**RENCANA PEMBELAJARAN SEMESTER (RPS)**

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| **MATA KULIAH (MK)** | **KODE** | **Rumpun MK** | **BOBOT (sks)** | | **SEMESTER** | **Tgl Penyusunan** |
| ADVANCED READING | KBG 619224 | Language Skill | T=1 | P=1 | 4 (Genap) | 10-7-2020 |
| **OTORISASI / PENGESAHAN** | **Dosen Pengembang RPS** | | **Koordinator RMK (optional)** | | **Ka PRODI** | |
| Fajar Riyantika, M.A. | |  | | Dr. Ari Nurweni, M.A. | |

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| **Capaian**  **Pembelajaran** | **CPL-PRODI yang dibebankan pada MK** | |
| CPL-2 | Mampu menguasai konsep teoritis yang berkaitan dengan keterampilan membaca teks bahasa Inggris (*reading*) dalam berbagai jenis teks |
| CPL-4 | Mampu mengidentifikasi, memformulasi, dan menyelesaikan masalah kerekayasaan di bidang bahasa inggris |
| CPL-6 | Memiliki pengetahuan tentang isu-isu terkini serta wawasan yang luas yang berkaitan dengan bidang bahasa Inggris |
| CPL-8 | Memiliki tanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja organisasi |
| CPL-9 | Memiliki kompetensi komunikatif dalam bahasa Inggris |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| CPMK | Mampu memahami teori tentang advanced reading, text tulis tingkat atas, dan menjawab pertanyaan yang muncul pada text advance reading |
| **CPL** ⬌**Sub-CPMK** | |
| **CPMK 1** | Memiliki pemahaman tentang tujuan, ruang lingkup materi, strategi dan evaluasi perkuliahan (memahami dan menyepakati kontrak kuliah) |
| **CPMK 2** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Academic passage comprehension* |
| **CPMK 3** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Problems in academic reading comprehension* |
| **CPMK 4** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Reference words and vocabulary in academic articles* |
| **CPMK 5** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *analysis on academic article* |
| **CPMK 6** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *academic passage in English Proficiency Reading Test* |
| **CPMK 7** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Implicit details in academic article/passage in EPT* |
| **CPMK 8** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Deducing Meaning from Context* |
| **CPMK 9** | Mampu memahami dan menjawab pertanyaan berkaitan tentang *Reading ELT-related articles* |
| **CPMK10** | Mampu memahami dan menjawab pertanyaan berkaitan tentang  *Reading for Specific Purposes* |
| **CPMK 11** | Mampu memahami dan menjawab pertanyaan berkaitan tentang  *Translation in Reading* |
| **CPMK 12** | Mampu memahami dan menjawab pertanyaan berkaitan tentang Article Review |
| **Diskripsi Singkat**  **MK** | Pada mata kuliah ini kompetensi yang ingin dicapai melalui mata kuliah ini adalah mahasiswa mampu memahami bahasa Inggris tulis tingkat atas dengan cara mahasiswa berlatih memahami berbagai jenis teks tulis ilmiah dan artikel akademik populer dalam berbagai topik di kehidupan sehari-hari. | |
| **Bahan Kajian:**  Materi  pembelajaran | Academic Reading  Comprehending and analyzing ELT article  Vocabulary in academic articles  Reading for English Proficiency Test  Reading for Specific Purposes  Translation in reading | |
| **Pustaka** | Mickulecky. Beatrice. S. 1986. More Reading Power. New York: Addison. Wesley Publishing Company.  <https://curiosity.com/>  <https://www.nationalgeographic.com/>  <https://readtheory.org/?>  <http://journal.asiatefl.org/> | |
| **Dosen Pengampu** | Drs. Burhanuddin, M.Pd (PJ)  Fajar Riyantika, S.Pd., M.A. (Anggota) | |

