

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Inggris						Kode Dokumen																																																																																																				
	RENCANA PEMBELAJARAN SEMESTER																																																																																																										
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																				
Essential Communication Skills	7920204309	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	1	30 Agustus 2024																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
	Uci Elly Kholidah, S.S., M.A.		Cicilia Deandra Maya Putri, S.Hum., M.A.			ALI MUSTOFA																																																																																																					
Model Pembelajaran	Project Based Learning																																																																																																										
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																										
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																									
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																									
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan																																																																																																									
	CPL-11	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2																																																																																																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																										
	CPMK - 1	Being able to demonstrate the ability to collaboratively solve problems by adapting to challenges, being innovative, and showing resilience and inclusivity.																																																																																																									
	CPMK - 2	Being able to develop effective communication and collaboration skills while continuously enhancing personal growth through self-directed learning.																																																																																																									
	CPMK - 3	Being able to develop effective speaking and listening skills to engage and communicate clearly with an audience in various contexts.																																																																																																									
	CPMK - 4	Being able to demonstrate the ability to engage in extended spoken discourse by responding accurately and coherently to a range of questions on diverse topics in English at a CEFR level B2.																																																																																																									
	Matrik CPL - CPMK																																																																																																										
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																											
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Deskripsi Singkat MK	The course focuses on enhancing students' speaking and listening abilities, essential for effective daily interactions. A special focus is given to the Sustainable Development Goals (SDGs) 4 (Quality Education) and 5 (Gender Equality) to emphasize inclusive and equitable communication practices. Teaching approaches include interactive lectures, group discussions, role-playing, and practical workshops. Assessment involves a combination of projects, case studies, and reflective reports. Projects require students to develop and deliver presentations on real-world scenarios, while case studies analyze effective and ineffective speaking and listening practices. Reflective reports encourage self-assessment and continuous improvement. By the end of the course, students will be equipped with the skills to communicate confidently and effectively, fostering collaboration and understanding in diverse professional settings.						
Pustaka	Utama :						
	1. Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.						
	Pendukung :						
	1. Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd 2. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd 3. Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press 4. Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL 5. Craven, Miles. 2008. Real Listening and Speaking 3. Cambridge: Cambridge University Press 6. Soars, John and Liz. 2004. New Headway Student Book. Oxford: Oxford University Press 7. Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning.						
Dosen Pengampu	KENYA PERMATA KUSUMADEWI LINA PURWANING HARTANTI LISETYO ARIYANTI FITHRIYAH INDA NUR ABIDA ADAM DAMANHURI FARIQ SHIDDIQ TASAUFY UCI ELLY KHOLIDAH CICILIA DEANDRA MAYA PUTRI Lisetyo Ariyanti, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EiL. Lina Purwaning Hartanti, S.Pd., M.EiL. Dr. Fithriyah Inda Nur Abida, S.S., M.Pd. Dr. Fithriyah Inda Nur Abida, S.S., M.Pd. Uci Elly Kholidah, S.S., M.A. Uci Elly Kholidah, S.S., M.A. Adam Damanhuri, S.S., M.Hum. Adam Damanhuri, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A. Cicilia Deandra Maya Putri, S.Hum., M.A. Cicilia Deandra Maya Putri, S.Hum., M.A. Fariq Shiddiq Tasaufy, S.S., M.Hum. Fariq Shiddiq Tasaufy, S.S., M.Hum. Kenya Permata Kusumadewi, S.S., M.Pd. Kenya Permata Kusumadewi, S.S., M.Pd.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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. Being able to develop innovative solutions to complex problems in a collaborative setting by adapting to challenges, demonstrating resilience, and fostering an inclusive environment that values diverse perspectives and contributions. 2. Being able to formulate coherent and persuasive oral presentations while effectively listening and responding to diverse audience feedback in both academic and non-academic contexts.	1. Students actively engage in group discussions to develop innovative solutions to complex communication challenges for diverse perspectives. 2. Students apply effective communication principles in different contexts.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif	Offline 4x50	Online 8x60	Materi: Talking about adapting to change. Pustaka: Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press. Materi: What connects us? Pustaka: Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.	5%

