



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S2 Pendidikan Bahasa Inggris**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK)  | KODE  | Rumpun MK  | BOBOT (sks)     |     |           | SEMESTER                         | Tgl Penyusunan  |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|---|---|--|-----------------|-----|-----------|----------------------------------|-----------------|------|-------|-------|--------|----|----|--------|----|----|--------|-----------|---|--------|---|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|---|---|---|---|---|---|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|
| Second Language Acquisition   | 8810302027  |  | T=2             | P=0 | ECTS=4.48 | 2                                | 21 Oktober 2024 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| OTORISASI   | Pengembang RPS  |  | Koordinator RMK |     |           | Koordinator Program Studi        |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | Prof. Lies Amin Lestari   |  | Dr. Widyastuti  |     |           | Ahmad Munir, S.Pd., M.Ed., Ph.D. |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| Model Pembelajaran  | Case Study  |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| Capaian Pembelajaran (CP)   | <b>CPL-PRODI yang dibebankan pada MK</b>  |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPL-3</b>  | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan   |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPL-9</b>  | 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   |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>  |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPMK - 1</b>   | To utilize science and technology to access theories and research on how English as a second/foreign language is acquired.   |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPMK - 2</b>   | To use knowledge on SLA to investigate how language skills (listening and speaking, reading, writing) and language components (grammar and vocabulary) are acquired.   |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPMK - 3</b>   | To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>CPMK - 4</b>   | To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>Matrik CPL - CPMK</b>  |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   |   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td></td> </tr> </tbody> </table> |                 |     |           |                                  |                 | CPMK | CPL-3 | CPL-9 | CPMK-1 |    | ✓  | CPMK-2 | ✓  |    | CPMK-3 |           | ✓ | CPMK-4 | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| CPMK  | CPL-3   | CPL-9  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| CPMK-1  |   | ✓  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| CPMK-2  | ✓   |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| CPMK-3  |   | ✓  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| CPMK-4  | ✓   |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b> |   |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        |    |    |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> </tbody> </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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |
| 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  |   |  |                 |     |           |                                  |                 |      |       |       |        |    |    |        | ✓  | ✓  |        |           |   |        |   |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |

| <b>Deskripsi Singkat MK</b> | 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. |                                       |   |   |                        |  |                            |
|-----------------------------|--|---------------------------------------|---|---|------------------------|--|----------------------------|
| <b>Pustaka</b>              | <b>Utama :</b>   |                                       | <ol style="list-style-type: none"> <li>1. Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</li> <li>2. Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</li> <li>3. Ellis, R. (2015). Understanding Second Language Acquisition. Oxford: OUP</li> <li>4. Ellis, R. &amp; Shintani, N. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.</li> </ol>   |   |                        |  |                            |
|                             | <b>Pendukung :</b>   |                                       | <ol style="list-style-type: none"> <li>1. Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.</li> <li>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.</li> <li>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</li> <li>4. Freiermuth, M. and Jarrel, D. 2006. Willingness to communicate: can online chat help? International Journal of Applied Linguistics 16 (2). Pp. 189-212</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ol> |   |                        |  |                            |
| <b>Dosen Pengampu</b>       | Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.   |                                       |   |   |                        |  |                            |
| <b>Mg Ke-</b>               | <b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>   | <b>Penilaian</b>                      |   | <b>Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]</b> |                        | <b>Materi Pembelajaran [Pustaka]</b>   | <b>Bobot Penilaian (%)</b> |
|                             |  | <b>Indikator</b>                      | <b>Kriteria &amp; Bentuk</b>  | <b>Luring (offline)</b>   | <b>Daring (online)</b> |  |                            |
| (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 | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penyampaian<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif   | Discussion, Question and answer<br>100  |                        | <b>Materi:</b><br>Reading the references, discussing the basic theories of SLA<br><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i><br><b>Materi:</b><br>Reading the references, discussing the basic theories of SLA<br><b>Pustaka:</b> <i>Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</i><br><b>Materi:</b><br>Reading the references, discussing the | 5%                         |

|   |  |                                       |  |                                     |  |  |    |
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|   |  |                                       |  |                                     |  | <p>basic theories of SLA</p> <p><b>Pustaka:</b> <i>Ellis, R. (2015). Understanding Second Language Acquisition. Oxford:OUP</i></p> <hr/> <p><b>Materi:</b> Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> <i>Ellis, R. &amp; Shintani, N. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.</i></p> <hr/> <p><b>Materi:</b> Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> <i>Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.</i></p> <hr/> <p><b>Materi:</b> Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> <i>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.</i></p> |    |
| 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 | <p><b>Kriteria:</b> Aktifitas Partisipatif</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif</p> | Discussion, Question and answer 100 |  | <p><b>Materi:</b> Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp;</i></p>  | 5% |

Williams, J. (Eds). (2015). *Theories in Second Language Acquisition: an introduction*. New York: Routledge.

