

	Universitas Negeri Surabaya Fakultas Matematika dan Ilmu Pengetahuan Alam Program Studi S1 Pendidikan Biologi					Kode Dokumen																																																																																			
RENCANA PEMBELAJARAN SEMESTER																																																																																									
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan																																																																																			
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OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																				
	Ahmad Fudhaili, S.Si., M.Sc., Ph.D.		Reni Ambarwati, S.Si., M.Sc		RINIE PRATIWI PUSPITAWATI																																																																																				
Model Pembelajaran	Project Based Learning																																																																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																								
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																							
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																							
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																								
	CPMK - 1	Mahasiswa mampu merancang solusi yang logis dan kreatif dengan pendekatan yang sistematis.																																																																																							
	CPMK - 2	Mahasiswa dapat mengidentifikasi dan merencanakan langkah-langkah untuk meningkatkan kemampuan bahasa Inggris secara berkelanjutan, baik dalam keterampilan lisan (speaking), tulisan (writing), mendengarkan (listening), maupun membaca (reading).																																																																																							
	CPMK - 3	Mahasiswa dapat menyusun dan menyampaikan ide atau gagasan penelitian dengan jelas, logis, dan sistematis dalam bentuk presentasi lisan menggunakan bahasa Inggris.																																																																																							
	Matrik CPL - CPMK																																																																																								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>CPMK</td> <td>CPL-3</td> <td>CPL-4</td> </tr> <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> </table>							CPMK	CPL-3	CPL-4	CPMK-1		✓		CPMK-2			✓	CPMK-3																																																																						
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Deskripsi Singkat MK	This course discusses reading, listening, speaking, writing, and paragraph development in English with biological substances. The material is delivered with a student-centered approach in practical activities, project-based learning, and assignments that are carrying-out honestly and independently.																																																																																								
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	1. Azar BS, 1999. Understanding dan Using English Grammar, Third Edition. New York: Longman 2. Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung. 3. Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson 4. StudySmarter. 2022. Descriptive essay. Available from: https://www.studysmarter.co.uk/explanations/english/essay-prompts/descriptive-essay. Accessed on 20-10-2022. 5. StudySmarter. 2022. Argumentative essay. Available from: https://www.studysmarter.co.uk/explanations/english/argumentative-essay. Accessed on 20-10-2022. 6. StudySmarter. 2022. Persuasive essay. Available from: https://www.studysmarter.co.uk/explanations/english/essay-prompts/persuasive-essay. Accessed on 20-10-2022. 7. Crème, P. & Lea, M.R. 2008. Writing at University: A guide for student. Third Edition. McGraw-Hill Education, Open University Press, England, 218 pp. 8. (8) Murray, N. & Hughes, G. 2008. Writing up your University assignments and research projects: A practical handbook. McGraw-Hill Education, Open University Press, England, 238 pp.																																																																																								
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Dosen Pengampu		Reni Ambarwati, S.Si., M.Sc. Dr. Ulfi Faizah, S.Pd., M.Si. Nur Qomariyah, S.Pd., M.Sc. Sari Kusuma Dewi, S.Si., M.Si. Ahmad Fudhaili, S.Si., M.Sc., Ph.D. Dwi Anggorowati Rahayu, S.Si., M.Si. Putut Rakhmad Purnama, S.Si., M.Si., Ph.D. Fitriari Izzatunnisa Muhaimin, B.Sc., M.Sc. Farah Aisyah Nafidiastri, S.Si., M.Si.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand how to read a good paragraph and apply speed-reading. (Reading Skill)	1.Read paragraphs quickly 2.Understand paragraphs read by speed reading	Kriteria: Menyampaikan pendapat dan solusi yang masuk akal, menyusun ide dengan urutan yang jelas dan teratur, dan mampu memberikan ide yang berbeda. Bentuk Penilaian : Aktifitas Partisipatif	Lecturers facilitate student centered learning by discussion about important skills in reading, how to read paragraphs quickly, how to understand paragraphs read by speed reading practice in the class 2 X 50		Materi: Understanding important skills in reading. reading words quickly and making notes of vocabulary/ special terms in biology to understanding paragraphs. Pustaka: Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition. New York: Longman</i>	6%
2	Able to understand biology material in English by applying reading skills (Reading Skill)	Finding topic and main idea in the reading material	Kriteria: Mampu berkomunikasi dan bersosialisasi dengan baik antar mahasiswa Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	2 X 50	Lecturers facilitate student centered learning by discussion about important skills in reading, how to finding topic and main idea in the reading material. the google classroom. 2 X 50	Materi: Understanding important skills in reading. Finding topic and main idea special terms in biology to understanding paragraphs. Finding main idea and topic in paragraph with recognition the idea and use FIRST strategy. Pustaka: Materi: Understanding important skills in reading. Finding topic and main idea special terms in biology to understanding paragraphs. Finding main idea and topic in paragraph with recognition the idea and use FIRST strategy. Pustaka: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson</i>	6%
3	Able to understand biology material in English by applying reading skills (Reading Skill)	Able to read table data, graphs, and diagram on the reading material	Kriteria: Mampu memiliki strategi yang sesuai misalnya membaca cepat untuk mencari informasi dalam teks. Bentuk Penilaian : Tes	Lecturers facilitate student centered learning by discussion about reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer using with similar practice activity, self learning and structural tasks.	Materi: Understanding important skills in reading. Reading table data, graphs, and diagrams on the reading material. Pustaka: Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition. New York: Longman</i>	6%

