



PORTOFOLIO MK

**PORTOFOLIO PEMBELAJARAN MATA
KULIAH**

SUB – DIREKTORAT

MK BERSAMA

INSTITUT TEKNOLOGI SEPULUH NOPEMBER

PANDUAN & TEMPLATE
GUIDANCE & TEMPLATE

PORTOFOLIO MK
COURSE PORTFOLIO

Proses <i>Process</i>	Penanggung Jawab Person in-Charge			Tanggal <i>Date</i>
	Nama <i>Name</i>	Jabatan <i>Position</i>	Tandatangan <i>Signature</i>	
Perumus <i>Formulator</i>				
Pemeriksa <i>Supervisor</i>				
Persetujuan <i>Agreement</i>				
Penetapan <i>Othorization</i>				
Pengendalian <i>Control</i>				

Daftar Isi

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PORTOFOLIO MATA KULIAH

COURSE PORTFOLIO

NAMA MK : Bahasa Inggris
COURSE NAME : *English*
KODE MK : UG18 4 9 14
COURSE CODE
SEMESTER : 1 atau 2
NAMA DOSEN / TIM : 1. Dra. Endang Susilowati, M. Kes
LECTURERS/TEAM : 2. Ratna Rintaningrum, S.S., M.Ed., Ph.D
3. Arfan Fahmi, S.S., M.Pd
4. Umi Trisyanti, S.S., M.Pd
5. Hermanto, S.S., M.Pd
6. Adi Suryani, S.S., M.Ed., Ph.D
7. Dr. Kartika Nuswantara, S.Pd., M.Pd
NAMA KOORDINATOR MK : Hermanto, S.S., M.Pd
NAME OF COURSE
COORDINATOR

I. Halaman Pengesahan / *Authentication Page*


	KURIKULUM 2018-2023 CURRICULUM 2018-2023 SUB DIREKTORAT MK BERSAMA Sub DIRECTORATE OF GENERAL SUBJECTS Nama MK: Bahasa Inggris Course Name: English		UG184914
			Sem: Gasal / Genap Sem: Odd / Even Tahun 2020 Year 2020
Kode: SF184914 ID: SF184914	Bobot sks : 2 sks <i>Credit: 2</i>	Rumpun MK: <i>Course Group:</i>	
OTORISASI AUTHORIZATION	Koordinator MK <i>Course Coordinator</i>	Ketua RMK <i>RMK Coordinator:</i>	Ka. Prodi <i>Head of Study Programme</i>
	Hermanto	Name	Name
	TTD/signature	TTD/signature	TTD/signature
	Tanggal: <i>Date:</i>	Tanggal: <i>Date:</i>	Tanggal: ... <i>Date:</i>

II. Capaian Pembelajaran (Learning Outcomes)

Tabel I.1 Capaian Pembelajaran Lulusan (CPL) / Programme Learning Outcomes (PLO)

Kode CPL <i>PLO Code</i>	Deskripsi CPL <i>PLO Description</i>
S8	menginternalisasi nilai, norma, dan etika akademik. <i>Internalize academic values, norms, and ethics.</i>
KU1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya. <i>Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention and applies humanities values in accordance with their areas of expertise.</i>
KU2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur. <i>Able to show independent, quality, and measurable performance.</i>

III. Rencana Pembelajaran Semester – Semester Learning Plan

		INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS) SDKB				Kode Dokumen- Document Code
RENCANA PEMBELAJARAN SEMESTER SEMESTER LEARNING PLAN						
MATA KULIAH (MK) -Course	KODE-Code	Rumpun MK-Course Group	BOBOT (sks) -Weight		SEMESTER	Tgl Penyusunan -Date
<i>Bahasa Inggris</i>	UG18 4 9 14	<i>Komunikasi</i>	<i>2</i>	<i>-</i>	<i>1 atau 2.</i>	<i>10 Juli 2020</i>
PENGESAHAN-AUTHORIZATION	Dosen Pengembang RPS - Developer		Koordinator RMK- Coordinator		Ka Prodi -Head of Study Program	
			(Jika ada) Tanda tangan - <i>Signature</i>		Tanda tangan - <i>Signature</i>	
Capaian Pembelajaran Learning Outcome	CPL-PRODI yang dibebankan pada MK - PLO Charged to the Course					
	S8	Menginternalisasi nilai, norma, dan etika akademik. <i>Internalize academic values, norms, and ethics.</i>				
	KU1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya. <i>Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention and applies humanities values in accordance with their areas of expertise.</i>				
	KU2	Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.				

	<i>Able to show independent, quality, and measurable performance.</i>																						
	Capaian Pembelajaran Mata Kuliah (CPMK) – Course Learning Outcomes (CLO)																						
CP MK 1	Mampu menulis kalimat dan paragraf dalam bahasa Inggris yang baik dan benar sesuai dengan kaidah penulisan kalimat dan paragraf serta tata bahasa baku bahasa Inggris. <i>Able to write sentences and paragraphs in good and correct English in accordance with the rules of writing sentences and paragraphs and standard English grammar.</i>																						
CP MK 2	Mampu melakukan presentasi akademik dengan baik menggunakan alat bantu presentasi (PPT) yang efektif. <i>Able to carry out academic presentation well using effective presentation aids (PPT).</i>																						
CP MK 3	Mampu menerapkan listening strategies untuk menjawab pertanyaan dari percakapan (dialogue/conversation) dan ceramah (talk) dalam bahasa Inggris dengan benar serta mampu melakukan note taking dengan benar. <i>Able to apply listening strategies to answer questions from conversations (dialogues) and lectures (talks) in English correctly and able to do note taking correctly.</i>																						
CP MK 4	Mampu menerapkan strategi membaca (reading strategies) yang tepat seperti scanning, skimming dan reading for details serta strategi memahami kosakata (vocabulary) untuk menjawab pertanyaan bacaan dengan benar. <i>Able to apply the right reading strategies such as scanning, skimming and reading for details as well as vocabulary strategies to answer reading questions correctly.</i>																						
Peta CPL – CP MK Map of PLO - CLO	<p><i>Tuliskan peta matriks antara CPL dengan CPMK (Sub CP MK)</i> <i>PLO-CLO Matrix</i></p> <table border="1"> <thead> <tr> <th></th> <th>S8</th> <th>KU1</th> <th>KU2</th> </tr> </thead> <tbody> <tr> <td>CPMK 1</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK 2</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK 3</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK 4</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>Catatan: CPL digunakan SN Dikti</p>				S8	KU1	KU2	CPMK 1	✓	✓	✓	CPMK 2	✓	✓	✓	CPMK 3	✓	✓	✓	CPMK 4	✓	✓	✓
	S8	KU1	KU2																				
CPMK 1	✓	✓	✓																				
CPMK 2	✓	✓	✓																				
CPMK 3	✓	✓	✓																				
CPMK 4	✓	✓	✓																				

