

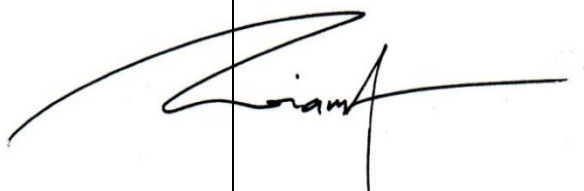
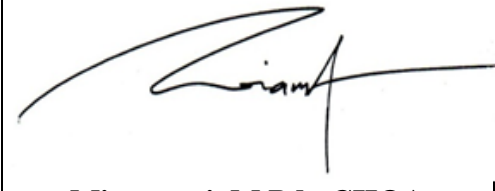
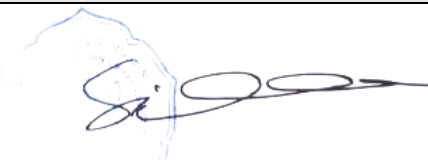
Rencana Pembelajaran Semester (RPS)



UNIVERSITAS ALMUSLIM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Kode Dokumen:
RPS 21

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	Bobot (SKS)		Semester	Tgl Penyusunan
Advanced English Grammar	ENG 2318		T=2	P=1		29 Agustus 2023
OTORISASI/PENGESAHAN	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI	
	 Misnawati, M.Pd., CIIQA		 Misnawati, M.Pd., CIIQA		 (Dr. Silvi Listia Dewi, M.Pd)	
Capaian Pembelajaran	CPL-PRODI yang Dibebankan pada MK					
	CPL1 (S1)	Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;				
	CPL1 (S2)	menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;				
	CPL1 (S9)	menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;				
	CPL1 (S11)	menggiatkan budaya 5S (senyum, sapa, salam, sopan, dan santun).				
	CPL1 (S12)	Mampu berperilaku professional serta bersikap adaptif dalam perkembangan zaman.				
	CPL4 (KK4)	Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik dan benar.				
CPL2 (KU1)	mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau					

		implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
	CPL2 (KU2)	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;
	CPL3 (P1)	Menguasai Bahasa Inggris minimal setara dengan tingkat <i>pos- intermediate</i> untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif, dan berterima.
	CPL3 (P2)	Menguasai konsep dasar linguistik kebahasaan
Capaian Pembelajaran Mata Kuliah (CPMK)		
	CPMK1	Menunjukkan sikap bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap relegius (CPL1)
	CPMK2	Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik dan benar (CPL2)
	CPMK3	Menulis dan membaca naskah dan artikel baik dalam bahasa Indonesia dan bahasa Inggris (CPL3)
	CPMK4	Membaca, menganalisis teks dan menterjemahkan kosa kata dari bahasa Inggris ke dalam bahasa Indonesia (CPL4)
Kemampuan Akhir Tiap Tahapan Belajar (Sub-CPMK)		
	Sub-CPMK1	Mampu memperkenalkan diri dan menjawab pertanyaan ungkapan sapaan dan responnya (C3, A1), (CPMK1, CPMK2).
	Sub-CPMK2	Mampu menyusun kalimat dan menyesuaikan dengan jawaban yang tepat(C6, A4), (CPMK2, CPMK4)
	Sub-CPMK3	Mampu menggunakan preposition yang tepat didalam kalimat dan menyesuaikan dengan jenis-jenis preposition (C3 , A4), (CPMK2, CPMK3, CPMK4)
	Sub-CPMK4	Mampu menganalisis dan membedakan struktur teks (C4, A3), (CPMK3, CPMK4)
	Sub-CPMK5	Mampu menentukan jenis-jenis teks dan menceritakan kembali teks yang telah dibacakan (C3,A3), (CPMK2,CPMK3, CPMK4)
	Sub-CPMK6	Mampu menemukan dan mendiskusikan main idea dalam teks secara kolaborasi (C4, A2), (CPMK3, CPMK4)
	Sub-CPMK7	Mampu menganalisis kalimat pendukung (<i>supporting detail</i>), <i>reference</i> dan mengordinasikannya dalam teks (C4, A4), (CPMK1, CPMK3, CPMK4)
	Sub-CPMK8	Mampu menemukan Similar Meaning, Inference, Refer to, Restatement didalam teks, dan

