




Rencana Pembelajaran Semester (RPS)

	UNIVERSITAS ALMUSLIM FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS				Kode Dokumen: RPS 15	
RENCANA PEMBELAJARAN SEMESTER						
MATA KULIAH (MK)	KODE	Rumpun MK	Bobot (SKS)		Semester	Tgl Penyusunan
Essay Writing	ENG 2214		T=2	P=1		25 Juni 2024
OTORISASI/PENGESAHAN		Dosen Pengembang RPS		Koordinator RMK		Ka PRODI
		Team		 Misnawati, M.Pd., CHQA		 (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 relegius;			
	CPL1 (S2)		menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;			
	CPL1 (S11)		menggiatkan budaya 5S (senyum, sapa, salam, sopan, dan santun).			
	CPL1 (S12)		Mampu berperilaku professional serta bersikap adaptif dalam perkembangan zaman.			
	CPL4 (KK4)		Melaksanakan proses pembelajaran Bahasa Inggris dengan mendesain, membuat dan memanfaatkan berbagai media pembelajaran yang inovatif dan kreatif yang berbasis digital dan memiliki sifat pembelajaran 4C yaitu <i>communcative</i> , <i>creative</i> , <i>critical thinking</i> dan <i>problem solving</i> serta <i>collaborative</i> .			
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 menentukan jenis-jenis teks dan menemukan dan mendiskusikan main idea dalam teks secara kolaborasi (C3,A3), (CPMK2,CPMK3, CPMK4)							
	Sub-CPMK2	Mampu menyusun kalimat dan menyesuaikan dengan jawaban yang tepat(C6, A4), (CPMK2, CPMK4)							
	Sub-CPMK3	Mampu menggunakan menulis paraphrase dan mengurangi plagiarieme (C3 , A4), (CPMK2, CPMK3, CPMK4)							
	Sub-CPMK4	Mampu menggabungkan berbagai sumber referensi, mengsitasi dan mencari referensi yang bagus dan terkini (C4, A3), (CPMK3, CPMK4)							
	Sub-CPMK5	Mampu menulis draft thesis chapter 1,2 & 3 (C4, A2), (CPMK3, CPMK4)							
	Sub-CPMK6	Mampu menganalisis draft thesis chapter 4 & 5 (C4, A2), (CPMK3, CPMK4)							
	Sub-CPMK7	Mampu menulis artikel dengan berdasarkan judul yang sesuai dengan project (C4, A4), (CPMK1, CPMK3, CPMK4)							
Korelasi CPMK terhadap Sub-CPMK									
		Sub-CPM K1	Sub-CPM K2	Sub-CPM K3	Sub-CPM K4	Sub-CPM K5	Sub-CP6K 6	Sub-CPM K7	

	CPMK1							√
	CPMK2	√	√	√		√		
	CPMK3	√		√	√	√	√	√
	CPMK4		√	√	√	√	√	√
Deskripsi Singkat MK	This course is a preliminary course in English writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and the principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, and paragraph writing workshops (project).							
Bahan Kajian: Materi Pembelajaran	<ol style="list-style-type: none"> 1. Description of essay writing 2. Stages in writing process. 3. Paraphrasing and check plagiarism 4. Unity and coherence. 5. Outlining an essay writing. 6. Kinds of logical order. 7. Write essays correctly in report, argumentative, recount and descriptive. 8. Presentations properly and correctly. 							
Pustaka	Utama:							
	<ol style="list-style-type: none"> 1. Alice Oshima & Ann Hogue, Writing Academic English, Third Edition, New York: Longman, 1998. 2. Andrew Littlejohn, Writing Students Book, Cambridge University Press, 1991. 3. Behran, Carol H. Writing Profecency Lessons & Activities. First Edition : Jossey –Bass, United States of America. 2003. 4. Dahl, BM., et al. (2023). Students' approaches to scientific essay writing as an educational method in higher education: A mixed methods study. https://doi.org/10.1016/j.ssaho.2022.100389 5. Malik, AR., et al. (2023). Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective. DOI: https://doi.org/10.1016/j.ijedro.2023.100296 6. Meyers, Alan. Composing with Confidence. Second Edition : Harper Collins Publishers. 1989. 7. Misnawati, Rizka Sylvia. Improving Students' Writing Skill through Problem Based Learning Strategy. JUPA. Universitas Al-Muslim. 2019. 8. Misnawati. Improving Students' Ability in Writing Descriptive Text through Draw Label Caption (DLC) Technique. JUPA. Universitas Al-Muslim. 2018. 							