Diskripsi Singkat MK Course Description	<p>Pada mata kuliah ini, mahasiswa akan belajar konsep-konsep dasar berbahasa Inggris yang meliputi ketrampilan menulis (writing), berbicara (speaking/presentation), menyimak (listening), dan membaca (reading) serta mampu menerapkannya untuk mengungkapkan ide dan pikirannya secara lisan dan tertulis di dalam kehidupan akademik yang berkaitan dengan sains dan teknologi serta sehari-hari.</p> <p><i>In this course, students will learn English skills that include writing, speaking/academic presentation, listening, and reading and them to express their ideas and thoughts orally and in writing in both academic context related to science and technology and everyday life.</i></p>		
Bahan Kajian: Materi pembelajaran Study Materials	<ol style="list-style-type: none"> 1. Subject – Verb Agreement 2. Phrases and clauses 3. Sentence types 4. Paragraph 5. presentasi akademik 6. Listening to short conversation 7. Listening to longer conversation 8. Listening to talks and note taking 9. Reading strategies 10. Vocabulary recognition 11. Reading for details: 12. Text pattern organizations 		
Pustaka References	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Utama - Main :</td> <td> <ol style="list-style-type: none"> 1. Becker Lucinda & Joan Van Emden, “Presentation Skills for Students, Palgrave, Macmillan, 2010 2. Hogue Ann, Oshima Alice, “Introduction to Academic Writing”, Longman,1997 3. Johnston Susan S, Zukowski Jean/Faust, “Steps to Academic Reading,” Heinle, Canada, 2002 4. Mikulecky, Beatrice S, “Advanced Reading Power”, Pearson Education, New York, 2007 5. Preiss Sherry, “NorthStar: Listening and Speaking,” Pearson Education, New York 2009 6. Tim Dosen Bahasa Inggris ITS, “Improving English Skills for Academic Purposes, A Conceptual and Practical Integration,” </td> </tr> </table>	Utama - Main :	<ol style="list-style-type: none"> 1. Becker Lucinda & Joan Van Emden, “Presentation Skills for Students, Palgrave, Macmillan, 2010 2. Hogue Ann, Oshima Alice, “Introduction to Academic Writing”, Longman,1997 3. Johnston Susan S, Zukowski Jean/Faust, “Steps to Academic Reading,” Heinle, Canada, 2002 4. Mikulecky, Beatrice S, “Advanced Reading Power”, Pearson Education, New York, 2007 5. Preiss Sherry, “NorthStar: Listening and Speaking,” Pearson Education, New York 2009 6. Tim Dosen Bahasa Inggris ITS, “Improving English Skills for Academic Purposes, A Conceptual and Practical Integration,”
Utama - Main :	<ol style="list-style-type: none"> 1. Becker Lucinda & Joan Van Emden, “Presentation Skills for Students, Palgrave, Macmillan, 2010 2. Hogue Ann, Oshima Alice, “Introduction to Academic Writing”, Longman,1997 3. Johnston Susan S, Zukowski Jean/Faust, “Steps to Academic Reading,” Heinle, Canada, 2002 4. Mikulecky, Beatrice S, “Advanced Reading Power”, Pearson Education, New York, 2007 5. Preiss Sherry, “NorthStar: Listening and Speaking,” Pearson Education, New York 2009 6. Tim Dosen Bahasa Inggris ITS, “Improving English Skills for Academic Purposes, A Conceptual and Practical Integration,” 		

	Pendukung - Supporting:						
	<ol style="list-style-type: none"> 1. Bonamy David, "Technical English," Pearson Education, New York, 2011 2. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006 3. Fuchs Marjorie & Bonner Margaret, "Focus on Grammar; An Integrated Skills Approach," Pearson Education, Inc, 2006 4. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996 5. Hockly Nicky & Dudeney Gavin, "How to Teach English with Technology, Pearson Education Limited, 2007 6. Phillipd Deborah, "Longman Preparation Course for the TOEFL Test," Pearson Education, Inc, 2003 7. Root Christine & Blanchard Karen, "Ready to Read Now, Pearson Education, New York, 2005 8. Root Christine & Blanchard Karen, "Ready to Write, Pearson Education, New York, 2003 9. Weissman Jerry, "Presenting to Win, the Art of Telling Your Story, Prentice Hall, 2006 						
Dosen Pengampu Instructors	Dra. Endang Susilowati, M. Kes Ratna Rintaningrum, S.S., M.Ed., Ph.D Arfan Fahmi, S.S., M.Pd Umi Trisyanti, S.S., M.Pd Hermanto, S.S., M.Pd Adi Suryani, S.S., M.Ed., Ph.D Dr. Kartika Nuswantara, S.Pd., M.Pd						
Matakuliah syarat Pre-required subject	Tidak ada - <i>Nothing</i>						
Mg Ke-meeting	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) <i>Learning outcome</i>	Penilaian - <i>Assessment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>Learning methos-time</i> [Estimasi Waktu]		Materi Pembelajaran Referen ces [Pustaka]	Bobot Penilaian <i>weight</i> (%)
		Indikator - <i>indicators</i>	Kriteria & Teknik <i>Criteria & techniques</i>				
(1)	(2)	(3)	(4)	Tatap Muka (5)	Daring (6)	(7)	(8)

