

|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Bahasa dan Seni</div> <div>Program Studi S1 Pendidikan Bahasa Inggris</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           | Kode Dokumen    |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------|-----------|---------------------------|-----------------|-----------|-------|-------|-------|--------|----|----|----|--------|---|---|--|--------|--|--|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                                                                                   | <div>RENCANA PEMBELAJARAN SEMESTER</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Rumpun MK                                                                                                                                                                                                                                                                                                                                                                     | BOBOT (sks)                          |       |           | SEMESTER                  | Tgl Penyusunan  |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MICROTEACHING                                                                     | 8820302148                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mata Kuliah Wajib Program Studi                                                                                                                                                                                                                                                                                                                                               | T=2                                  | P=0   | ECTS=3.18 | 4                         | 9 Desember 2024 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                               | Koordinator RMK                      |       |           | Koordinator Program Studi |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | Dr. Nur Chakim, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                               | Dr. 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-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                                                                         |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Demonstrating sincerity and commitment to develop students' attitudes, values and abilities                                                                                                                                                                                                                                                                                   |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities                                                                                                                                                                                                         |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language                                                                                                                                                                       |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities                                                                                                             |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-7</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> |                                      |       |           |                           |                 | CPMK      | CPL-1 | CPL-7 | CPL-9 | CPMK-1 | ✓  |    |    | CPMK-2 |   | ✓ |  | CPMK-3 |  |  | ✓ | CPMK-4 | ✓ | ✓ | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPL-1                                                                                                                                                                                                                                                                                                                                                                         | CPL-7                                | CPL-9 |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓                                                                                                                                                                                                                                                                                                                                                                             |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               | ✓                                    |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | CPMK-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |                                      | ✓     |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| CPMK-4                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                                             | ✓                                    |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                                                                                   | <table border="1"> <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> <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> <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> <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> <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                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       | ✓         | ✓                         | ✓               | ✓         | ✓     | ✓     | ✓     | ✓      | ✓  | ✓  | ✓  | ✓      | ✓ |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Deskripsi Singkat MK                                                              | Applying English lesson plan in the secondary school levels (junior and senior high schools, vocational schools) through various learning strategies, instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.), and utilizing the expressions of classroom language (expressions of opening and closing the lessons, explaining materials, questioning, giving reinforcement, giving teaching variations, guiding discussion, and managing students in the classrooms through interactive and effective peer teaching activities which are recorded as an instructional project for the sake of preparing real teaching at schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |                                      |       |           |                           |                 |           |       |       |       |        |    |    |    |        |   |   |  |        |  |  |   |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |

|                       |                                                                                                                                                                                                                                 | 1. Kemendikbud, 2017. Kurikulum 2013 Yang Direvisi - Standar Proses. Kementerian Pendidikan RI. Kementerian Pendidikan RI. 2017. PP no 64 ttg Standar Proses.<br>2. Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group<br>3. Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman<br>4. Tim. (2020). Standard operational procedures of micro-teaching implementation. Surabaya: UNESA |                                                                                                                                                                                  |                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                       |                     |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                       |                                                                                                                                                                                                                                 | <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                  |                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                       |                     |
|                       |                                                                                                                                                                                                                                 | 1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                  |                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                       |                     |
| <b>Dosen Pengampu</b> |                                                                                                                                                                                                                                 | Drs. Fahri, M.A.<br>Fauris Zuhri, S.Pd., M.Hum.<br>Sumarningsih, S.Pd., M.Pd.<br>Dr. Yuri Lolita, S.Pd., M.Pd.<br>Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.<br>Dr. Ririn Pusparini, S.Pd., M.Pd.<br>Nur Chakim, S.Pd., M.Pd.<br>Esti Kurniasih, S.Pd., M.Pd.<br>Dr. Arik Susanti, S.Pd., M.Pd.<br>Nur Fauzia, S.S., M.Pd.<br>Silfia Asningtias, S.Pd., M.TESOL., Ph.D<br>Zainul Aminin, S.Pd., M.Pd.<br>Suvi Akhriyah, S.Pd., M.Pd.<br>Anis Trisusana, S.S., M.Pd.<br>Rizki Ramadhan, M.Pd.     |                                                                                                                                                                                  |                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                       |                     |
| Mg Ke-                | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                 | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                  | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                                                                                                                                                                                                                                  | Materi Pembelajaran [ Pustaka ]                                                                                                                                                       | Bobot Penilaian (%) |
|                       |                                                                                                                                                                                                                                 | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Kriteria & Bentuk                                                                                                                                                                | Luring (offline)                                                                 | Daring (online)                                                                                                                                                                                                                  |                                                                                                                                                                                       |                     |
| (1)                   | (2)                                                                                                                                                                                                                             | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | (4)                                                                                                                                                                              | (5)                                                                              | (6)                                                                                                                                                                                                                              | (7)                                                                                                                                                                                   | (8)                 |
| 1                     | 1.Explaining the concept of Microteaching and describing teaching and learning practices<br>2.Explaining the ethics of conducting microteaching                                                                                 | 1.Identifying the purpose of microteaching<br>2.Describing the teaching and learning practices<br>3.Explaining the ethics of conducting microteaching                                                                                                                                                                                                                                                                                                                                      | <b>Kriteria:</b><br>100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                       | Lecturing and Discussion<br>2 X 50                                               | • Defining the concept of Microteaching<br>• Demonstrating knowledge related to Microteaching<br>• Explaining the relation between microteaching and real teaching                                                               | <b>Materi:</b> the concept of Microteaching<br><b>Pustaka:</b> Tim. (2020). <i>Standard operational procedures of micro-teaching implementation.</i> Surabaya: UNESA                  | 10%                 |
| 2                     | Developing Teaching Kits by illustrating their understanding of : Learning objectives, indicators, instructional objectives, materials, media, assessment, etc.                                                                 | 1.- Identifying indicators<br>2.- Formulating instructional objectives<br>3.- Determining materials<br>4.- Selecting appropriate approach/ method/ strategy<br>5.- Selecting learning media                                                                                                                                                                                                                                                                                                | <b>Kriteria:</b><br>100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Portofolio | Lecturing, discussion, Q & A<br>2 X 50                                           | • Identifying indicators<br>• Formulating instructional objectives<br>• Determining materials<br>• Selecting appropriate approach/ method/ strategy<br>• Selecting learning media                                                | <b>Materi:</b> Teaching tools and media<br><b>Pustaka:</b> Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman      | 0%                  |
| 3                     | Explaining various types of Instructional models (e.g., Problem-Based Learning, Project-Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.) and employ them successfully in their own teaching practice. | 1. Demonstrating the concept of Problem-Based Learning<br>2. Demonstrating the concept of Project-Based Learning<br>3. Demonstrating the concept of Genre-Based Approach                                                                                                                                                                                                                                                                                                                   | <b>Kriteria:</b><br>100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                       | Lecturing, discussion and exercises<br>2 X 50                                    | Explaining various types of Instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.) and employ them successfully in their own teaching practice. | <b>Materi:</b> types of Instructional models<br><b>Pustaka:</b> Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman | 0%                  |

