



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN
TEKNOLOGI**

**INSTITUT KEGURUAN DAN ILMU PENDIDIKAN (IKIP)
SILIWANGI**

FAKULTAS PENDIDIKAN BAHASA

PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS

**Kode
Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH(MK)	KODE	RUMPUN MK	BOBOT (sks)	SEMESTER	Tanggal penyusunan
ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION	4212222 406	Mata Kuliah Wajib	T= 2 P= 0	7	11-11-2025
OTORISASI/ PENGESAHAN	Dosen Pengembang RPS		KOOR RUMPUN		Ketua PRODI
	Yanuarti Apsari, M.Pd.		Dra. Evie Kareviatai, M.Pd		Acep Haryudin, M.Pd.

Capaian	CPL – PRODI yang Dibebankan pada MK	
Pembelajaran	CPL1	Bertaqwa kepada Tuhan Yang Maha Esa, menunjukkan sikap professional, menerapkan prinsip etik, hukum, dan budaya yang dilandasi nilai-nilai humanis dan budaya bangsa dalam menjalankan tugas (S1)
	CPL2	Menguasai teori kebahasaan, teori belajar dan pembelajaran Bahasa Inggris yang diintegrasikan dengan teknologi pembelajaran serta dapat mempublikasikannya dalam bentuk karya akademik (K1)
	CPL3	Mampu mengembangkan diri dan meningkatkan keahlian professional secara berkelanjutan (KU2)
	CPL4	Mampu menjelaskan teori kebahasaan, teori belajar dan pembelajaran Bahasa Inggris (KK1)
Capaian Pembelajaran Mata Kuliah (CPMK)		
	CPMK1	<u>Membangun</u> integritas dan etika dalam penulisan dan publikasi karya ilmiah, khususnya artikel jurnal. (CPL 1)
	CPMK2	menguasai teori kebahasaan dan prinsip penulisan akademik dalam kegiatan membaca dan menulis ilmiah. (CPL 2)
	CPMK3	mampu mengembangkan diri secara mandiri dan kolaboratif melalui pembacaan kritis untuk meningkatkan kualitas karya ilmiah. (CPL 3)
	CPMK4	Mahasiswa mampu menerapkan teori kebahasaan serta teori pembelajaran dan pengajaran Bahasa Inggris yang telah dijelaskan pada tingkat program, serta mengintegrasikan teknologi digital untuk menghasilkan artikel jurnal ilmiah berbahasa Inggris yang memenuhi standar akademik. (CPL 4)
Kemampuan Akhir Tiap Tahapan Belajar (Sub-CPMK)		

	Sub-CPMK1	Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)				
	Sub-CPMK2	Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)				
	Sub-CPMK 3	Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)				
	Sub-CPMK4	Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)				
	Sub-CPMK 5	Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)				
Korelasi CPL, CPMK dan Sub-CPMK						
	CPL	CPMK	Sub CPMK 1	Sub CPMK 2	Sub CPMK 3	Sub CPMK 4 dan Sub CPMK 5
	CPL1	CPMK 1				
	CPL2	CPMK 2				
	CPL3	CPMK 3				

	CPL4	CPMK 4				
	CPL4	CPMK 5				
Deskripsi Singkat MK	<p>Mata kuliah ini dirancang untuk mengembangkan kemampuan mahasiswa dalam menulis artikel ilmiah berbahasa Inggris yang memenuhi standar penulisan akademik dan persyaratan publikasi jurnal. Kerangka pembelajaran mata kuliah ini menekankan pada pembacaan kritis (critical reading), integrasi membaca dan menulis (reading–writing integration), pengalaman belajar yang suportif (supportive learning experiences), serta integrasi digital (digital integration) untuk membangun literasi akademik yang komprehensif. Melalui pengalaman belajar yang kolaboratif dan berbasis umpan balik, mahasiswa mengembangkan ide penelitian, menyusun dan merevisi naskah ilmiah, serta memanfaatkan teknologi digital dan sumber multimodal untuk meningkatkan kualitas dan visibilitas karya akademiknya. Selain keterampilan menulis akademik, mata kuliah ini juga menumbuhkan sikap profesional, kemandirian, kreativitas, serta kepatuhan terhadap etika akademik, sehingga pada akhir perkuliahan mahasiswa diharapkan mampu menghasilkan artikel ilmiah yang siap disubmit ke jurnal bereputasi.</p>					
Bahan Kajian : Materi pembelajaran	<ol style="list-style-type: none"> 1. What Makes an Academic Article Suitable for Journal Publication? 2. Investigating Practices and Conventions in Scientific Article Writing 3. Analyzing the Structure of Scientific Articles 4. Writing the Introduction Section 5. Writing the Method Section 6. Writing the Findings and Discussion Section 7. Writing the Conclusion and Abstract Section 8. Evaluating the Manuscript 9. Finalizing, Reflecting, and Preparing for Article Submission 					
Pustaka	Utama	<ol style="list-style-type: none"> 1. Bailey, S. (2015). <i>Academic Writing: A Practical Guide for Students</i>. London & New York: Routledge Falmer. 2. Li, G., Sun, Z., & Jee, Y. (2019). The more technology the better? A comparison of teacher-student interaction in high and low technology use in elementary EFL classrooms in China. <i>System</i>, 84, 24-40. 				