<p>1 - 4</p>	<p>CPMK 1: Mampu menulis kalimat dan paragraf dalam bahasa Inggris yang baik dan benar sesuai dengan unsur-unsur penyusun kalimat dan paragraf serta tata bahasa baku bahasa Inggris.</p> <p><i>Able to write sentences and paragraphs in good and correct English in accordance with the rules of writing sentences and paragraphs and standard English grammar.</i></p> <p>Sub CPMK 1.1: Mampu mengidentifikasi dan menentukan Subject – Verb kalimat dan membuat kalimat dengan Subject – Verb dengan benar.</p> <p><i>Able to identify and define the Subject – Verb of the sentences and create sentences with Subject – Verb correctly.</i></p>	<p>1. Menulis kalimat dan paragraph dengan benar.</p> <p><i>Produce different kinds of English sentences and paragraphs that fulfill the elements of writing good paragraphs (ideas, content, grammar, cohesion and coherence)</i></p> <p>1.1 menentukan subject –verb dalam kalimat</p> <p><i>specify subject –verb in sentence.</i></p>	<ul style="list-style-type: none"> - Latihan - Tugas - Kuis - Exercise - Assignment - Quizzes 	<ul style="list-style-type: none"> - Kuliah - Case study - Diskusi - lecture - Case study - discussion <p>(4 x 100 menit)</p>	<ul style="list-style-type: none"> - MyITS Classroom - Padlet 	<ul style="list-style-type: none"> - Improving English Skills for Academic Purposes, A Conceptual and Practical Integration halaman 1-28 - Hogue Ann, Oshima Alice, “Introduction to Academic Writing”, Longman, 1997 	<p>25%</p>
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	<p>Sub CPMK 1.2: Mampu membedakan antara phrase dan clause, main clause dan sub-clause, serta membuat main clause dan sub-clause terpadu dalam kalimat.</p> <p><i>Able to distinguish between phrase and clause, main clause and sub-clause, and make main clause and sub-clause integrated in sentence.</i></p> <p>Sub CPMK 1.3: Mampu menulis berbagai jenis kalimat (sentence types: simple sentence, compound sentence, complex sentence, dan compound complex sentence)</p> <p><i>Able to write various types of sentences (simple sentence, compound sentence, complex sentence, and compound complex sentence)</i></p>	<p>1.2 membuat kalimat dengan adjective clause, adverb clause dan noun clause dengan benar.</p> <p><i>create sentences with adjective clause, adverb clause and noun clause correctly.</i></p> <p>1.3 Membuat kalimat berbeda sesuai jenis dan jumlah clause (simple sentence, compound sentence, complex sentence, dan compound complex sentence)</p> <p>Create different sentences (simple sentence, compound sentence, complex sentence, and compound complex sentence)</p>					
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	<p>Sub CPMK 1.4: Mampu menulis paragraph beserta unsur-unsur yang membentuknya (topic sentence, supporting sentences, dan concluding sentence) serta mengikuti kaidah paragraph unity and coherence dengan benar.</p> <p><i>Able to write paragraphs and the elements that form them (topic sentence, supporting sentences, and concluding sentences) and follow the rules of paragraph unity and coherence correctly.</i></p>	<p>1.4 menulis paragraf dengan baik dan benar.</p> <p><i>write paragraphs properly and correctly.</i></p>					
5 - 8	<p>CPMK 2: Mampu melakukan presentasi akademik dengan baik menggunakan alat bantu presentasi (PPT) yang efektif.</p> <p><i>Able to carry out academic presentation well using effective presentation aids (PPT).</i></p>	<p>2. Presentasi dengan baik dan lancar.</p> <p><i>Good and smooth Presentation</i></p>	<ul style="list-style-type: none"> - Tugas Kelompok - Unjuk kerja/tes lisan/observasi - <i>Group Tasks</i> - <i>Performance / oral test / Observation</i> 	<p>Diskusi kelompok dan simulasi</p> <p><i>Group discussions and simulations</i></p> <p>(4 x 100 menit)</p>	MyITS Classroom	<ul style="list-style-type: none"> - Improving English Skills for Academic Purposes, A Conceptual and Practical Integration halaman 29-46 - Becker Lucinda & Joan Van Emden, "Presentation Skills for Students, 	25%

	<p>Sub CPMK 2.1: Mampu menjelaskan faktor-faktor yang membuat presentasi menjadi baik atau jelek dan mempersiapkan materi presentasi.</p> <p><i>Able to explain the factors that make a presentation good or bad and prepare presentation materials.</i></p> <p>Sub CPMK 2.2: Mampu melaksanakan presentasi akademik dengan baik dengan menggunakan alat bantu yang efektif (PPT) secara berkelompok.</p> <p><i>Able to carry out academic presentations well by using effective presentation aids (PPT) in groups.</i></p>	<p>2.1. Menjelaskan faktor-faktor yang membuat presentasi menjadi baik atau jelek dan mempersiapkan materi presentasi</p> <p>2.2 melaksanakan presentasi dan atau diskusi tanya jawab</p>				Palgrave, Macmillan, 2010	
9 - 11	<p>CPMK 3: Mampu menerapkan listening strategies untuk menjawab pertanyaan dari percakapan</p>	<p>3. Menjelaskan atau menjawab isi wacana</p>	<ul style="list-style-type: none"> - Latihan - Tugas - Kuis 	<ul style="list-style-type: none"> - Kuliah - Tutorial - <i>Lecture</i> 	MyITS Classroom	Improving English Skills for Academic Purposes, A Conceptual and	25%

	<p><i>(dialogue/conversation)</i> dan ceramah <i>(monologue)</i> dalam bahasa Inggris dengan benar serta mampu melakukan <i>note taking</i> dengan benar.</p> <p><i>Able to apply listening strategies to answer questions from conversations (dialogues) and lectures (talks) in English correctly and able to do note taking correctly.</i></p> <p>Sub CPMK 3.1: Mampu menjelaskan dan menjawab isi wacana lisan dari short conversation</p> <p><i>Able to explain and answer the content of oral discourse from short conversations.</i></p> <p>Sub CPMK 3.2: Mampu menjelaskan dan menjawab isi wacana lisan dari longer conversation</p>	<p>lisan dari dialog dan monolog dan note taking.</p> <p><i>Explain or answer the content of oral discourses of dialogue and monologues and note taking.</i></p> <p>3.1 Menjelaskan atau menjawab isi wacana lisan dari dialog pendek.</p> <p><i>Explain or answer the content of oral discourse from short dialogue.</i></p> <p>3.2 Menjelaskan atau menjawab isi wacana lisan dari dialog panjang.</p>	<p>- <i>Exercise</i> - <i>Assignment</i> - <i>Quizzes</i></p>	<p>- <i>Tutorial</i> (3 x 100 menit)</p>		<p>Practical Integration halaman 47 – 80.</p>	
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	<p><i>Able to explain and answer the content of oral discourse from longer conversations.</i></p> <p>Sub CPMK 3.3: Mampu menjelaskan dan menjawab isi wacana lisan dari talks serta mampu melakukan note taking dengan benar.</p> <p><i>Able to explain and answer the content of oral discourse of talks and able to do note taking well.</i></p>	<p><i>Explain or answer the content of oral discourse from a long dialogue.</i></p> <p>3.3 Menjelaskan atau menjawab isi wacana lisan dari monolog dan note taking.</p> <p><i>Explaining or answering the content of oral discourse from monologues and note taking.</i></p>					
12 - 13	<p>CPMK 4: Mampu menerapkan strategi membaca (<i>reading strategies</i>) yang tepat seperti <i>scanning, skimming</i> dan <i>reading for details</i> serta <i>vocabulary recognition</i> untuk menjawab pertanyaan bacaan dengan benar.</p> <p><i>Able to apply the right reading strategies such as scanning, skimming and reading for details as well</i></p>	<p>4. Menjelaskan isi bahan bacaan dan menjawab pertanyaan dengan benar tentang suatu bahan bacaan.</p> <p><i>Explain the content of the reading material and answer questions correctly about a reading material.</i></p>	<ul style="list-style-type: none"> - Latihan - Tugas - Tes tertulis (EAS) - Exercise - Assignment - Final exam 	<p>Kuliah Tutorial Responsi (3 x 100 menit)</p>	<p>MyITS Classroom</p>	<p>Improving English Skills for Academic Purposes, A Conceptual and Practical Integration halaman 81 – 110, 127 – 159.</p>	<p>25%</p>


