





**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
POLITEKNIK NEGERI MEDAN  
JURUSAN TEKNIK KOMPUTER DAN INFORMATIKA  
PROGRAM STUDI TEKNOLOGI REKAYASA PERANGKAT LUNAK**

**RENCANA PEMBELAJARAN SEMESTER (RPS)**

Nama Mata Kuliah	Kode Mata Kuliah	Bobot (sks)	Semester	Tgl Penyusunan
English Conversation I		2 sks	I	September 2020
Otorisasi	Nama Koordinator Pengembang RPS	Koordinator Bidang Keahlian (Jika Ada)	Ka PRODI	
	 Winda Syafitri, S.Pd., M.Pd.	MKDU	 Yuyun Yusnida Lase, S.Kom., M.Kom.	
Capaian Pembelajaran (CP)	<b>CPL-PRODI (Capaian Pembelajaran Lulusan Program Studi) Yang Dibebankan Pada Mata Kuliah</b>			
	<b>SIKAP DAN TATA NILAI</b>			
	S9 menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;			
	<b>PENGUASAAN PENGETAHUAN</b>			
	PP12 Menguasai pengetahuan tentang perkembangan teknologi informasi dan komunikasi			
	PP13 Menguasai prinsip dan teknik berkomunikasi lisan dan tulisan			
	<b>KETERAMPILAN UMUM</b>			
	KU4 Mampu menyusun laporan hasil dan proses kerja secara akurat dan sah serta mengkomunikasikannya secara efektif kepada pihak lain yang membutuhkan;			
	KU5 Mampu bekerja sama, berkomunikasi, dan berinovatif dalam pekerjaannya;			
	<b>KETERAMPILAN KHUSUS</b>			
	KK1 Mampu menerapkan konsep matematika dan domain sistem informasi spesifik guna meningkatkan proses dan kinerja organisasi menggunakan teknologi informasi dan komunikasi			
	KK3 Mampu mengumpulkan (gathering), menyimpan (storing), dan mengelola (organizing) informasi dan mempertimbangkan issue keamanan data, kebutuhan informasi, integrity data dan inovasi teknologi informasi dengan mengacu standard ISO 27002 (Keamanan dan control informasi)			
	KK7 Mampu mendokumentasikan rancangan sistem informasi berdasarkan standard dokumentasi pengembangan perangkat lunak			
	<b>CPMK (Capaian Pembelajaran Mata Kuliah)</b>			
	CPMK 1 Mahasiswa mampu membicarakan hal-hal yang berhubungan dengan komputer dengan menggunakan bahasa Inggris yang baik			