		mendiskusikan secara kolaborasi (C3, A2), (CPMK2, CPMK3, CPMK4)											
	Sub-CPMK9	Mampu menyimpulkan dan mengorganisasi teks kedalam paraphrasing yang baik dan benar (C5, A4), (CPMK3, CPMK4)											
	Sub-CPMK10	Mampu menulis dan membedakan kalimat positive, comparative dan superlative (C5, A3), (CPMK1, CPMK3)											
	Sub-CPMK11	Mampu berbicara secara formal (public speaking) dan menyatakan pendapat dalam bahasa inggris sederhana (C5, A1), (CPMK1, CPMK2)											
	Sub-CPMK12	Mampu menulis dalam essay singkat (C6, A5), (CPMK1, CPMK3)											
	Korelasi CPMK terhadap Sub-CPMK												
		Sub-CPM K1	Sub-CPM K2	Sub-CPM K3	Sub-CPM K4	Sub-CPM K5	Sub-CPM K6	Sub-CPM K7	Sub-CPM K8	Sub-CPM K9	Sub-CPMK 10	Sub-CPMK 11	Sub-CPMK 12
	CPMK1							√			√	√	√
	CPMK2	√	√	√		√			√			√	
	CPMK3	√		√	√	√	√	√	√	√	√		√
	CPMK4		√	√	√	√	√	√	√	√			
Deskripsi Singkat MK	Pada mata kuliah ini mahasiswa akan mempelajari konsep dasar empat skill dalam bahasa Inggris yaitu Ketrampilan menyimak (listening), ketrampilan berbicara (speaking/presentation), ketrampilan membaca (reading) dan ketrampilan menulis (writing) serta mampu mengungkapkan pendapat baik lisan maupun tulisan kedalam paragraf singkat yang bertujuan untuk peningkatan materi TOEFL.												
Bahan Kajian: Materi Pembelajaran	<ol style="list-style-type: none"> 1. English for Communication: Greetings dan introduction. 2. Description of Clauses and comprehending of the types of Clauses. 3. Description of Conditional Sentence. 4. Description of Inversion in Conditional Sentence. 5. Description of Ellipsis in Conditional Sentence. 6. Description of Implied in Conditional Sentence. 7. TOEFL 												
Pustaka	Utama:												
	<ol style="list-style-type: none"> 1. Misnawati, Chalil As'ari. Error Analysis in Completing Structure and Written Expression of TOEFL Test. Exposure: Jurnal Pendidikan Bahasa Inggris. 2023. https://journal.unismuh.ac.id/index.php/exposure/article/view/12848 												

