

SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PAHLAWAN TUANKU TAMBUSAI RIAU
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER (RPS)
MATA KULIAH ENGLISH FOR SPECIFIC PURPOSE

Program Studi : Pendidikan Bahasa Inggris
Nama dan Kode Mata Kuliah : English for Specific Purpose (ENG 735)
Semester : 7 (tujuh)
Jumlah SKS : 2 SKS
Dosen Pengampu : Masrul,M.Pd
Capaian Pembelajaran : This course provides the knowledge on English Language Teaching Programs for Specific Purposes Based on the needs of theories for the learners, skills in designing program on English for Specific Purpose, and give emphasis on the learner and the practical needs of learning English.

Minggu ke	Capaian Pembelajaran (4 CP)	Bahan Kajian/ Pokok Bahasan	Strategi/ Metode Pembelajaran	Waktu	Indikator Penilaian	Cara Assessment	Bobot Penilaian	Referensi
1	Mampu memahami general overview of the course	Orientation to Syllabus	Lecturing and Discussion	2 x 50 menit	Kejelasan Pemahaman tentang general overview of the course	Individual Assessment	10%	Syllabus
2	Mampu memahami konsep English for Specific Purpose	What is ESP?	Group Presentation	2 x 50 menit	Kejelasan konsep tentang English for Specific Purpose	Performance Assessment	30%	Hutchinso n, Tom and Alan Waters. (1991). <i>English for Specific Purposes:</i>

								<i>A Learning-Centered Approach.</i> Cambridge : Cambridge University Press
3	Mampu memahami tentang <i>Approaches to ESP and Course Design</i>	Approaches to ESP and Course Design	Group Presentation	2 x 50 menit	Kejelasan konsep Approaches to ESP and Course Design	Performance Assessment	30%	Hutchinson, Tom and Alan Waters. (1991). <i>English for Specific Purposes: A Learning-Centered Approach.</i> Cambridge : Cambridge University Press
4	Mampu memahami tentang konsep Course Design	Course Design	Group Presentation	2 x 50 menit	Kejelasan tentang Konsep Course Design	Performance Assessment	30%	Hutchinson, Tom and Alan Waters. (1991). <i>English for Specific</i>

										<i>Purposes: A Learning- Centered Approach. Cambridge : Cambridge University Press</i>
5	Mampu membuat kerangka Course Design	Course Design Application	Group Presentation	2 x 50 menit	Kerangka Course Design	Portfolio Assessment	30%	Hutchinso n, Tom and Alan Waters. (1991). <i>English for Specific Purposes: A Learning- Centered Approach. Cambridge : Cambridge University Press</i>		
6	Mampu membuat Course Design	Course Design Application	Group Presentation	2 x 50 menit	Hasil Produk	Performance Assessment	30%	Hutchinso n, Tom and Alan Waters. (1991). <i>English for Specific Purposes:</i>		

								<i>A Learning-Centered Approach.</i> Cambridge : Cambridge University Press
7	Mampu menyusun Materials and Material's Evaluation	Application - Materials' Evaluation - Developing Materials	Group Presentation	2 x 50 menit	Produk	Project Assessment	30%	Hutchinson, Tom and Alan Waters. (1991). <i>English for Specific Purposes: A Learning-Centered Approach.</i> Cambridge : Cambridge University Press
MID-TERM TEST								
9	Mampu menyusun Materials and Material's Evaluation	Application Materials Design & Adaptation	Group Work	2 x 50 menit	Kemampuan menyesuaikan antara materi ajar dan pembelajar	Project Assessment	30%	Graves, Kathleen. (2000). <i>Designing Language Courses:</i>

								<i>A Guide for Teachers.</i> Canada: Heinle and Heinle Publishers
10	Mampu menggunakan berbagai metodologi pembelajaran	Application Methodology	Group Work	2 x 50 menit				Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers.</i> Canada: Heinle and Heinle Publishers
11	Mampu menyusun teknik evaluasi yang digunakan pada suatu materi pembelajaran .	Designing Evaluation Assessment Plan an &	Group Work	2 x 50 menit				Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers.</i> Canada: Heinle and Heinle Publishers

