



**UNIVERSITAS NEGERI SURABAYA**  
**FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM**  
**PROGRAM STUDI (PENDIDIKAN KIMIA ATAU KIMIA)**

**Kode  
Dokumen**

**RENCANA PEMBELAJARAN SEMESTER**

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTE R	Tgl Penyusunan
<b>BAHASA INGGRIS KIMIA (ENGLISH FOR CHEMISTRY)</b>	8420402018		T= 2	P= 0	2	06 September 2020
<b>OTORISASI KIMIA</b>	<b>Pengembang RPS</b> Dr. Maria Monica Sianita B., M.Si		<b>Koordinator RMK</b> Dr. Nuniek Herdyastuti, M.Si.		<b>Ketua PRODI</b> Dr. Sukarmin, M.Pd	
<b>Capaian Pembelajaran (CP)</b>	<b>PLO-PRODI yang dibebankan pada MK</b>					
	PLO 6 (COM-2)	Mastering the principles of scientific method, designing and conducting research, managing and communicating scientific report, both in oral and written ways by utilizing the information and communication technology				
	<b>Capaian Pembelajaran Mata Kuliah (CLO)</b>					
	CLO1	Students have ability to utilize their ability in English, the learning resources, and ICT to support mastery of concepts of chemistry terms, chemical and chemical equipment in laboratory, and the name of chemical inorganic compounds ( <i>nomenclature</i> ) in English.				
	CLO2	Students have ability to make connection about their knowledge of English Vocabulary, Grammar and Structure with the Chemistry concepts in written text (text books, reading passages, articles, journals).				
	CLO3	Students have ability to utilize their ability of listening and writing strategies to understand speech, lecture, talk, and seminar spoken in English and to make good presentation in English.				
CLO4	Students have responsibility to use their knowledge in English and Chemistry to help people in daily life honestly, and make a better world.					

	<b>Kemampuan akhir tiap tahapan belajar (Sub-CLO)</b>	
	Sub-CLO1	Explaining the chemistry terms, chemicals, laboratory equipment and their usage in English based on their knowledge. Changing the chemical formulas into chemical names in English and vice versa based on their basic knowledge on Chemistry
	Sub-CLO2	Describing the process on chemistry presented as non-prose reading into reading passage and vice versa using appropriate vocabulary and grammar .
	Sub-CLO3	Applying the listening strategies to understand the chemistry topic presented orally in English. Applying the writing strategies to make short passage on Chemistry in English.
	Sub-CLO4	Utilizing the appropriate words and terms to present the chosen topic on Chemistry in English. Applying the knowledge of Chemistry in English to make presentation about chemistry in English
<b>Deskripsi Singkat MK</b>	Study of basic concepts: chemistry words and concept, chemicals, laboratory equipment, chemistry process, chemistry speech, and chemistry presentation in English through discussion, assignment, and practice.	
<b>Bahan Kajian: Materi Pembelajaran</b>	<p><b>Understanding Chemistry in English:</b> Group activities: Types of Learner; Guidance to read: The Unfamiliar words; Grammar: Part of Speech, Articles, Referring back; Reading Selection: Chemistry in Daily Life.</p> <p><b>Chemicals and Laboratory Equipment:</b> Group activities: Recognizing Chemical equipment in Local Laboratory; Guidance to read: Reading Skill; Grammar: Word order, Types of Sentence; Reading Selection: Laboratory Equipment and their usage.</p> <p><b>Naming Inorganic Compound:</b> Group activities: Recognizing Chemicals in Daily Life; Guidance to Read: Understanding Main Idea; Grammar: Adjective and Adverb Clause; Reading Selection: Naming Inorganic Substances.</p> <p><b>Chemical Process:</b> Group activities: Recognizing Chemistry Process; Guidance to Read: Non-prose Reading; Grammar: Adjective clause and Adjective Phrase; Reading Selection: Cycles on Chemistry.</p> <p><b>Listening Practice on Chemistry:</b> Group activities: To Hear and To Listen; Guidance to Read: Listening Strategies; Grammar: Noun Clause; Reading Selection: Solubility Rules.</p> <p><b>Writing on Chemistry Topic:</b> Group activities: Question Words use in Writing; Guidance to Read: Writing Paragraph and doing Presentation; Grammar: Passive Sentence; Reading Selection: Errors in Chemistry Measurement</p>	
<b>Pustaka</b>	<b>Utama :</b>	
		<ol style="list-style-type: none"> <li>1. Sianita, Maria Monica, 2016. <i>English for Chemistry Students</i>. Surabaya: Unesa University Press.</li> <li>2. Lou, Robby, 2012. <i>English Grammar and How to Use It – Workbook 1</i>. Jakarta: Mobile English e-plus.</li> <li>3. Clarke, Mark A.; Dobson, Barbara K.; Silberstein, Sandra , 2008. <i>Readers' Choice</i>, 5<sup>th</sup> ed, USA: The University of Michigan Press. ISBN ISBN-13: 978-047203205</li> </ol>

