

		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																																																																																							
Games, Songs, and Storytelling		8820302302	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	5	6 Desember 2025																																																																																						
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																								
				Sumarningsih		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.																																																																																												
	CPL-11	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.																																																																																												
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																													
	CPMK - 1	Understanding the basic concepts, techniques, and procedures of English language teaching through games, songs, and storytelling																																																																																												
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		<table border="1"> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-7</th> <th>CPL-9</th> <th>CPL-11</th> </tr> <tr> <td>CPMK-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>							CPMK	CPL-3	CPL-7	CPL-9	CPL-11	CPMK-1					CPMK-2					CPMK-3																																																																						
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Deskripsi Singkat MK	This course focuses on how to utilize games, songs, and story to teach English as a foreign language and how to implement them in the classroom. This equips learners with the skills of identifying, selecting, designing and implementing both traditional and contemporary games and songs in the classroom to achieve the learning objectives stated in the curriculum. This course also teaches and trains students how to tell story interestingly in ELT.																																																																																													
Pustaka	Utama :																																																																																													
	1. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle, Thomson Learning, Inc 2. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex: Pearson Education Limited. 3. Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. Games and Music in ELT. Surabaya: Petra Revka. 4. Maxom, Michelle. 2014. Teaching English as a Foreign Language for Dummies. Sussex: John Wiley and Sons Limited.																																																																																													
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Dosen Pengampu	Sumarningsih, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd.																																																																																													
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																																																																							
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																																																																									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																																																							

1	Being able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	To identify appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Project Based Learning 3 X 50		Materi: Teaching through games and songs Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i> . Essex: Pearson Education Limited.	5%
2	Being able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	To identify appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Project Based Learning 3 X 50		Materi: Teaching through games and songs Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i> . Essex: Pearson Education Limited.	5%
3	Being able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	1.To determine the differences of teaching techniques and procedures using games, songs, and storytelling 2.To give examples of using games, songs, and storytelling in various level of students	Kriteria: Innovation, creativity and language used Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Project Based Learning 3 X 50		Materi: Explore the role of games in language learning. Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i> . Essex: Pearson Education Limited.	5%
4	1.Being able to apply appropriate techniques, and procedures of English language teaching through games and songs and be able to do story telling in interesting way. 2.Being able to select suitable games, songs, and story for certain level of students	1.To identify traditional and contemporary games that can be adapted for EFL classes 2.To find the differences between traditional and contemporary games 3.To find the differences of songs, rhymes, and chants 4.To select appropriate games, songs, and story for various level of students	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Project Based Learning Student presentation, Feedback and Discussion 3 X 50		Materi: Developing original games for different skills (listening, speaking, etc.) Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i> . Surabaya: Petra Revka.	5%
5	Being able to demonstrate appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling	1.To demonstrate a teaching technique using games in EFL classes 2.To demonstrate a teaching technique using songs in EFL classes 3.To demonstrate a teaching technique using story in EFL classes	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	Student demonstration, feedback and discussion 3 X 50		Materi: Using games and songs in teaching English as a foreign language Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i> . Surabaya: Petra Revka. Materi: Storytelling in EFL Pustaka: https://www.onestopenglish.com/...	5%

6	Being able to demonstrate appropriate teaching techniques and procedures in teaching English through games, songs, and storytelling	1.To demonstrate a teaching technique using games in EFL classes 2.To demonstrate a teaching technique using songs in EFL classes 3.To demonstrate a teaching technique using story in EFL classes	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	Student demonstration, feedback and discussion 3 X 50		Materi: Using games and songs in teaching English as a foreign language Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i>. Surabaya: Petra Revka. Materi: Storytelling in EFL Pustaka: https://www.onestopenglish.com/...	4%
7	Being able to plan and evaluate English instruction effectively	1.To plan an English instruction using games, song, and storytelling suitable for certain level of students 2.To construct evaluation of an English instruction	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipatif	Lesson planning (group work) 3 X 50		Materi: Lesson Planning Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i>. Essex: Pearson Education Limited. Materi: Designing games and songs in teaching Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i>. Surabaya: Petra Revka.	5%
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9	1.Being able to be responsible for accomplishing a project on designing and developing language games and songs to teach English at junior and senior high school level that conform the learning objectives and learner's characteristics. 2.Being able to develop a practical handbook of English instructions through games, songs, and storytelling	1.To determine the sections or elements that have to be included in the practical handbook for teachers 2.To write one section of the first chapter of the handbook (Games in ELT) using the template provided 3.To write one section of the first chapter of the handbook (Songs in ELT) using the template provided 4.To write one section of the first chapter of the handbook (Storytelling in ELT) using the template provided	Kriteria: presentation, creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Project Completion (a practical handbook for teachers) 3 X 50		Materi: Developing English instruction Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i>. Essex: Pearson Education Limited. Materi: Designing games and songs with clear learning objectives Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i>. Surabaya: Petra Revka. Materi: Storytelling in ELT Pustaka: www.teachingenglish.org.uk	5%

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16	Being able to develop a practical handbook of English instructions through games, songs, and storytelling	1.To determine the sections or elements that have to be included in the practical handbook for teachers 2.To write one section of the first chapter of the handbook (Games in ELT) using the template provided 3.To write one section of the first chapter of the handbook (Songs in ELT) using the template provided 4.To write one section of the first chapter of the handbook (Storytelling in ELT) using the template provided	Kriteria: presentation, creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Project Completion (a practical handbook for teachers) 3 X 50		Materi: Developing English instruction Pustaka: Harmer, Jeremy. 2007. <i>The Practice of English Language Teaching</i> . Essex: Pearson Education Limited. Materi: Designing games and songs with clear learning objectives Pustaka: Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. <i>Games and Music in ELT</i> . Surabaya: Petra Revka. Materi: Storytelling in ELT Pustaka: www.teachingenglish.org.uk	16%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	58.5%
2.	Penilaian Hasil Project / Penilaian Produk	23%
3.	Penilaian Portofolio	3%
4.	Praktik / Unjuk Kerja	15.5%
		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.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris

UPM Program Studi S1 Pendidikan
Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503



NIDN 0024077704

