



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts,**  
**Javanese Language and Literature Education Undergraduate Study**  
**Program**

Document  
Code

## SEMESTER LEARNING PLAN

| Courses           | CODE                          | Course Family                     | Credit Weight              |     |           | SEMESTER                      | Compilation Date |
|-------------------|-------------------------------|-----------------------------------|----------------------------|-----|-----------|-------------------------------|------------------|
| Listening to Java | 8820202069                    | Compulsory Study Program Subjects | T=2                        | P=0 | ECTS=3.18 | 1                             | July 17, 2024    |
| AUTHORIZATION     | SP Developer                  |                                   | Course Cluster Coordinator |     |           | Study Program Coordinator     |                  |
|                   | Latif Nur Hasan, S.Pd., M.Pd. |                                   | Dr. SURana, S.S., M.Hum    |     |           | Latif Nur Hasan, S.Pd., M.Pd. |                  |

| Learning model   | Case Studies  |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|---|-------|-------|-------|-------|------|---|---|---|------|----|----|----|------|----|----|---|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Program Learning Outcomes (PLO)  | PLO study program which is charged to the course  |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PLO-3</b> Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned  |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PLO-4</b> Develop yourself continuously and collaborate.   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PLO-7</b> Skilled in oral and written Javanese language in Javanese and Latin script according to the rules;   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Program Objectives (PO)   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PO - 1</b> Utilizing science and technology to obtain, collect and process various concepts, types, methods and listening techniques to improve language skills and their application in order to solve problems in learning listening skills in schools.  |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PO - 2</b> Master theoretical concepts about types, methods and listening techniques and their application, and be able to formulate solutions to various problems in learning listening skills in schools procedurally.   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PO - 3</b> Make strategic decisions based on analysis of information and data, and provide guidance in choosing various alternative solutions in resolving and resolving problems in learning listening skills at school.  |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <b>PO - 4</b> Have an attitude of responsibility for your own and group learning performance in solving various problems in learning Javanese listening skills at school.   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PLO-PO Matrix   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | P.O   | PLO-3 | PLO-4 | PLO-7 | PO-1 | ✓ |   |   | PO-2 |    |    | ✓  | PO-3 | ✓  |    | ✓ | PO-4 |   | ✓ | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | P.O   | PLO-3 | PLO-4 | PLO-7 |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PO-1  | ✓     |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PO-2  |       |       | ✓     |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-3   | ✓   |       | ✓     |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-4   |   | ✓     | ✓     |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO Matrix at the end of each learning stage (Sub-PO)   |   |       |       |       |       |      |   |   |   |      |    |    |    |      |    |    |   |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <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> <tr> <td>PO-4</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> </tbody> </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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | PO-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | Study of concepts, types, methods and listening techniques to improve language skills and their application in learning Javanese at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection. |
| References               | Main :  |

1. Kamidjan, dkk. 2002. Menyimak: Modul Pelatihan Berbasis Kompetensi. Jakarta: Depdiknas
2. Soedjatno. 1982. Menyimak: Sebuah Aspek Keterampilan Berbahasa. Malang
3. Tarigan, Henry Guntur. 1987. Menyimak: Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa
4. Tarigan, H.G. dan Djago Tarigan. 1990. Teknik Pengajaran Keterampilan Berbahasa. Bandung: Angkasa

**Supporters:**

**Supporting lecturer** Dr. Octo Dendy Andriyanto, S.Pd., M.Pd.  
Danang Wijoyanto, 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     | Understanding of the role of listening in language | Able to understand the role of listening in language | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:               <ol style="list-style-type: none"> <li>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>3.2. Subsummative test, written exam and weighted (2)</li> <li>4.3. Average assessment of student performance tests, weight (3)</li> </ol> </li> <li>5. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Presentation and discussion<br>2 X 50                                   |                   | <p><b>Material:</b><br/>Understanding the role of listening in language<br/><b>Reference:</b><br/><i>Kamidjan, et al. 2002. Listening: Competency Based Training Module. Jakarta: Ministry of National Education</i></p> | 5%                    |
| 2     | Explanation of listening prerequisites             | Able to explain the prerequisites for listening      | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2. Sub-summative test, written exam and weighted (2)</li> <li>3. Average assessment of student performance, weight (3)</li> <li>4. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>  | Presentation and discussion<br>2 X 50                                   |                   | <p><b>Material:</b><br/>Explanation of the prerequisites for listening.<br/><b>Reference:</b><br/><i>Kamidjan, et al. 2002. Listening: Competency Based Training Module. Jakarta: Ministry of National Education</i></p> | 5%                    |