4	Understand the reading and interpret it in the form of pictures or schemes in the biology field.	Interpreting biology readings (paragraphs) in English in the form of pictures or schemes	Kriteria: Mampu mengenali dan menunjukkan kata-kata atau istilah ilmiah yang penting dalam teks. Bentuk Penilaian : Tes	Presentation and Discussion (2x50'): Students present and discuss with other students about reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: Understanding important skills in reading. Reading and interpret it in the form of pictures or schemes in the biology field. Pustaka: <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i>	7%
5	Able to understand biology material in English by applying listening skills.	Able to write mathematics symbols, number, and equations on biology correctly. Able to write special names in biology with correct spelling.	Kriteria: Mampu menemukan dan menyampaikan gagasan utama dari setiap paragraf dengan jelas. Bentuk Penilaian : Penilaian Portofolio	Lecturers facilitate student centered learning by discussion about mathematics symbols, number, equations on biology and writing special names in biology. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks	Materi: Understanding mathematical symbols and numbers. Introduction to structured equations in biology, writing special names in biology, writing the special name in biology after watching a video. Pustaka: <i>Azar BS, 1999. Understanding dan Using English Grammar, Third Edition. New York: Longman</i>	6%
6	Able to understand biology material in English by applying listening skills.	1. Making notes in the biology material 2. Re-explaining concepts after listening the biology material.	Kriteria: Dapat menjelaskan informasi penting yang ditampilkan dalam tabel, grafik, diagram, atau data biologi. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturers facilitate student centered learning by discussion about important listening skills, how to listen to scientific monologue, making a summary, and trying to speak. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: listening to scientific monologue, making a summary, and trying to speak. Pustaka: <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i>	7%
7	Able to communicate opinions orally using good and correct English structure (speaking skill).	1.1. Able to use correct sentence structures. 2.2. Able to use words in correct pronunciation 3.3. Able to speak to introduce them self in class	Kriteria: Dapat menuliskan rumus atau persamaan dalam biologi (misalnya: fotosintesis, respirasi sel) dengan urutan dan simbol yang benar. Bentuk Penilaian : Aktifitas Partisipatif	Lecturers facilitate student centered learning by discussion about important skills in speaking, how to check pronunciation words using online dictionary and practice in the class. 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks.	Materi: Understanding important skills in speaking. Pronouncing words correctly and making notes of vocabulary/ special terms in biology. Speaking introduction using correct grammar and terms/phrases. Making a simple presentation in biology topic Pustaka: <i>Jamshidnejad, A. (Ed.). 2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.</i>	7%
8	UTS	UTS	Kriteria: UTS	UTS 2 X 50	UTS		0%