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| Week | LEARNING OUTCOMES | LEARNING MATERIAL | LEARNING METHOD | DURATION | STUDENTS’ EXPERIENCE | CRITERION AND INDICATOR OF GIVING SCORE | PERCENTAGE OF SCORE |
| 1 | Able to understand the rules and mechanism of this Course | 1. Orientation of advanced reading  2. Preview of Academic passages and scientific articles | Lecturing;  Discussion  Groupwork | 100’ | 1. Brainstorming some recent popular topic in ELT journals | 1. Criterion that is used is score based (penilaian acuan patokan) based on score rubric  2. Criterion is also based on students’ answer orally | 5% |
| 2 | Able to understand and explain text driven operation and knowledge driven operation | *Theory of comprehension: Text-driven operation (bottom-up approach)* vs *knowledge-driven operation (top-down approach) -intratextual perception, metacognition andprior knowledge* | Question and answer, Lecturing,  discussion | 100’ | 1. Answer questions related to theory of text driven and knowledge driven  2. Analyzing academic text briefly. | 1. Indicator : students’ ability to answer questions related to theory of text driven and knowledge driven  2. It is also depend on students’ ability toanalyze academic text. | 6% |
| 3 | 1. Able to explain prior knowledge theory and perception. 2. Able to explain strategic text processing. | 1. *intratextual perception,* 2. *metacogni-tion and*   *prior knowledge theory of strategic text processing* | Lecturing;  Giving exercises, group work | 100’ | 1. Brainstorm: what is perception and prior knowledge theory?academic reading  2. Listen lecturer’s explanation  3. Do reading exercise | 1. Indicator : students’ are able to explain the concept of intratextual perception  2. Students’ are able to do exercise related to the given theories | 7% |
| 4 | 1. Able to identify problems in Academic article comprehension  2. Able to find effective strategies to solve the problems in reading comprehension. | 1. *Kinds of comprehension problems* 2. *Kinds of comprehen-sion strategies* | Lecturing, Group Discussion, exercises | 100’ | 1. Brainstorm: common problems in comprehending academic articles.  2. Finding solutions for each problems  3. formulating strategies based on existing theories. | 1. Indicator: Students are able to identify problems and find solutions in reading comprehension activity. | 6% |
| 5 | 1. able to identify vocabulary items and cohesive devices in academic articles. | 1. Vocabulary in academic articles and use of cohesive devices | Lecturing, Group Discussion, exercises | 100’ | 1. Brainstorming : vocabulary in academic articles; use of cohesive device. | 1. Indicator :  Students are able to identify common academic words and cohesive device used in academic articles. | 6% |
| 6 | 1. Able to distinguish main ideas from supporting details 2. Able to identify implicit details | 1. Identifying implicit details in academic articles and its main topic 2. Deducing meaning from context in academic articles | Lecturing, Group Discussion, exercises | 100’ | 1. Talking about implicit details  2. Listen to lecturer’s about Distinguishing Main Ideas from  Supporting Details | 1.Students are able to define main idea  2. Students are able to distinguish from supporting details  3. Students are able to identify implicit details | 6% |
| 7 | 1. Able to identify Stated  Main Ideas  2. Able to identify Implied Main Ideas | 1. Stated Main Ideas  2. Implied Main Ideas | Group Presentation  Giving comment, suggestion and question | 100’ | 1. Present concept of Stated Main Ideas and Implied Main Ideas  2. Listen to lecturer’s about Stated and Implied Main Ideas  3. Answer questions about Stated and Implied Main Ideas | 1. Students are able to explain Stated and Implied Main Ideas through presentation  2. Students are able to answer questions about Stated and Implied Main Ideas | 6% |
| 8 | MID TEST |  |  |  |  |  | 6% |
| 9 | 1. Able to Deduce Meaning from  Context  2. Able to answer questions related to Deducing Meaning from  Context | Reading  Comprehension Skills:  - Deducing Meaning from  Context in academic reading | Lecturing, Group Discussion, exercises | 100’ | 1. Brainstorm : what deducing meaning from  context is  2. Answer questions related to  Deducing Meaning from  Context | 1. Students are able to define what deducing meaning from  context is  2. Students are able to Answer questions related to Deducing Meaning from  Context | 6% |
| 10 | Able to identify and understand the translation from English academic articles to Bahasa Indonesia. | Translation in academic reading | Lecturing, Group Discussion, exercises | 100’ | 1. Brainstorm : how translation helps reading comprehension  2. Discussing the concept of translation in reading | 1. Students are able to understand the function of translation in reading academic articles  2. Students are able to Answer questions related to translation in academic reading | 8 % |
| 11 | 1. able to experience and analyze ELT-related articles in international journal | Academic Reading comprehension on ELT-related articles in international Journal | Lecturing, Group Discussion, exercises | 100’ | 1. Brainstorm : analyzing ELT articles 2. Comprehending ELT articles | 1. Students are able to comprehend and understand the aim of academic articles in ELT | 6% |
| 12 | 1. able tocomprehend IELTS Reading text | Reading for English proficiency test (IELTS) | Lecturing, Group Discussion, exercises | 100’ | 1. Doing exercise in IELTS reading 2. Strategies in IELTS reading | 1. Students are able to obtain 6.5 in IELTS reading  2. students are able to apply strategies for IELTS reading | 6% |
| 13 | 1. able to comprehend TOEFL Reading text | Reading for English proficiency test (TOEFL) | Lecturing, Group Discussion, exercises | 100’ | 1. Doing exercise in TOEFL reading 2. Strategies in TOEFL reading | 1. Students are able to obtain 550 in TOEFL reading  2. students are able to apply strategies for TOEFL reading | 6% |
| 14 | 1. Students are able to comprehend interdisciplinary topics in English reading | Reading for specific purposes | Lecturing, Group Discussion, exercises | 100’ | 1. Reading passages with varied topics 2. Comprehending different themes of articles | 1. Students are able to comprehend and understand varied topics of articles | 6% |
| 15 | Review | Review the materials |  | 60’ |  |  | 8% |
| 16 | Final Exam | Final Exam |  | 60’ |  |  | 8% |

Dosen PJ,

Drs. Burhanuddin, M.Pd

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