



IAIN SULTAN AMAI GORONTALO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN (FITK)
JURUSAN/PRODI: TADRIS BAHASA INGGRIS

**Kode
Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
ENGLISH FOR SPECIFIC PURPOSES	TBI642538	MKWP	2 SKS	5	08 Juli 2024
OTORISASI Ketua Prodi Dekan Fakultas	Pengembang RPS		Koordinator RMK		Ketua PRODI
	Titin Suhartini Kaaba, M.Pd Adimawati Helingo, M.Hum		Titin Suhartini Kaaba, M.Pd		Dr. Andi Nurwati, M.Pd.
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK				
	PLO (A1)	Devoted to God almighty and able to show religious attitudes;			
	PLO (A9)	Demonstrate a responsible attitude towards work in the field of his expertise			
	PLO (A16)	Work ethic, responsibility, pride, self-confidence, and a desire to be an English educator in a unit school/madrasah education (SD/MI/SMP/MTs/SMA/MA/SMK/MAK) or other institutions			
	PLO(A17)	demonstrate leadership and responsibility for working independently in the field of English at school or Madrasah as a good English services.			
	PLO (K3)	Mastering knowledge and communication skills both orally and in writing using Arabic and English in the development of the academic world and the world of work;			
	PLO (K9)	Provided excellent English learning services and educated students according to their characteristics.			
	PLO (K10)	Facilitating the development of the language potential of students optimally;			
	PLO (K21)	mastery of concepts, scientific methods, material substance, structure, and the scientific mindset in English			
	PLO (S11)	able to communicate both orally and in writing with the use of Arabic and English in the development of the academic world and the world of work;			
	PLO (SS5)	able to communicate orally and in writing in Bahasa English effectively, empathically, and politely in practice English learning assignments in schools/madrasahs, in other agencies, and in the academic community as well as in society in general.			
	CPL-MK				
	CLO (C3)	Students understand the theories of ESP, history, development and its approach (K(9)			
	CLO (A1)	Students state the theory related to design materials (K10)			
	CLO (C6)	Students are able to abstract how to evaluate the material.			
CLO (P5)	Students are able to .apply the theories in assessing students (K21)				
CLO (P5)	Students are able to design syllabi (K 21)				

Deskripsi Singkat MK	This course is one of the units in the ELT series leading to the effort to develop the students' language awareness through teaching and learning activities covering the cognitive, affective, and psychomotor domains. As an integral part, this course has aim to provide knowledge on English Language Teaching Programs for specific purposes based on the needs theories of 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 a 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.
Bahan Kajian / Materi Pembelajaran	<ol style="list-style-type: none"> 1. Definition and History of ESP. 2. The development and Approach of ESP 3. ESP Learners and ESP teachers 4. Definition of need analysis 5. Assessing students' needs 6. Definition Syllabus 7. Methodology of Design Syllabus 8. Design Syllabus 9. Definition of Course Design 10. Approach in Course Design 11. Course design applicatio
Pustaka	<p>Utama :</p> <ol style="list-style-type: none"> 1. Hutchinson Tom & Waters Alan. (1990). <i>English for Specific Purposes</i>. A learning-centred approach. Cambridge: University Press 2. Richards C. Jack, (2001). <i>Curriculum development In Language Teaching</i>. Cambridge University Press <p>Pendukung :</p> <ol style="list-style-type: none"> 1. Basturkmen Helen. (2010). <i>Developing Course in English for Specific Purposes</i>. Palgrave: Macmillan 2. J. C., Renandya, W. (2002). <i>Methodology in Language Teaching: an Anthology of Current Practice</i>. Cambridge University Press 3. McDonough, J. & Shaw, C. (2003). <i>Materials and Methods in ELT</i>. Blackwell Publishing. 4. Nunan, D. (1988). <i>Syllabus Design</i>. New York: Oxford University Press. 5. Robinson. P. C, (1984). <i>English for Special Purpose</i>. Pergamon Press. Oxford 6. Tomlinson, B. (2003). <i>Developing Materials for Language Teaching</i>. Cotinum. New York 7. Wello, B. & Dollah S. (2008) <i>Fundamental Aspect of English for Special Purpose</i>. Badan Penerbit Universitas Makassar. 8. Wello, B. & Nur. H. A. J, (2008). <i>An Introduction to ESP</i>. Badan Penerbit Universitas Makassar

Dosen Pengampu	Titin Suhartini Kaaba, M.Pd, Adimawati Helingo, M.Hum						
Mata kuliah syarat							
Pekan Ke-	Sub-CPMK (Kemampuan akhir tiap tahapan belajar)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [<i>Estimasi Waktu</i>]		Materi Pembelajaran [<i>Pustaka</i>]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Daring (<i>online</i>)	Luring (<i>offline</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to: - to describe the definition and history of ESP. - Abstracting ESP theories	- English usage - Fluency in communicating ideas	Criteria: - Non Test		Cooperative Learning	Definition of ESP	
2-3	Students are able to: - Mention various approaches in ESP	- English usage - Appropriate content related to various approaches in ESP:	Criteria: - Non test		Cooperative Learning	Approaches in ESP	
4	Students are able to: - Define ESP learners and ESP teachers - describe the characteristics of ESP learners and ESP teachers.	- English usage - The appropriate definition of ESP learners and ESP teachers - The appropriate characteristics of ESP learners and ESP teachers	Criteria: - Non tests		Cooperative learning	ESP Learners and ESP Teachers	
5 - 7	Students are able to - To describe the definition of need analysis - To compare target needs and learners' needs	- English usage - The appropriate the definition of students' needs - The appropriate the target needs and learners needs	Criteria: - Non test - test		Cooperative learning participation	Need analysis	

	- Compiling needs analysis instrument	- The instruments of needs analysis					
8	MID TERM						
9-12	Students are able to - state the definition of the syllabus - show the different kinds of the syllabus - create syllabus	- English usage - The appropriate definition of syllabus - The appropriate state kinds of syllabus - The capability to design syllabus	Criteria: - Non test - Test		Cooperative learning Participation Work method	Design Syllabus	
13-15	Students are able to: - state the definition of course design - describe the methodology of course design - create course design	- English usage - The appropriate of methodology for course design - The ability to design course	- Non test - Test		Cooperative learning Presentation and class discussion	Course Design	
16	FINAL PROJECT						

Approved by, Head of Study Program	Date:	Approved by, Vice Dean I	Date:	Diperiksa, TPM Prodi TBI	Date:	Composed by, Lecturers:	Date: 8/07/2024
Dr. Andi Nurwati, M.Pd.		Dr. Herson Anwar, M.Pd.		Nur Wahidah Thayib Pido, M.Pd		Titin Suhartini Kaaba, M.Pd. Adimawati Helingo, M.Hum.	