



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S2 Pendidikan Bahasa Inggris**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Advanced Teaching Learning Methodology in ELT	8810302026	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=4.48	2	1 Mei 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Dr. Ali Mustofa, S.S, M.Pd		Ahmad Munir, S.Pd., M.Ed, Ph.D			AHMAD MUNIR, S.PD., M.ED.,PH.D	

<b>Model Pembelajaran</b>	Project Based Learning																																		
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																		
	<b>CPL-2</b>	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																	
	<b>CPL-9</b>	Menguasai teori, konsep dan model belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing untuk pembelajaran Bahasa Inggris umum dan Bahasa Inggris untuk tujuan tertentu berbasis teknologi pembelajaran																																	
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																		
	<b>CPMK - 1</b>	Evaluate current trends and approaches in language teaching methodologies.																																	
	<b>CPMK - 2</b>	Demonstrate an understanding of the theoretical underpinnings of modern language teaching methodologies.																																	
	<b>CPMK - 3</b>	Analyze the implications of these issues for language teaching and learning.																																	
	<b>CPMK - 4</b>	Design and conduct research projects that address current issues in language teaching methodologies.																																	
	<b>CPMK - 5</b>	Evaluate the role of technology in modern language teaching methodologies.																																	
	<b>CPMK - 6</b>	Adapt and modify teaching methodologies to meet the needs of diverse learners.																																	
	<b>CPMK - 7</b>	Critically reflect on their own teaching practices in light of current methodological trends and research.																																	
	<b>CPMK - 8</b>	Share research findings and practical experiences related to language teaching methodologies.																																	
	<b>CPMK - 9</b>	Produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies.																																	
	<b>CPMK - 10</b>	Adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world.																																	
	<b>Matrik CPL - CPMK</b>																																		
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-2</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td>✓</td><td></td></tr> <tr><td>CPMK-2</td><td>✓</td><td></td></tr> <tr><td>CPMK-3</td><td>✓</td><td></td></tr> <tr><td>CPMK-4</td><td>✓</td><td></td></tr> <tr><td>CPMK-5</td><td>✓</td><td></td></tr> <tr><td>CPMK-6</td><td>✓</td><td></td></tr> <tr><td>CPMK-7</td><td>✓</td><td></td></tr> <tr><td>CPMK-8</td><td>✓</td><td></td></tr> <tr><td>CPMK-9</td><td>✓</td><td></td></tr> <tr><td>CPMK-10</td><td>✓</td><td>✓</td></tr> </tbody> </table>	CPMK	CPL-2	CPL-9	CPMK-1	✓		CPMK-2	✓		CPMK-3	✓		CPMK-4	✓		CPMK-5	✓		CPMK-6	✓		CPMK-7	✓		CPMK-8	✓		CPMK-9	✓		CPMK-10	✓	✓
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CPMK-10	✓	✓																																	
<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>																																			

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-5																
CPMK-6						✓	✓									
CPMK-7								✓								
CPMK-8									✓	✓						
CPMK-9											✓	✓	✓			
CPMK-10														✓	✓	✓

  

<b>Deskripsi Singkat MK</b>	This course is designed to involve the students to critically review and discuss the contemporary teaching learning methodologies in English education. It covers approaches, models and strategies or techniques in the post-method era as well as the methods for teaching language skills and components and is integrated in both online and offline modes. The discussion will include language teaching methods in the Methods era and post-method era, which can cover Genre-Based Approach, CTL, Scientific Approach, Discovery learning, Project/Problem-Based Learning as well as flipped, blended, and hybrid learning modes. Lecture activities are carried out through group presentations, discussions, and workshops of application of the latest English language teaching methods in students' workplace. This course uses Project-Based Learning.
<b>Pustaka</b>	<b>Utama :</b>  <b>Pendukung :</b>  1. Richards, Jack C., & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.
<b>Dosen Pengampu</b>	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

  

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to determine some Current Trends and Issues	Active participation in group discussions.	<b>Kriteria:</b> Mampu mendiskusikan dalam kelompok diskusi tentang isu dan masalah mutakhir dalam pembelajaran bahasa Inggris  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif	Offline 2 x 50		<b>Materi:</b> Issues and Methods in Language Teaching <b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i>	3%