	<p><i>as vocabulary strategies to answer reading questions correctly.</i></p> <p>Sub CPMK 4.1: Mampu menerapkan strategi membaca skimming dan scanning untuk memahami isi wacana tulis serta mampu menggunakan strategi Vocabulary recognition dalam memahami arti kosa kata.</p> <p><i>Able to apply skimming and scanning reading strategies to understand the content of written discourse and able to use Vocabulary recognition strategy in understanding the meaning of vocabulary.</i></p> <p>Sub CPMK 4.2: Mampu menggunakan strategi Reading for details untuk memahami main ideas, stated detail information, unstated detail information, serta implied information</p>	<p>4.1 Menjawab pertanyaan dengan benar tentang suatu bahan bacaan dengan menggunakan strategi skimming dan scanning.</p> <p><i>Answer questions correctly about a reading material using skimming and scanning strategies.</i></p> <p>4.2 Menjawab pertanyaan dengan benar tentang suatu bahan bacaan dengan menggunakan strategi Reading for details.</p> <p><i>Answer questions correctly about a reading</i></p>					
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	<p>untuk menjelaskan isi wacana tulis.</p> <p><i>Able to use the strategy of Reading for details to understand main ideas, stated detail information, unstated detail information, and implied information to explain the content of the written discourse.</i></p> <p>Sub CPMK 4.3: Mampu menjelaskan struktur organisasi bacaan (<i>text pattern organizations</i>) dengan mengidentifikasi key words dan signal words yang digunakan.</p> <p><i>Able to explain the structure of reading organizations (text pattern organizations) by identifying the key words and the signal words used.</i></p>	<p><i>material using the Reading for details strategy.</i></p> <p>4.3. Menjelaskan pola bacaan (<i>text pattern organizations</i>) dan menentukan signal words yang digunakan.</p> <p><i>Explaining reading patterns (text pattern organizations) and determining the signal words used.</i></p>					
15-16	UAS / Evaluasi Akhir Semester						

Catatan sesuai dengan SN Dikti Permendikbud No 3/2020:

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 studinya 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. 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.
6. 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.
7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. Metode Pembelajaran: *Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning*, dan metode lainnya yg setara.
10. Materi Pembelajaran adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **TM**=Tatap Muka, **PT**=Penugasan Terstruktur, **BM**=Belajar Mandiri.

IV. Rencana Penilaian / Asesmen & Evaluasi RAE), dan Rencana Tugas


	RENCANA ASSESSMENT & EVALUASI SDKB MK : Bahasa Inggris		RA&E
			Tuliskan Kode Dok
Kode: UG18 4 9 14	Bobot sks (T/P): 2	Rumpun MK: Komunikasi	Smt: 1/2
OTORISASI	Penyusun RA & E Hermanto, S.S., M.Pd	Koordinator RMK Hermanto, S.S., M.Pd	Ka SDKB Dr. Didik

Mg ke (1)	Sub CP-MK (2)	Bentuk Asesmen (Penilaian) (3)	Bobot (%) (4)
1-4	Sub-CPMK 1.1: Sub-CPMK 1.2: Sub-CPMK 1.3: Sub-CPMK 1.4:	Tugas - Assignment Kuiz - Quiz	15% 10%
5-8	Sub-CPMK 2.1: Sub-CPMK 2.2:	Proyek - Project	25%
9-11	Sub-CPMK 3.1: Sub-CPMK 3.2: Sub-CPMK 3.3:	Tugas - Assignment Kuiz - Quiz	10% 15%
12-14	Sub-CPMK 4.1: Sub-CPMK 4.2: Sub-CPMK 4.3:	Tugas - Assignment Tes (EAS) – Final Exam	10% 15%
Total bobot penilaian			100%

RENCANA TUGAS 1

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER FAKULTAS TEKNOLOGI INDUSTRI LEMBAR TUGAS MAHASISWA				
MATA KULIAH	Bahasa Inggris				
KODE	UG18 4 9 14	sks	2	SEMESTER	1/2
DOSEN PENGAMPU	Hermanto, S.S., M.Pd				
CPL yang dibebankan pada MK					
KU1: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.					
KU2: mampu menunjukkan kinerja mandiri, bermutu, dan terukur.					
BENTUK TUGAS					
Membuat sebuah paragraf yang baik					
JUDUL TUGAS					
Menulis paragraf					
SUB CAPAIAN PEMBELAJARAN MATA KULIAH					
Mahasiswa mampu membuat paragraf yang baik Mahasiswa mampu menulis kalimat yang baik					
DISKRIPSI TUGAS					
<ul style="list-style-type: none"> - Paragraf harus mengandung topic sentence, supporting sentences, dan concluding sentence dengan mengikutkan aspek unity dan coherence. - Paragraf ditulis dengan menggunakan kalimat yang berbeda-beda (simple sentence, compound sentence, complex sentence, dan compound-complex sentence) - Jumlah kata antara 150 -300 					
METODE PELAKSANAAN TUGAS					
Dikerjakan secara mandiri / individu. Dikerjakan secara online dengan menggunakan aplikasi padlet					
BENTUK DAN FORMAT LUARAN (sebagai Luaran Tugas) – bila bukan menyelesaikan soal					
Paragraf					
INDIKATOR, KRITERIA DAN BOBOT PENILAIAN					
Struktur dan unsur paragraf Variasi kalimat Unity and coherence Jumlah kata dan vocabulary range Bobot penilaian 15%					
JADWAL PELAKSANAAN					
Minggu ke 4					
LAIN-LAIN					
-					
DAFTAR RUJUKAN					
Buku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration					