		<ol style="list-style-type: none"> 3. Thomson, E. & Droga, L. (2012). <i>Effective Academic Writing</i>. Australia: Pheonix Education Pty Ltd. 4. Armond, A. C., Cobey, K. D., & Moher, D. (2024). Research integrity definitions and challenges. <i>Journal of Clinical Epidemiology</i>, 171, 111367. https://doi.org/10.1016/j.jclinepi.2024.111367 5. American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). https://doi.org/10.1037/0000165-000 6. Sword, H. (2012). <i>Stylish academic writing</i>. Harvard University Press. 7. Swales, J. <i>English in academic and research settings</i>. Cambridge University Press. 8. Hyland, K. (2009). <i>Academic discourse: English in a global context</i>. Continuum. 9. Cargill, M., & O'Connor, P. (2021). <i>Writing scientific research articles: Strategy and steps</i> (3rd ed.). Wiley-Blackwell. 10. Day, R. A., & Gastel, B. (2017). <i>How to write and publish a scientific paper</i> (8th ed.). Cambridge University Press.
	Pendukung	<ol style="list-style-type: none"> 1. Ambarwati, E. K. (2021). Indonesian university students' appropriating Grammarly for formative feedback. <i>ELT in Focus</i>, 4(1), 1- 11.
Dosen Pengampu	<ol style="list-style-type: none"> 1. Yanuarti Apsari, S.Pd., M.Pd. 	
	<ol style="list-style-type: none"> 2. Aseptiana Parmawati, M.Pd 	
Mt Kuliah Syarat	Writing for Academic Purposes	

Minggu ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Metode Pembelajaran; TM: Tatap Muka (2x50) TT : Tugas Terstruktur (2x60) TMn: Tugas Mandiri (2x60)	Materi Pembelajaran (Pustaka)	Bobot
		Indikator	Kriteria dan Teknik			
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Sub-CPMK1 : Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)	Accuracy in sharing one memorable experience reading a journal article, reflecting on the topic, access, feelings, and challenges.	Critical Reflection	TM: Brainstorming & class discussion. TT: Reflection writing on reading experience. TMn: Self-study on ethics of reading & citing.	1. Definition and types of scientific writing 2. Academic integrity in reading and writing	5%
		Accuracy in identifying and selecting the relevant and credible academic sources that align with the research topic while applying principles of honesty and responsibility in selecting and citing academic sources.	Individual Reflective Writing	TM: demonstration on using <i>journal finder tools</i> . TT: Exploration of academic journals relevant to students' research areas. TMn: Individual reflection report on journal exploration.	1. Using journal finder tools 2. Evaluating journals and applying ethical citation practices References: Elsevier Journal Finder; Taylor & Francis Journal Suggester; APA Manual (7th ed.)	

		Accuracy in formulating critical interview questions about what makes writing acceptable for publication	Group Project	<p>TM: Collaborative discussion and sharing session.</p> <p>TT: Group question design for interview preparation.</p> <p>TMn: Individual reflection on group discussion outcomes.</p>	<p>1. Stages in writing and submitting journal articles</p> <p>2. Characteristics of high-quality scientific papers</p>	
2-3 Interview Stage	Sub-CPMK -2: Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards.	Accuracy in explaining and discussing their interview findings.	Critical Reflection	<p>TM: Class discussion to share and compare interview results.</p> <p>TT: Group summary of key findings from interviews with lecturers/editors.</p> <p>TMn: Individual reflection on interview insights related to academic integrity.</p>	<p>Exploring information on academic article writing in ELT</p> <ol style="list-style-type: none"> 1. Steps in Writing a Scientific Article. 2. Characteristics of a Good Scientific Article. 3. Main Components of a Research Article (RA) 	10%
		Accuracy in analyzing journal writing guidelines and comparing them with insights from interviews.	Individual Reflective Writing	<p>TM: Mini-lecture on interpreting journal submission guidelines.</p> <p>TT: Individual task to analyze and compare journal guidelines with</p>	Understanding Journal Guidelines	