2. Zuraini; Misnawati. (2023). Pengembangan modul e-learning berbasis learning management system sebagai media interaktif pada complex english rrammar. *JiIP (Jurnal Ilmiah Ilmu Pendidikan)*, 6(3), 1957–1968.
<https://jiip.stkipyapisdampu.ac.id/jiip/index.php/JiIP/article/view/1552>
3. Azar, Bety Schampfer, Understanding and Using English Grammar. Second Edition, New Jersey: Prentice. Hall Regent.
4. Misnawati, Zuraini, Raudhah. Elevating Students' Ability in Reading Comprehension through RUNNERS Strategy. JEES. Universitas Al-Muslim. 2020.
5. Misnawati, Novita. Improving Students' Ability in Mastering Reading Comprehension through THREE-TWO-ONE (3-2-1) Strategy. JUPA. Universitas Al-Muslim. 2019. <https://www.neliti.com/id/publications/477164/improving-the-students%C3%A2tm-ability-in-mastering-reading-comprehension-through-thr>
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7. Murphy, Raymond. English Grammar in Use "A Self-study Reference and Practice Book for Intermediate Students". Cambridge University Press.
8. Akmal, S. et al. (2020). EFL learners' difficulties in the structure and written expression section of TOEFL test in an Indonesian university. *Englisia: Journal of Language, Education, and Humanities*, 7(2), 156–180.
<https://doi.org/10.22373/ej.v7i2.6472> .
9. Anieuranti, A., Faiza, D., & Wulandari, Y. (2021). Enhancing students' understanding of english grammar through literary works and exploring students' voice On their use. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(3), 264–270.
10. Ferra Busfina Zalha, et all. (2020). Strategis in dealing with the reading section of TOEFL prediction: a case of Aceh EFL learners. *IJEE (Indonesian Journal of English Education)*, 7(2), 159–171. <https://doi.org/10.17622/ijee.v7i2.17622> .
11. Fitria, T. N. (2021). Students' ability in the structure and written expression section in TOEFL prediction test. *Celtic: A Journal of Culture*, 8(2), 152–163. <https://doi.org/10.22219/celtic.v8i2.16373>
12. Sari, A. P., & Oktavia, W. (2023). Journal of english language teaching english students' difficulties with Parallel structure in the structure and written expression section in TOEFL test. *Journal of English Language Teaching*, 12(1), 106–121. <https://doi.org/10.24036/jelt.v12i1.121498>
13. Tangkelangi, N. I. (2020). Students' competence in the TOEFL structure and written expression. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 59–66.
<https://doi.org/10.24256/ideas.v8i1.1271>
14. Uibu, K., & Liiver, M. (2015). Students' grammar mistakes and effective teaching sratgies. *International Journal of Teaching and Education*, III(1), 70–87. <https://doi.org/10.20472/te.2015.3.1.006>

	15. Phillips, D. (2001). <i>Longman complete course for the TOEFL test</i> . New York: Pearson Education Company. 16. Sharpe, P. J. (2004). <i>Barron's. How to prepare the TOEFL</i> . New York: Barron's Educational Series.						
	Pendukung:						
	Internet						
Dosen Pengampu	Misnawati, M.Pd., CIIQA						
Mata Kuliah Syarat	-						
Mg Ke-	Kemampuan Akhir Tiap Tahapan Belajar(Sub-CPMK)	Penilaian		Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Teknik	Luring	Daring		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CPMK2 : Students can analyze the modals in the past and passive forms in news articles and research journal articles	1.1 Modals in the past and passive forms	5 %	Kuliah: Method: Presentation, lecturing, discussion, demonstration Media: Projector, whiteboard, news articles and research journal articles		Students' competence to accomplish the problem related to modals in the past and passive forms	5 %
2 & 3	Sub-CPMK3: Be able to analyze and produce	2.1 Comprehend and analyze the Adjective	10 %	• Kuliah; Gerlach and Ely Model,	elearning: http://elearn	Description, analyzes, and types of clauses.	10 %