RENCANA TUGAS 2

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER FAKULTAS TEKNOLOGI INDUSTRI LEMBAR TUGAS MAHASISWA				
MATA KULIAH	Bahasa Inggris				
KODE	UG18 4 9 14	sks	2	SEMESTER	1/2
DOSEN PENGAMPU	Hermanto, S.S., M.Pd				
CPL yang dibebankan pada MK					
KU1: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.					
KU2: mampu menunjukkan kinerja mandiri, bermutu, dan terukur					
BENTUK TUGAS					
Proyek					
JUDUL TUGAS					
Academic Presentation					
SUB CAPAIAN PEMBELAJARAN MATA KULIAH					
Mahasiswa mampu mempersiapkan bahan presentasi Mahasiswa mampu melakukan academic presentation.					
DISKRIPSI TUGAS					
Mahasiswa secara berkelompok mempersiapkan bahan presentasi dan melakukan presentasi akademik yang direkam dalam format video untuk diupload ke kanal youtube.					
METODE PELAKSANAAN TUGAS					
<ol style="list-style-type: none"> 1. Create a 3-member group from the same department. 2. Each group finds an interesting, up to date topic related with their field of study. 3. Each group searches for information (data, facts, examples) to support and develop the topic. 4. The information (data, facts, examples) are presented in power point presentation. (<i>See video on how to organize presentation in MyITSClassroom</i>). 5. Each group presents the topic supported by ppt for 5 - 7 minutes. (<i>See video on how to explain information (chart) in ppt in MyITSClassroom</i>). 6. The presentation is recorded in video format and uploaded in youtube channel 					
BENTUK DAN FORMAT LUARAN (sebagai Luaran Tugas) – bila bukan menyelesaikan soal					
PPT, video					
INDIKATOR, KRITERIA DAN BOBOT PENILAIAN					
Informatif Efektif Menarik Bobot penilaian 25%					
JADWAL PELAKSANAAN					
Minggu ke 5-8					
LAIN-LAIN					
-					

DAFTAR RUJUKAN

Buku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration

RENCANA TUGAS 3

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER FAKULTAS TEKNOLOGI INDUSTRI LEMBAR TUGAS MAHASISWA				
MATA KULIAH	Bahasa Inggris				
KODE	UG18 4 9 14	sks	2	SEMESTER	1/2
DOSEN PENGAMPU	Hermanto, S.S., M.Pd				
CPL yang dibebankan pada MK					
KU1: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.					
KU2: mampu menunjukkan kinerja mandiri, bermutu, dan terukur					
BENTUK TUGAS					
Membuat catatan sistematis dari monolog/talk					
JUDUL TUGAS					
Listening and Note taking					
SUB CAPAIAN PEMBELAJARAN MATA KULIAH					
Mahasiswa mampu membuat catatan note taking secara sistematis					
DISKRIPSI TUGAS					
Mahasiswa membuat catatan note taking secara sistematis dari monolog atau talk dan hasil catatan diupload di MyITSClassroom.					
METODE PELAKSANAAN TUGAS					
Tugas dikerjakan secara mandiri / individu Lembar kerja dikerjakan dalam format .docs dan diupload dengan format .pdf					
BENTUK DAN FORMAT LUARAN (sebagai Luaran Tugas) – bila bukan menyelesaikan soal					
Catatan note taking					
INDIKATOR, KRITERIA DAN BOBOT PENILAIAN					
Cakupan informasi Tulisan jelas dan benar Tepat waktu penyelesaian/pengumpulan Bobot penilaian 10%					
JADWAL PELAKSANAAN					
Minggu ke 11					
LAIN-LAIN					
-					
DAFTAR RUJUKAN					
buku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration					

RENCANA TUGAS 4

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER FAKULTAS TEKNOLOGI INDUSTRI LEMBAR TUGAS MAHASISWA				
MATA KULIAH	Bahasa Inggris				
KODE	UG18 4 9 14	sks	2	SEMESTER	1/2
DOSEN PENGAMPU	Hermanto, S.S., M.Pd				
CPL yang dibebankan pada MK					
KU1: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.					
KU2: mampu menunjukkan kinerja mandiri, bermutu, dan terukur					
BENTUK TUGAS					
Tugas melakukan penyelesaian tasks/activities Chapter 8 di buku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration, halaman 127-159					
JUDUL TUGAS					
Tugas 4					
SUB CAPAIAN PEMBELAJARAN MATA KULIAH					
Mahasiswa mampu memahami signal words dan mampu menentukan struktur organisasi bacaan (<i>text pattern organizations</i>)					
DISKRIPSI TUGAS					
Tugas dikerjakan selama maksimal 1 pekan dan diupload di MyITSClassroom.					
METODE PELAKSANAAN TUGAS					
Tugas dikerjakan secara mandiri / individu					
BENTUK DAN FORMAT LUARAN (sebagai Luaran Tugas) – bila bukan menyelesaikan soal					
-					
INDIKATOR, KRITERIA DAN BOBOT PENILAIAN					
Jawaban benar Tulisan jelas dan benar Tepat waktu penyelesaian/pengumpulan Bobot penilaian 10%					
JADWAL PELAKSANAAN					
Minggu ke 14					
LAIN-LAIN					
-					
DAFTAR RUJUKAN					
Bbuku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration					

V. Portofolio penilaian & evaluasi proses dan hasil belajar setiap mahasiswa

Tabel ini untuk setiap mahasiswa, sehingga bisa di copy paste (inilah bentuk protfolio / perkembangan kemampuan mahasiswa) – gunakan excel untuk menghitung ketercapaian CPL.

