	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
Reading Skills		8820102058	Compulsory Study Program Subjects		T=2	P=0	ECTS=3.18	2	April 25, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		Dra. Trinil Dwi Turistiani, M.Pd.		Dra. Trinil Dwi Turistiani, M.Pd			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.		

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**																	
	Program Objectives (PO)																	
	PO - 1	Able to read non-scientific texts																
	PO - 2	Able to read scientific texts																
	PLO-PO Matrix																	

P.O
PO-1
PO-2

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																

Short Course Description	Course Description: Developing reading skills by utilizing the concept of critical reading through class meeting activities, laboratory exercises, and simulations to improve critical reading skills in the field of Indonesian language and literature as well as learning to be practiced in class and outside the classroom.

References	**Main :**

1. Dalman. 2014. Keterampilan Membaca. Jakarta: Rajawali Pers.
2. Harras, Kholid, dkk. 2012. Membaca 1. Jakarta: Universitas Terbuka
3. Laksono, Kisyani, dkk. 2014. Membaca 2. Jakarta: Universitas Terbuka
4. Sultan. 2018. Membaca Kritis: Mengungkap Ideologi Teks dengan Pendekatan Literasi Kritis. Yogyakarta: Baskara Media
5. Tampubolon, DP. 2015. Kemampuan Membaca: Teknik Membaca Efektif dan Efisien. Bandung: Angkasa
6. Abidin, Zainal. (2017). Meningkatkan Keterampilan Membaca Siswa Kelas XI IPA~6 Melalui Metode SQ3R SMA Negeri 1 Bontonompo, kecamatan Botonompo, Kabupaten Gowa. Jurnal Nalar Pendidikan, Vol 5. No. 7. ISSN: 2339-0749.
7. Aqib, Zainal. (2013). Model-Model, Media, Dan Strategi PembelajaranKontekstual (Inovatif). Bandung: CV. Yrama Widya
8. Boliti, Sukamong. (2013). Peningkatan Kemampuan Membaca Pemahaman Siswa Kelas IV SDN I Lumbi-Lumbia Melalui Metode Latihan Terbimbing. Jurnal Kreatif Tadulako. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako, Vol. 2 No. 2, ISSN 2354-614X, 12-14. http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/viewFile/2831/1924 , di akses pada tanggal 2 Januari 2018.
9. Hasmi, Farida. (2017). Peningkatan Keterampilan Membaca Permulaan Dengan Menggunakan Media Kartu Kata Pada Siswa Kelas II SD Negeri 001 Rimba Sekampung Dumai. (7), (4). P-ISSN 2355-1720, e-ISSN 2407-4926.

Supporters:

1. https://scholar.google.com/citations?hl=en&user=sMyOM9gAAAAJ
2. https://ebook.twointomedia.com/
3. https://indonesiabaik.id/ebook
4. http://ejournal.unhasy.ac.id/index.php/disastri
5. https://journal.unesa.ac.id/index.php/jpi

