

		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																																																																											
Classroom Language		8820302028	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	4	6 Desember 2025																																																																											
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																												
				Esti Kurniasih			HIMMAWAN ADI NUGROHO																																																																												
Model Pembelajaran	Case Study																																																																																		
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																		
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																	
	CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																																																	
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																		
	CPMK - 1	Make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding.																																																																																	
	CPMK - 2	Apply knowledge of a special language for running lessons and communication strategies.																																																																																	
	Matrik CPL - CPMK																																																																																		
		<table border="1"> <tr> <td>CPMK</td> <td>CPL-3</td> <td>CPL-6</td> </tr> <tr> <td>CPMK-1</td> <td align="center">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td align="center">✓</td> </tr> </table>							CPMK	CPL-3	CPL-6	CPMK-1	✓		CPMK-2		✓																																																																		
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																			
	<table border="1"> <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> <tr> <td>CPMK-1</td> <td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td></td><td></td><td align="center">✓</td><td></td><td></td><td></td><td align="center">✓</td><td></td><td align="center">✓</td><td></td><td align="center">✓</td><td></td><td align="center">✓</td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td align="center">✓</td><td align="center">✓</td><td></td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td></td><td align="center">✓</td><td></td><td align="center">✓</td><td></td><td align="center">✓</td><td></td> </tr> </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	Minggu Ke																																																																																		
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CPMK-2				✓	✓		✓	✓	✓		✓		✓		✓																																																																				
Deskripsi Singkat MK	This subject will explore special language for running lesson and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers: aspects of classroom language classroom language expressions for these aspects classroom language expressions in the scientific approach practice using these classroom language expressions in class simulation.																																																																																		
Pustaka	Utama :																																																																																		
	1. 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. A practical classroom English . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. Classroom language . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. English for primary teachers . Oxford: Oxford University Press																																																																																		
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	1. 2. Cullen, R. (2001). The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43. 2. 3. Walsh, S. (2006). Talking the Talk of the TESOL Classroom. ELT Journal, 60(2), 133-141.																																																																																		
Dosen Pengampu	Drs. Fahri, M.A. Sumarningsih, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL.																																																																																		
Mg Ke-	Kemampuan akhir tiap tahapan	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]			Materi Pembelajaran	Bobot Penilaian																																																																											

	belajar (Sub-CPMK)	Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)	[Pustaka]	(%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to explain the notion and concept of Classroom Language (definition, principles, and aspects of Classroom Language)	1. Explaining the definition of Classroom Language 2. Explaining the principles of Classroom Language 3. Explaining the aspects of Classroom Language	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	Lecture, discussion, question-answer 2 X 50		Materi: the notion and concept of Classroom Language Pustaka: 1. Hughes, G. S., Moate, J., & Raatikainen, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press ----- Materi: definition, principles, and aspects of Classroom Language Pustaka: 2. Cullen, R. (2001). <i>The Use of Lesson Transcripts for Developing Teachers' Classroom Language</i> . System, 29, 27-43.	0%