	Relative Clauses C3, A4).	<p>Clauses</p> <p>3.1 Comprehend Independent and Dependent Clauses.</p> <p>3.2 The usage of Relative clause as</p> <p>3.2.1 Using subject (who, which, that);</p> <p>3.2.2 Using object of a verb (whom, which, that);</p> <p>3.2.3 Using object of preposition whom, which, that);</p> <p>3.2.4 Using where;</p> <p>3.2.5 Using when;</p> <p>3.2.6 Using whose.</p>		<p>Case Based</p> <ul style="list-style-type: none"> • Presentasi [(PB:2X(2x50))] • Tugas: Menganalisis kalimat relative clauses di dalam artikel dan menulis Kalimat relative clauses. [(PT:1X(1x60))] 	ing.umusli.m.ac.id/	<p>Independent and Dependent of Relative Clauses.</p> <ol style="list-style-type: none"> 1. https://jiip.stkipy.apisdmpu.ac.id/jiip/index.php/JIIP/article/view/1552 2. https://etd.unsyiah.ac.id/index.php?p=show_detail&id=4701 	
4	Sub-CPMK4: Be able to Comprehend and Analyze Adverb Clauses C3, A4).	<p>4.1 Adverb clause is a dependent clause that functions as adverb</p> <p>4.2 Kinds of adverb clause may be classified into eight kinds, namely; 1) adverb clause of time, 2) adverb clause of place, 3) adverb clause of purpose, 4) adverb clause of cause, 5)</p>	10 %	<ul style="list-style-type: none"> • Kuliah; • Presentasi [(PB:2X(2x50))] • Tugas: Menganalisis kalimat Adverb di dalam artikel dan menulis Kalimat Adverb. [(PT:1X(1x60))] 	<p>elearning: http://elearning.umusli.m.ac.id/</p>	<p>Independent and Dependent of Adverb Clauses.</p> <p>[1] halaman: 203-211</p> <p>[2] halaman: 228-262</p> <p>[3] halaman: 1-4</p>	10 %

		adverb clause of condition, 6) adverb clause of result, 7) adverb clause of comparison, and 8) adverb clause of supposition or concession.					
5	Sub-CPMK5: Be able to Comprehend and Analyze Noun Clauses C3, A4).	5.1 The students should know and competence in writing the noun clauses. 5.2 The kind of sentence, Noun clause divided into four kinds. 5.2.1 Statement 5.2.2 Question. 5.2.3 Request. 5.2.4 Exclamation	5 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Menganalisis kalimat Noun di dalam artikel dan menulis Kalimat Noun. [(PT:1X(1x60))] 	elearning: http://elearning.umusli.ac.id/	Independent and Dependent of Noun Clauses. [1] halaman: 203-211 [2] halaman: 228-262 [3] halaman: 1-4	5 %
6	Sub-CPMK6: Be able to Comprehend in Conditional Sentences.	6.1 Analyze in writing conditional sentences.	5 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Analyze in writing the in conditional sentences. [(PT:1X(1x60))] 	elearning: http://elearning.umusli.ac.id/	Analyze in writing the in conditional sentences. [1] halaman: 42-45 [2] halaman: 17-20	5 %

7	Sub-CPMK6: Be able to Comprehend and Analyze in writing the Inversion in Conditional Sentences.	7.1 Analyze in writing the inversion in conditional sentences.	5 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Analyze in writing the inversion in conditional sentences. 	elearning: http://elearning.umusli.m.ac.id/	Analyze in writing the inversion in conditional sentences. [1] halaman: 42-45 [2] halaman: 17-20	5 %
8	UTS/ Ujian Tengah Semester: Melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya						
9	Sub-CPMK9: Be able to Comprehend and Analyze in writing the Ellipsis in Conditional Sentences.	9.1 Analyze in writing the Ellipsis in conditional sentences.	10 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Analyze in writing the Ellipsis in conditional sentences. [(PT:1X(1x60))] 	elearning: http://elearning.umusli.m.ac.id/	Analyze in writing the Ellipsis in Conditional Sentences. [1] halaman: 42-45 [2] halaman: 17-20	10 %

