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|  | **UNIVERSITAS BUMIGORA****ILMU SOSIAL DAN HUMANIORA****PROGRAM STUDI S1 SASTRA INGGRIS** |
| **RENCANA PEMBELAJARAN SEMESTER** |
| **Mata Kuliah** | **KODE** | **Rumpun MK:** | **BOBOT (sks):** | **SEMESTER** | **Tgl Penyusunan** |
| **Reading 3** |  | Mata Kuliah Wajib | 2 | VII | 15 April 2019 |
| **OTORISASI** | **Dosen Pengembang RPS****(Puspita Dewi, M.Pd)** | **Koordinator RMK** | **Kaprodi****(Puspita Dewi, M.Pd)** |
| Tanda Tangan | Tanda Tangan | Tanda Tangan |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI** |
| P3 | Mampu mengelaborasi dan mengembangkan konsep-konsep teoritis dalam ilmu bahasa dan Sastra. |
| KU1 | Mampu mengaplikasikan bidang keahliannya dan memanfaatkan IPTEKS pada bidangnya dalam penyelesaian masalah serta mampu beradaptasi terhadap situasi yang dihadapi. |
| KU2 | Mampu menerapkan konsep-konsep filosofi paradigmatis,teoritis, dan metodologis ilmu bahasa dan sastra dalam meningkatkan kinerja profesional sehingga dihasilkan karya yang kreatif, orisinil, dan teruji. |
| KK3 | Mampu menerapkan ilmu dan keterampilan berbahasa dalam bidang pariwisata dan budaya dalam mendukung NTB sebagai daerah tujuan wisata. |
| KK4 | Memiliki wawasan kewirausahaan yang baik sesuai dengan karakter daerah. |
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| **CP-MK** |
| M1 | Students are able to select discourse analysis, grammar and vocabulary.  |
| M2 | Students are able to analysis the conversational analysis and interaction and transaction |
| M3 | Students are able to analyze theme and rheme |
| M4 | Students are able to select the genre and prepositional analysis. |
| M5 | Students are able to analyze conversational principles |
| M6 | Students are able to analyze discourse and intecultural communication. |
| M7 | Students are able to analyze discourse in language learning and teaching. |
| **Deskripsi Singkat MK** | If students of the English Literature study program are given a reading course for the 3th semester, then the students are able to **r**ead the texts fluently, engage and comprehend the texts by applying some reading strategies; pair, reading aloud, questioning, and using some reading sub skills via; skimming, scanning. The strategies hopefully encourage the students to be able understand relations between the parts of the texts, explicit and implicit meaning, indentify mind idea and topic of the target texts. In addition, the strategies may actively improve learning activities and engage the students with the texts. |
| **Materi Pembelajaran/Pokok Bahasan** |  |  |
| **Pustaka** | **Utama** |
| Nunan, 1993. Introducing Discourse Analysis. Penguin English.McCharty, 2000. *Dicourse Analysis for Language Teachers*. |
| **Pendukung** |
| Cook, Guy. 1989. *Discourse: Language Teaching-A scheme for Teacher Education*. OUP.Coulthard, Malcolm. 1985. *An Introduction to Discourse Analysis*. LongmanCutting, Joan. 2002. *Pragmatics and Discourse*. London: Routledge.Stubbs, Michael.1989. *Discourse Analysis*: The Sociolinguistic Analysis of Natural Language. Oxford: Basil Blackwell Ltd. |
| **Media Pembelajaran** | **Perangkat Lunak:** |
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| **Team Teaching** | - |
| **Mata Kuliah Syarat** | Reading III |

**RENCANA PEMBELAJARAN SEMESTER**

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| **Mg Ke-** | **Sub-CP-MK** | **Indikator** | **Kriteria & Bentuk Penilaian** | **Metode Pembelajaran (Estimasi Waktu)** | **Materi Pembelajaran (Pustaka)** | **Bobot Penilaian** |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** |
| 1 | Students are able to understand the lesson plan. | 1. a. Students are aware of the subject’s guide, references, materials, and expected learning outcomes.

b. Students are familiar with basic knowledge of the subject and divisions of group presentation | - | Lecture & Discussion[TM:1x(2x50’)] | RPS | 0 |
| 2-3  | Students are able to use Context Clue. | Students are able to identify missing or unknow word. | * Read text
* Identify missing word
* Identify unknown word
 | Collaborative Learning[TM:1x(2x50’)] | * Nunan, 1993. Introducing Discourse Analysis. Penguin English.
* McCharty, 2000. Dicourse Analysis for Language Teachers.
 | 2 |
| 4-5 | Students are able to understand Morphemic analysis | 1. Students are able to recognize some common prefix, suffix and root word
 | * Read text
* Find prefix
* Find suffix
* Find rood word
 | Flipped Classroom[TM:1x(2x50’)] | * Nunan, 1993. Introducing Discourse Analysis. Penguin English.
* McCharty, 2000. Dicourse Analysis for Language Teachers.
 | 2 |
| 6-7 | Students are able to understand whole materials. | Students are able to understand all mmaterials.  | * Discussion .
 | Collaborative learning[TM:1x(2x50’)] | * Cutting, Joan. 2002. *Pragmatics and Discourse*. London: Routledge.
* Stubbs, Michael.1989. *Discourse Analysis*: The Sociolinguistic Analysis of Natural Language. Oxford: Basil Blackwell Ltd.
 | 2 |
| 8 | **Midterm Test: Conduct validation and evaluation 30** |
| 9,10 | Students are able to understand Sight words. | Students are able to understand the sentence and the paragraph  | * Discussion
* Understand the sentence
 | Collaborative learning[TM:2x(2x50’)] | * Cutting, Joan. 2002. *Pragmatics and Discourse*. London: Routledge.
* Stubbs, Michael.1989. *Discourse Analysis*: The Sociolinguistic Analysis of Natural Language. Oxford: Basil Blackwell Ltd.
 | 2 |
| 11 - 13 | Students are able to read fast | 1. Students are able to read fast and correct.
 | Read text fastly  | Case based learning[TM:1x(2x50’)] | * Cutting, Joan. 2002. *Pragmatics and Discourse*. London: Routledge.
* Stubbs, Michael.1989. *Discourse Analysis*: The Sociolinguistic Analysis of Natural Language. Oxford: Basil Blackwell Ltd.
 | 2 |
| 14-15 | Students are able to read loudly. | 1. Students are able to read loudly and clearly
 | Read loudly  | External Learning[TM:3x(2x50’)] |  | 2 |
| 16 | **Final Exam: Conduct validation and evaluation 50** |