	<p>9. Misnawati, Ratna Walis. Improving Students' Writing Skill by Using T-Card Method. Prosiding AICSTS. Universitas Al-Muslim. 2015.</p> <p>10. Rizvi, Syed.AA. (2013). An Essay on Scientific Writing. DOI: 10.5923/j.edu.20130302.04</p> <p>11. Ruddell, Martha Rapp. Teaching Content Reading and Writing. Fourth Edition : Sonoma University State. 2005.</p> <p>12. Subandowo, Dedi., Sardi, Csila. (2023). Academic essay writing in an English medium instruction environment: Indonesian graduate students' experiences at Hungarian universities. https://doi.org/10.1016/j.amper.2023.100158</p> <p>13. Zuraini, Misnawati Asruna Lisa, Eli Nofriati. Improving Students in Mastering Writing Skill through the Implementation of PPIE (Point, Presentation, Illustration and Explanation). Jurnal CULTURE. Unaki. 2021.</p>						
	Pendukung:						
	Internet						
Dosen Pengampu	Misnawati, M.Pd., CIIQA/Misnar, MA						
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: Be able to comprehend the definition of the Essay Writing. C3, A4).	<p>2.1 Be able to comprehend the definition of the Essay Writing.</p> <p>2.2 The purpose of essay writing is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own</p>	<ul style="list-style-type: none"> Written Test 	<ul style="list-style-type: none"> Kuliah; Project based Presentasi [(PB:2X(2x50))] Tugas: Write Paragraph 	elearning: http://elearning.umusli.m.ac.id/	Definition of the Essay Writing [1] halaman: 1-6 [2] halaman: 17-20	10%

		<p>thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from her purpose; she must be deliberate and interesting.</p>					
2, 3 & 4	<p>Sub-CPMK3: Be able to comprehend the stages in writing process. C3, A4).</p>	<p>3.1 Be able to apply steps in the essay writing process.</p> <p>3.1.1 Prewriting</p> <p>3.1.2 Planning</p> <p>3.1.3 Writing and revising drafts</p> <p>3.1.4 Writing a final copy</p> <p>3.2 Parts of essay writing.</p> <p>3.2.1 An introductory paragraph</p> <p>3.2.2 A body (at least one, but two or</p>	<ul style="list-style-type: none"> • Written Test 	<ul style="list-style-type: none"> • Kuliah; Project based • Presentasi [(PB:2X(2x50))] • Tugas: Students analyze, discuss and practice to paraphrase. 	<p>elearning: http://elearning.umuslim.ac.id/</p>	<p>Stages in writing process.</p> <p>[1] halaman: 42-45</p> <p>[2] halaman: 17-20</p>	15%

		<p>more paragraphs) 3.2.3 A concluding paragraph</p> <p>3.3 The introductory paragraph consists of two parts:</p> <p>3.3.1 A few several statements about the subject to attract the reader's attention.</p> <p>3.3.1.1 General statements introduce the topic of the essay.</p> <p>3.3.1.2 Give background information on the topic.</p> <p>3.3.2 A thesis statement to state the specific subdivisions of the topic.</p> <p>3.3.2.1 States the main topic.</p> <p>3.3.2.2 Often lists the subdivisions of the topic or sub-topics.</p>					
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		<p>3.3.2.3 May indicate the method of organization of the entire paper.</p> <p>3.3.2.4 Usually at the last sentence in the introductory paragraph.</p> <p>3.3.3 The body of an essay</p> <p>3.3.3.1 A body consists of one or more two paragraphs each paragraph develops a subdivision of the topic. The body is the longest part of the essay and contains many paragraphs as necessary to support the controlling ideas of the thesis statement.</p> <p>3.3.4 The concluding paragraph</p> <p>3.3.4.1 A concluding paragraph in an essay, like the</p>					
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		<p>concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.</p> <p>3.3.4.2 The concluding paragraph has summary of the main ideas or a restatement of the thesis in different words and the final comment on the topic.</p>					
5	Sub-CPMK4 Be able to comprehend the unity and coherence C3, A4).	5.1 Be able to comprehend unity and comprehend.	<ul style="list-style-type: none"> • Written Test • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; lecturing • Presentasi [(PB:2X(2x50))] • Tugas: Find out at least ten references related to the topic given. 	elearning: http://elearning.umuslim.ac.id/	Unity and comprehend	10%
6 & 7	Sub-CPMK5: Be able to write the outlining an essay writing, writing the introduction, thesis statements and conclusion	6.1 Be able to write the outlining an essay writing, of the introductory of paragraph, thesis statements and	<ul style="list-style-type: none"> • Written Test • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; lecturing • Presentasi [(PB:2X(2x50))] • Tugas: 		The outlining an essay writing	10%

