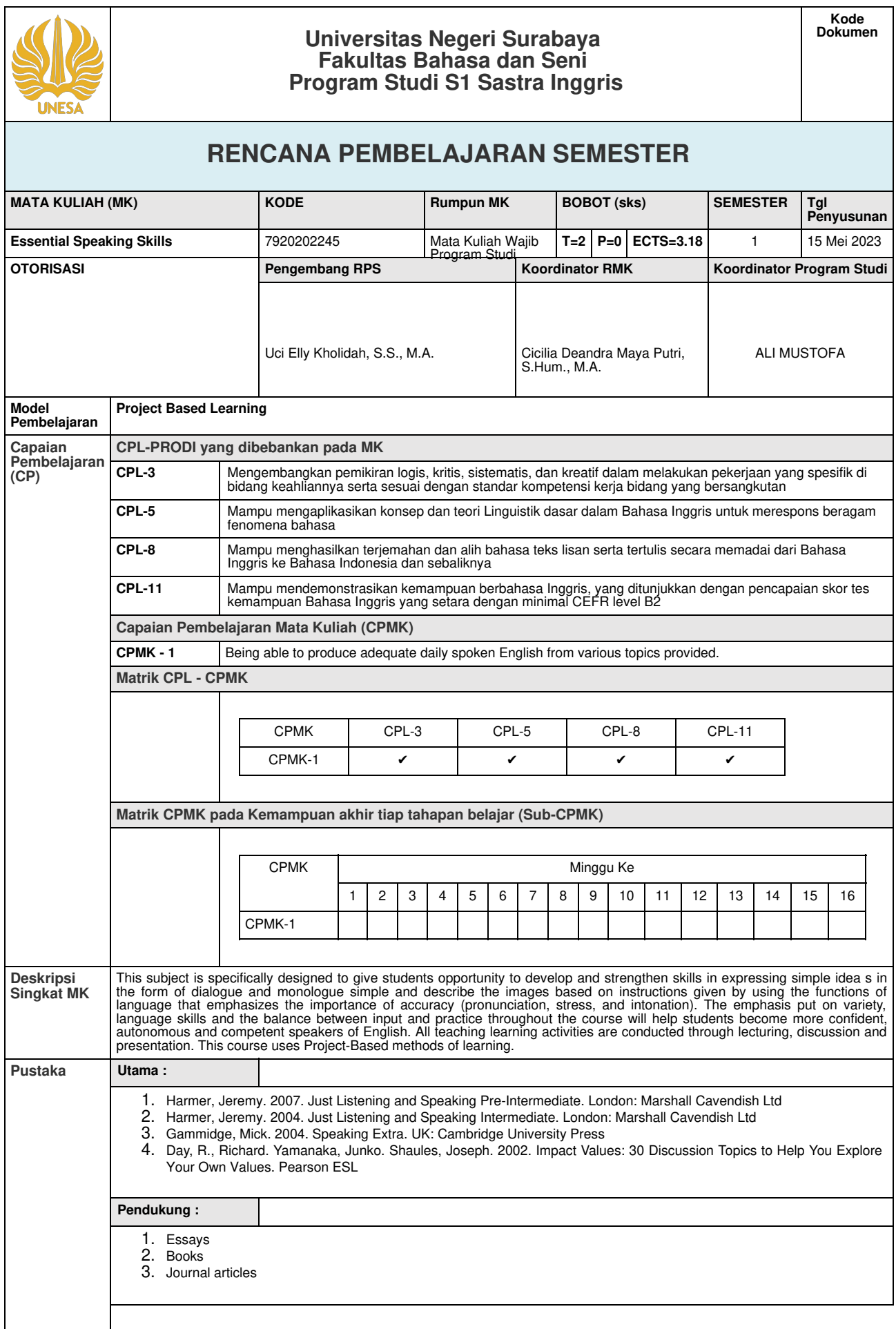




Dosen Pengampu		Lina Purwaning Hartanti, S.Pd., M.EIL. Uci Elly Kholidah, S.S., M.A.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to apply appropriate vocabulary and grammar to produce fluent and coherent spoken English on a range of everyday topics	to define the class' contract to explain rules to explain material in general	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, group discussion, question and answer 2 X 50		Materi: Guide for presenting personal information properly. Pustaka: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	3%
2	Being able to use appropriate language functions in everyday conversation.	Making suggestions, expressing opinions, and asking for clarification in everyday conversation	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, discussion, question and answer 2 X 50		Materi: Interactive activities by giving the certain situation that should be faced. Pustaka: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	2%
3	1. Being able to employ effective communication strategies. 2. Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency.	1. Express likes and dislikes properly. 2. Detailed reflection on self-awareness of strengths and weaknesses in speaking English.	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, discussion, question and answer 2 X 50		Materi: Interactive activities by giving the certain situation that should be faced. Pustaka: <i>Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd</i>	2%