				interview data. TMn: Independent exploration of selected journal websites and author guidelines.		
		Accuracy in identifying the characteristics of a high-quality scientific article based on interview and guideline insights	Group Project	TM: Group workshop to design a mind map representing key components of a publishable article. TT: Group project to finalize and present the mind map. TMn: Comparative discussion between groups' mind maps to identify common	Designing the Structure of a Publishable Article	
4-6	Sub-CPMK -3: Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English.	Accuracy in explaining the basic concepts and functions of rhetorical and structural moves in scientific articles.	Critical Reflection	TM: class discussion on IMRaD structure. TT: Individual worksheet identifying article sections and their functions. TMn: Reading and summarizing sample research articles in ELT.	<ol style="list-style-type: none"> 1. IMRaD components and their functions. 2. Examples of research article sections in ELT. 	20%

		Accuracy in identifying the rhetorical and structural moves each section in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).	Individual Reflective Writing	<p>TM: Guided analysis of rhetorical moves using sample articles.</p> <p>TT: Comparative table summarizing structures and linguistic features of two or more journal articles.</p> <p>TMn: Independent review of articles for rhetorical move analysis.</p>	<p>3. Rhetorical Moves in Research Articles</p> <p>4. A Research Outline</p>	
		Accuracy in drafting a structured research outline including title, background, problem statement, objectives and methodology	Individual Research Outline	<p>TM: Mini-workshop on planning and outlining a research article.</p> <p>TT: Drafting an individual research outline based on selected topic.</p> <p>TMn: Refining the outline based on Peer review and instructor feedback session.</p>		
7	Sub-CPMK -4: Students are able to write an academic	Accuracy in identifying Swales' rhetorical moves in scientific article introduction.	Critical Reading Analysis	TM: Guided reading and discussion on Swales' CARS model and sample article	<p>Research article examples</p> <p>Swales CAR's</p>	5%

	journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)	Accuracy in applying Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments	Individual Critical Writing	introductions. TT: Individual analysis of rhetorical moves in selected research articles. TMn: Independent reading of 2 ELT research article introductions.	Model (Swales, 1990.)	
		Accuracy in evaluating and revising students' drafts of Introduction section	Peer Feedback	TM: Peer review and instructor feedback session. TT: Submission of revised draft incorporating feedback. TMn: Self-reflection on revision process and writing improvement.		
8	Mid Test (2X60")					10%
9-10	Sub-CPMK -4: Students are able to write an academic journal article related to English language	Accuracy in analyzing sample research instruments and designing valid and reliable research instruments that are aligned with their research objectives	Critical Reading and Writing	TM: Guided reading and discussion on Phos' model and sample article Method. TT: Individual analysis	Research article examples	10%

	teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)	Accuracy in writing the Method section of a research article in accordance with the research objectives.	Individual Critical Writing	of rhetorical moves in selected research articles. TMn: Independent reading of 2 ELT research article.	Pho's (2008a) model of the methods section Questionnaire/Interview templates	
		Accuracy in evaluating and revising students' drafts of Method section	Peer Feedback	TM: Peer review and instructor feedback session. TT: Submission of revised draft incorporating feedback. TMn: Self-reflection on revision process and writing improvement.		
11-12	Sub-CPMK -4: Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through	Accuracy in identifying the structural pattern or typology used in the Findings & Discussion sections	Critical Reading and Writing	TM: Guided reading and discussion on structure and flow of Findings & Discussion sections. TT: Individual analysis of Findings & Discussion sections. TMn: Independent review of multiple articles to compare organizational patterns.	1. Research article examples 2. Typologies of Findings & Discussion sections. 3. Relationship between results and interpretation.	10%