		conclusion					
8	UTS/ Ujian Tengah Semester: Melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya						
9	Sub-CPMK6: Be able to comprehend of kinds of logical order	9.1 Be able to comprehend of kinds of logical order in sentences in paragraphs to help the reader to follow the development of the ideas.	<ul style="list-style-type: none"> • Written Test • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; lecturing • Presentasi [(PB:2X(2x50))] • Tugas: 		Logical order	10%
10, 11 & 12	Sub-CPMK7: Students are able to write essays correctly in report, argumentative, recount and descriptive. C3, A4).	<p>10.1 Be able to write a thesis statement and an introduction paragraph in an essay paragraph according to the stages of writing an essay</p> <p>10.2 Be able to write write essays correctly in report, argumentative, recount and descriptive</p>	<ul style="list-style-type: none"> • Writing test. 	<ul style="list-style-type: none"> • Kuliah; Project Based • Presentasi [(PB:2X(2x50))] • Tugas: Descriptive essay 	elearning: http://elearning.umusli.ac.id/	Draft thesis chapter 1, 2 and 3. [1] halaman: 1-9 [2] halaman: 25-65 [3] halaman: 1-12	20%
13, 14 & 15	Sub-CPMK7: Be able to apply the structure of academic presentations properly and correctly. C3, A4).	13.1. Students are able to make academic presentations by applying academic presentation techniques and strategies according to the structure of academic resentations.	<ul style="list-style-type: none"> • Written Test 	<ul style="list-style-type: none"> • Kuliah; Project Based • Presentasi [(PB:2X(2x50))] • Tugas: <ol style="list-style-type: none"> 1. Content with title and theme (1-4) 2. Accuracy of writing procedure (1- 	elearning: http://elearning.umusli.ac.id/	presentation	25%

				4) 3. Using appropriate mechanics (1-4).			
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 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. 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	CPMK1	Sub-CPMK-2	1-1.1 1-2.2	Tugas-1 Tugas-2	4 4	10	80 80	320 320	$= (320+320)/8$ $=640/8$ $= 80\%$	
2	CPL4	CPMK2	Sub-CPMK-3	2-2.1 2-2.2	Tugas-5 Soal Essay Kuis-1	5 5	10	85 85	425 425	$= (425+425)/10$ $=850/10$ $= 85\%$	
3 & 4	CPL3	CPMK3	Sub-CPMK-4	3-1-1 3-2-2 4-1-1	Tugas-5 Soal PG Kuis-4	5 5 5	15	90 90 90	450 450 450	$(450+450+450)/15$ $=1.350/15$ $= 90\%$	
5 & 6	CPL4	CPMK4	Sub-CPMK-5	5-2.1 5-2.2	Tugas-6 Soal PG Kuis-5	5 5	10	90 90	450 450	$= (450+450)/ 10$ $=900/10$ $= 90\%$	
8	UTS										
8, 9 & 10	CPL	CPMK 5	Sub-CPMK-5	9-9.1 9-9.2 9-9.3	Tugas-8 Soal Essay Kuis-7	5 5 5	15	95 95 95	475 475 475	$(475+475+475)/15$ $=1.425/15$ $= 95\%$	
11 & 12	CPL4	CPMK 2	Sub-CPMK-6	11-11.1 11-11.2	Tugas-11 Soal Essay Kuis-7	5 5	8 8	95 95	380 380	$= (380+380)/ /8$ $=760/8$ $= 95\%$	
13, 14 & 15	CPL1	CPMK 2	Sub-CPMK-7	14-14.1 15-15.1	Tugas-12 Soal PG Kuis-8	4 4	10	95 95	380 380	$= (380+380)/ /10$ $=760/10$ $= 76\%$	
16	Ujian Akhir Semester (UAS)										
Total Bobot (%)							100	100			
Nilai Akhir Mahasiswa ($\sum(\text{nilai mhs}) \times (\text{bobot\%})$)											

