

	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																																																																																																				
ESP Program Design	8820303268	Mata Kuliah Pilihan Program Studi	T=3	P=0	ECTS=4.77	5	21 Agustus 2023																																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
	Wiwiet Eva Savitri, S.Pd., M.Pd.		Wiwiet Eva Savitri, S.Pd., M.Pd.			HIMMAWAN ADI NUGROHO																																																																																																					
Model Pembelajaran	Project Based Learning																																																																																																										
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-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																																																																																																									
	CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.																																																																																																									
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																										
	CPMK - 1	Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively																																																																																																									
	CPMK - 2	Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development																																																																																																									
	CPMK - 3	yryry																																																																																																									
	CPMK - 4	Being able to plan																																																																																																									
	Matrik CPL - CPMK																																																																																																										
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Deskripsi Singkat MK	This course introduces students to theory and practice of developing courses/learning programs for learners with specific academic and professional purposes for learning a language (for example: English for pharmacist, English for Flight attendant, English for sport coach, etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design like syllabus, materials, methodology and assessment. They also discuss possible supplementary learning aids, including the digital ones, which can help students learning. By the end of this course, students will be able to conduct needs analysis, identify learners' needs and targets, set appropriate learning objectives, and finally develop a complete ESP course syllabus.																																																																																																										
Pustaka	Utama :																																																																																																										

1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan 2. Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley- Blackwell							
Pendukung :		1. A Munir, WE Savitri, A Asrori, N Chakim. 2023. Pre-service English Teachers' Adaptation Skills in Two ESP Courses. Script Journal: Journal of Linguistics and English Teaching 8 (01), 1-15 2. A Munir, WE Savitri, A Asrori, N Chakim. 2023. The implementation of Adaptation, Imitation, and Modification (AIM) in ESP-courses. Reimagining Innovation in Education and Social Sciences, 82-89					
Dosen Pengampu		Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., 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.To understand definition, types, and characteristics of ESP To understand general concept of ESP program design 2.To understand specialist discourse	1.To define ESP 2.To explain the origin of ESP 3.To explain the types and characteristics of ESP 4.To explain general concept of ESP program design	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Class discussion 3 X 50		Materi: Core theories and coverage of ESP - ESP definition, types, and characteristic Pustaka: <i>Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>	5%
2	1.To understand the concept of needs analysis. 2.To find out language learners' needs	1.To explain how need analysis is conducted 2.To explain the issues related to the design of needs analysis tools for your specific group of learners 3.To give and receive inputs from the target learners 4.To identify as completely as possible the needs of a real group of English language learners	Kriteria: creativity, language use and innovation Bentuk Penilaian : Aktifitas Partisipatif	Individual task: Analysing needs. 3 X 50		Materi: Assignments: • Discussing need analysis and its instrument design: questionnaire & interview set • Conducting needs analysis Stages: 1. Giving essential questions Asking the students to decide their prospective students/clients 2. Designing a plan for project Setting the timeline to distribute questionnaire and to do interview Pustaka: <i>Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley- Blackwell</i>	5%

3	1.To make needs analysis instrument 2.To conduct need analysis	1.To plan a need analysis activity 2.To execute the need analysis plan 3.To create needs analysis instruments (questionnaire, question list, field note)	Kriteria: Language used and creativity Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project based learning – planning, implementation, evaluation Group projects: • Creating need analysis instruments: questionnaire & interview set • Conducting needs analysis Group work 1. Collecting data for the project Collecting information related to the possible questions that should be asked to the clients 2. Evaluating the project Checking the suitability of the questions to be put in the instrument draft 3. Presenting the project Elaborating the instrument and the distribution plan 4. Creating the project Composing the ready to use version of the instruments 3 X 50		Materi: Creating need analysis instruments: questionnaire & interview set • Conducting needs analysis Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	10%
4	To analyze the needs of a real group of English language learners	1.To give and receive inputs from the target learners 2.To identify as completely as possible the needs of a real group of English language learners	Kriteria: - Bentuk Penilaian : Praktik / Unjuk Kerja	- 3 X 50		Materi: Analizing needs Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
5	1.To understand how to determine the focus of ESP program 2.To formulate course objectives	1.To explain how to determine the focus of ESP program 2.To explain the elements of ESP program focus 3.To formulate course objectives	Kriteria: language use and creativity Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Group work: Writing program objectives and meeting objectives 3 X 50		Materi: ESP course objectives Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%