	CPMK 2	Mahasiswa mampu memperkenalkan diri mereka dengan baik dan berterima
	CPMK 3	Mahasiswa mampu mendeskripsikan benda dan orang dengan baik
	CPMK 4	Mahasiswa mampu menjelaskan prosedur melakukan sesuatu
	CPMK 5	Mahasiswa mampu membandingkan dua hal dengan baik dan benar
	CPMK 6	Mahasiswa mampu menyatakan pendapat atau argumen yang logis tentang sesuatu
<b>Diskripsi Singkat MK</b>	Matakuliah ini merupakan matakuliah bahasa Inggris percakapan dasar (Beginner Level) yang digunakan dalam kehidupan sehari-hari dalam konteks Teknologi Rekayasa Perangkat Lunak. Matakuliah ini berfokus pada kemampuan berbicara (Speaking), akan tetapi untuk mendukung kemampuan tersebut, matakuliah ini juga dilengkapi dengan materi dan praktik Listening, Reading dan Writing yang terintegrasi dengan topik Teknologi Rekayasa Perangkat Lunak. Pada akhir matakuliah ini, mahasiswa mampu berkomunikasi dalam Bahasa Inggris menggunakan Vocabulary, Grammar, Spelling dan Pronunciation yang baik dan benar pada seluruh language skills untuk membicarakan hal-hal yang berhubungan dengan teknologi, komputer dan rekayasa perangkat lunak.	
<b>Bahan Kajian / Materi Pembelajaran</b>	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Tobe</li> <li>- Descriptive Texts</li> <li>- Tenses: Simple Present Tense, Simple Past Tense, Perfect Tense, Simple Future Tense</li> <li>- Modal</li> <li>- Procedure Texts</li> <li>- Comparison</li> <li>- Argumentative Text</li> </ul>	
<b>Daftar Referensi</b>	<p><b>Utama:</b></p> <ol style="list-style-type: none"> <li>1. Batri, B., and Fazekas, K. 2003. Computer English for Everyday Use. DI Press</li> <li>2. Esteras, Santiago Remacha. 2007. Infotech: English for Computer Users. United Kingdom: Cambridge</li> </ol> <p><b>Pendukung:</b></p> <ol style="list-style-type: none"> <li>1. Simpson, Ian dan Derek Utley. 1995. English for Telecoms. York: QuakBooks</li> <li>2. Broukal, Milada. 2001. Ina FlashVocabulary for The TOEFLTest. Singapore: Thomson Peterson's</li> <li>3. Michighan,E.A. 2000. Good Grammar for EffectiveWriting.Cambridge:InfinityBooks.</li> <li>1. 4. Philips, Sam. Common Mistakes in English. New Delhi: Good will Publishing House</li> </ol>	
<b>Media Pembelajaran</b>	Hardware	Software
	Modul, Picture, Poster	PPT, Video, Audio Listening
<b>Nama Dosen Pengampu</b>	Winda Syafitri, S.Pd., M.Pd.	
<b>Mata kuliah prasyarat (Jika ada)</b>	-	

Minggu Ke-	Sub-CPMK (Kemampuan akhir yg direncanakan)	Bahan Kajian (Materi Pembelajaran)	Bentuk dan Metode Pembelajaran [Media & Sumber Belajar]	Estimasi Waktu	Pengalaman Belajar Mahasiswa	Penilaian		
						Kriteria & Bentuk	Indikator	Bobot (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Having communication competence in introducing self [C3, A3]	<p><b>Topic:</b> Introduction</p> <p><b>Material:</b> Listening section "Please introduce yourself"</p> <p><b>Grammar Focus:</b> Parts of speech, Vocabularies builder, The use of articles 'a, an, and the'</p>	<p><b>Class Activities:</b> Brainstorming Lecturing Listening Drilling Role Play</p> <p><b>Media and Learning Source:</b> Modul, PPT, Audio</p>	4x45'	<ul style="list-style-type: none"> <li>- Listening to the audio of how to introduce self</li> <li>- Discussing how to introduce self correctly</li> <li>- Discussing the politeness while introduction</li> <li>- Practicing and performing how to introduce themselves in pairs in front of class</li> </ul>	<p><b>Criteria:</b> Listening Test Rubric Criteria Speaking</p> <p><b>Non-test:</b> Performance/ Role play</p>	<ul style="list-style-type: none"> <li>- The correct listening answers</li> <li>- The correctness in pronouncing the words and using vocabulary while introducing self</li> <li>- The correctness of gestures and body languages in expressing the sentences</li> </ul>	5%
2, 3	Having communication competence in describing things [C3, A3]	<p><b>Topic:</b> Describing Thing</p> <p><b>Material:</b> Reading section "Computer's Hardware and Software"</p> <p><b>Grammar Focus:</b> The use of "To BE"</p>	<p><b>Class Activities:</b> Lecturing Drilling Reading Writing Making Poster Presentation</p>	2x(4x45')	<ul style="list-style-type: none"> <li>- Reading the text on 'Computer'</li> <li>- Discussing the Reading exercises</li> <li>- Students are assigned to make poster on computer</li> <li>- Presenting the poster in Two Way</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Speaking and Writing</p> <p><b>Non-test:</b> Performance/ Role play</p>	<ul style="list-style-type: none"> <li>- The correctness of reading exercise</li> <li>- The correct and interesting poster</li> <li>- The good</li> </ul>	10%