		<b>Pendukung :</b>					
		<ol style="list-style-type: none"> <li>1. Atkins, Peter, 2011. <i>Where would we be without Chemistry</i>. Chemistry International, The New Magazine of the International Union of Pure and Applied Chemistry (IUPAC), vol 33 no 2, March – April 2011.</li> <li>2. Teaching and Learning Unit, University of Melbourne, 2010. <i>Reading Skills</i>, Melbourne: The University of Melbourne.</li> <li>3. Brown, Catrin and Ford, Mike, 2008: <i>Standard Level Chemistry –Developed specifically for the IB Diploma</i>, 1<sup>st</sup> ed. England: Pearson Education Limited Glaeser. ISBN:978- 0- 435994-46-4.</li> <li>4. Bauer, Richard C, Birk, James P., Sawyer, Douglas J., 2001. <i>Laboratory Inquiry in Chemistry</i>, Canada: Brooks/ Cole. ISBN: 0-534-37694-0.</li> <li>5. Other resources</li> </ol>					
<b>Dosen Pengampu</b>		Dr. Maria Monica Sianita B., M.Si., Prof. Dr. Tukiran, M.Si., Bertha Yonata, S.Pd., M.Pd., Dr. Utiya Azizah, M.Pd., Dr. Mitarlis, M.Pd., Dr. Prima Retno Wikandari, M.Si., Dina Kartika Maharani, S.Si, M.Sc., Rusly Hidayah, S.Si., M.Pd.					
<b>Matakuliah syarat</b>		–					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring ( <i>offline</i> )	Daring ( <i>online</i> )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explaining the chemistry terms, chemicals, laboratory equipment and their usage in English based on their knowledge	<ol style="list-style-type: none"> <li>1. Explain the unfamiliar English words on Chemistry</li> <li>2. Apply the English Grammar on Chemistry text</li> </ol>	Essay	Interactive discussion	–	<b>Understanding Chemistry in English:</b> Group activities: Types of Learner; Guidance to read: The Unfamiliar words, Grammar: Part of Speech, Articles, Referring back; Reading Selection: Chemistry in Daily Life.	10



2 - 3	Explaining the chemistry terms, chemicals, laboratory equipment and their usage in English based on their knowledge	<ol style="list-style-type: none"> <li>1. Explain the laboratory equipment on Chemistry and their usage</li> <li>2. Using the knowledge of part of speech, articles, and referring back to analyze paragraph and sentence on chemistry text</li> </ol>	Essay	Interactive discussion	–	<b>Chemicals and Laboratory Equipment:</b> Group activities: Recognizing Chemical equipment in Local Laboratory; Guidance to read: Reading Skill; Grammar: Word order, Types of Sentence; Reading Selection: Laboratory Equipment and their usage.	<b>10</b>
4-6	Changing the chemical formulas into chemical names in English and vice versa based on their basic knowledge on Chemistry	<ol style="list-style-type: none"> <li>1. Change the chemical formulas into chemicals names</li> <li>2. Change the chemical names into chemical formulas</li> </ol>	Essay	Interactive discussion Assignment	–	<b>Naming Inorganic Compound:</b> Group activities: Recognizing Chemicals in Daily Life; Guidance to Read: Understanding Main Idea; Grammar: Adjective and	<b>10</b>

						Adverb Clause; Reading Selection: Naming Inorganic Substances.	
7	Describing the process on chemistry presented as non-prose reading into reading passage and vice versa using appropriate vocabulary and grammar.	<ol style="list-style-type: none"> <li>1. Describe cycles on chemistry using appropriate words</li> <li>2. Change text of chemistry process or cycles into scheme</li> </ol>	<ul style="list-style-type: none"> <li>▪ Essay</li> </ul>	Discussion Exercise	–	<b>Chemical Process:</b> Group activities: Recognizing Chemistry Process; Guidance to Read: Non-prose Reading; Grammar: Adjective clause and Adjective Phrase; Reading Selection: Cycles on Chemistry.	15
8	<b>Midterm Test</b>						
9-10	Applying the listening strategies to understand the chemistry topic presented orally in English.	<ol style="list-style-type: none"> <li>1. Differentiate between hear and listen</li> <li>2. Apply listening strategies to understand the content of speech, lecture, seminar</li> </ol>	Essay	Listen to chemistry song on you- tube Interactive discussion Group assignment	–	<b>Listening Practice on Chemistry:</b> Group activities: To Hear and To Listen; Guidance to Read: Listening Strategies; Grammar: Noun Clause; Reading	15

		3. Identify noun clause in chemistry text				Selection: Solubility Rules	
<b>11-13</b>	Applying the writing strategies to make short passage on Chemistry in English.	<ol style="list-style-type: none"> <li>1. Choose the appropriate words in chemistry based on the topic chosen and list it</li> <li>2. Write a short paragraph in general topic</li> <li>3. Write short paragraph on chemistry topic</li> </ol>	Essay	Interactive discussion Individual assignment	–	<b>Writing on Chemistry Topic:</b> Group activities: Question Words use in Writing; Guidance to Read: Writing Paragraph and doing Presentation; Grammar: Passive Sentence; Reading Selection: Errors in Chemistry Measurement.	<b>20</b>
<b>14</b>	Utilizing the appropriate words and terms to present the chosen topic on Chemistry in English	<ol style="list-style-type: none"> <li>1. Match the appropriate words with the action in doing presentation.</li> <li>2. Choose a chemistry articles to be presented</li> </ol>	Essay	Interactive discussion	–	<b>Group presentation</b>	<b>20</b>
<b>15</b>	Applying the knowledge of Chemistry in English to make presentation about chemistry in English	<ol style="list-style-type: none"> <li>1. Rewrite the articles chosen on a short passage</li> <li>2. Change the short passage into presentation slide</li> </ol>	Essay	Presentation Interactive discussion	–	<b>Group presentation</b>	
<b>16</b>	<b>Final Exam</b>						<b>100</b>