9	Able to communicate opinions orally using good and correct English structure (speaking skill).	1. Able to communicate opinions orally using good and correct English structure 2. Analyze problems faced during speaking (non interactive speaking) 3. Able to use synonyms and filler words/phrases during speaking 4. Developing dialogue to make interactive speaking	Kriteria: Dapat menangkap kata kunci, ide utama, atau informasi penting dari percakapan yang didengarkan. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturers facilitate student centered learning by discussion about problems faced during speaking and how to minimize filler sound using synonyms and filler phrase/words during speaking after reviewing recording video assignments. Student discuss in pairs to make dialogue by play role/drama in biology topics 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: Problems faced during speaking (non interactive speaking) Understanding using synonyms in speaking. Understanding the use of filler words/filler phrases. Making dialogue to talk in pairs with biology topics. Pustaka: Jamshidnejad, A. (Ed.).2020. <i>Speaking English as a second language: Learners' problems and coping strategies.</i> Springer Nature.	7%
10	Able to communicate idea or thought in writing using good and correct English structure. (speaking skill)	1.- Understanding characteristics of descriptive papers 2.- Understanding characteristics of argumentative papers 3.- Understanding characteristics of persuasive papers	Kriteria: Mampu memahami makna atau maksud pembicara dengan memperhatikan nada suara, ekspresi, dan situasi dalam percakapan. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: Understanding speaking skills during interactive speaking. Introduction to presentation skills in opinion/public speaking Pustaka: Jamshidnejad, A. (Ed.).2020. <i>Speaking English as a second language: Learners' problems and coping strategies.</i> Springer Nature. Materi: Descriptive essay Pustaka: StudySmarter. 2022. <i>Descriptive essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022. Materi: Argumentative essay Pustaka: StudySmarter. 2022. <i>Argumentative essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022. Materi: Persuasive essay Pustaka: StudySmarter. 2022. <i>Persuasive essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022.	8%
11	Able to communicate idea or thought in writing using good and correct English structure. (speaking skill)	1. Understanding characteristics of descriptive papers 2. Understanding characteristics of argumentative papers 3. Understanding characteristics of persuasive papers	Kriteria: Mampu menggunakan strategi memprediksi isi pembicaraan atau jawaban sebelum atau saat menyimak percakapan. Bentuk Penilaian : Tes	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: Argumentative essay Pustaka: StudySmarter. 2022. <i>Argumentative essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022. Materi: Persuasive essay Pustaka: StudySmarter. 2022. <i>Persuasive essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022. Materi: Descriptive essay Pustaka: StudySmarter. 2022. <i>Descriptive essay.</i> Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022.	8%

12	Able to communicate idea or thought in writing using good and correct English structure. (speaking skill)	Making paraphrasing in quotes taken from the reading material	Kriteria: Mampu memahami kosakata dasar dan istilah yang digunakan dalam percakapan sesuai dengan konteks. Bentuk Penilaian : Tes	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50	Lecturer using LMS with similar practice activity, self learning and structural tasks. 2 X 50	Materi: Argumentative essay Pustaka: StudySmarter. 2022. <i>Argumentative essay</i> . Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022. Materi: Persuasive essay Pustaka: StudySmarter. 2022. <i>Persuasive essay</i> . Available from: https://www.studysmarter.co.uk/... Accessed on 20-10-2022.	8%
13	Develop an English paragraph using five patterns of the paragraph (writing skill).	1.Explaining the characteristics of 5 patterns of the paragraph. 2.Evaluate English paragraphs using the 5 patterns of paragraph	Kriteria: Menyusun paragraf dengan urutan yang logis, mulai dari kalimat utama hingga penjelasan atau contoh pendukung. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	2 X 50		Materi: 5 patterns of paragraphs Pustaka: Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition</i> . New York: Longman Materi: Characteristic paragraphs Pustaka: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing</i> , Bandung. Materi: Writing in Biology Pustaka: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition</i> . Boston: Pearson	8%
14	Develop an English paragraph using five patterns of the paragraph (writing skill).	Develop an English paragraph using the 5 patterns of paragraphs.	Kriteria: Mampu menggunakan pola menyusun paragraf Bahasa Inggris yang benar. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Conducting a writing project based on Project Based Learning Phase 4: monitor the students and the progress of the project 2 X 50	Conducting a writing project based on Project Based Learning Phase 4: monitor the students and the progress of the project Students work collaboratively in a team of three who act as writer, reviewer, and editor	Materi: 5 patterns of paragraphs Pustaka: Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition</i> . New York: Longman Materi: Characteristic paragraphs Pustaka: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing</i> , Bandung. Materi: Writing in Biology Pustaka: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition</i> . Boston: Pearson	8%
15	Develop an English paragraph using five patterns of the paragraph (writing skill).	1.Develop an English paragraph using the 5 patterns of paragraphs. 2.2. Evaluate English paragraphs	Kriteria: Mampu mengembangkan ide utama dengan memberikan penjelasan yang rinci, contoh, dan alasan yang mendalam untuk mendukung kalimat utama. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Conducting a writing project based on Project Based Learning Phase 5: assess the writing result. Phase 6: evaluate the experience 2 X 50		Materi: 5 patterns of paragraphs Pustaka: Azar BS, 1999. <i>Understanding dan Using English Grammar, Third Edition</i> . New York: Longman Materi: Characteristic paragraphs Pustaka: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar. SDL Writing</i> , Bandung. Materi: Writing in Biology Pustaka: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition</i> . Boston: Pearson	8%
16	UAS			UAS			0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	13%
2.	Penilaian Hasil Project / Penilaian Produk	52%
3.	Penilaian Portofolio	6%
4.	Tes	29%
		100%

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 28 Juni 2025

Koordinator Program Studi S1
Pendidikan Biologi



RINIE PRATIWI PUSPITAWATI
NIDN 0012016605

UPM Program Studi S1 Pendidikan
Biologi



NIDN 0021097806

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