2	1. Being able to construct effective communication and collaboration by engaging in group activities and applying self-directed learning for continuous personal growth. 2. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information.	1. Students engage in group activities by actively listening for specific details. 2. Students demonstrate the ability to listen attentively and accurately recall specific details and key points from spoken communication.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Offline 4x50	Online 8x60	Materi: Answering multiple-choice questions Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> ----- Materi: Asking for clarification Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i>	5%
3	1. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information. 2. Being able to develop effective speaking skills to engage and communicate clearly with an audience in various contexts.	1. Students demonstrate the ability to organize ideas logically and coherently when speaking to an audience. 2. Students identify key cultural differences that may impact communication styles and preferences.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Offline 4x50	Online 8x60	Materi: Speaking with an audience Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> ----- Materi: How do places get their names? Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i>	5%

4	1. Being able to construct effective communication and collaboration by engaging in group activities and applying self-directed learning for continuous personal growth. 2. Being able to create persuasive oral presentations that effectively communicate complex ideas and arguments, while actively listening to and interpreting diverse audience feedback in both academic and non-academic areas.	1. Students demonstrate their ability to catch numbers in challenging listening scenarios. 2. Students discover underlying themes and motive behind each communication form.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Offline 4x50	Online 8x60	Materi: Listening for numbers Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: Which numbers are in our everyday lives? Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i>	5%
5	1. Being able to create persuasive oral presentations that effectively communicate complex ideas and arguments, while actively listening to and interpreting diverse audience feedback in both academic and non-academic areas. 2. Demonstrate reflective practices to evaluate personal speaking and listening skills, showcasing English language proficiency at a minimum CEFR level B2 with effective communication and audience engagement.	1. Students utilize appropriate language and tone to convey professionalism and confidence during interviews. 2. Students identify key cultural differences that may impact communication styles and preferences.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif	Offline 4x50	Online 8x60	Materi: Identifying advantages and disadvantages Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: How do places get their names? Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i>	5%

6	1. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information. 2. Being able to construct effective communication and collaboration by engaging in group activities and applying self-directed learning for continuous personal growth.	1. Students accurately identify and summarize specific details from various spoken English presentations. 2. Students actively participate in group activities and apply self-directed learning strategies.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Offline 4x50	Online 8x60	Materi: Speaking with an audience Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: What qualities do heroes have? Pustaka: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	5%
7	1. Being able to develop content for complex conversation by conducting thorough research and utilize appropriate sources. 2. Being able to develop effective speaking skills to engage and communicate clearly with an audience in various contexts.	1. Students tailor their language, tone, and style to effectively engage different audiences, audience needs, and expectations when speaking. 2. Students utilize self-directed learning to enhance their speaking skills and improve team collaboration when addressing an audience.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Offline 4x50	Online 8x60	Materi: Speaking with an audience Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: What qualities do heroes have? Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	5%

8	1. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information. 2. Being able to demonstrate reflective practices to evaluate personal speaking and listening skills, showcasing English language proficiency at a minimum CEFR level B2 with effective communication and audience engagement.	1. Students accurately identify and recall specific details from various types of spoken English during listening tests. 2. Students use listening tests to assess and reflect on their own speaking and listening skills, demonstrating English language proficiency at a minimum CEFR level B2.	Kriteria: Oral Bentuk Penilaian: Aktifitas Partisipasif, Tes	Offline 4x50	Online 8x60	Materi: Listening test. Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i> Materi: How to enhance the listening skills. Pustaka: <i>Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning.</i>	5%
9	1. Being able to construct effective communication and collaboration by engaging in group activities and applying self-directed learning for continuous personal growth. 2. Being able to develop effective speaking skills to engage and communicate clearly with an audience in various contexts.	1. Students deliver responses to interview questions that clearly convey complex ideas and arguments, while actively listening to diverse feedback from the interviewer. 2. Students effectively answer interview questions by clearly articulating their thoughts and engaging the interviewer.	Kriteria: Oral Bentuk Penilaian: Aktifitas Partisipasif	Offline 4x50	Online 8x60	Materi: Answering interview questions Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: What is the right job for you? Pustaka: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	10%