10	Sub-CPMK10: Be able to Comprehend and Analyze in writing the Implied in Conditional Sentences.	10.1 Analyze in writing the implied in conditional sentences.	10 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Analyze in writing the implied in conditional sentences. [(PT:1X(1x60))] 	elearning: http://elearning.umusli.ac.id/	Analyze in writing the Implied in Conditional Sentences. [1] halaman: 42-45 [2] halaman: 17-20	10 %
11	Sub-CPMK12 : Students comprehend trick or strategy in answering the TOEFL	12.1 comprehend trick or strategy in answering the TOEFL	15 %	<ul style="list-style-type: none"> • Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Analyz questions of written and structure TOEFL test 		ComprehendingTOEFL; strategy answering TOEFL; Analyze OEFL. 1. https://journal.unismuh.ac.id/index.php/exposure/article/view/12848 2. https://www.youtube.com/watch?v=KXp2tAy_X1Q&t=1009s	10 %
12, 13 & 14	Sub-CPMK13 : Students are able to identify the grammatical pattern in TOEFL and be able to analyze the questions of TOEFL .	12.1 The students must be able to analyze and answer the questions of all part of the TOEFL.	20 %	<ul style="list-style-type: none"> • Kuliah; Project Based • Presentasi [(PB:1X(2x50))] • Tugas: <i>TOEFL (Test of English as Foreign</i> 		ComprehendingTOEFL; strategy answering TOEFL; Analyze OEFL. 1. https://journal.unismuh.ac.id/index.php/exposure/article/view/12848	15 %

				<p><i>Language</i>) adalah salah satu model pengujian Bahasa Inggris yang digunakan untuk mengukur tingkat kecakapan atau profesiensi bagi kita yang tidak menggunakan Bahasa Inggris sebagai Bahasa Ibu atau Bahasa Inggris merupakan <i>foreign language</i> bagi kita. <i>TOEFL</i> pada umumnya digunakan sebagai salah satu syarat sidang komprehensive atau kelulusan bagi mahasiswa/i. dan toefl juga merupakan salah satu syarat</p>		<ol style="list-style-type: none">2. https://www.youtube.com/watch?v=KXp2tAy_X1Q&t=1009s3. https://www.youtube.com/watch?v=KXp2tAy_X1Q&t=1009s	
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				untuk studi lanjut baik didalam negeri atau diluar negeri. Jadi analisis soal TOEFL dan merancang soal-soal TOEFL beserta kunci jawabannya menjadi sebuah paper [(PT:2X(1x60)]			
15	Sub-CPMK15: Students follow the TOEFL test	Students are able to get good score of TOEFL test.	5 %				20 %
16	UAS/ Ujian Akhir Semester: Melakukan validasi penilaian akhir dan menentukan kelulusan mahasiswa						

Catatan:

1. Capaian Pembelajaran Lulusan PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan keterampilan sesuai dengan jenjang studinya 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, keterampilan umum, keterampilan 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-CP 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 tolak ukur ketercapaian pembelajarannya 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. Teknik 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, Simulation, Discovery Learning, Self-Directed learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Case Method, Project Based Learning*, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot Penilaian adalah prosentase penilaian terhadap setiap pencapaian Sub-CPMK yang besarnya proporsional dengan tingkat kesulitan pencapaian Sub-CPMK tersebut, dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

Portofolio Penilaian dan Evaluasi Ketercapaian CPL Mahasiswa

Minggu	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indikator	Bentuk Soal - Bobot (%) ^{*)}		Bobot (%) Sub-CPMK	Nilai Mhs (0-100)	$\sum((\text{nilai Mhs}) \times (\text{bobot}\%))^*)$	Ketercapaian CPL pada MK (%)
1	CPL3	CPMK3	Sub-CPMK-3	1-1.1 1-1.2 1.1.3	Tugas-1 Tugas-2	4 4	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$
2	CPL3	CPMK4	Sub-CPMK-4	2-2.1 2-2.2	Tugas-3 Tugas-4	4 4	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$
3	CPL4	CPMK4	Sub-CPMK-3	3-3.1 3-3.2	Tugas-5 Soal Essay Kuis-1	5 5	8	85 85	340 340	$= (340+340)/10$ $=680/8$ $= 85\%$
4 & 5	CPL2	CPMK2	Sub-CPMK-4	4-4.1 4-4.2 4-4.3 4-4.4 4-4.5	Tugas-5 Soal PG Kuis-4	4 4	10	90 90	450 450	$= (450+450)/10$ $=900/10$ $= 90\%$
6	CPL3	CPMK3	Sub-CPMK-5	5-5.1 5-5.2	Tugas-6 Soal PG Kuis-5	4 4	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$
	CPL3	CPMK3	Sub-CPMK-6	6-6.1 6-6.2 6-6.3	Tugas-7 Soal PG Kuis-6	4 4	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$
8	UTS									
9	CPL4	CPMK 4	Sub-CPMK-7	7-7.1 7-7.2	Tugas-8 Soal Essay Kuis-7	5 5	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$
10	CPL1	CPMK 1	Sub-CPMK-8	8-8.1 8-8.2	Tugas-10	5	8	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$