|   |                                                                |                                                                         |                                                                                                                                                                                                                                         |                                                         |                                                     |                                                                                                                                                                                                 |     |
|---|----------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4 | Developing lesson plan, worksheet and media                    | - Using varieties of expressions related to opening and closing lessons | <b>Kriteria:</b><br>Creativity, innovation and language use<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Portofolio                                                                                            | Discussion, Role playing<br>2 X 50                      | Developing lesson plan, Worksheet and media         | <b>Materi:</b><br>expressions related to opening and closing lessons<br><b>Pustaka:</b> Wina. 2012. <i>Perencanaan dan Desain Sistem Pembelajaran</i> . Jakarta: Kencana Prenada Media Group    | 20% |
| 5 | Conducting peer teaching at the Junior High School level (SMP) | - Demonstrating peer teaching in Junior High School level (SMP)         | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching)<br>2 X 50 | Peer teaching at the Junior High School level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b> Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. | 0%  |
| 6 | Conducting peer teaching at the Junior High School level (SMP) | - Demonstrating peer teaching in Junior High School level (SMP)         | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching)<br>2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b> Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. | 0%  |
| 7 | Conducting peer teaching at the Junior High School level (SMP) | - Demonstrating peer teaching in Junior High School level (SMP)         | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching)<br>2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b> Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. | 0%  |
| 8 | Conducting peer teaching at the Junior High School level (SMP) | - Demonstrating peer teaching in Junior High School level (SMP)         | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching)<br>2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b> Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. | 35% |

|    |                                                                    |                                                                      |                                                                                                                                                                                                                                         |                                                      |                                                     |                                                                                                                                                                                                   |    |
|----|--------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Conducting peer teaching at the Junior High School level (SMP)     | - Demonstrating peer teaching in Junior High School level (SMP)      | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0% |
| 10 | Conducting peer teaching at the Junior High School level (SMP)     | - Demonstrating peer teaching in Junior High School level (SMP)      | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0% |
| 11 | Conducting peer teaching at the Junior High School level (SMP)     | - Demonstrating peer teaching in Junior High School level (SMP)      | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching at the junior high school level (SMP) | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0% |
| 12 | Conducting peer teaching at the Senior High School level (SMA/SMK) | - Demonstrating peer teaching in Senior High School level (SMA/ SMK) | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching SMA/ SMK                              | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0% |
| 13 | Conducting peer teaching at the Senior High School level (SMA/SMK) | - Demonstrating peer teaching in Senior High School level (SMA/ SMK) | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching SMA/ SMK                              | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0% |

|    |                                                                    |                                                                      |                                                                                                                                                                                                                                         |                                                      |                        |                                                                                                                                                                                                   |     |
|----|--------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | Conducting peer teaching at the Senior High School level (SMA/SMK) | - Demonstrating peer teaching in Senior High School level (SMA/ SMK) | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching SMA/ SMK | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0%  |
| 15 | Conducting peer teaching at the Senior High School level (SMA/SMK) | - Demonstrating peer teaching in Senior High School level (SMA/ SMK) | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching SMA/ SMK | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 0%  |
| 16 | Conducting peer teaching at the Senior High School level (SMA/SMK) | - Demonstrating peer teaching in Senior High School level (SMA/ SMK) | <b>Kriteria:</b><br>Skills how to open the lesson, to explain the lesson, to pose questions, to guide small group discussion, to give activity variation, to close the lesson<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja | Role playing; Praktik mengajar (Peerteaching) 2 X 50 | Peer Teaching SMA/ SMK | <b>Materi:</b> English for instruction<br><b>Pustaka:</b><br><i>Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.</i> | 35% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi              | Persentase |
|----|-----------------------|------------|
| 1. | Aktifitas Partisipasi | 20%        |
| 2. | Penilaian Portofolio  | 10%        |
| 3. | Praktik / Unjuk Kerja | 70%        |
|    |                       | 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.

11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

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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