Supporting lecturer	Dra. Trinil Dwi Turistiani, M.Pd. Hespi Septiana, S.Pd., M.Pd. Dr. Resdianto Permata Raharjo, 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	Understanding the meaning, purpose and function of reading. Applying the basic concepts of the purpose and function of reading	Explain the meaning, purpose and function of reading	**Criteria:** Participate in discussions **Form of Assessment** : Participatory Activities	Explanation and Discussion 2 X 50		**Material:** meaning, purpose and function of reading **Library:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.*	3%
2	Identify types of reading based on their aspects	1. Explain the types of reading based on whether the reader's voice can be heard or not 2. Explain the types of reading based on the scope of the reading material	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.0: No presentation and no paper submission **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Students present various types of reading 2 X 50		**Material:** various types of reading **Library:** *https://ebook.twointomedia.com/...* **Material:** types of reading **References:** *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University* **Material:** reading criteria **Library:** *https://journal.unesa.ac.id/...*	3%
3	Apply the steps for reading activities	1. Explain the stages in reading activities 2. Develop various activities before reading 3. Develop various activities at the reading stage 4. Develop various activities after reading	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.1: don't make papers, don't make presentations **Form of Assessment** : Participatory Activities, Practice/Performance	Students present the results of their reading regarding the steps for the reading activity 2 X 50		**Material:** steps for reading activities **Library:** *https://ebook.twointomedia.com/...* **Material:** steps for reading activities **Reader:** *Abidin, Zainal. (2017). Improving the Reading Skills of Class XI Science~6 Students Using the SQ3R Method at SMA Negeri 1 Bontonompo, Botonompo District, Gowa Regency. Journal of Educational Reasoning, Vol 5. No. 7. ISSN: 2339-0749.* **Material:** steps for reading activities **Reader:** *Hasmi, Farida. (2017). Improving Initial Reading Skills Using Word Card Media in Class II Students of SD Negeri 001 Rimba Sekampung Dumai. (7), (4). P-ISSN 2355-1720, e-ISSN 2407-4926.*	3%
4	Applying factors that influence and how to improve reading ability	1. Explain the factors that influence reading ability. 2. Implement ways to improve reading skills	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.1: don't make papers, don't make presentations **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	students present the results of reading the factors that influence and how to improve reading ability 2 X 50			3%

| 5 | Understand the characteristics of intensive reading and extensive reading and be able to practice them for various purposes | 1. Identify the characteristics of intensive reading and practice them in various types of written discourse 2. Identify the characteristics of extensive reading and practice them in various types of written discourse | **Criteria:**
1.5: make papers, present them with creative and innovative ppt
2.4: create a paper and present it with ppt power text
3.3: don't make a paper but present and make a PPT with powertek
4.2: do not make papers, group presentations with incomplete members and powertext ppt
5.1: don't make papers, don't make presentations

Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Read the reading results and make a presentation about the characteristics of intensive reading and extensive reading 2 X 50 | | **Material:** characteristics of intensive reading and extensive reading
Reader: *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.*

Material: characteristics of intensive reading and extensive reading
Reference: *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University*

Material: characteristics of intensive reading and extensive reading
References: *Harras, Kholid, et al. 2012. Reading 1. Jakarta: Open University*

Material: characteristics of intensive reading and extensive reading
Library: *https://indonesiabaik.id/...*

Material: characteristics of intensive reading and extensive reading
Library: *https://journal.unesa.ac.id/...*

Material: characteristics of intensive reading and extensive reading
Library: *http://ejournal.unhasy.ac.id/...* | 3% |
| 6 | Understand how to read quickly and effectively and how to measure it | 1. Explain the nature and characteristics of fast and effective reading 2. Practice how to read quickly and effectively and how to measure it | **Criteria:**
1.5: make papers, present them with creative and innovative ppt
2.4: create a paper and present it with ppt power text
3.3: don't make a paper but present and make a PPT with powertek
4.2: do not make papers, group presentations with incomplete members and powertext ppt
5.1: don't make papers, don't make presentations

Form of Assessment : Practice / Performance | Presents fast and effective reading techniques and how to measure 2 X 50 | | | 3% |