Mg ke	CPL (yg dibebankan pd MK)	CPMK (CLO)	Bentuk Penilaian (Bobot%)*		Bobot (%) CPMK	Nilai Mhs (0-100)	$\Sigma((\text{Nilai Mhs}) \times (\text{Sub-Bobot\%}))^*$	Ketercapaian CPL pd MK (%)	Diskripsi Evaluasi & Tindak lanjut perbaikan
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Tuliskan Mg ke ...	Tuliskan CPL yg dibebankan pd MK (diambilkan dari RPS)	Tuliskan CP MK (diambilkan dari RPS) Boleh sama dengan sub CPMK	Tuliskan bentuk asesmen (diambilkan dari RPS)	Tuliskan bobot setiap asesmen (diambilkan dari setiap bagian bobot di RPS)	bobot setiap asesmen untuk setiap Sub CP MK (diambilkan dari bobot di RPS)				Tuliskan tindak lanjut (apabila sudah lolos / lulus), tuliskan “lulus” Bila belum lulus, tuliskan “tindak lanjut yang akan diberikan kpd mhs berupa “aktifitas tambahan”

CONTOH 1

Mg ke	CPL (yg dibebankan pd MK)	CPMK (CLO)	Bentuk Penilaian (Bobot%)*		Bobot (%) CPMK	Nilai Mhs (0-100)	$\Sigma((\text{Nilai Mhs}) \times (\text{Sub-Bobot%})^*)$	Ketercapaian CPL pd MK (%)	Diskripsi Evaluasi & Tindak lanjut perbaikan
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10	KU5	CPMK-4	Tugas-1 Tugas-2 Soal Esay Kuis-1	3,5 3,5 3	10	60 90 50	2.1 3.15 1.5		
Asesmen						Rata-rata = 66.7			

Contoh 2 – bentuk Lain, bila 1 sub CP MK, hanya 1 asesmen, maka kolom (5) = kolom (6)

Mg ke	CPL (yg dibebankan pd MK)	CPMK (CLO)	Bentuk Penilaian (Bobot%)*		Bobot (%) CPMK	Nilai Mhs (0-100)	$\Sigma((\text{Nilai Mhs}) \times (\text{Sub-Bobot%})^*)$	Ketercapaian CPL pd MK (%)	Diskripsi Evaluasi & Tindak lanjut perbaikan
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10	KU5	CPMK-4	Kuis	10	10	70	7	(nilai ini tergantung pada bobot CPL pada MK – contoh Bobot CPL = 20%) = 20% x 7 (kolom 8)	“Lulus CPMK-6”
13-15	P5, KU1	CPMK-5	Kuis	10	10	50	5	1 (angka ini yg akan masuk dalam perhitungan CPL Prodi – yg diperoleh dr MK)	Tidak lulus, dan dilakukan tambahan aktifitas / remidi di minggu ke 16 Sehingga untuk akan muncul lagi di

Mg ke	CPL (yg dibebankan pd MK)	CPMK (CLO)	Bentuk Penilaian (Bobot%)*		Bobot (%) CPMK	Nilai Mhs (0-100)	$\Sigma((\text{Nilai Mhs}) \times (\text{Sub-Bobot%})^*)$	Ketercapaian CPL pd MK (%)	Diskripsi Evaluasi & Tindak lanjut perbaikan
16	CPL-6	CPMK-6	Tugas	10	10	80	8	1.6	minggu ke 16 untuk Mhs ybs Lulus CPMK 6

Tabel di atas kolom 10, dapat dipisahkan – dengan menuliskan secara deskripsi perbaikan yang akan dilakukan atas evaluasi ketercapaian CPL

Catatan: Bobot CPL, dapat ditentukan / ditetapkan oleh Koordinator MK atas kesepakatan bersama Dosen MK, sebagai contoh

	CPL ke 1 = S1	CPL ke 2 = KU 1	CPL ke 3 = P
Bobot	30%	40%	30%

Semakin banyak CPL yang dibebankan pada MK, berdampak pada semakin banyak asesmen yang harus dilakukan

VI. Tindakan hasil Evaluasi untuk Perbaikan

	Unsur untuk perbaikan	Ya (sesuai)	Tdk (sesuai)	Bentuk Akt.	Yang melakukan perbaikan
1	Ketercapaian CPL pada MK			Remidi	Dosen
2	Modul / bahan ajar			Penyusunan Modul	Dosen
3	Buku referensi			Pengadaan	Prodi
4	Metode pembelajaran			FGD / Pelatihan	Dosen dan Prodi
5	Metode penilaian			FGD / pelatihan	Dosen dan Prodi

Tabel di atas – merupakan hasil rangkuman atas Tabel V

Lampiran

A. Rencana Tugas & Rubrik Penilaian

Lampirkan rencana Tugas dan rubrik penilaian untuk asesmen

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	Show well-prepared and organized presentation .	10	
	Information is presented in a logical sequence.	5	
	Total points	15	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
	Total point of content	45	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
	Total points of presentation	40	

Score	Total Points	100	
--------------	---------------------	------------	--

Rubrik Pengumpulan Tugas

Kategori	Kriteria	Total Poin	Skor
Jawaban Benar (70%)	Jumlah jawaban benar	100	
Kejelasan (15%)	Tulisan jelas, benar, tidak ada indikasi kecurangan (jawaban sama)	70 - 100	
	Tulisan kurang jelas/ kurang benar/ada indikasi kecurangan sebagian (jawaban sama)	40 - 70	
	Tulisan tidak jelas, tidak benar, ada indikasi kecurangan keseluruhan (jawaban sama)	10 - 40	
	Total poin	50	
Ketepatan Waktu (15%)	Tepat waktu	50	
	Terlambat 1 hari	40	
	Terlambat \geq 2 hari	30	
Skor	Total Poin Maksimal		

B. Bukti – soal (Asesmen dan Tugas)

Lampirkan bukti semua soal yang diberikan untuk asesmen:

Contoh 1 Soal Tugas (dari buku Improving English Skills for Academic Purposes, A Conceptual and Practical Integration halaman 9-...)

A. **Choose the best word or phrase to fill the gaps.**

- We ate a pizza _____ a kebab. (BUT / AND / SO)
- We had some cake _____ we didn't have any coffee. (UNLESS / UNTIL / BUT)
- I had a headache _____ I didn't go to the party. (WHEN / SO / WHEREAS)
- You can have a coffee _____ a tea but not both. (OR / TILL / BUT)
- I can't come to school _____ I have an important appointment. (SO / BECAUSE / UNLESS)
- I will call you _____ I get home. (AS / AND / WHEN)
- _____ you do your homework, you will pass the course. (UNLESS / UNTIL / AS LONG AS)
- I wanted to eat Japanese food _____ my wife wanted to eat Chinese food. (SO / WHEN / WHEREAS)
- You cannot go into that bar _____ you are 18 or older. (PROVIDED THAT / UNLESS / AS)
- She still went to work _____ she was sick. (EVEN THOUGH / UNTIL / IF)