2	Students are able to determine key theories underpinning modern methodologies	Demonstrated understanding of theoretical frameworks through class discussions.	<b>Kriteria:</b> Quality of critical analysis in written assignments.  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Praktik / Unjuk Kerja	Offline 2 x 50		<b>Materi:</b> Theoretical Foundations of Language Teaching Methodologies <b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i>	3%
3	Ability to identify principles of CLT and TBLT in case studies.	Students are able to identify principles of CLT and TBLT in case studies.	<b>Kriteria:</b> Quality and creativity of task-based lesson plans designed in group work.  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Offline 2 x 50		<b>Materi:</b> Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) <b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i>	4%
4	Participation in discussions on current debates and applications of issues for language teaching and learning	Engagement in technology demonstrations.	<b>Kriteria:</b> Times of engagement  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Offline 2 x 50		<b>Materi:</b> Technology-Enhanced Language Learning (TELL) <b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i>	4%

5	Students are able to demonstrate their active engagement in technology demonstrations.	Students are able to demonstrate their active engagement in technology demonstrations.	<p><b>Kriteria:</b> Participation in the workshop and quality of contributions.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Technology-Enhanced Language Learning (TELL)</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
6	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	<p><b>Kriteria:</b> Participation in guest lecture and group discussions.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Multilingualism and Multicultural Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
7	Students are able to adapt and modify teaching methodologies to meet the needs of diverse learners	Ability to identify challenges and propose solutions for multilingual classrooms.	<p><b>Kriteria:</b> Participation in guest lecture and group discussions.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Multilingualism and Multicultural Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
8	Students are able to critically reflect on their own teaching practices in light of current methodological trends and research	Quality of contributions to group discussions on multicultural education.	<p><b>Kriteria:</b> Participation in peer lecture and group discussions.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Offline 2 x 50		<p><b>Materi:</b> Multilingualism and Multicultural Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	5%

9	Students are able to share research findings and practical experiences related to language teaching methodologies	Students are able to share research findings and practical experiences related to language teaching methodologies	<p><b>Kriteria:</b> Engagement in discussions on formative and summative evaluations.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Assessment and Evaluation in Language Teaching</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
10	Students are able to share research findings and practical experiences related to language teaching methodologies	Ability to analyze different assessment tools.	<p><b>Kriteria:</b> Engagement in discussions on formative and summative evaluations.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Assessment and Evaluation in Language Teaching</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	3%
11	Students are able to produce scholarly work that contributes to the ongoing dialogue and research in language teaching methodologies	Quality of designed assessment plans.	<p><b>Kriteria:</b> Engagement in discussions on formative and summative evaluations.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x50		<p><b>Materi:</b> Assessment and Evaluation in Language Teaching</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
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14	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	Quality and innovation of group projects on critical language curriculum.	<p><b>Kriteria:</b> Active participation in discussions on social justice issues.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Critical Pedagogy and Social Justice in Language Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
15	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	Quality and innovation of group projects on critical language curriculum.	<p><b>Kriteria:</b> Active participation in discussions on social justice issues.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline 2 x 50		<p><b>Materi:</b> Critical Pedagogy and Social Justice in Language Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	4%
16	Students are able to adapt teaching methodologies to cater to the evolving needs of language learners in a globalized world	<p>1.Quality and innovation of group projects on critical language curriculum.</p> <p>2.Engagement in group discussions on implementation challenges.</p>	<p><b>Kriteria:</b> 1.Active participation in discussions on social justice issues. 2.Quality and creativity of differentiated lesson plans.</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Offline 2 x 50		<p><b>Materi:</b> Critical Pedagogy and Social Justice in Language Education</p> <p><b>Pustaka:</b> <i>Richards, Jack C., &amp; Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.</i></p>	45%

**Rekap Persentase Evaluasi : Project Based Learning**

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	16.2%

2.	Penilaian Hasil Project / Penilaian Produk	58.2%
3.	Penilaian Portofolio	7.2%
4.	Praktik / Unjuk Kerja	11.2%
5.	Tes	7.2%
		100%

#### Catatan

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

RPS ini telah divalidasi pada tanggal 17 Oktober 2024

Koordinator Program Studi S2  
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,  
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UPM Program Studi S2  
Pendidikan Bahasa Inggris



NIDN 0026067204

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