Essay Writing's Assignment Evaluation

1. Nama Mahasiswa :
2. Semester :
3. Tanggal penilaian :

Scoring Profile

Aspect	Score	Description
Content (Topic & Supporting sentences)	9-10	The topic is complete and clear and the details are relating to the topic.
	7-8	The topic is complete and clear but the details are almost relating to the topic.
	5-6	The topic is complete and clear but the details are relating to the topic.
	3-4	The topic is not clear to the topic.
Organization (Identification & Description)	9-10	Identification is complete and descriptions are arranged with proper connectives
	7-8	Identification is almost complete and descriptions are arranged with almost proper connectives
	5-6	Identification is not complete and descriptions are arranged with few misses of connectives
	3-4	Identification is not complete and descriptions are arranged with misses of connectives
Method (order the steps logically, write each step on new line, each step includes sufficient detail)	23-30	Includes all 3 elements, logical and coherence.
	15-22	Includes 2 elements, logical and lack coherence
	7-14	Includes 1 elements, lack coherence and steps are unclear
	4-6	No element include, fragmented important and steps are missing
Language Features	16-20	Clear and precise language used. A variety of action word used as sentence beginnings. Communicative tenses used. Linking words and technical term used consistently.
	11-15	Clear language used. A variety of sentence beginnings used. Communicative tenses used. Linking word and technical term used.
	6-10	Attempt to use clear language. Some variety in sentence beginning used. Communicative tenses used. Some evidence of linking word and technical term.
	4-6	Language not clear. Sentence beginning repetitive. Communicative tenses not use. Little evidence of linking words or technical terms
Spelling, punctuation and grammar	16-20	No grammatical, spelling or punctuation errors
	11-15	Almost no grammatical, spelling or punctuation errors
	6-10	A few grammatical, spelling or punctuation errors
	1-5	Many grammatical, spelling or punctuation errors

Presentation Rubric Assesment.

Aspek yang dinilai	Skala penilaian				
	Sangat baik (85-100)	Baik (71-84)	Cukup (60-70)	Kurang (41-59)	Sangat kurang (0-40)
Organization	Organized by presenting facts supported by examples that have been analyzed according to the concept	Organized by presenting convincing facts to support conclusions	The presentation has focus and convinces some to support the conclusions	Focus but insufficient evidence to be used to draw conclusions	There is no organization and no facts to support the conclusions
Content	The topic is complete and clear and the details are relating to the topic. The content is able to inspire listeners to develop ideas or thoughts about the topic.	The content is accurate and complete. Listeners adds new insights about the topic.	The content is generally accurate but complete. Listeners can learn some new insights about the topic.	The content is not accurate but complete because there is no factual data. The listener does not increase understanding about the topic.	The content is inaccurate and very general. does not increase the listener's understanding about the topic.
Presentation style	Speaks enthusiastically, has good public speaking, in presenting data based on facts. Listeners are very enthusiastic.	Presents well but sometimes depends on the notes and interacts intensively with the listener.	Generally presented well but depends on notes. Lack of eye contact with listeners.	Not enthusiastic in the presentation. Presentation is very dependent on notes, no ideas can be developed outside the notes.	The presenter is not enthusiastic. Just read on notes. There is no eye contact between the presenter and the listeners.

Penilaian Ketercapaian CPL pada MK Academic Writing

No	CPL pada MK Intermediate 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 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;		
3	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.		
4	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
$80 \leq NM < 85$	A	3.75	Cemerlang
$75 \leq NM < 80$	B+	3.50	Sangat Baik
$70 \leq NM < 75$	B	3.00	Baik
$65 \leq NM < 70$	B-	2.75	Hampir Baik
$60 \leq NM < 65$	C+	2.50	Lebih dari cukup
$55 \leq NM < 60$	C	2.00	Cukup
$50 \leq NM < 55$	C-	1.75	Hampir Cukup
$40 \leq NM < 50$	D	1	Kurang
$NM < 40$	E	0	Gagal