			<b>Media and Learning Source:</b> Modul, PPT, poster		Two Stray method. - Summarizing the lesson		performance of presenting the poster in TSTS teaching method	
4	Having communication competence in describing things [C3, A3]	<b>Topic:</b> Describing Person -Computer and IT Experts-  <b>Material:</b> Reading section "Bill Gates"  <b>Grammar Focus:</b> Simple Present Tense	<b>Class Activities:</b> Lecturing Watching Reading Drilling Writing  <b>Media and Learning Source:</b> Video, Modul, PPT	4x45'	- Watching the video of Bill Gates - Reading Text about Bill Gates - Discussion "Simple Present Tense" - Writing description of Bill Gates	<b>Criteria:</b> Rubric Criteria Writing  <b>Non-test:</b> Writing	- The correct grammar and vocabulary use in writing the short descriptive text	5%
5	Having communication competence in comparing and contrasting things [C4, A5]	<b>Topic:</b> Comparing things  <b>Material:</b> Reading section "Operating System: Windows, Mac OS and Linux"  <b>Grammar Focus:</b> Comparative and Superlative Degree	<b>Class Activities:</b> Lecturing Drilling Making Diagram/ Table Writing  <b>Media and Learning Source:</b> Modul, PPT	4x45'	- Discussing the differences of some pairs of pictures - Reading and discussing the Operating system of Windows, Mac OS and Linux - Discussion 'Comperative and Superlative Degree' - Discussion how to make a diagram and table from the reading text - Inviting some students to present	<b>Criteria:</b> Rubric Criteria Writing and Speaking  <b>Non-test:</b> Writing and Speaking	- The correct answers of Reading test - The correct table/diagram drawn from the text - The correct way of presenting diagram/ table.	5%

					their diagram/table			
6, 7	Having communication competence discussing and explaining products of Computer [C2, A5]	<p><b>Topic:</b> Explaining products of computer</p> <p><b>Material:</b> Brands of computers: Acer, Asus, Macbook, hp, Toshiba, Lenovo, Dell, Samsung, Microsoft</p> <p><b>Grammar Focus:</b> Simple Future Tense</p>	<p><b>Class Activities:</b> Lecturing Discussing Drilling Presenting</p> <p><b>Media and Learning Source:</b> Modul, PPT, Pictures</p>	2x(4x45')	<ul style="list-style-type: none"> <li>- Discussing the brands of computer</li> <li>- Explaining the weakness and the strength of the product</li> <li>- Summarizing the comparisons of some computer products</li> <li>- Discussing the simple future tense</li> <li>- Choosing one of brand new products</li> <li>- Making presentation for promoting the product</li> <li>- Presenting the product and making sure that the product is worth to buy</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Writing and Speaking</p> <p><b>Non-test:</b> Making Slides and presentation</p>	<ul style="list-style-type: none"> <li>- The informative and interesting slide</li> <li>- The correct way of presenting the slides</li> </ul>	10%
8	Having communication competence discussing Internet [C3, A3]	<p><b>Topic:</b> Discussing Internet</p> <p><b>Material:</b> Reading Text "Internet"</p> <p><b>Grammar Focus:</b> Simple Past Tense</p>	<p><b>Class Activities:</b> Lecturing Reading Discussing Drilling Presenting</p> <p><b>Media and Learning Source:</b> Modul, PPT, Online</p>	4x45'	<ul style="list-style-type: none"> <li>- Reading text "Internet"</li> <li>- Reading exercises</li> <li>- Explaining the history of Internet</li> <li>- Discussing 'simple past tense'</li> </ul>	<p><b>Criteria:</b> Rubrik speaking Test</p> <p><b>Test:</b> Reading Test Grammar test in Simple past tense</p> <p><b>Non-test:</b> Retelling the</p>	<ul style="list-style-type: none"> <li>- The correct answers of Reading Exercise</li> <li>- The correctness of pronunciation, vocabulary and grammar while</li> </ul>	5%

