



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Psycholinguistics	8820102131	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	January 24, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator		
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Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program which is charged to the course

PLO-7	Responsible for each work in the field of Indonesian language and literature education independently by internalizing religious values, norms and academic ethics with a spirit of struggle and entrepreneurship
PLO-8	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature

Program Objectives (PO)

PO - 1	Utilizing science and technology as a tool to help solve problems and study the relationship between language and thought, the basics of language abilities, the biological and neurological foundations of language, the process of children's language acquisition, and language disorders.
PO - 2	Mastering the basics of the relationship between language and thought, the basics of language ability, the biological and neurological foundations of language, the process of children's language acquisition, and language disorders so that they are able to apply them in research and/or language learning
PO - 3	Make strategic decisions in applying the basics of the relationship between language and thought, the basics of language abilities, the biological and neurological foundations of language, the child's language acquisition process, and language disorders
PO - 4	Responsible for completing assignments, quizzes, and tests related to the relationship between language and thought, the basics of language abilities, the biological and neurological foundations of language, the process of children's language acquisition, and language disorders.

PLO-PO Matrix

		P.O	PLO-7	PLO-8
	PO-1			
	PO-2			
	PO-3			
	PO-4			

PO Matrix at the end of each learning stage (Sub-PO)

		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																	
	PO-4																	

Short Course Description Developing mastery of the concept of the relationship between language and thought, the basics of language skills, the biological and neurological foundations of language, the process of children's language acquisition, and language disorders through class meeting activities and field observations in order to produce research products to be presented in class discussions and exhibitions/department exhibitions as well as alternative sources reference for further research.

References **Main :**

1. Aitchison, Jane. 1984. The Articulate Mammal: An Introduction to Psycholinguistics. London: Hutchison. Ardiana,
2. Leo Idra dan Syamsul Sodik. 2003. Psikolinguistik. Jakarta: Universitas Terbuka.
3. Dardjowidjojo, Soenjono. 2000. Echa; Kisah Pemerolehan Bahasa. Jakarta: Gramedia.
4. Dardjowidjojo, Soenjono. 2003. Psikolinguistik. Jakarta: Yayasan Obor Indonesia.
5. Ellis, Rod. 1990. Instructed Second Language Acquisition. Oxford: Oxford University Press.
6. Ellis, Rod. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
7. Garman, Michael. 1994. Psycholinguistics. Cambridge: Cambridge University Press.
8. Grene, Judith. 1974. Psycholinguistics: Chomsky and Psychology. Ontario: Penguin Books Ltd.
9. Klein, Wolfgang. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.
10. Krashen, Stephen D. 1981. Second Language Acquisition and second Language Learning. Oxford: Pergamon Press.
11. Lambert, Wallace e. 1972. Language, Psychology, and Culture. Stanford: Stanford University Press.
12. Malley, J. Michael & Anna Uhl Chamot. 1990. Learning Strategies in Second Language Acquisition. Cambridge University Press.
13. Simanjuntak, Pangantar. 1987. Pengantar Psikolinguistik Modern. Kuala Lumpur: Dewan Bahasa dan Pustaka Kementerian Pelajaran Malaysia.
14. Subyakto, Sri Utari. 1992. Psikolinguistik: Suatu Pengantar. Jakarta: PT Gramedia.

Supporters:

