sections into one unit/chapter	Materials development: assembling whole sections into one unit/chapter	Acceptable format and display	Project based			2%
15	Materials development: Proof reading and editing, publication ready	Materials development: Proof reading and editing, publication ready	The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material.	Project based			2%
16	All above	All above	Content, Display, Communicativeness, Logic	Project submission			25%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.

8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.