11. Don't call me _____ you have finished your work. (UNTIL / WHILE / AS LONG AS)
 _____ the bad weather, they decided to have a picnic. (BECAUSE / DESPITE / WHEREAS)
 Wash your hands _____ you eat your dinner. (TILL/ WHEN / BEFORE)
12. I did not have the correct visa. _____, I could not enter the country. (BECAUSE / AS / CONSEQUENTLY)
13. I like milk, butter, cream and yoghurt. _____ , I don't like cheese. (SO / HOWEVER / AND)
14. He did not pass the exam because he had not studied or done his homework. _____, he did not go to school on the exam day. (OR / UNTIL / IN ADDITION)
15. You can have an ice-cream _____ you have finished you homework. (SO/PROVIDED THAT/OR)
16. _____ john was fixing the car, his wife was making sandwiches. (WHILE / UNTIL / DESPITE)
17. He could not get the job _____ his excellent qualifications. (BECAUSE / WHILE / IN SPITE OF)
18. I will love you _____ I die. (AFTER / UNLESS / TILL)
19. I had a shower _____ I got home. (BUT / AS SOON AS / UNTIL)
20. _____ you don't work hard you won't get a promotion. (IF / SO / AS LONG AS)
21. You won't get a promotion _____ you work hard. (WHILE / UNLESS / BECAUSE)
 _____ we had no money, we still had a good time. (FINALLY/HOWEVER / ALTHOUGH)

B. Think of joining two clauses using the following conjunctions to form well-structured compound/complex sentences

Conjunctions	Sentence
But	
And	
Because	
In addition	
Moreover	
Although	
Otherwise	
However	

So that	
Either/or	

C. Underline each subordinate clause in the following sentences. Then, write over the clause *ADJ* if it is an adjective clause, *ADV* if it is an adverb clause, or *N* if it is a noun clause.

Example 1. Whenever the weather was nice, Jackie and Nicci played in the backyard.

1. Jeri, who learned to dance from his grandmother, taught us the Charleston.
2. Because her favorite program was on, Stacy wanted to stay home.
3. Any author whose books make the bestseller list is likely to make a lot of money.
4. Whoever spilled the mustard all over the floor should clean it up.
5. Esai rode his bicycle whenever he had errands to run.
6. This is the garden where we grow tomatoes.
7. He told his story to whoever would listen.
8. Mother explained why we should change the oil in the car.
9. If we want to get to the game on time, we should leave now.
10. The play on which the film is based is quite good.

Contoh 2 Soal EAS



Nama: _____ NRP: _____ Kelas: _____

Petunjuk: Kerjakan soal di bawah ini dengan cara menghitamkan salah satu jawaban yang Anda anggap benar pada lembar jawaban dengan pensil 2B.

TEXT 1

Mountain Gorillas (*Gorilla beringei beringei*) possess a number of traits that contribute to their resilience to a changing climate: they are tolerant of a wide range of temperatures, are exposed to fairly high climate variability, have low freshwater requirements, and feed on a variety of abundant food. However, a number of other traits make them vulnerable to a changing climate. Their population is very small and their range highly restricted. A limited dispersal ability (due to human settlements), coupled with a long generation time, a low reproductive rate, and low amounts of genetic variation, will limit the ability of the species to adapt to a changing climate. Of high concern is the susceptibility of gorillas to disease. Diseases can be passed from humans to gorillas, and pose a high threat due to the widening distribution of disease under a changing climate, the frequent interaction between humans and gorillas, and the clustered distribution of the species. Other threats like habitat destruction, poaching, sociopolitical instability, commercial activities, and growing human population pressure, remain high and have the potential to increase due to the effects of climate stressors on humans and resulting changes in livelihoods.

Priorities for climate-informed conservation of mountain gorillas should include monitoring disease and maintaining and possibly increasing suitable habitat. It is also essential to create improved conditions for people to adapt to current and future changes in climate, and to continue to reduce threats such as instability in the east/central African region.

- In the above passage, the author aims to
 - provide early warning for human to protect Mountain Gorillas from their natural extinctions
 - provide assessment information on the vulnerability of Mountain Gorillas to the effects of climate change
 - inform the increased commercial activities threatening Gorillas' livelihood
 - inform gorillas' increased risk of extinction because of rapid human population growth and changes in climate
- All the following sentences are about some threats endangering and increasing Mountain Gorillas' risk of extinction, except.....
 - Mountain Gorillas' high susceptibility to disease
 - Habitat destruction due to human housing, increasing human population and commercial activities
 - Mountain Gorillas' limited geographical range and its' small population
 - Mountain Gorillas' limited food as their natural environment areas are restricted due to human's farming
- Which of the following is one of some Mountain Gorillas' traits which help them to survive against climate vulnerability
 - High temperature tolerance
 - High exposure to threats
 - Low abundance of food source
 - High degree of mobility
- Pronoun them in "...However, a number of other traits make them vulnerable to a changing climate," refers to
 - The changing climates
 - The Mountain Gorillas
 - The abundant food
 - The freshwater requirements
- All of the following are some measures should be taken to protect Mountain Gorillas as recommended by the author in paragraph 2, except.....
 - Monitoring diseases
 - Increasing the natural habitat and protected areas for Mountain Gorillas
 - Increasing human population growth in Mountain Gorillas' protected areas
 - Improving human's adaptive capacity to climate changing
- The word resilience in "Mountain Gorillas (*Gorilla beringei beringei*) possess a number of traits that contribute to their resilience to a changing climate," (Paragraph 1) is closest in meaning to.....
 - perseverance
 - continuity
 - maintenance
 - reliance
- The word susceptibility in "Of high concern is the susceptibility of gorillas to disease," (paragraph 1) is closest in meaning to.....
 - vulnerability
 - insensitivity
 - invulnerability
 - resistance

Contoh 3 soal EAS



INSTITUT TEKNOLOGI SEPULUH NOPEMBER
UJIAN AKHIR SEMESTER GENAP 2019/2020
BAHASA INGGRIS UPMB, TERBUKA, 90 MENIT
KAMIS, 14 MEI 2020; SESI 1 / JAM 07.00
TIM PENGAJAR BAHASA INGGRIS ITS

Petunjuk: *Ada 2 bagian pada lembar soal tes ini; pertama, multiple choice dan kedua, jawaban tertulis. Pada bagian pertama kerjakan nomor sesuai nomor terakhir NRP Anda (Ganjil atau Genap); pada bagian kedua semua soal harus dijawab. Tulis jawaban Anda pada lembar jawaban terpisah yang telah disediakan dan setelah selesai waktu ujian lembar jawaban harus disubmit ke MyITSclassroom dalam format pdf. Perhatikan waktu untuk mengerjakan dan batas waktu submit lembar jawaban.*