Supporting lecturer		Dr. Mintowati, M.Pd. Dr. Dianita Indrawati, S.S., M.Hum. Arie Yuanita, S.S., M.Si. Dr. Riki Nasrullah, M.Hum.					
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	Understand the nature of psycholinguistics, its history and scope	Explain the nature of psycholinguistics, history and scope	Criteria: 1.1. Etymological boundaries, Simanjutak's opinion, and Nababan's opinion about psycholinguistics. 2.2. Summary in one paragraph in 3-5 sentences. 3.3. comprehension, reception and production, language acquisition, brain and language acquisition, language disorders. Form of Assessment : Participatory Activities	Lectures and questions and answers 2 X 50		Material: The nature of psycholinguistics, its history and scope. Reference: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics. Jakarta: Indonesian Obor Foundation.</i>	5%
2	Utilizing science and technology as a tool to help solve problems related to the relationship between language and biological foundations	Utilizing science and technology as a tool to help solve problems related to the relationship between language and biological foundations	Criteria: 1. Criteria: 2.1. human language, arbitrator, sound symbol 3.2. Biological basis of language: human speech organs, right brain and left brain and their functions 4.3. close relationship Form of Assessment : Participatory Activities	Discussion and presentation 2 X 50		Material: The relationship between language and biological foundations Reference: <i>Subyakto, Sri Utari. 1992. Psycholinguistics: An Introduction. Jakarta: PT Gramedia.</i>	5%
3	Mastering the concept of comprehension	Explain the concept of comprehension	Criteria: 1. keywords: 2. mental processes of the human brain speech perception Form of Assessment : Test	discussion and presentation 2 X 50		Material: Comprehension concept Readers: <i>Leo Idra and Syamsul Sodik. 2003. Psycholinguistics. Jakarta: Open University.</i>	5%
4	master the concept of language production	explain the concept of language production	Criteria: 1. Criteria: 2. mental processes, human brain, oral speech, written speech 3. speech organs Form of Assessment : Participatory Activities, Practice/Performance	presentation discussion 2 X 50		Material: concept of language production References: <i>Subyakto, Sri Utari. 1992. Psycholinguistics: An Introduction. Jakarta: PT Gramedia.</i>	5%
5	Utilizing science and technology to obtain articles about language comprehension and production	Discusses articles about comprehension and production	Criteria: 1. keywords: 2. Similarities (speech, mental processes, human brain) differences (speech, mental processes, human speech apparatus, human brain) Form of Assessment : Participatory Activities	discussion presentation 2 X 50		Material: language comprehension and production References: <i>Garman, Michael. 1994. Psycholinguistics. Cambridge: Cambridge University Press.</i>	5%
6	Discusses the concept of first/second/third language acquisition and learning	1. Discusses the concept of acquisition 2. Discusses the concept of first/second/third language learning	Criteria: 1. criteria: 2. first language acquisition (mother tongue, regional language, natural, unconscious) second language learning (second language, learned, deliberate) third language learning (third language, learned after the second language, conscious) Form of Assessment : Participatory Activities, Practice/Performance	discussion and presentation 2 X 50		Material: - Bibliography: <i>Garman, Michael. 1994. Psycholinguistics. Cambridge: Cambridge University Press.</i>	5%

7	utilize science and technology to search for data about the acquisition/learning of Indonesian as a first/second/third language	Analyzing data on the acquisition of Indonesian as a first/second/third language	<p>Criteria:</p> <ol style="list-style-type: none"> 1.criteria: 2.sequence of first language acquisitionsequence of first language acquisitionsequence of second language acquisition 3.sequence of second language acquisition 4.sequence of third language acquisitionsequence of third language acquisition <p>Form of Assessment : Practice / Performance</p>	discussion presentation 2 X 50		<p>Material: - Bibliography: <i>Garman, Michael. 1994. Psycholinguistics. Cambridge: Cambridge University Press.</i></p>	5%
8	Work on USS questions or assignments	Do the USS questions or assignments correctly	<p>Criteria:</p> <ol style="list-style-type: none"> 1.criteria: 2.keywords (linguistic branch, sub-interdisciplinary, discussing acquired and learned language)keywords (mental processes, human brain, speech, perception)keywords (mental processes, human brain, speech, speech organs)keywords (natural, unconscious, acquired)keywords (learned, deliberately)keywords (language acquisition sequence, universal sequence, special sequence) <p>Form of Assessment : Test</p>	2 X 50 exam		<p>Material: branch of linguistics, sub-interdisciplinary, discussing languages acquired and studied. Reference: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics. Jakarta: Indonesian Obor Foundation.</i></p>	10%
9	Discusses the nature of discussing types of language disorders	<ol style="list-style-type: none"> 1.explain the nature of language disorders 2.explain the types of language disorders 	<p>Criteria:</p> <p>keywords (cerebral processes, auditory comprehensive processes, medical factors, social factors)key words (speech disorders, language disorders)</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	discussion and presentation 2 X 50		<p>Material: - Bibliography: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics. Jakarta: Indonesian Obor Foundation.</i></p>	5%
10	Discusses the nature of discussing types of language disorders	<ol style="list-style-type: none"> 1.explain the nature of language disorders 2.explain the types of language disorders 	<p>Criteria:</p> <p>keywords (cerebral processes, auditory comprehensive processes, medical factors, social factors)key words (speech disorders, language disorders)</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	discussion and presentation 4 X 50		<p>Material: types of language disorders Reader: <i>Leo Idra and Syamsul Sodiq. 2003. Psycholinguistics. Jakarta: Open University.</i></p>	5%
11	Make strategic decisions based on the results of collecting articles on psycholinguistic research	Critique articles about psycholinguistic research	<p>Criteria:</p> <ol style="list-style-type: none"> 1.keywords: 2.title relates to one of the psycholinguistic studies, relevant problems and objectives, research methods used, summary of research results <p>Form of Assessment : Practice / Performance</p>	discussion and presentation 4 X 50		<p>Material: articles on psycholinguistic research Bibliography: <i>Garman, Michael. 1994. Psycholinguistics. Cambridge: Cambridge University Press.</i></p>	5%
12	Make strategic decisions based on the results of collecting articles on psycholinguistic research	Critique articles about psycholinguistic research	<p>Criteria:</p> <ol style="list-style-type: none"> 1.keywords: 2.title relates to one of the psycholinguistic studies, relevant problems and objectives, research methods used, summary of research results <p>Form of Assessment : Participatory Activities</p>	discussion and presentation 4 X 50		<p>Material: articles on psycholinguistic research Reader: <i>Simanjuntak, Pangantar. 1987. Introduction to Modern Psycholinguistics. Kuala Lumpur: Language and Library Council of the Ministry of Education, Malaysia.</i></p>	5%

