



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
POLITEKNIK NEGERI MEDAN  
JURUSAN TEKNIK KOMPUTER DAN INFORMATIKA  
PROGRAM STUDI TEKNOLOGI REKAYASA MULTIMEDIA GRAFIS (TRMG)**

**RENCANA PEMBELAJARAN SEMESTER (RPS)**

Nama Mata Kuliah	Kode Mata Kuliah	Bobot (sks)	Semester	Tgl Penyusunan		
Bahasa Inggris Conversation II	TRMGM PK301	3 sks	III	23 Agustus 2021		
Otorisasi	Nama Koordinator Pengembang RPS	Koordinator Bidang Keahlian (Jika Ada)	Ka PRODI			
				Yulia Fatmi, S.Kom., M.Kom.		
Orli Binta Tumanggor, S.Pd., M.Hum.		Orli Binta Tumanggor, S.Pd., M.Hum.	Yulia Fatmi, 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 sahih 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 memelola (organizing) informasi dan mempertimbangkan				

		issue keamanan data, kebutuhan informasi, intergrity 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 dan keluarga mereka dengan baik dan beranalogi
	CPMK 3	Mahasiswa mampu menyatakan setuju dan tidak setuju
	CPMK 4	Mahasiswa mampu menjelaskan keluhan dan mengidentifikasi ungkapan complain.
	CPMK 5	Mahasiswa mampu mengidentifikasi masalah dan memberikan rekomendasi
	CPMK 6	Mahasiswa mampu menyatakan pendapat atau argumen yang logis tentang suka atau tidak terhadap sesuatu
	CPMK 7	Mahasiswa mampu menulis CV dan lamaran kerja berbahasa Inggris
	CPMK 8	Mahasiswa mampu menerapkan bahasa yang sopan dan formal untuk wawancara dan film pendek.
<b>Diskripsi Singkat MK</b>	Matakuliah ini merupakan matakuliah bahasa Inggris lanjutan dari Bahasa Inggris Coversation 1 yang digunakan dalam kehidupan sehari-hari dalam konteks Teknologi Rekayasa Multimedia Grafis. Ini mencakup praktik Listening, Speaking, Reading dan Writing. 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, multimedia, komputer dan informatika.	
<b>Bahan Kajian / Materi Pembelajaran</b>	Introduction Voice Mail Greeting Location and Relationship Agreement and Disagreement Complaining Expression Like and Dislike Recommendation Curriculum Vitae Interview Short Movie <b>Grammar:</b> Simple Future, Simple Present, Adjectives, Preposition	

<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>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>		Orli Binta Tumanggor, S.Pd., M.Hum. Winda Syafitri, S.Pd., M.Pd. Aprilza Aswani, S.Pd., M.A										
<b>Mata kuliah prasyarat (Jika ada)</b>		Bahasa Inggris Coversation 1										
<b>Minggu Ke-</b>	<b>Sub-CPMK (Kemampuan akhir yg direncanakan)</b>	<b>Bahan Kajian (Materi Pembelajaran)</b>	<b>Bentuk dan Metode Pembelajaran [Media &amp; Sumber Belajar]</b>	<b>Estimasi Waktu</b>	<b>Pengalaman Belajar Mahasiswa</b>	<b>Penilaian</b>						
						<b>Kriteria &amp; Bentuk</b>	<b>Indikator</b>	<b>Bobot (%)</b>				
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>	<b>(9)</b>				
1	Having competence to make analogy in introducing his/her self and being able to express commitment and goals to achieve on Bahasa	<b>Topic:</b> Introduction  <b>Grammar Focus:</b> Simple Future Adjectives	<b>Class Activities:</b> Lecturing Discussion  <b>Media and Learning Source:</b> Modul	3x50'	Explain the rules and objectives of Bahasa Inggris Conversation 2.  Let students share their learning commitment and goals on Bahasa Inggris Conversation II.	<b>Criteria:</b> Rubric Criteria Speaking  <b>Non-test:</b> Performance	- The correctness of using adjective to introduce his/her self. - The correctness of using simple	5%				

	Inggris Coversation II. (C3, A3)						future to state target and goals.	
2	<p>Having communication competence to produce speech intelligible to native and proficient nonnative speakers of English</p> <ul style="list-style-type: none"> <li>- Use stress (emphasis), intonation, and pauses to express meaning effectively</li> <li>- Use grammar and syntax, including subordination, effectively at the sentence level (C3, A3)</li> </ul>	<p><b>Topic:</b> Voice Mail Greeting</p> <p><b>Material:</b> Listening 'Voice Mail Greeting'</p> <p><b>Grammar Focus:</b> -Sentences Types - Subordinating Conjunctions</p>	<p><b>Class Activities:</b> Lecturing Group discussion</p> <p><b>Media and Learning</b> Recording Students'handout</p>	3x50'	<p>Explain about meaningful phrases to the students often expressed in a voice mail. It is called as <i>thought groups</i>.</p> <p>Pair the students and give them handout.</p> <p>Play the recordings of voice mail greeting.</p> <p>Allow students to discuss and write down the <i>thought groups</i> on the handout.</p> <p>Review the students' work.</p>	<p><b>Criteria:</b> Rubric Criteria Listening</p> <p><b>Test:</b> Listening Test</p>	<ul style="list-style-type: none"> <li>- The correctness in answering listenig test by involving sentences' types and subordinating conjunction.</li> </ul>	5%