11	CPL2	CPMK 2	Sub-CPMK-9	9-9.1 9-9.2 9-9.3 9-9.4	Tugas-11	5	10	95 95	380 380	= (380+380)/ /10 =760/10 = 76%
12	CPL2	CPMK 2	Sub-CPMK-10	10-10.1 10-10.2 10-10.3	Tugas-12	5	10	95 95	380 380	= (380+380)/ /10 =760/10 = 76%
13 & 14	CPL1	CPMK 1	Sub-CPMK-11	11-11.1 11-11.2	Tugas-12 Soal PG Kuis-8	4 4	10	95 95	380 380	= (380+380)/ /10 =760/10 = 76%
15	CPL4	CPMK 4	Sub-CPMK-12	12-12.1 12-12.2 12-12.3	Tugas- Test TOEFL	5	10	95 95	380 380	= (380+380)/ /10 =760/10 = 76%
16	Ujian Akhir Semester (UAS)									
Total Bobot (%)						100	100			
Nilai Akhir Mahasiswa ($\sum(\text{nilai mhs}) \times (\text{bobot}\%)$)										

Rubrik Penilaian MK Advanced Grammar

WEEK	PROCEDURE	FORM	SCORE ≥ 77 (A / A-)	SCORE ≥ 65 (B- / B / B+)	SCORE ≥ 60 (C / C+)	SCORE ≥ 45 (D)	SCORE < 45 (E)	WEIGHT
1	Standardized test	Written test	Shows excellent understanding Modals in the past and passive forms	Shows good understanding of Modals in the past and passive forms.	Shows fair understanding of Modals in the past and passive forms	Needs improvement to understand Modals in the past and passive forms.	Not able to understand of Modals in the past and passive forms.	5 %
2 & 3	Standardized test	Written test	Shows excellent in understanding and analyze the Adjective Clauses	Shows good understanding in understanding and analyze the Adjective Clauses	Shows fair understanding in understanding and analyze the Adjective Clauses	Needs improvement to understand in and analyze the Adjective Clauses	Not able to understand in and analyze the Adjective Clauses	10 %
4	Standardized test	Written test	Shows excellent of comprehending and analyzing Adverb Clauses	Shows good understanding of comprehending and analyzing Adverb Clauses	Shows fair comprehending and analyzing Adverb Clauses	Needs improvement to understand and analyze Adverb Clauses	not able to understand and analyze Adverb Clauses	10 %
5	Standardized test	Written test	Shows excellent of understanding comprehending and analyzing Noun Clauses	Shows good of understanding comprehending and analyzing Noun Clauses	Shows fair understanding comprehending and analyzing Noun Clauses	Needs improvement to understand and analyze Noun Clauses	Not able to understand and analyze Noun Clauses	5 %
6	Standardized test	Written test	Shows excellent of	Shows good of understanding	Shows fair of understanding	Needs improvement to	Not able to understand	5 %