|   |   |  |   |                                       |  |   |    |
|---|---|--|---|---------------------------------------|--|---|----|
| 3 | Skills in carrying out listening activities efficiently   | Skilled in carrying out listening activities efficiently   | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>3.2. Sub-summative test, written exam and weighted (2)</li> <li>4.3. Average assessment of student performance tests, weight (3)</li> <li>5. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | Presentation and discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in carrying out listening activities efficiently<br/><b>Reader:</b> Soedjatno. 1982.<br/><i>Listening: An Aspect of Language Skills. Poor</i></p>                  | 5% |
| 4 | Explanation of the development of listening comprehension | Able to explain the development of listening comprehension | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2. Sub-summative test, written exam and weighted (2)</li> <li>3. Average assessment of student performance, weight (3)</li> <li>4. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p>   | Presentation and discussion<br>2 X 50 |  | <p><b>Material:</b> Explanation of the comprehensive development of listening to<br/><b>Library:</b> Soedjatno. 1982.<br/><i>Listening: An Aspect of Language Skills. Poor</i></p>            | 5% |
| 5 | Activities to identify factors influencing listening      | Able to identify factors that influence listening          | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2. Sub-summative test, written exam and weighted (2)</li> <li>3. Average assessment of student performance, weight (3)</li> <li>4. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p>   | Presentation and discussion<br>2 X 50 |  | <p><b>Material:</b> Activities to identify factors that influence listening.<br/><b>Reference:</b> Tarigan, Henry Guntur. 1987.<br/><i>Listening: As a Language Skill. Bandung: Space</i></p> | 5% |

|   |   |   |   |                                       |  |   |     |
|---|---|---|---|---------------------------------------|--|---|-----|
| 6 | Understanding and explanation of various situations involving listening | Able to understand and explain various situations involved in listening | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2. Sub-summative test, written exam and weighted (2)</li> <li>3. Average assessment of student performance, weight (3)</li> <li>4. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p> | Presentation and discussion<br>2 X 50 |  | <p><b>Material:</b><br/>Activities to identify factors that influence listening.</p> <p><b>Reference:</b><br/><i>Tarigan, Henry Guntur. 1987. Listening: As a Language Skill. Bandung: Space</i></p> <hr/> <p><b>Material:</b><br/>Understanding and explanation of various situations involved in listening to <b>literature:</b><br/><i>Tarigan, HG and Djago Tarigan. 1990. Language Skills Teaching Techniques. Bandung: Space</i></p>        | 5%  |
| 7 | Skills in selecting good and effective listening materials              | Skilled in choosing good and effective materials                        | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2. Sub-summative test, written exam and weighted (2)</li> <li>3. Average assessment of student performance, weight (3)</li> <li>4. UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p> | Presentation and discussion<br>2 X 50 |  | <p><b>Material:</b><br/>Understanding and explanation of various situations involved in listening to <b>literature:</b><br/><i>Tarigan, HG and Djago Tarigan. 1990. Language Skills Teaching Techniques. Bandung: Space</i></p> <hr/> <p><b>Material:</b> Skills in choosing good and effective listening material.<br/><b>Reference:</b><br/><i>Tarigan, HG and Djago Tarigan. 1990. Language Skills Teaching Techniques. Bandung: Space</i></p> | 5%  |
| 8 | Midterm exam  | Mastering meeting material 1-7  | <p><b>Criteria:</b><br/>Mastering meeting material 1-7 well</p> <p><b>Form of Assessment :</b><br/>Test</p>   | 2 X 50                                |  | <p><b>Material:</b> UTS<br/><b>Reference:</b><br/><i>Kamidjan, et al. 2002. Listening: Competency Based Training Module. Jakarta: Ministry of National Education</i></p>  | 15% |