3-4	<p>Having communication competence:</p> <ul style="list-style-type: none"> <li>- to describe familiar people, places or objects</li> <li>- To use prepositions of location and relationship correctly</li> <li>- To respond appropriately to questions asked (C3, A3)</li> </ul>	<p><b>Topic:</b> Location and Relationship</p> <p><b>Material:</b> Reading Passage (Describing Location and Relationship)</p> <p><b>Grammar Focus:</b> Prepositions</p>	<p><b>Class Activities:</b></p> <p>Lecturing Group discussion Games: Which Picture?</p> <p><b>Media and Learning</b></p> <p>Students' handout: List of prepositions of location and relationship List of vocabulary related to the photos Five similar photos of a single location</p>	2 (3x50')	<ul style="list-style-type: none"> <li>- Practice to describe a picture very carefully to a partner. Students will see five photos which have many similarities and also have some key differences.</li> <li>- Students will sit back to back and pretend to talk each other by telephone.</li> <li>- Review prepositions of location and relationship as well as the vocabularies listed to help students in describing the pictures.</li> <li>- Continue to play games <i>Which picture</i> by following these rules: <ul style="list-style-type: none"> <li>a. Taking turns, each student describes his/her picture to his/her partner in no more than two sentences. Each sentence must have at least one preposition of location, one</li> </ul> </li> </ul>	<p><b>Criteria:</b> Rubric Criteria Listening</p> <p><b>Non-Test:</b> Performance</p>	<ul style="list-style-type: none"> <li>-The correctness of using preposition to describe location.</li> <li>- The correct respond toward the questions asked.</li> </ul>	10%
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					<p>adjective, and one noun. It takes no more than 45 seconds to describe the picture.</p> <p>b. Then, the partner asks no more than two information questions, using <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, or <i>how</i>. Yes/no questions are not allowed. The first student answers the information questions as precisely as possible. Based on the two description sentences and the two questions, the student receiving the description must identify which of the five photos is being described. The students then switch roles and repeat the activity.</p> <p>- Giving feedback toward students' activities.</p>			
5-6	Having communication competence:	<b>Topic:</b> Manager Role Play	<b>Class Activities:</b> Lecturing		Explain to the students that they will participate in a workplace-related	<b>Criteria:</b> Rubric Criteria Speaking	- The correctness intonation,	20%

	<ul style="list-style-type: none"> <li>- Create sustained speech that is coherent, cohesive, and shows a clear progression of ideas.</li> <li>- Present and support opinions.</li> <li>- State a position on a topic and support it.</li> <li>- Make recommendation and defend it.</li> <li>- Take notes on what is read or heard (C3, A5)</li> </ul>	<p><b>Material:</b> Reading and Listening to "Manager Role Play"</p> <p><b>Grammar Focus:</b> -Agreement -Disagreement -Recommendation</p>	<p><b>Discussion Role play</b></p> <p><b>Media and Learning</b> Students' handout: -Role play situation information -List of expressions and suggested resources -Script and recording of a meeting conversation</p>		<p>Roleplay. Give the students handouts of Role play situation information and List of expressions and suggested resources</p> <p>The students are grouped and practiced to have a role play based on the situation information given.</p> <p>Giving feedback to students' role play.</p>	<p><b>Non-Test:</b> Role Play</p>	<p>pronunciation, fluency of performing the role-play. The correct content delivered on the manager role play.</p>	
7	<p>Having communication competence to:</p> <ul style="list-style-type: none"> <li>- can find for specific details</li> <li>- answer information questions based on written content</li> </ul>	<p><b>Topic:</b> Schedule</p> <p><b>Material:</b> Listening Audio 'Talking about Schedule: When are You Free?'</p> <p><b>Grammar Focus:</b> - Wh-/How Questions</p>	<p><b>Class Activities:</b> Lecturing Discussion Role play</p> <p><b>Media and Learning</b> Handouts</p>	3x50'	<ul style="list-style-type: none"> <li>- discussing about questions and phrases for scheduling a meeting,</li> <li>- having a role play to find a suitable time to have a meeting. Handout of schedules will be shared and filled</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Listening</p> <p><b>Test:</b> Listening Test</p>	<ul style="list-style-type: none"> <li>- The correctness of answering listening test about schedule 'When are you free?'</li> </ul>	5%