10	1. Being able to develop effective speaking skills to engage and communicate clearly with an audience in various contexts. 2. Being able to develop innovative solutions to complex problems in a collaborative setting by adapting to challenges, demonstrating resilience, and fostering an inclusive environment that values diverse perspectives and contributions.	1. Students demonstrate their speaking style and language based on the audience and context. 2. Students recognize the context of complex problems and collaboratively develop innovative solutions.	Kriteria: Oral Bentuk Penilaian: Aktifitas Partisipatif	Offline 4x50	Online 8x60	Materi: Recognizing context Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: What threats do our seas and oceans face? Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	5%
11	1. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information. 2. Being able to develop content for comprehensive discussion by conducting thorough research and utilize appropriate sources.	1. Students demonstrate the ability to listen attentively for specific details, especially when understanding and responding to someone's problems also showing empathy during the conversation. 2. Students conduct thorough research and utilize appropriate sources to develop content for comprehensive discussions, while also demonstrating the ability to listen empathetically to others' perspectives and concerns.	Kriteria: Oral Bentuk Penilaian: Aktifitas Partisipatif, Penilaian Portofolio	Offline 4x50	Online 8x60	Materi: Being a good listener Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: Is there an ideal age for everything? Pustaka: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	5%

12	1. Being able to develop innovative solutions to complex problems in a collaborative setting by adapting to challenges, demonstrating resilience, and fostering an inclusive environment that values diverse perspectives and contributions. 2. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information.	1. Students actively engage in collaborative discussions by carefully listening for key points, underlying issues, and diverse perspectives. 2. Students accurately identify and extract specific details from various types of spoken English.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Offline 4x50	Online 8x60	Materi: Listening for specific points Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: What is the environmental impact of our food? Pustaka: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	5%
13	1. Being able to create persuasive oral presentations that effectively communicate complex ideas and arguments, while actively listening to and interpreting diverse audience feedback in both academic and non-academic areas. 2. Being able to produce a comprehensive discussion that showcases English language proficiency at a minimum CEFR level B2, effectively using clear articulation, engaging storytelling, and appropriate language structures to communicate ideas fluently and coherently.	1. Students create compelling oral presentations that convey complex ideas and arguments effectively. 2. Students produce a comprehensive discussion by evaluating and integrating ideas effectively, showcasing English language proficiency at a minimum CEFR level B2.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif	Offline 4x50	Online 8x60	Materi: Extreme temperatures Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: Impact of changing temperatures in human life. Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	5%

14	1. Being able to develop content for comprehensive discussion by conducting thorough research and utilize appropriate sources. 2. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information.	1. Students accurately identify and recall specific details from various types of spoken English during listening tests. 2. Students use listening tests to assess and reflect on their own speaking and listening skills, demonstrating English language proficiency at a minimum CEFR level B2.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif	Offline 4x50	Online 8x60	Materi: Listening test. Pustaka: <i>Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning.</i> Materi: Listening for advanced level. Pustaka: <i>Craven, Miles. 2008. Real Listening and Speaking 3. Cambridge: Cambridge University Press</i>	5%
15	1. Being able to develop the ability to listen for specific details in various types of spoken English to enhance comprehension and retention of information. 2. Being able to develop innovative solutions to complex problems in a collaborative setting by adapting to challenges, demonstrating resilience, and fostering an inclusive environment that values diverse perspectives and contributions.	1. Students accurately identify and recall specific details from various types of spoken English during listening tests. 2. Students use listening tests to assess and reflect on their own speaking and listening skills, demonstrating English language proficiency at a minimum CEFR level B2.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Tes	Offline 4x50	Online 8x60	Materi: Listening test. Pustaka: <i>Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning.</i> Materi: What connects us? Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	5%

16	1. Being able to demonstrate reflective practices to evaluate personal speaking and listening skills, showcasing English language proficiency at a minimum CEFR level B2 with effective communication and audience engagement. 2. Being able to create persuasive oral presentations that effectively communicate complex ideas and arguments, while actively listening to and interpreting diverse audience feedback in both academic and non-academic areas.	1. Students use listening tests to assess and reflect on their own speaking and listening skills, demonstrating English language proficiency at a minimum CEFR level B2. 2. Being able to create persuasive oral presentations that effectively communicate complex ideas and arguments, while actively listening to and interpreting diverse audience feedback in both academic and non-academic areas.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Offline 4x50	Online 8x60	Materi: Conversation panel. Pustaka: <i>Oxford University Press. (2020). Oxford Discover Futures 3. Oxford University Press.</i> Materi: SDGs topics. Pustaka: <i>Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	20%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	70%
2.	Penilaian Hasil Project / Penilaian Produk	10%
3.	Penilaian Portofolio	10%
4.	Praktik / Unjuk Kerja	5%
5.	Tes	5%
		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 studinya 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.
- 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.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 21 Oktober 2024

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1
Sastra Inggris



NIDN 0023069001

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