



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
GAMES, SONGS, AND STORYTELLING	8820303304	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.
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Program Objectives (PO)	
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PO - 1	Understanding the basic concepts, techniques, and procedures of English language teaching through games, songs, and storytelling
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PO - 2	Planning, implementing, and evaluating English language teaching through games, songs, and storytelling
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PO - 3	Developing a practical handbook of teaching English through games, songs, and storytelling
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PLO-PO Matrix	
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	<table border="1" style="margin: auto;"> <tr> <td style="width: 50%;">P.O</td> <td style="width: 50%;">PLO-16</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-16	PO-1		PO-2		PO-3	
P.O	PLO-16								
PO-1									
PO-2									
PO-3									

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	
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References	Main :
	<ol style="list-style-type: none"> 1. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle, Thomson Learning. Inc 2. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex: Pearson Education Limited. 3. Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. Games and Music in ELT. Surabaya: Petra Revka.
	Supporters:

Supporting lecturer		Sumarningsih, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Become able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	Being able to select traditional and contemporary games in TEFL	Form of Assessment : Participatory Activities	Project Based Learning 2 X 50			3%
2	Become able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	1. Being able to select traditional and contemporary games, songs, and stories used in TEFL 2. Become able to identify appropriate techniques and procedures in teaching English through games, songs, and stories		Project Based Learning 2 X 50			0%
3	Become able to understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	1. Being able to select traditional and contemporary games, songs, and stories used in TEFL 2. Become able to identify appropriate techniques and procedures in teaching English through games, songs, and stories		Project Based Learning 2 X 50			0%
4	Be able to apply appropriate techniques, and procedures of English language teaching through games and songs and be able to do story telling in an interesting way.	1. Being able to apply appropriate techniques and procedures of English teaching through games and songs 2. Being able to tell stories interestingly to facilitate the students' learning		Project Based Learning 2 X 50			0%

5	Be able to apply appropriate techniques, and procedures of English language teaching through games and songs and be able to do story telling in an interesting way.	<ol style="list-style-type: none"> 1. Being able to apply appropriate techniques and procedures of English teaching through games and songs 2. Being able to tell stories interestingly to facilitate the students' learning 		Project Based Learning 2 X 50			0%
6	Being able to use relevant learning sources and IT as media to teach English through games, songs, and story telling	<ol style="list-style-type: none"> 1. Being able to select suitable and relevant learning sources and IT as a medium to teach English through games, songs, and story telling 2. Being able to use them in teaching English 		Project Based Learning 2 X 50			0%
7	Being able to use relevant learning sources and IT as media to teach English through games, songs, and story telling	<ol style="list-style-type: none"> 1. Being able to select suitable and relevant learning sources and IT as a medium to teach English through games, songs, and story telling 2. Being able to use them in teaching English 		Project Based Learning 2 X 50			0%
8	Mid-term Test			2 X 50			0%
9	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics.	<ol style="list-style-type: none"> 1. Be able to plan the project on designing and developing games, songs, and stories to teach English at junior and senior high school level 2. Be able to design and develop games, songs, and stories to teach English at junior and senior high school level 		Project Based Learning 2 X 50			0%

10	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics.	<ol style="list-style-type: none"> 1.Be able to plan the project on designing and developing games, songs, and stories to teach English at junior and senior high school level 2.Be able to design and develop games, songs, and stories to teach English at junior and senior high school level 		Project Based Learning 2 X 50			0%
11	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics.	<ol style="list-style-type: none"> 1.Be able to plan the project on designing and developing games, songs, and stories to teach English at junior and senior high school level 2.Be able to design and develop games, songs, and stories to teach English at junior and senior high school level 		Project Based Learning 2 X 50			0%
12	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics.	<ol style="list-style-type: none"> 1.Be able to plan the project on designing and developing games, songs, and stories to teach English at junior and senior high school level 2.Be able to design and develop games, songs, and stories to teach English at junior and senior high school level 		Project Based Learning 2 X 50			0%

13	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics.	1.Be able to plan the project on designing and developing games, songs, and stories to teach English at junior and senior high school level 2.Be able to design and develop games, songs, and stories to teach English at junior and senior high school level		Project Based Learning 2 X 50			0%
14	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics. PLO-12	1.Being able to design games, songs, and stories to teach English at junior and senior high school level 2.Being able to present the project designed before		Project Based Learning 2 X 50			0%
15	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics. PLO-12	1.Being able to design games, songs, and stories to teach English at junior and senior high school level 2.Being able to present the project designed before		Project Based Learning 2 X 50			0%
16	Being able to be responsible for completing a project on designing and developing language games and songs to teach English at junior and senior high school levels that conform to the learning objectives and learner's characteristics. PLO-12	1.Being able to design games, songs, and stories to teach English at junior and senior high school level 2.Being able to present the project designed before		Project Based Learning 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	3%
		3%

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.