4	To be able to conduct an invitation Addressing	to define invitation	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, discussion, question and answer. 2 X 50		Materi: Guide to respond appropriately to questions and comments from other speakers. Pustaka: Harmer, Jeremy. 2007. <i>Just Listening and Speaking Pre-Intermediate</i> . London: Marshall Cavendish Ltd Materi: Guide to respond appropriately to questions and comments from other speakers. Pustaka: Harmer, Jeremy. 2007. <i>Just Listening and Speaking Pre-Intermediate</i> . London: Marshall Cavendish Ltd	2%
5	To be able to practice thanking people and replying expressions	Critically respond to some videos about the cultural phenomenon and give an opinion about that.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, group discussion, question and answer 2 X 50		Materi: Guide to developing cultural competence. Pustaka: Harmer, Jeremy. 2004. <i>Just Listening and Speaking Intermediate</i> . London: Marshall Cavendish Ltd	2%
6	Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.	Actively participate in group discussions on various topics provided.	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, group discussion, question and answer 2 X 50		Materi: Prompts or questions to guide the discussion. Pustaka: Harmer, Jeremy. 2004. <i>Just Listening and Speaking Intermediate</i> . London: Marshall Cavendish Ltd	2%

7	1. Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence. 2. Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency.	1. Presenting the idea in a mini-debate on a controversial topic. 2. Detailed reflection notes on identify areas for improvement	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer 2 X 50		Materi: Guide for presenting proper mini-debate. Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i>	2%
8	1. Being able to employ effective communication strategies. 2. Being able to use digital technology to record and review their own spoken performances for self-evaluation and improvement.	Produce a job application video at 4 minutes duration maximum.	Kriteria: Oral Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes	Lecturing, group discussion, question and answer 2 X 50		Materi: Key strategies to get the best practice of job application video. Pustaka: <i>Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd</i> Materi: Key strategies to get the best practice of job application video. Pustaka: <i>Essays</i>	20%
9	Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence.	Deliver short presentations on a topic of their choice.	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer		Materi: Guidelines for structuring the presentation Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	2%
10	Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.	Producing video presentation about current events.	Kriteria: Oral and written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, group discussion, question and answer		Materi: Providing current topics and giving strategy to respond them. Pustaka: <i>Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press</i>	3%

11	Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency.	Detailed reflection on the effectiveness of different language learning strategies.	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer		Materi: Effectiveness of different language learning strategies. Pustaka: Gammidge, Mick. 2004. <i>Speaking Extra. UK: Cambridge University Press</i> Materi: Effectiveness of different language learning strategies. Pustaka: <i>Journal articles</i>	3%
12	Being able to develop cultural competence by engaging in discussions and debates on topics related to diverse cultures and societies.	Critically analyze a variety of topics, and practice presenting information in a clear and engaging manner.	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer		Materi: Guidelines to practice presenting information in a clear and engaging manner. Pustaka: Gammidge, Mick. 2004. <i>Speaking Extra. UK: Cambridge University Press</i> Materi: Guidelines to practice presenting information in a clear and engaging manner. Pustaka: <i>Essays</i>	2%
13	students are able to Perform role-play different scenarios, and then switch roles to practice different language functions	Perform role-play different scenarios, and then switch roles to practice different language functions.	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer		Materi: Providing different scenarios. Pustaka: Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. <i>Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL</i>	2%

14	Being able to employ effective communication strategies.	Perform fishbowl discussions on controversial topics.	Kriteria: Oral and written Bentuk Penilaian : Penilaian Portofolio	Lecturing, group discussion, question and answer. 2x50		Materi: Providing current topics and giving strategy to respond them. Pustaka: Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. <i>Impact Values: 30 Discussion Topics to Help You Explore Your Own Values.</i> Pearson ESL	3%
15	Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources.	Conduct roundtable discussions in groups.	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, group discussion, question and answer 2x50		Materi: Providing current topics and giving strategy to respond them. Pustaka: Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. <i>Impact Values: 30 Discussion Topics to Help You Explore Your Own Values.</i> Pearson ESL Materi: Providing current topics and giving strategy to respond them. Pustaka: Books	3%
16	1. Being able to respond appropriately to questions and comments from other speakers. 2. Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency.	1. Respond the impromptu speeches. 2. Detailed reflection on personal language learning goals.	Kriteria: Oral Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, group discussion, question and answer 2x50		Materi: Providing random topics. Pustaka: Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. <i>Impact Values: 30 Discussion Topics to Help You Explore Your Own Values.</i> Pearson ESL Materi: Providing random topics. Pustaka: Journal articles	47%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	27%
2.	Penilaian Hasil Project / Penilaian Produk	60%
3.	Penilaian Portofolio	3%
4.	Tes	10%
		100%

Catatan

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
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.

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Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN

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