



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																														
Intercultural Communication	8820302260	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=3.18	5	16 April 2025																																																																																														
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																															
		Rahayu Kuswardani			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																															
Model Pembelajaran	Project Based Learning																																																																																																				
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																				
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																																																																																																			
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																			
	CPL-5	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris																																																																																																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																				
	CPMK - 1	To show the ability to express individual values, beliefs, practices, and perspectives in front of the class as the representation of society.																																																																																																			
	CPMK - 2	To show the ability to reflect own values, beliefs, practices, and perspectives in relation to those of others.																																																																																																			
	CPMK - 3	The show the ability to make analysis on others' values, beliefs, practices, and perspectives briefly in educational setting																																																																																																			
	Matrik CPL - CPMK																																																																																																				
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-4</th> <th>CPL-5</th> <th colspan="4"></th> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td colspan="4"></td> </tr> </table>						CPMK	CPL-1	CPL-4	CPL-5					CPMK-1	✓	✓	✓					CPMK-2	✓	✓	✓					CPMK-3	✓	✓	✓																																																																		
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Deskripsi Singkat MK	This course explores the comparative study of English speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. Topic such as living and studying abroad, cultural differences, culture shocks and reversed cultural shock will be discussed to promote cultural awareness and values in society to communicate effectively in different cultural context. The teaching-learning activities are conducted through presentation, case study, small group discussion, and problem based assignment as part of evaluation.																																																																																																				
Pustaka	Utama : 1. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press. 2. Cross Cultural Understanding: A Handbook to Understand Other's Cultures. Umi Pujyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah. 3. Intercultural Communications. Winnie Cheng (2003), Amsterdam/ Philadelphia: John Benjamins Publishing Company 4. On Trying and Lying: Cultural Configurations of Grice's Maxims on Quality. Eve Danziger (2010), Intercultural Pragmatics, 7,2, pp 199-219 Pendukung : 1. https://www.youtube.com/watch?v=PNTCM7cbrsc 2. https://www.tiktok.com/@hoointheworld/video/7055901097130593563 3. https://www.tiktok.com/@hoointheworld/video/7173987565303909659 4. https://www.tiktok.com/@bangjoeofficial/video/6963606911245683969 5. https://www.tiktok.com/@bangjoeofficial/video/7090852184002252033																																																																																																				
Dosen Pengampu	Rahayu Kuswardani, S.Pd., M.AppL. Sueb, S.Pd., 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	1.Able to describe definition on values in the society 2.Able to mention examples on values in the society	1.to define what culture is 2.to list the cultural elements in their own culture 3.to compare the culture of self and others	Kriteria: check list Bentuk Penilaian : Aktifitas Partisipasif	Brainstorm ideas, and small group discussion 2 X 50	Whole class discussion, and lecture 2 x 50	Materi: To explain the definitions and conceptual ideas on values among society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
2	1.Able to describe definition on beliefs in the society 2.Able to mention examples on beliefs in the society	1.to provide examples of behavior that indicates the cultural awareness 2.to state the attitude to develop the cultural sensitivity	Kriteria: check list Bentuk Penilaian : Aktifitas Partisipasif	mind map on individual background knowledge 2 X 50	lecture, whole class discussion, google slide, padlet 2 x 50	Materi: To explain the definition and conceptual ideas on beliefs among society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
3	1.Able to describe definition on practices of cultures in the society 2.Able to mention examples on cultural practices in the society	1.to provide examples of behavior that indicates the cultural awareness 2.to state the attitude to develop the cultural sensitivity	Kriteria: check list Bentuk Penilaian : Aktifitas Partisipasif	Small group discussion, and lecture 2 X 50	Whole class discussion, and lecture 2 x 50	Materi: To explain the definition and conceptual ideas on different practices in the society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
4	1.Able to describe definition on perspectives of cultures in the society 2.Able to mention examples on cultural perspectives in the society	1.to provide examples of behavior that indicates the cultural awareness 2.to state the attitude to develop the cultural sensitivity	Kriteria: check list Bentuk Penilaian : Aktifitas Partisipasif	Small group discussion, and lecture 2 X 50	Whole class discussion, and lecture 2 x 50	Materi: To explain the definition and conceptual ideas on different practices in the society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
5	1.Able to identify different values in the society 2.Able to mention different values in the society	1.to critically investigate the topic in depth and relate on what has been learned about culture and cultural understanding 2.to articulate their comprehension on the topic and the elements that structure the content	Kriteria: presentation, grammar, and content Bentuk Penilaian : Praktik / Unjuk Kerja	group presentation 2 X 50	group presentation 2 x 50	Materi: To explain the definition and conceptual ideas on different practices in the society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
6	1.Able to identify different values in the society 2.Able to mention different values in the society	1.to critically investigate the topic in depth and relate on what has been learned about culture and cultural understanding 2.to articulate their comprehension on the topic and the elements that structure the content	Kriteria: presentation, grammar, and content Bentuk Penilaian : Praktik / Unjuk Kerja	group presentation 2 X 50	group presentation 2 x 50	Materi: To explain the definition and conceptual ideas on different practices in the society. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%