	<ul style="list-style-type: none"> <li>- use the appropriate level of formality</li> <li>- use appropriate pacing of speech (C3, A3)</li> </ul>	<ul style="list-style-type: none"> <li>- Formal Expression</li> <li>- Simple Present Tense</li> </ul>			in by students before the role play.			
8	<b>UJIAN TENGAH SEMESTER</b>							
9-10	<p>Having communication competences to:</p> <ul style="list-style-type: none"> <li>- summarize information, read or heard, that supports an opinion</li> <li>- state a position on a topic and support it</li> <li>- make a recommendation and defend it</li> <li>- present and support likes, dislikes, and values (C3, A3)</li> </ul>	<p><b>Topic:</b> Expressing Opinions and Making Recommendations</p> <p><b>Material:</b> Reading and Listening Audio 'Customer Service Survey'</p> <p><b>Grammar Focus:</b> -Like and Dislike Expression -Complaining Expression</p>	<p><b>Class Activities:</b> Lecturing Discussion Role play</p> <p><b>Media and Learning</b> Handout: -customer service survey - tips for expressing opinions and making recommendations</p>	2 (3x50')	<ul style="list-style-type: none"> <li>- ask the students if they have ever completed a customer satisfaction survey. Discuss where they might be asked to complete such a survey (e.g at work or after buying something in a store). Explain that for this activity, they are to imagine that they are all staff members in the GR department of a large company. The director found that there are some problems with the service from HR.</li> <li>- share the online surveys which state some problems such</li> </ul>	<p><b>Criteria:</b> Rubric Criteria Speaking</p> <p><b>Non-Test:</b> Role Play</p> <p><b>Test:</b> Reading Test</p>	<ul style="list-style-type: none"> <li>- The correctness of intonation, fluency and pronunciation in having a role play.</li> <li>- The correct answers of solving reading test about customer satisfaction survey.</li> </ul>	15%

					<p><i>as do not answer the phones quickly enough, etc.</i></p> <ul style="list-style-type: none"> <li>- get students to share opinions and making recommendations toward the problems found. The tips of expression opinions and recommendations can be checked on the handouts.</li> </ul>			
11	Having communication competence to write a good curriculum vitae (C4, A3)	<b>Topic:</b> Curriculum Vitae	<b>Class Activities:</b> Lecturing Discussion  <b>Media and Learning</b> PPT	3x50'	<p>Students are given a job vacancy and then they are asked to write their CV to apply that job.</p> <p>Giving feedback toward students' work</p>	<b>Criteria:</b> Rubric Criteria Writing  <b>Non-test:</b> Writing application letter	<ul style="list-style-type: none"> <li>- The correctness in writing application letter.</li> <li>The correct use of suffixes, gerund, and to infinitive on application letter.</li> </ul>	10%
12-13	Having communication competence to: <ul style="list-style-type: none"> <li>- create sustained speech that is coherent, cohesive, and shows a clear</li> </ul>	<b>Topic:</b> Job Interview  <b>Material:</b> Video -Top questions in interview -Software Engineer Intervie	<b>Class Activities:</b> Lecturing Discussion Role play  <b>Media and Learning</b>	2 (3x50')	<ul style="list-style-type: none"> <li>-begin with a class discussion about job interviews, focus on typical job interview questions and guidelines for answering.</li> <li>- ask students to have a role play in which they</li> </ul>	<b>Criteria:</b> Rubric Criteria speaking  <b>Non-test:</b> Performance and role play	<ul style="list-style-type: none"> <li>- The correct grammar and vocabulary use in interview.</li> </ul>	15%

	<ul style="list-style-type: none"> <li>- progression of ideas.</li> <li>- Use grammar and syntax effectively in speech longer than sentence length. (C4, A3)</li> </ul>	<b>Grammar Focus:</b> Polite Sentences	<b>Handout:</b> -Typical job interview questions and guidelines for answering -Job description for role play		will take turn playing the role of the interviewer and the role of job applicant. - give evaluation and feedback toward students' role play performances.			
14-15	Having communication competence to create a short movie in terms of academic/ college life. (C3, A3)	<b>Topic:</b> Class Project  <b>Material:</b> Creating Short Movie Final Project- Short Movie	<b>Class Activities:</b> Lecturing Discussion Role play  <b>Media and Learning</b> Social media: Youtube/ Facebook/ Instagram	2(3x50')	Students work together to complete final class project to create a short movie (at least 10 minutes) to train their cooperation and English speaking in formal and informal situation which dealing with academic/ college life.	<b>Criteria:</b> Rubric Criteria Writing and Speaking  <b>Non-test:</b> Performance and role play	- The expression, fluency, accuracy, pronunciation and content of video of the students' in creating a short movie as cs project.	15%

## UJIAN AKHIR SEMESTER

**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.