	Universitas Negeri Surabaya **S2 Pendidikan Bahasa Inggris**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Second Language Acquisition	8810302027		2		25 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		Dr. Widyastuti	AHMAD MUNIR, S.PD., M.ED.,PH.D

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.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-9	Menguasai teori, konsep dan model belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing untuk pembelajaran Bahasa Inggris umum dan Bahasa Inggris untuk tujuan tertentu berbasis teknologi pembelajaran
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

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.
CPMK-2	To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.
CPMK-3	To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.
CPMK-4	To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.

Matrik CPL - CPMK

CPMK	CPL-9	CPL-3
CPMK-1	✔	
CPMK-2	✔	
CPMK-3		✔
CPMK-4		✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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															✔	✔

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

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 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	Kebenaran isi dan kualitas penyampaian	Discussion, Question and answer			5%
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	Aktifitas Partisipasif	Discussion, Question and answer			5%
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	Aktifitas Partisipasif	Discussion, Question and answer			5%
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	Aktifitas Partisipasif	Discussion, Question and answer			5%

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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
6	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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
8	to compherend and explain the material from meeting 1 to meeting 7	ketuntasan dalam menjelaskan	tes	written test			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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%
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	Reading references, discussing the underlying theories, methods and results and implication of the studies.	Discussion, Question and answer			5%

13	To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.	Conducting mini research on English as SLA at school or private English courses	Unjuk kerja	project project			5%
14	To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.	Conducting mini research on English as SLA at school or private English courses	Unjuk kerja	project project			5%
15	To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.	Conducting mini research on English as SLA at school or private English courses	Unjuk kerja	project project			5%
16	To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.	Conducting mini research on English as SLA at school or private English courses	Unjuk kerja, article	project project			20%

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.