2	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	Lecture, discussion, question and answer 2 X 50		Materi: the basic teaching skills and the learning activities Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press	0%
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3	Being able to explain the basic teaching skills and the learning activities (pre-, whilst, and post activities)	1. • Mentioning the basic teaching skills 2. • Explaining each basic teaching skill 3. • Mentioning the learning activities (pre-, whilst, and post activities) 4. • Explaining each learning activities (pre-, whilst, and post activities)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	Lecture, discussion, question and answer 2 X 50		Materi: the basic teaching skills and the learning activities Pustaka: 1. Hughes, G. S., Moate, J., & Raatikainen, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann. ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press	0%
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4	Being able to demonstrate Opening the lesson as the first basic teaching skill	1. Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, problem based learning activity 2 X 50		Materi: the first basic teaching skill Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press Materi: classroom language expressions used in Pre-activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i> . <i>ELT Journal</i> , 60(2), 133-141.	0%
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5	Being able to demonstrate Opening the lesson as the first basic teaching skill	1. Identifying the classroom language expressions used in Pre- activities (Opening the lesson) 2. Explaining the classroom language expressions used in Pre- activities (Opening the lesson) 3. Applying the classroom language expressions used in Pre- activities (Opening the lesson) 4. Demonstrating the classroom language expressions used in Pre- activities (Opening the lesson)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, problem based learning activity 2 X 50		Materi: the first basic teaching skill Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i> . Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i> . Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i> . Oxford: Oxford University Press Materi: classroom language expressions used in Pre-activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i> . <i>ELT Journal</i> , 60(2), 133-141.	10%
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6	Being able To demonstrate Organizing the class as the second basic teaching skill	1. Identifying the classroom language expressions used in Pre- activities (Organizing) 2. Explaining the classroom language expressions used in Pre- activities (Organizing the class) 3. Applying the classroom language expressions used in Pre- activities (Organizing the class) 4. Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, problem based learning activity 2 X 50		Materi: Organizing the class as the second basic teaching skill Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press ----- Materi: how a teacher organize and prepare their students for the lesson. Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
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7	Being able To demonstrate Organizing the class as the second basic teaching skill	1. Identifying the classroom language expressions used in Pre- activities (Organizing) 2. Explaining the classroom language expressions used in Pre- activities (Organizing the class) 3. Applying the classroom language expressions used in Pre- activities (Organizing the class) 4. Demonstrating the classroom language expressions used in Pre- activities (Organizing the class)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, problem based learning activity 2 X 50		Materi: Organizing the class as the second basic teaching skill Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: how a teacher organize and prepare their students for the lesson. Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
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8	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)	Kriteria: Written and spoken Bentuk Penilaian : Praktik / Unjuk Kerja, Tes	Problem-based Learning – Plus 2 X 50		Materi: classroom language expressions used in Whilst activities Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press	20%
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9	UTS (Being able to demonstrate Explaining the Lesson or Learning Materials as the third basic teaching skill)	1. Mentioning the activities in Whilst activities (Explaining the Lesson or Learning Materials) 2. Identifying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 3. Explaining the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 4. Applying the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials) 5. Demonstrating the classroom language expressions used in Whilst activities (Explaining the Lesson or Learning Materials)	Kriteria: Written and spoken Bentuk Penilaian : Aktifitas Partisipasif	Problem-based Learning – Plus 2 X 50		Materi: classroom language expressions used in Whilst activities Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press	0%
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10	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	1. Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) 2. Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 3. Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 4. Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 5. Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)	Kriteria: Students can show their ability in classroom management Bentuk Penilaian : Aktifitas Partisipasif	lecture, discussion, problem based learning 2 X 50		Materi: Asking questions and Giving reinforcement Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: classroom language expressions used in Whilst activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
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11	Being able to demonstrate Asking questions and Giving reinforcement as the fourth basic teaching skill	1. Mentioning the activities in Whilst activities (Asking questions and Giving reinforcement) 2. Identifying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 3. Explaining the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 4. Applying the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement) 5. Demonstrating the classroom language expressions used in Whilst activities (Asking questions and Giving reinforcement)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	lecture, discussion, problem based learning 2 X 50		Materi: Asking questions and Giving reinforcement Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013 . 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: classroom language expressions used in Whilst activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
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12	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	1. Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 5. Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	lecture, discussion, problem based learning 2 X 50		Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: classroom language expressions used in Whilst and Post activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	20%
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13	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	1. Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 5. Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif	lecture, discussion, problem based learning 2 X 50		Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion Pustaka: 1. Hughes, G. S., Moate, J., & Raatikainen, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: classroom language expressions used in Whilst and Post activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
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14	Being able to demonstrate Varying Stimuli, Organizing small group (class) discussion and Closing the lesson (the 5th, 6th and 7th teaching skills)	1. Mentioning the activities in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 2. Identifying the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 3. Explaining the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 4. Applying the classroom language expressions used in Whilst and Post activities and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson) 5. Demonstrating the classroom language expressions used in Whilst and Post activities (Varying Stimuli, Organizing small group (class) discussion and Closing the lesson)	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	lecture, discussion, problem based learning 2 X 50		Materi: demonstrate Varying Stimuli, Organizing small group (class) discussion Pustaka: 1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. <i>A practical classroom English</i>. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. <i>Classroom language</i>. Oxford: Macmillan Heinemann ELT. Slattery, M., & Willis, J. 2001. <i>English for primary teachers</i>. Oxford: Oxford University Press Materi: classroom language expressions used in Whilst and Post activities Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	0%
15	Being able to demonstrate the use the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Kriteria: Students can show their mastery on Classroom interactions and language use Bentuk Penilaian : Aktifitas Partisipasif	lecture, discussion and Performance (Teaching Simulation) 2 X 50		Materi: Practicing the classroom language Pustaka: 3. Walsh, S. (2006). <i>Talking the Talk of the TESOL Classroom</i>. <i>ELT Journal</i>, 60(2), 133-141.	20%

16	Being able to demonstrate the use of the seven basic teaching skills in an English lesson teaching and learning scenario	Simulating/demonstrating the basic teaching skills	Kriteria: Students understand the use of classroom management language and English as a medium of instruction Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	lecture, discussion and Performance (Teaching Simulation) 2 X 50		Materi: Using appropriate classroom management language and instructions Pustaka: 2. Cullen, R. (2001). <i>The Use of Lesson Transcripts for Developing Teachers' Classroom Language. System, 29, 27-43.</i>	30%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	65%
2.	Praktik / Unjuk Kerja	25%
3.	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 prodinya 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. **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 7 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



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