			understanding conditional sentences.	conditional sentences.	conditional sentences.	understand conditional sentences.	conditional sentences.	
7	Standardized test	Written test	Shows excellent of understanding and analyzing in writing the Inversion in Conditional Sentences.	Shows good of understanding and analyzing in writing the Inversion in Conditional Sentences.	Shows fair of understanding analyzing in writing the Inversion in Conditional Sentences.	Needs improvement to understand Inversion in Conditional Sentences.	Not able to understand Inversion in Conditional Sentences	5 %
9	Standardized test	Written test	Shows excellent of understanding and analyzing in writing the Ellipsis in Conditional Sentences	Shows good of understanding and analyzing in writing the Ellipsis in Conditional Sentences	Shows fair of understanding analyzing in writing the Ellipsis in Conditional Sentences	Needs improvement to understand Ellipsis in Conditional Sentences.	Not able to understand Ellipsis in Conditional Sentences	10 %
10	Standardized test	Written test	Shows excellent of understanding and analyzing in writing the Implied in Conditional Sentences	Shows good of understanding and analyzing in writing the Implied in Conditional Sentences	Shows fair of understanding analyzing in writing the Implied in Conditional Sentences	Needs improvement to understand Implied in Conditional Sentences.	Not able to understand Implied in Conditional Sentences	10 %
11	Standardized test	Written test	Shows excellent of understanding trick or strategy in	Shows good of understanding trick or strategy in answering the TOEFL	Shows fair of understanding trick or strategy in answering the TOEFL	Needs improvement to understand trick or strategy in answering the	Not able to to understand trick or strategy in answering the TOEFL	10 %

			answering the TOEFL			TOEFL		
12, 13, & 14	Standardized test	Written test	Shows excellent competence to identify the grammatical pattern in TOEFL	Shows good competence to identify the grammatical pattern in TOEFL	Shows fair competence to identify the grammatical pattern in TOEFL	Needs improvement to understand to identify the grammatical pattern in TOEFL	not able to identify the grammatical pattern in TOEFL	15 %
15	Standardized test	Written test	Shows excellent competence Students are able to get good score of TOEFL test.	Shows good competence Students are able to get good score of TOEFL test.	Shows fair competence Students are able to get good score of TOEFL test.	Needs improvement Students are able to get good score of TOEFL test.	not able to competence Students are able to get good score of TOEFL test.	20 %

Penilaian Ketercapaian CPL pada MK Advanced English Grammar

No	CPL pada MK Advanced English Grammar	Nilai Capaian (0-100)	Ketercapaian CPL pada MK (%)
1	CPL 1: Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap relegius;		
2	CPL 1: Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;		
3	CPL1 : Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;		
4	CPL 1: Menggiatkan budaya 5S (senyum, sapa, salam, sopan, dan santun).		
5	CPL1: Mampu berperilaku professional serta bersikap adaptif dalam perkembangan zaman.		
6	CPL 2: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;		
7	CPL 2: Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;		
8	CPL3: Menguasai Bahasa Inggris minimal setara dengan tingkat <i>pos- intermediate</i> untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif, dan berterima.		
9	CPL3: Menguasai konsep dasar linguistik kebahasaan		
10	CPL 4: Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik		

Kriteria Penilaian

No	Penilaian (Indikator)	Persentasi (%)
1	Kehadiran	15
2	Sikap	10
3	Tugas	20
5	Quiz	15
6	UTS	20
7	UAS	20
Total		100

Format penilaian

Skala Nilai	NM	AM	Sebutan
$NM \geq 85$	A	4.00	Sangat Cemerlang
$85 \leq NM < 100$	A	3.75	Cemerlang
$80 \leq NM < 80$	B+	3.50	Sangat Baik
$80 \leq NM < 75$	B	3.00	Baik
$80 \leq NM < 70$	B-	2.75	Hampir Baik
$80 \leq NM < 65$	C+	2.50	Lebih dari cukup
$80 \leq NM < 60$	C	2.00	Cukup
$80 \leq NM < 55$	C-	1.75	Hampir Cukup
$40 \leq NM < 50$	D	1	Kurang
$NM < 40$	E	0	Gagal