



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																																												
Skills Speak	8820102054		T=2 P=0 ECTS=3.18	1	July 18, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
		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)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> </table>														P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Discussion of aspects of speaking skills by utilizing basic concepts, techniques and speaking procedures through class meeting activities, laboratory training and simulations to improve monologue and dialogue speaking 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. Tarigan, Guntur. 2005. <i>Keterampilan Berbicara</i> . Bandung : Angkasa. Sriwijono, Alexander. 2008. <i>Talk_inc. Point</i> . Jakarta :Gramedia. Green, Andy. 2001. <i>Kreativitas dalam Public Relations</i> . Jakarta : Erlangga. Lamerton, Jarcey. 2001. <i>Everything You Need to Know : Public Speaking</i> . London : Harper Collins. Sellnow, D. Dianna. 2005. <i>Confident Public Speaking</i> . California : Thomson Wadsworth																																																
	Supporters:																																																
Supporting lecturer	Yermia Nugroho Agung Wibowo, 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	Understand the concept of speaking	Explain the difference between speaking and speaking skills	Criteria: 1.2: the explanation of the 2 differences is correct 2.1: explanation of 1 difference is correct 3.0: no correct explanation	questions and answers 2 X 50			0%																																										

2	Understand the nature, aspects, principles, benefits and functions of speaking	Explain 1. The nature of speaking 2. Aspects of speaking 3. Principles of speaking Benefits and functions of speaking	Criteria: 1.2: correct definition explanation 2.1: the explanation is inaccurate 3.0: definition explanation is incorrect	Questions and answers, discussions, assignments 2 X 50			0%
3	Able to apply speaking principles in telling stories	Able to apply speaking principles in telling personal experiences	Criteria: 1.4: apply speaking principles in telling stories correctly 2.3: applying speaking principles in telling stories incorrectly 3.2: not applying the principles of speaking in telling stories 4.0: unable to tell a story	Presentation/Individual practice 2 X 50			0%
4	Able to apply speaking principles in conveying information	Able to apply speaking principles in delivering announcements and conducting interviews	Criteria: 1.4: apply speaking principles in delivering announcements and interviews appropriately 2.3: applying speaking principles in delivering announcements and interviews inappropriately 3.2: not applying speaking principles in delivering announcements and interviews 4.0: unable to deliver announcements and interviews	Presentation/Individual practice 2 X 50			0%
5	Able to use objective data in telling stories	Able to tell about idol characters	Criteria: 1.4: use objective data in telling stories appropriately 2.3: using objective data in telling stories inaccurately 3.2: not using objective data in telling stories 4.0: unable to tell a story	Presentation/Individual practice 2 X 50			0%
6	Able to tell stories with props	Able to tell fairy tales/children's stories using props	Criteria: 1.4: apply the use of props in telling stories appropriately 2.3: applying the use of props in telling stories inappropriately 3.1: not using props in telling the story 4.0: cannot tell a story and does not use props	presentation, individual practice 2 X 50			0%

7	Able to convey information using visual aids	Able to convey information using visual aids	Criteria: 1.4: apply the use of visual aids to convey information appropriately 2.3: applying the use of visual aids to convey information inaccurately 3.1: do not use visual aids to convey information 4.0: unable to convey information and not using visual aids	presentation, practice, individual 2 X 50			0%
8	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%
9	Able to comment on literary works	Able to comment on literary works in the form of poetry	Criteria: Express your opinion about poetry	individual performance practice 2 X 50			0%
10	Able to make scientific presentations	Able to make scientific presentations with/without media	Criteria: 1.4: present research results that are read clearly and objectively 2.3: present research results that can be read clearly but are not objective 3.2: presenting research results that are read unclearly and not objectively 4.0: unable to present research results	2 X 50 performance			0%
11	Able to make scientific presentations	Able to make scientific presentations with/without media	Criteria: 1.4: present research results that are read clearly and objectively 2.3: present research results that can be read clearly but are not objective 3.2: presenting research results that are read unclearly and not objectively 4.0: unable to present research results	2 X 50 performance			0%
12	Able to apply the principles of speaking in presenters	Able to apply the principles of speaking in presenters	Criteria: 1.4: apply emcee principles appropriately 2.3: applying the presenter's principles incorrectly 3.2: applying host principles inappropriately 4.0: cannot apply host principle	2 X 50 performance			0%

13	Able to apply the principles of speaking in presenters	Able to apply the principles of speaking in presenters	Criteria: 1.4: apply emcee principles appropriately 2.3: applying the presenter's principles incorrectly 3.2: applying host principles inappropriately 4.0: cannot apply host principle	2 X 50 performance			0%
14	able to hold a debate	Dividing roles in the debate Carrying out the debate	Criteria: 1.4: express opinions and refute appropriately and can divide roles in debates. 2.3: express opinions and argue appropriately but cannot divide roles in the debate. 3.2: expressing opinions and refuting inappropriately and not being able to distribute roles in the debate. 4.0: unable to debate	assignment/performance 2 X 50			0%
15	able to hold a debate	Dividing roles in the debate Carrying out the debate	Criteria: 1.4: express opinions and refute appropriately and can divide roles in debates. 2.3: express opinions and argue appropriately but cannot divide roles in the debate. 3.2: expressing opinions and refuting inappropriately and not being able to distribute roles in the debate. 4.0: unable to debate	assignment/performance 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.