			sources			history of Internet	retelling the history of Internet	
9	Having communication competence discussing online service [C3, A3]	<b>Topic:</b> Online service apps <b>Material:</b> Reading Text "online service apps" <b>Grammar Focus:</b> Modal	<b>Class Activities:</b> Lecturing Reading Discussing Debating <b>Media and Learning Source:</b> Modul, PPT, Online sources	4x45'	<ul style="list-style-type: none"> <li>- Looking for online services mostly used by society</li> <li>- Discussing the pros and cons of online services and comparing to traditional services</li> </ul>	<b>Criteria:</b> Rubric Criteria Speaking <b>Non-test:</b> Performance/ Debating	<ul style="list-style-type: none"> <li>- The correct use of pronunciation and grammar while speaking in debate</li> </ul>	5%
10	<b>Ujian Tengah Semester</b>							
11	Having communication competence in written media [C3, A3]	<b>Topic:</b> Opinion Rubric "Online Shopping" <b>Material:</b> Reading Text "Online Shopping" <b>Grammar Focus:</b> Prefix and Suffix	<b>Class Activities:</b> Jigsaw Reading group Discussing Summarizing <b>Media and Learning Source:</b> Modul, PPT, Online sources	4x45'	<ul style="list-style-type: none"> <li>- Reading the text "Online Shopping" Comprehensively</li> <li>- Discussing the text through Jigsaw</li> <li>- Discussing the Prefix and Suffix in the text "Online Shopping"</li> <li>- Summarizing the text</li> </ul>	<b>Criteria:</b> Rubric Criteria Writing <b>Non-test:</b> Summary <b>Test:</b> Oral Test of Prefix and Suffix	<ul style="list-style-type: none"> <li>- Good Summary of text "Online Shopping" with correct spelling and grammar</li> </ul>	5%
12	Having competence to create and communication through a Youtube content related to	<b>Topic:</b> YouTube and its content <b>Material:</b> Video	<b>Class Activities:</b> Watching Reading Discussing Planning	4x45'	<ul style="list-style-type: none"> <li>- Watching the video on Youtube</li> <li>- Reading text on Youtube and its content</li> <li>- Discussing on</li> </ul>	<b>Criteria:</b> Rubric Criteria Speaking <b>Non-test:</b> Report on the	<ul style="list-style-type: none"> <li>- Good and interesting plan of making Youtube Content</li> </ul>	7,5%

	Software Engineering [C6, P2]	<b>Skill Focus:</b> Politeness	<b>Media and Learning Source:</b> Modul, PPT, Online sources		assignment of Youtube content making - Planning the youtube content - Reporting the result of Discussion - Noting that The Youtube contents made by the groups will be collected in the end of semester	planning of youtube content making		
13, 14	Having communication competence in discussing and debating the Social Media [C5, A3]	<b>Topic:</b> Social Media <b>Material:</b> Video and Text "Social Media" <b>Skill Focus:</b> How to express arguments	<b>Class Activities:</b> Watching Reading Discussing Planning Debating  <b>Media and Learning Source:</b> Modul, PPT, Online sources	2x(4x45')	- Watching the controversy videos - Sharing opinion and arguments on the topics of video - Discussing how to express the strong argument in Debate - Learning AREL (Assertion Reasoning Example/ Elaboration, Link Back) in debate - Practising the debate with British Parliamentary - Debating on controversy motions related to computers and technology.	<b>Criteria:</b> Rubric Criteria Speaking and Debate  <b>Non-test:</b> Debate using British Parliamentary	- The correctness of students' arguments, rebuttal, and oral presentation - The completeness and clear information, examples and knowledge delivered by the speakers - The suitable body languages expressed by the speakers	12.5%