6	1.To develop a tailored ESP course syllabus based on the need analysis 2.To understand theories on determining ESP course content	1.To explain theories on determining ESP course content 2.To explain the elements ESP course map 3.To formulate ESP course map template 4.To formulate ESP course syllabus 5.To explain how to evaluate ESP course syllabus	Kriteria: Creativity and innovation Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Observation on group discussion and its result 3 X 50		Materi: Developing ESP course Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
7	1.To understand theories on developing ESP materials 2.To explain theories on selecting ESP materials 3.To explain theories on developing ESP materials	1.To explain theories on selecting ESP materials 2.To explain theories on developing ESP materials	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif	Group discussion and result presentation 3 X 50		Materi: Developing ESP course Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> Materi: Developing ESP materials Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%

8	To show understanding on the materials learned in meeting 1-7	To answer questions related to the materials learned in meeting 1-7	Kriteria: Language used and creativity Bentuk Penilaian : Tes	Written test 3 X 50		Materi: Core theories and coverage of ESP - ESP definition, types, and characteristic Pustaka: <i>Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i> Materi: Developing ESP course and materials Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i> Materi: Needs analysis Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	12%
9	To formulate ESP course objectives based on needs analysis result	1.to determine the objective 2.to determine appropriate operational word 3.to formulate appropriate course objective	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Praktik / Unjuk Kerja	Writing the objectives and the syllabus 3 X 50		Materi: Developing ESP course objectives Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
10	To formulate ESP course objectives based on needs analysis result	1.to determine the objective 2.to determine appropriate operational word 3.to formulate appropriate course objective	Kriteria: Creativity and innovation Bentuk Penilaian : Praktik / Unjuk Kerja	Writing the objectives and the syllabus 3 X 50		Materi: Developing ESP course objectives Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%

11	To set up the ESP course contents based on the course objectives	1.to determine the timeline of the course 2.to identify the topics that reflect the course objectives	Kriteria: Language used and creativity Bentuk Penilaian : Praktik / Unjuk Kerja	Project based learning – implementation 3 X 50		Materi: the course contents and the course objectives Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	3%
12	To set up the ESP course map based on the course objectives and topics	To select materials which are suitable with the course objectives and topics	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project based learning – implementation Selecting relevant materials 3 X 50		Materi: Selecting ESP materials Pustaka: <i>Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i>	2%
13	To analyze ESP course map/syllabus	To check whether the course objectives and detailed topics/content are relevant	Kriteria: Creativity and innovation Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project based learning – evaluation Checking the relevance of objectives and the topics/content 3 X 50		Materi: Selecting ESP materials Pustaka: <i>Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</i> Materi: Developing ESP course objectives Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%
14	To revise the weaknesses of ESP course map/syllabus	To revise the course objectives and detailed topics/contents	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif	Project based learning – implementation Revising objectives and the topics/content 3 X 50		Materi: Developing ESP course syllabus Pustaka: <i>Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</i>	5%

15	To do last check and finalize the ESP course map/syllabus	To do final check and revision on the course map/syllabus	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Finalizing the ESP course map/syllabus 3 X 50		Materi: Developing ESP course syllabus Pustaka: Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i> . Palgrave Macmillan	3%
16	To have the final syllabus finished and ready to be used for material development process	Presenting the final syllabus	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Submitting the final syllabus		Materi: Developing ESP course syllabus Pustaka: Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i> . Palgrave Macmillan	20%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	24%
2.	Penilaian Hasil Project / Penilaian Produk	44.5%
3.	Praktik / Unjuk Kerja	19.5%
4.	Tes	12%
		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.

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



NIDN 0024077704

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