12	Mampu memahami konsep <i>The Role of ESP Teacher</i>	The Role of ESP Teacher	Group Presentation	2 x 50 menit	Kejelasan konsep <i>The Role of ESP Teacher</i>	Performance Assessment	30%	Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers</i> . Canada: Heinle and Heinle Publishers
13	Mampu menemukan solusi terkait kesiapan membuat bahan ajar (Course Design)	Course Design Discussing students' problems in preparing the course design	Group Discussion	2 x 50 menit	Adanya referensi terkait jalan keluar setiap hambatan atau kesulitan dalam membuat bahan ajar	Participation	30%	Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers</i> . Canada: Heinle and Heinle Publishers
14	Mampu menemukan solusi terkait kesiapan membuat bahan ajar (Course Design)	Course Design Discussing students' problems in preparing the course design	Group Discussion	2 x 50 menit	Adanya referensi terkait jalan keluar setiap hambatan atau kesulitan dalam membuat bahan ajar	Participation	30%	Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers</i> .

								Canada: Heinle and Heinle Publishers
15	Mampu menemukan solusi terkait kesiapan membuat bahan ajar (Course Design)	Course Design Discussing students' problems in preparing the course design.	Group Discussion	2 x 50 menit	Adanya referensi terkait jalan keluar setiap hambatan atau kesulitan dalam membuat bahan ajar	Participation	30%	Graves, Kathleen. (2000). <i>Designing Language Courses: A Guide for Teachers</i> . Canada: Heinle and Heinle Publishers
FINAL SEMESTER TEST								

A. Course Description

This course is one of the units in ELT series leading to the effort to develop the students' language awareness through the teaching and learning activities covering the cognitive, affective, and psychomotoric domains. As an integral part, this course has the aim to provide knowledge on English Language Teaching Programs for specific purposes based on the needs theories for the learners. Besides, this course is aimed at providing skills in designing programs on English for Specific Purposes whether for the needs of occupational or general schools and creating an attitude to give an emphasis on the learner and the practical needs of learning English. Another aim of this course is to provide experiences and exercises in specific vocabulary for specific discipline. This course covers practical experiences in fieldworks, lectures on theories covering the topics of the background and development of ESP, approaches to ESP and course design, designing a language course: theories, designing process, and application.

B. Teaching and Learning Processes

The class begins with introducing and negotiating classroom orientation. During the course the students are going to be introduced to the learning process of English as Specific Purposes. The students will discuss about the course design, syllabus, and the materials for English for Specific Purposes.

C. Evaluation

No	Komponen Evaluasi	Bobot (%)
1	Class attendance & participation	10%
2	Presentation	10%
3	Course Design	20%
3	Mid-test	30%
4	Final test	30%

D. Rincian mata kuliah tiap pertemuan

1. Orientation to syllabus
2. What is ESP?
 - The Origins of ESP
 - The Development of ESP
3. Approaches to ESP and Course Design
 - ESP: approach not product
 - b. A System Approach to Course Design
 - c. Approaches to Course Design
4. Course Design
 - Defining the Context & Needs Analysis
 - Articulating Beliefs (Language Descriptions & Theories of learning)
5. Course Design Application
 - Conceptualizing Content
 - Formulating Goals & Objectives
6. Course Design Application
 - Assessing Needs (6)
 - Organizing the Course (Syllabus Design) (7)
7. Application
 - Materials' Evaluation
 - Developing Materials
8. UTS
9. Materials Design & Adaptation
10. Methodology

11. Designing an Evaluation & Assessment Plan
12. The Role of ESP Teacher
13. Course Design
 - Discussing students' problems in preparing the course design
14. Course Design
 - Discussing students' problems in preparing the course design
15. Course Design
 - Discussing students' problems in preparing the course design
16. UAS

E. Referensi

Hutchinson, Tom and Alan Waters. (1991). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press
Graves, Kathleen. (2000). *Designing Language Courses: A Guide for Teachers*. Canada: Heinle and Heinle Publishers