7	Understand the characteristics of skimming reading and scanning reading and can practice them for various purposes	1. Explain the nature and characteristics of skimming reading and practice it for various types of text 2. Explain the nature and characteristics of scanning reading and practice it for various types of text	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.1: don't make papers, don't make presentations **Form of Assessment** : Participatory Activities	Present reading results on the topic of characteristics of skimming reading and 2 X 50 scanning reading		**Material:** characteristics of skimming reading and scanning reading **Reader:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** characteristics of skimming reading and scanning reading **Reader:** *Abidin, Zainal. (2017). Improving the Reading Skills of Class XI Science~6 Students Using the SQ3R Method at SMA Negeri 1 Bontonompo, Botonompo District, Gowa Regency. Journal of Educational Reasoning, Vol 5. No. 7. ISSN: 2339-0749.* **Material:** characteristics of skimming reading and scanning reading **Library:** *https://ebook.twointomedia.com/...* **Material:** characteristics of skimming reading and scanning reading **Library:** *Boliti, Sukamong. (2013). Improving the Reading Comprehension Ability of Class IV Students at SDN I Lumbi-Lumbia Through the Guided Practice Method. Tadulako Creative Journal. Faculty of Teacher Training and Education, Tadulako University, Vol. 2 No. 2, ISSN 2354-614X, 12-14. http://jurnal.untad.ac.id/..., accessed on January 2 2018.* **Material:** characteristics of skimming reading and scanning reading **Reference:** *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University* **Material:** characteristics of skimming reading and scanning reading **Reader:** *Tampubolon, DP. 2015. Reading Ability: Effective and Efficient Reading Techniques. Bandung: Space*	3%
8	Students are able to solve UTS exam questions	Completion of materials during 8 meetings	**Criteria:** 1.5: accuracy of reading and novelty of poetry 2.4: Accuracy in reading and not making your own 3.3: pronunciation is lacking and the poem does not create itself **Form of Assessment** : Project Results Assessment / Product Assessment, Practice / Performance, Test	Poetry reading test and reciting 2 X 50		**Material:** Poetry **Library:** *https://ebook.twointomedia.com/...* **Material:** poetry **Library:** *https://indonesiabaik.id/...*	20%
9	Apply the SQ3R method to improve your ability to read and understand a book or other reading material	1. Explain the nature and characteristics of the SQ3R method 2. Apply the SQ3R method to improve your ability to read and understand a book or other reading material	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.1: don't make papers, don't make presentations **Form of Assessment** : Participatory Activities, Practice/Performance	Presenting the SQ3R method to improve reading ability 2 X 50		**Material:** SQ3R method to improve reading skills **Reader:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** SQ3R method to improve reading skills **Library:** *https://scholar.google.com/...* **Material:** SQ3R method to improve reading skills **Library:** *https://indonesiabaik.id/...* **Material:** SQ3R method to improve reading skills **References:** *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University* **Material:** SQ3R method to improve reading skills **Reader:** *Sultan. 2018. Critical Reading: Revealing Text Ideology with a Critical Literacy Approach. Yogyakarta: Baskara Media*	3%

10	Using various readability formulas for the purposes of determining the readability level of various types of reading	1. Explain the nature of readability and its relationship to teaching materials. 2. Apply various readability formulas to determine the level of difficulty of reading material	**Criteria:** 1.5-4: Accuracy in selecting reading materials 2.4-3: Accuracy of calculation steps/procedures 3.3-2: Accuracy of formula determination **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Students read the novel and make a review of the reading results 2 X 50		**Material:** able to read a 50 page novel using the SQ3R method **Library:** *https://ebook.twointomedia.com/...* **Material:** able to read a 50 page novel using the SQ3R **Pustaka method:** *https://indonesiabaik.id/...* **Material:** able to read a 50 page novel using the SQ3R method **Library:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** able to read a 50 page novel using the SQ3R method **Reader:** *Aqib, Zainal. (2013). Models, Media, and Contextual (Innovative) Learning Strategies. Bandung: CV. Yrama Widya*	3%
11	Apply critical reading methods to reading material	1. Explain the nature and characteristics of critical reading. 2. Apply critical reading methods to reading material	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong **Form of Assessment** : Participatory Activities, Practice/Performance	Students present critical reading methods for 2 X 50 reading material		**Material:** critical reading method of reading material **Library:** *https://scholar.google.com/...* **Material:** critical reading method of reading material **Library:** *Sultan. 2018. Critical Reading: Revealing Text Ideology with a Critical Literacy Approach. Yogyakarta: Baskara Media* **Material:** critical reading method of reading material **Library:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** critical reading method of reading material **Library:** *http://ejournal.unhasy.ac.id/...*	3%
12	Applying creative reading methods to reading material	1. Explain the nature and characteristics of creative reading. 2. Apply creative reading methods to reading material	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Students read short stories, novels and recreate 2 X 50 short stories		**Material:** creative reading methods for **library reading materials:** *https://indonesiabaik.id/...* **Material:** creative reading methods for reading materials **Library:** *https://ebook.twointomedia.com/...* **Material:** creative reading methods for reading materials. **Reference:** *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University* **Material:** creative reading methods for reading materials **Library:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** creative reading methods for reading materials **Library:** *https://journal.unesa.ac.id/...*	5%