7	Able to mention example of different practices in the society	To articulate their comprehension on the topic and the elements that structure the content	Kriteria: presentation, grammar, and content Bentuk Penilaian : Praktik / Unjuk Kerja	group presentation 2 X 50	group presentation 2 x 50	Materi: To be able to compare conceptual ideas on practices in several settings. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
8	Able to mention example of different practices in the society	To articulate their comprehension on the topic and the elements that structure the content	Kriteria: presentation, grammar, and content Bentuk Penilaian : Praktik / Unjuk Kerja	group presentation 2 X 50	group presentation 2 x 50	Materi: To be able to compare conceptual ideas on practices in several settings. Pustaka: <i>Cross Cultural Understanding: A Handbook to Understand Other's Cultures.</i> Umi Pujiyanti & Fatkhunaimah Rhina Zuliani (2014) Yogyakarta: CV Hidayah.	5%
9	Mid-term exam	Able to identify cultural topic that is expressed in one's identity and perspective	Kriteria: 1.Assessment rubric Task completion (30%): should be in essay format, within expected length 2.Assessment rubric Contents (50%): The issues raised refer to one/some of the 4 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issue 3.Assessment rubric Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors Bentuk Penilaian : Tes	Mid-term exam Writing up a short essay on cultural topics 2 X 50	Mid term Writing up a short essay on cultural topics 2 x 50	Materi: Mid term exam Pustaka: https://www.youtube.com/...	10%
10	To make analysis on values in educational setting.	1.Able to identify values in EFL classrooms 2.Able to mention types of values in EFL classroom	Kriteria: to mention some culturally sensitive topics that exist in the classroom Bentuk Penilaian : Aktifitas Partisipasif	lecture and whole class discussion 2 X 50	lecture and whole class discussion 2 x 50	Materi: Teacher and student communication types in the classroom Pustaka: <i>Intercultural Communications.</i> Winnie Cheng (2003), Amsterdam/ Philadelphia: John Benjamins Publishing Company	5%
11	To make analysis on values in educational setting.	1.Able to identify values in EFL classrooms 2.Able to mention types of values in EFL classroom	Kriteria: to mention some culturally sensitive topics that exist in the classroom Bentuk Penilaian : Aktifitas Partisipasif	lecture and whole class discussion 2 X 50	lecture and whole class discussion 2 x 50	Materi: Teacher and student communication types in the classroom Pustaka: <i>Intercultural Communications.</i> Winnie Cheng (2003), Amsterdam/ Philadelphia: John Benjamins Publishing Company	5%
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13	To make analysis on values in educational setting.	1. Able to identify values in EFL classrooms 2. Able to mention types of values in EFL classroom	Kriteria: to mention some culturally sensitive topics that exist in the classroom Bentuk Penilaian : Aktifitas Partisipatif	lecture and whole class discussion 2 X 50	lecture and whole class discussion 2 x 50	Materi: Teacher and student communication types in the classroom Pustaka: <i>Intercultural Communications. Winnie Cheng (2003), Amsterdam/ Philadelphia: John Benjamins Publishing Company</i>	5%
14	To make analysis on talks in the classroom setting	analysis on talks in the classroom setting	Kriteria: 1. Able to identify talks in EFL classrooms 2. Able to barriers in talks in EFL classroom Bentuk Penilaian : Praktik / Unjuk Kerja	Small group discussion and lecture 2 x 50	Small group discussion, break out rooms, google slides 2 x 50	Materi: Identifying Grice's Maxim in the classroom Pustaka: <i>On Trying and Lying: Cultural Configurations of Grice's Maxims on Quality. Eve Danziger (2010), Intercultural Pragmatics, 7,2, pp 199-219</i>	5%
15	To make analysis on talks in the classroom setting	analysis on talks in the classroom setting	Kriteria: 1. Able to identify talks in EFL classrooms 2. Able to barriers in talks in EFL classroom Bentuk Penilaian : Praktik / Unjuk Kerja	Small group discussion and lecture 2 x 50	Small group discussion, break out rooms, google slides 2 x 50	Materi: Identifying Grice's Maxim in the classroom Pustaka: <i>On Trying and Lying: Cultural Configurations of Grice's Maxims on Quality. Eve Danziger (2010), Intercultural Pragmatics, 7,2, pp 199-219</i>	5%
16	Final exam	1. Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2. Task completion Contents (50%): The issues raised refer to one or some of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues when possible	Kriteria: Final exam Bentuk Penilaian : Tes	Writing up short essay on cultural topic Reflective essay 2 x 50	Writing up short essay on cultural topic Reflective essay 2 x 50	Materi: Choose one video from the list above and write an essay around 1000 words. You can put references one or two if it is necessary. Pustaka: https://www.tiktok.com/...	20%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	40%
2.	Praktik / Unjuk Kerja	30%
3.	Tes	30%
		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.
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.

RPS ini telah divalidasi pada tanggal 10 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
NIDN 0017117503

UPM Program Studi S1 Pendidikan
Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.
NIDN 0024077704

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