13	Able to be responsible for utilizing science and technology as a tool to design psycholinguistic research (title, background, problems and research objectives)	1. Develop a psycholinguistic research design (title, background, problem and research objectives) 2. Present the psycholinguistic research design (title, background, problem and research objectives)	Criteria: 1. key: 2. The title formulation is in accordance with the problem formulation and research objectives. Logical, argumentative background and supported by factual data. Theoretical and/or practical benefits. Theoretical sub-study relevant to the title and problem. Form of Assessment : Participatory Activities	discussion and presentation 6 X 50		Material: designing psycholinguistic research (title, background, problem and research objectives) References: Dardjowidjojo, Soenjono. 2003. <i>Psycholinguistik</i> . Jakarta: Indonesian Obor Foundation.	5%
14	Able to be responsible for utilizing science and technology as a tool to design psycholinguistic research (title, background, problems and research objectives)	1. Develop a psycholinguistic research design (title, background, problem and research objectives) 2. Present the psycholinguistic research design (title, background, problem and research objectives)	Criteria: 1. key: 2. The title formulation is in accordance with the problem formulation and research objectives. Logical, argumentative background and supported by factual data. Theoretical and/or practical benefits. Theoretical sub-study relevant to the title and problem. Form of Assessment : Participatory Activities	discussion and presentation 6 X 50		Material: designing psycholinguistic research (title, background, problem and research objectives) References: Grene, Judith. 1974. <i>Psycholinguistics: Chomsky and Psychology</i> . Ontario: Penguin Books Ltd.	5%
15	Able to be responsible for utilizing science and technology as a tool to design psycholinguistic research (title, background, problems and research objectives)	1. Develop a psycholinguistic research design (title, background, problem and research objectives) 2. Present the psycholinguistic research design (title, background, problem and research objectives)	Criteria: 1. key: 2. The title formulation is in accordance with the problem formulation and research objectives. Logical, argumentative background and supported by factual data. Theoretical and/or practical benefits. Theoretical sub-study relevant to the title and problem. Form of Assessment : Participatory Activities	discussion and presentation 6 X 50		Material: designing psycholinguistic research (title, background, problem and research objectives) References: Subyakti, Sri Utari. 1992. <i>Psycholinguistics: An Introduction</i> . Jakarta: PT Gramedia.	10%
16	Mastering one of the psycholinguistic topics to be discussed in the paper	1. able to compose psycholinguistic papers systematically: title 2. introduction 3. discussion 4. conclusion 5. references	Criteria: 1. Criteria: 2. title relevant to one of the psycholinguistic topics argumentative background and supported by factual data study of theories and methods relevant to the research problem coherent presentation of results in accordance with the research problem precise and clear conclusions list of appropriate references Form of Assessment : Practice / Performance	Assignment 2 X 50		Material: UAS Library: Dardjowidjojo, Soenjono. 2000. <i>Echa: The Story of Language Acquisition</i> . Jakarta: Gramedia.	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Practice / Performance	35%
3.	Test	15%
		100%

Notes

- 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.
- 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.
- 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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.