13	Applying an approach to various types of reading material for study purposes	1. Explain the nature and purpose of reading for study purposes 2. Explain the approach to types of reading material for study purposes 3. Apply how to read for study purposes	**Criteria:** 1.5: make papers, present them with creative and innovative ppt 2.4: create a paper and present it with ppt power text 3.3: don't make a paper but present and make a PPT with powertek 4.2: do not make papers, group presentations with incomplete members and powertext ppt 5.1: don't make papers, don't make presentations **Form of Assessment** : Participatory Activities	Students read non-scientific articles in the form of news, then review them, and present the results 2 X 50		**Material:** approaches to various types of reading material **Reader:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** approaches to various types of reading material **Reader:** *Hasmi, Farida. (2017). Improving Initial Reading Skills Using Word Card Media in Class II Students of SD Negeri 001 Rimba Sekampung Dumai. (7), (4). P-ISSN 2355-1720, e-ISSN 2407-4926.* **Material:** approaches to various types of reading material **Library:** *https://ebook.twointomedia.com/...* **Material:** approaches to various types of reading material **Library:** *https://journal.unesa.ac.id/...* **Material:** approaches to various types of reading material **Reader:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** approaches to various types of reading material **References:** *Laksono, Kisyani, et al. 2014. Reading 2. Jakarta: Open University*	5%
14	Students are able to understand the reading text with the descriptions given	The suitability of the article for the review stages	**Criteria:** Projects **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Students are able to review 2 X 50 scientific articles		**Material:** understanding the reading text with the description provided. **Reader:** *Dalman. 2014. Reading Skills. Jakarta: Rajawali Press.* **Material:** understanding the reading text with the descriptions provided **Library:** *https://ebook.twointomedia.com/...* **Material:** understanding the reading text with the descriptions provided **Library:** *https://indonesiabaik.id/...* **Material:** understand the reading text with the descriptions provided **Library:** *https://scholar.google.com/...* **Material:** understanding the reading text with the descriptions provided **Library:** *https://journal.unesa.ac.id/...* **Material:** understanding the reading text with the descriptions provided **Library:** *http://ejournal.unhasy.ac.id/...*	5%
15	Students are able to understand all the material provided in lectures during 15 meetings	Suitability of plot, systematicity of film scripts, and conflict	**Criteria:** projects **Form of Assessment** : Project Results Assessment / Product Assessment	students read, watch and create results from reading and viewing the film script 2 X 50		**Material:** speed reading and creating literary works **Library:** *https://ebook.twointomedia.com/...* **Material:** speed reading and creating literary works **Library:** *https://indonesiabaik.id/...*	5%
16	Students are able to understand all the material provided in lectures during 15 meetings	Suitability of plot, systematicity of film scripts, and conflict	**Criteria:** projects **Form of Assessment** : Project Results Assessment / Product Assessment	students read, watch and create results from reading and viewing the film script 2 X 50		**Material:** speed reading and creating literary works **Library:** *https://ebook.twointomedia.com/...* **Material:** speed reading and creating literary works **Library:** *https://indonesiabaik.id/...*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	54.17%
3.	Portfolio Assessment	4%
4.	Practice / Performance	17.67%
5.	Test	6.67%

	100%

Notes

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** 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.