**Materi:**  
Reading the references, discussing the basic theories of SLA

**Pustaka:**  
Slabakova, R. (2016). *Second Language Acquisition*. Oxford: OUP.

**Materi:**  
Reading the references, discussing the basic theories of SLA

**Pustaka:** Ellis, R. (2015). *Understanding Second Language Acquisition*. Oxford: OUP

**Materi:**  
Reading the references, discussing the basic theories of SLA

**Pustaka:** Ellis, R. & Shintani, N. (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. London: Routledge.

**Materi:**  
Reading the references, discussing the basic theories of SLA

**Pustaka:**  
Gass, S.M. and Selinker, L. 2008. *Second Language Acquisition: An Introductory Course*. Hillsdale, N.J.: Lawrence Erlbaum.

**Materi:**  
Reading the references,

|   |  |                                       |  |  |  |  |  |
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|   |  |                                       |  |  |  | <p>discussing the basic theories of SLA</p> <p><b>Pustaka:</b><br/>Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies 8 (12). Pp. 56-69.</i></p> |  |
| 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 | <p><b>Kriteria:</b><br/>Aktifitas Partisipasif</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Discussion, Question and answer<br>100 | <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> Van Patten, B. &amp; Williams, J. (Eds). (2015). <i>Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> Slabakova, R. (2016). <i>Second Language Acquisition. Oxford: OUP.</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> Ellis, R. (2015). <i>Understanding Second Language Acquisition. Oxford: OUP</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> Ellis, R. &amp; Shintani, N. (2014). <i>Exploring Language Pedagogy through Second</i></p> | 5%   |  |

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|   |  |                                       |  |  |  | <p><i>Language Acquisition Research. London: Routledge.</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b><br/><i>Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b><br/><i>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.</i></p> |    |
| 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 | <p><b>Kriteria:</b><br/>Aktifitas Partisipasif</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Discussion, Question and answer<br>100 |  | <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p> <p><b>Materi:</b><br/>Reading the references, discussing the basic theories of SLA</p> <p><b>Pustaka:</b><br/><i>Slabakova, R. (2016). Second Language Acquisition. Oxford: OUP.</i></p> <p><b>Materi:</b></p>  | 5% |

Reading the references, discussing the basic theories of SLA

**Pustaka:** *Ellis, R. (2015). Understanding Second Language Acquisition. Oxford:OUP*

**Materi:** Reading the references, discussing the basic theories of SLA

**Pustaka:** *Ellis, R. & Shintani, N. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.*

**Materi:** Reading the references, discussing the basic theories of SLA

**Pustaka:** *Gass, S.M. and Selinker, L. 2008. Second Language Acquisition: An Introductory Course. Hillsdale, N.J.: Lawrence Erlbaum.*

**Materi:** Reading the references, discussing the basic theories of SLA

**Pustaka:** *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.*

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|---|--|--|---|-------------------------------------|--|---|----|
| 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 | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Portofolio</p> | Discussion, Question and answer 100 |  | <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b><br/><i>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.</i></p> <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b> <i>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</i></p> <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b><br/><i>Freiermuth, M. and Jarrel, D. 2006. Willingness to communicate: can online chat help? International Journal of Applied Linguistics 16 (2). Pp. 189-212</i></p> | 5% |
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| 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 | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | Discussion, Question and answer<br>100 |  | <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b><br/><i>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.</i></p> <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b> <i>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</i></p> <p><b>Materi:</b> How L2 learners improve their speaking and listening skills<br/><b>Pustaka:</b><br/><i>Freiermuth, M. and Jarrel, D. 2006. Willingness to communicate: can online chat help? International Journal of Applied Linguistics 16 (2). Pp. 189-212</i></p> | 5% |
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| 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 | <b>Kriteria:</b><br>Reading references, discussing the underlying theories, methods and results and implication of the studies.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Portofolio | Discussion, Question and answer 100 |  | <b>Materi:</b> How L2 learners improve their speaking and listening skills<br><b>Pustaka:</b><br>Graham G. Robson. 2015. <i>The Relationship between WTC and Oral Proficiency Measurements in the Study Abroad Context. International Education Studies</i> 8 (12). Pp. 56-69.<br><br><b>Materi:</b> How L2 learners improve their speaking and listening skills<br><b>Pustaka:</b> Lu Liu. 2011. <i>An International Graduate Student's ESL Learning Experience Beyond the Classroom. TESL Canada Journal/Revue TESL du Canada</i> 29 (1). Pp. 77-92<br><br><b>Materi:</b> How L2 learners improve their speaking and listening skills<br><b>Pustaka:</b><br>Freiermuth, M. and Jarrel, D. 2006. <i>Willingness to communicate: can online chat help? International Journal of Applied Linguistics</i> 16 (2). Pp. 189-212 | 5%  |
| 8 | to compherend and explain the material from meeting 1 to meeting 7   | ketuntasan dalam menjelaskan          | <b>Kriteria:</b><br>tes<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Tes  | written test 100                    |  | <b>Materi:</b> the principles in SLA<br><b>Pustaka:</b> Van Patten, B. & Williams, J. (Eds). (2015). <i>Theories in Second Language Acquisition: an introduction. New York: Routledge.</i>  | 10% |