I. Choose correct answer to the following questions.

Text 1

Orchids are unique in having the most highly developed of all blossoms, in which the usual male and female reproductive organs are fused in a single structure called the column. The column is designed so that a single pollination will fertilize hundreds of thousands, and in some cases millions, of seeds, so microscopic and light they are easily carried by the breeze. Surrounding the column are three sepals and three petals, sometimes easily recognizable as such, often distorted into gorgeous, weird, but always functional shapes. The most noticeable of the petals is called the labellum, or lip. It is often dramatically marked as an unmistakable landing strip to attract the specific insect the orchid has chosen as its pollinator. To lure their pollinators from afar, orchids use appropriately intriguing shapes, colours and scents. At least 50 different aromatic compounds have been analysed in the orchid family, each blended to attract one or at most a few species of insects or birds. Some orchids even change their scents to interest different insects at different times. Once the right insect has been attracted, some orchids present all sorts of one-way obstacle courses to make sure it does not leave until pollen has been accurately placed or removed. By such ingenious adaptations to specific pollinators, orchids have avoided the hazards of rampant crossbreeding in the wild, assuring the survival of species as discrete identities. At the same time, they have made themselves irresistible to collectors.

1. What does the passage mainly discuss?
(A) Birds (B) Insects (C) Flowers (D) Perfume
2. The orchid is unique because of
(A) the habitat in which it lives (C) the variety of products that can be made from it
(B) the structure of its blossom (D) the length of its life
3. The word "fused" in line 2 is closest in meaning to
(A) combined (B) hidden (C) fertilized (D) produced
4. How many orchid seeds are typically pollinated at one time?
(A) 200 (B) 2,000 (C) 20,000 (D) 200,000
5. Which of the following is a kind of petal?
(A) The column (B) The sepal (C) The stem (D) The labellum
6. Which of the following is NOT mentioned as a means by which an orchid attracts insects?
(A) size (B) Shape (C) Colour (D) Perfume
7. The word "their" in line 13 refers to
(A) orchids (B) birds (C) insects (D) species

Text 2

Biofuels and the Environment

Leading investors have joined the growing chorus of concern about governments and companies rushing into producing biofuels as a solution for global warming, saying that many involved in the sector could be jeopardising future profits if they do not consider the long-term impact of what they are doing carefully.

C. Bukti jawaban soal dan Hasil Tugas

Jawaban Contoh 1 Soal Tugas

D. Choose the best word or phrase to fill the gaps.

22. We ate a pizza _____ a kebab. (BUT / **AND** / SO)
23. We had some cake _____ we didn't have any coffee. (UNLESS / UNTIL / **BUT**)
24. I had a headache _____ I didn't go to the party. (WHEN / **SO** / WHEREAS)
25. You can have a coffee _____ a tea but not both. (**OR** / TILL / BUT)
26. I can't come to school _____ I have an important appointment. (SO / **BECAUSE** / UNLESS)
27. I will call you _____ I get home. (AS / AND / **WHEN**)
28. _____ you do your homework, you will pass the course. (UNLESS / UNTIL / **AS LONG AS**)
29. I wanted to eat Japanese food _____ my wife wanted to eat Chinese food. (SO / WHEN / **WHEREAS**)
30. You cannot go into that bar _____ you are 18 or older. (PROVIDED THAT / **UNLESS** / AS)
31. She still went to work _____ she was sick. (**EVEN THOUGH** / UNTIL / IF)
32. Don't call me _____ you have finished your work. (**UNTIL** / WHILE / AS LONG AS)
 _____ the bad weather, they decided to have a picnic. (BECAUSE / **DESPITE** / WHEREAS)
 Wash your hands _____ you eat your dinner. (TILL / WHEN / **BEFORE**)
33. I did not have the correct visa. _____, I could not enter the country. (BECAUSE / AS / **CONSEQUENTLY**)
34. I like milk, butter, cream and yoghurt. _____, I don't like cheese. (SO / **HOWEVER** / AND)
35. He did not pass the exam because he had not studied or done his homework. _____, he did not go to school on the exam day. (OR / UNTIL / **IN ADDITION**)
36. You can have an ice-cream _____ you have finished your homework. (SO / **PROVIDED THAT** / OR)
37. _____ John was fixing the car, his wife was making sandwiches. (**WHILE** / UNTIL / DESPITE)
38. He could not get the job _____ his excellent qualifications. (BECAUSE / WHILE / **IN SPITE OF**)
39. I will love you _____ I die. (AFTER / UNLESS / **TILL**)
40. I had a shower _____ I got home. (BUT / **AS SOON AS** / UNTIL)
41. _____ you don't work hard, you won't get a promotion. (**IF** / SO / AS LONG AS)
42. You won't get a promotion _____ you work hard. (WHILE / **UNLESS** / BECAUSE)
 _____ we had no money, we still had a good time. (FINALLY / HOWEVER / **ALTHOUGH**)

E. Think of joining two clauses using the following conjunctions to form well-structured compound/complex sentences

Conjunctions	Sentence
But	(The answer may be various)
And	(The answer may be various)
Because	(The answer may be various)
In addition	(The answer may be various)
Moreover	(The answer may be various)

Although	(The answer may be various)
Otherwise	(The answer may be various)
However	(The answer may be various)
So that	(The answer may be various)
Either/or	(The answer may be various)

F. Underline each subordinate clause in the following sentences. Then, write over the clause *ADJ* if it is an adjective clause, *ADV* if it is an adverb clause, or *N* if it is a noun clause.

Example 2. Whenever the weather was nice, Jackie and Nicci played in the backyard. *ADV*

11. Jeri, who learned to dance from his grandmother (adj), taught us the Charleston.
12. Because her favorite program was on (adv), Stacy wanted to stay home.
13. Any author whose books make the bestseller list (adj) is likely to make a lot of money.
14. Whoever spilled the mustard all over the floor (N) should clean it up.
15. Esai rode his bicycle whenever he had errands to run(adv).
16. This is the garden where we grow tomatoes(adj).
17. He told his story to whoever would listen (N).
18. Mother explained why we should change the oil in the car (N).
19. If we want to get to the game on time (adv), we should leave now.
20. The play on which the film (adj) is based is quite good.

Jawaban Contoh 2 Soal EAS

No	Jawaban
1	B
2	D
3	A
4	B
5	C
6	A
7	A
8	B
9	D
10	B

Jawaban Contoh 3 Soal EAS

1	C
2	B
3	A
4	D

5	D
6	A
7	A
8	B
9	B
10	C