15	Having comprehension in Learning Management System [C2, A3]	<p><b>Topic:</b> LMS: Blackboard, Canvas, Moodle and Edmodo</p> <p><b>Material:</b> Reading Text “LMS: Blackboard, Canvas, Moodle and Edmodo”</p> <p><b>Skill Focus:</b> How to make mind mapping</p>	<p><b>Class Activities:</b> Brainstorming Reading Discussing Making Mindmapping</p> <p><b>Media and Learning Source:</b> Modul, PPT, Online sources</p>	4x45'	<ul style="list-style-type: none"> <li>- Reading the text “LMS: Blackboard, Canvas, Moodle and Edmodo”</li> <li>- Comprehending the use of Learning Management System in this era</li> <li>- Making mind-mapping on Learning Management System</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Writing</p> <p><b>Non-test:</b> Mind-mapping</p> <p><b>Test:</b> Reading Comprehension Test</p>	<ul style="list-style-type: none"> <li>- The correct answers of Reading Comprehension Test</li> <li>- The correctness and completeness of Mind-mapping of LMS</li> </ul>	10%
16	Having comprehension in programming languages [C2, A3]	<p><b>Topic:</b> Programming Languages</p> <p><b>Material:</b> Reading text “The Top 10 Programming Languages of the world”</p> <p><b>Skill Focus:</b> How to elaborate in order</p>	<p><b>Class Activities:</b> Brainstorming Reading Discussing</p> <p><b>Media and Learning Source:</b> Modul, PPT, Online sources</p>	4x45'	<ul style="list-style-type: none"> <li>- Discussing the development of technology and software computers</li> <li>- Reading text “The Top 10 Programming Languages of the world”</li> <li>- Answering the reading exercise of text</li> </ul>	<p><b>Test:</b> Reading Comprehension Quiz</p>	<ul style="list-style-type: none"> <li>- The correct answers of Reading Comprehension Test</li> </ul>	5%
17	Having capability in explaining computer viruses and how they work [C3, A3]	<p><b>Topic:</b> Computer Viruses</p> <p><b>Material:</b> Reading Text “Computer Viruses”</p> <p><b>Skill Focus:</b> Procedure Text</p>	<p><b>Class Activities:</b> Brainstorming Reading Discussing Making procedure text</p>	4x45'	<ul style="list-style-type: none"> <li>- Playing games of vocabulary</li> <li>- Reading text “Computer Viruses”</li> <li>- Discussing procedure text: 1) how the computer viruses work; 2)</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Writing</p> <p><b>Non-test:</b> Making Procedure texts</p>	<ul style="list-style-type: none"> <li>- The correct answers of Reading Comprehension Test</li> <li>- The correctness of procedure</li> </ul>	5%



			<b>Media and Learning Source:</b> Modul, PPT, Online sources		how to protect the computer from viruses - Making procedure texts	<b>Test:</b> Reading Comprehension Quiz	texts	
<b>18</b>	Having capability in presenting the project result "Youtube Content making" and evaluating the others' works [C5, A3]	<b>Topic:</b> Watching Videos on Youtube  <b>Material:</b> Online Video  <b>Skill Focus:</b> Presenting and evaluating the product	<b>Class Activities:</b> Brainstorming Presenting Watching Discussing Evaluating  <b>Media and Learning Source:</b> Modul, PPT, Youtube	<b>4x45'</b>	- Discussing the trends of Youtube today - Watching videos on Youtube made by students - Evaluating the the video	<b>Criteria:</b> Rubric Criteria Speaking  <b>Non-test:</b> Making Youtube Content	- The interesting topics delivered in the videos - The correct and clear spoken contents in the videos	<b>10%</b>
<b>19</b>	<b>Kompensasi dan Evaluasi</b>							
<b>20</b>	<b>Ujian Akhir Semester</b>							

**Catatan:**

1. Capaian Pembelajaran Lulusan PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya 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, ketrampilan umum, ketrampilan 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. Kreteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.

6. 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.