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| 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 | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Portofolio</p> | Discussion, Question and answer 100 |  | <p><b>Materi:</b> How L2 learners improve their reading skill<br/><b>Pustaka:</b><br/><i>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</i></p> <hr/> <p><b>Materi:</b> How L2 learners improve their reading skill<br/><b>Pustaka:</b><br/><i>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</i></p> | 5% |
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| 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 | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Portofolio</p> | Discussion, Question and answer 100 |  | <p><b>Materi:</b> How L2 learners improve their reading skill<br/><b>Pustaka:</b><br/><i>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</i></p> <hr/> <p><b>Materi:</b> How L2 learners improve their reading skill<br/><b>Pustaka:</b><br/><i>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</i></p> | 5% |
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| 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 | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | Discussion, Question and answer<br>100 |  | <p><b>Materi:</b><br/>Research on Vocabulary recycling and classroom-based assesment and language processing</p> <p><b>Pustaka:</b><br/><i>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</i></p> <hr/> <p><b>Materi:</b><br/>Research on Vocabulary recycling and classroom-based assesment and language processing</p> <p><b>Pustaka:</b><br/><i>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</i></p> | 5% |
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| 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                      | <p><b>Kriteria:</b><br/>Reading references, discussing the underlying theories, methods and results and implication of the studies.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Portofolio</p> | Discussion, Question and answer<br>100 |  | <p><b>Materi:</b><br/>Research on Vocabulary recycling and classroom-based assesment and language processing</p> <p><b>Pustaka:</b><br/><i>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</i></p> <hr/> <p><b>Materi:</b><br/>Research on Vocabulary recycling and classroom-based assesment and language processing</p> <p><b>Pustaka:</b><br/><i>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</i></p> | 5% |
| 13 | <p>1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.</p> <p>2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.</p> | Conducting mini research on English as SLA at school or private English courses | <p><b>Kriteria:</b><br/>Unjuk kerja</p> <p><b>Bentuk Penilaian :</b><br/>Praktik / Unjuk Kerja</p>  | project<br>project<br>100              |  | <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p>  | 5% |

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| 14 | <p>1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.</p> <p>2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.</p> | <p>Conducting mini research on English as SLA at school or private English courses</p> | <p><b>Kriteria:</b><br/>Unjuk kerja</p> <p><b>Bentuk Penilaian :</b><br/>Praktik / Unjuk Kerja</p> | <p>project<br/>project<br/>100</p> |  | <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p> <hr/> <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>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</i></p> | 5% |
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| 15 | <p>1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.</p> <p>2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.</p> | <p>Conducting mini research on English as SLA at school or private English courses</p> | <p><b>Kriteria:</b><br/>Unjuk kerja</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | <p>project<br/>project<br/>100</p> |  | <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p> <hr/> <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>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</i></p> | 5% |
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|    |   |  |   |                                    |  |  |     |
|----|---|--|---|------------------------------------|--|--|-----|
| 16 | <p>1.To conduct mini research on how English as a second or foreign language is acquired by Indonesian English learners.</p> <p>2.To be academically responsible for implementing SLA theories in mini research on SLA by considering ethical issues in research.</p> | <p>Conducting mini research on English as SLA at school or private English courses</p> | <p><b>Kriteria:</b><br/>Unjuk kerja, article</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p> | <p>project<br/>project<br/>100</p> |  | <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>Van Patten, B. &amp; Williams, J. (Eds). (2015). Theories in Second Language Acquisition: an introduction. New York: Routledge.</i></p> <p><b>Materi:</b> Mini research on SLA concentrating on a particular skill/ language component</p> <p><b>Pustaka:</b> <i>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</i></p> | 20% |
|----|---|--|---|------------------------------------|--|--|-----|

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipatif                     | 52.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 10%        |
| 3. | Penilaian Portofolio                       | 12.5%      |
| 4. | Praktik / Unjuk Kerja                      | 20%        |
| 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 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.
- 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.

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 9 Desember 2024

Koordinator Program Studi S2  
Pendidikan Bahasa Inggris



Ahmad Munir, S.Pd., M.Ed.,  
Ph.D.  
NIDN 0004087605

**UPM** Program Studi S2  
Pendidikan Bahasa Inggris



Dr. Widyastuti, S.S., M.Pd.  
NIDN 0026067204

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