|    |   |  |   |                                     |  |   |    |
|----|---|--|---|-------------------------------------|--|---|----|
| 9  | Skills in listening to pancelathon and sesorah            | Skilled in listening to pancelathon and sesorah            | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment</b><br/>:<br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in listening to pancelathon and sesorah<br/><b>Reference:</b><br/><i>Kamidjan, et al. 2002.</i><br/><i>Listening: Competency Based Training Module.</i><br/><i>Jakarta: Ministry of National Education</i></p> | 5% |
| 10 | Skills in listening to fairy tales and children's stories | Skilled in listening to fairy tales and children's stories | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment</b><br/>:<br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in listening to fairy tales and children's stories.<br/><b>Reader:</b><br/><i>Soedjiatno. 1982.</i><br/><i>Listening: An Aspect of Language Skills. Poor</i></p>   | 5% |
| 11 | Skills in listening to basa kulonan and wetanan news      | Skilled in listening to basa kulonan and wetanan news      | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment</b><br/>:<br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in listening to news about basa kulonan and wetanan<br/><b>Reader:</b><br/><i>Tarigan, Henry Guntur. 1987.</i><br/><i>Listening: As a Language Skill. Bandung: Space</i></p>                                   | 5% |

|    |  |   |   |                                     |  |   |    |
|----|--|---|---|-------------------------------------|--|---|----|
| 12 | Skills in listening to geguritan and macapat songs | Skilled at listening to geguritan and macapat songs | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in listening to geguritan and macapat songs.<br/><b>Library:</b> Tarigan, HG and Djago Tarigan. 1990. <i>Language Skills Teaching Techniques</i>. Bandung: Space</p> | 5% |
| 13 | Skills in listening to Javanese language films     | Skilled at listening to Javanese films              | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Skills in listening to Javanese films.<br/><b>Library:</b> Tarigan, HG and Djago Tarigan. 1990. <i>Language Skills Teaching Techniques</i>. Bandung: Space</p>              | 5% |
| 14 | Kethoprak listening skills                         | Skilled at listening to kethoprak                   | <p><b>Criteria:</b><br/>Able to master the skill of listening to kethoprak well</p> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p>   | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Kethoprak listening skills<br/><b>Reference:</b> Kamidjan, et al. 2002. <i>Listening: Competency Based Training Module</i>. Jakarta: Ministry of National Education</p>     | 5% |
| 15 | Puppet listening skills                            | Skilled in listening to wayang                      | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation during lectures and discussions is carried out through observation (weight 2)</li> <li>2.Sub-summative test, written exam and weighted (2)</li> <li>3.Average assessment of student performance, weight (3)</li> <li>4.UAS scores, weighted (3)</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p> | Demonstration, discussion<br>2 X 50 |  | <p><b>Material:</b> Puppet listening skills<br/><b>Reader:</b> Soedjiatno. 1982. <i>Listening: An Aspect of Language Skills</i>. Poor</p>   | 5% |

|    |             |                                      |   |        |  |  |     |
|----|-------------|--------------------------------------|---|--------|--|--|-----|
| 16 | Final exams | Mastering meeting material 1-15 well | <b>Criteria:</b><br>1.Participation during lectures and discussions is carried out through observation (weight 2)<br>2.Sub-summative test, written exam and weighted (2)<br>3.Average assessment of student performance, weight (3)<br>4.UAS scores, weighted (3)<br><br><b>Form of Assessment</b><br>:<br>Test | 2 X 50 |  | <b>Material:</b> UAS<br><b>Literature:</b><br><i>Tarigan, Henry Guntur. 1987. Listening: As a Language Skill. Bandung: Space</i> | 15% |
|----|-------------|--------------------------------------|---|--------|--|--|-----|

#### Evaluation Percentage Recap: Case Study

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 10%        |
| 2. | Portfolio Assessment     | 55%        |
| 3. | Practice / Performance   | 5%         |
| 4. | Test                     | 30%        |
|    |                          | 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.