logical, critical, and systematic thinking. (CPMK 4)				4. Logical flow and coherence. References: Paltridge & Starfield
	Accuracy in writing their Findings and Discussion sections	Individual Critical Writing	<p>TM: Lecture and modeling on writing Findings & Discussion sections.</p> <p>TT: Writing draft of Findings & Discussion based on students' own data or simulated research.</p> <p>TMn: Revising the draft through additional reading and citation improvement.</p>	<ol style="list-style-type: none"> 1. Presenting results clearly. 2. Interpreting and linking findings to literature. 3. Ethical citation and data representation. <p>References: Swales & Feak (2012); Hyland (2019); APA Manual (7th ed.).</p>
	Accuracy in evaluating and revising students' drafts of Findings and Discussion section	Peer Feedback	<p>TM: Peer review and instructor feedback session.</p> <p>TT: Submission of revised draft incorporating feedback.</p> <p>TMn: Self-reflection on revision process and writing improvement.</p>	

13	<p>Sub-CPMK -4:</p> <p>Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)</p>	<p>Accuracy in analyzing each sentence of an abstract and conclusion to identify its rhetorical move</p>	<p>Critical Reading and Writing</p>	<p>TM: Guided reading session on abstracts and conclusions, focusing on Swales’ model and typical rhetorical moves. TT: Sentence-by-sentence analysis of abstracts and conclusions using a structured table. TMn: Independent review of multiple published articles to compare move patterns.</p>	<p>1. Research article examples</p> <p>2. Structure and purpose of abstracts and conclusions.</p> <p>3. Swales’ CARS Model (Moves & Steps).</p>	5%
		<p>Accuracy in writing their Conclusion and Abstract sections</p>	<p>Individual Critical Writing</p>	<p>TM: Mini-lecture and modeling of effective abstract and conclusion writing. TT: Drafting abstract and conclusion sections based on students’ own research article. TMn: Revision of drafts based on reference examples and language accuracy checking.</p>		

		Accuracy in evaluating and revise students' drafts of abstract and conclusion section	Peer Feedback	TM: Peer review and instructor feedback session. TT: Submission of revised draft incorporating feedback. TMn: Self-reflection on revision process and writing improvement.		
14	Sub-CPMK -5: Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)	Accuracy in evaluating each section of their own manuscript using a journal reviewer rubric	Critical Reading and Writing	TM: Orientation on how to use reviewer rubrics effectively. TT: Self-evaluation of each article section (Abstract, Introduction, Method, Findings, Discussion, Conclusion, References). TMn: Reflection on identified improvement points.	1. A Journal Reviewer Rubric (Scopus/ELT Journal) 2. Turnitin for originality and citation check. 3. Grammarly for grammar and coherence. 4. Ethical use of AI-assisted writing tools.	5%
		Accuracy in utilizing digital tools such as Turnitin, Grammarly to evaluate the originality, grammar, and coherence.	Individual Critical Writing	TM: Demonstration on using Turnitin and Grammarly ethically and effectively. TT: Individual analysis and report of Turnitin and Grammarly results,		

				noting issues and planned revisions. TMn: Independent revision of problematic sections.		
		Accuracy in presenting the results of self-evaluation and digital tool checks	Peer Feedback	TM: Peer presentation and discussion session. TT: Group sharing of evaluation results and compilation of feedback received. TMn: Individual reflection on feedback and planned improvements.		
		Accuracy in revising and finalizing their manuscript by effectively incorporating feedback from reviewer rubrics, class discussions, and digital tool analyses.				
15	Sub-CPMK -5: Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)	Accuracy in evaluating and refining their manuscript using a pre-submission checklist to ensure that it meets the target journal's formal and content requirements.	Critical Evaluation	TM: Guided review of journal submission requirements and pre-submission checklist. TT: Self-assessment using the checklist and planning revisions. TMn: Manuscript refinement based on checklist results	Pre-submission checklist (adapted from <i>Cakrawala Pendidikan Journal</i>); Journal author guidelines.	5%
		Accuracy in submitting the manuscript to a journal	Final Project	TM: Discussion on video tutorial and		

		following the demonstrated procedure.		clarification of submission procedures. TT: Completing submission via journal's online system. TMn: Reflection on submission steps.		
		Accuracy in reflecting on their submission experiences	Sharing personal Experience	TM: Sharing session on submission experience. TT: Writing individual reflection based on experience. TMn: Peer feedback and discussion.		
		Accuracy in reflecting critically on their entire research and writing process from idea development to journal submission.	Reflection	TM: Guided reflection and discussion on the learning journey. TT: Writing final reflective essay (Worksheet 9.4). TMn: Sharing key lessons learned.		
16	Final Test (2X60")					15%