	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Improving Indonesian language skills	8620603143		**T=3**	**P=0**	**ECTS=4.77**	2	April 28, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to develop, maintain a network and establish effective communication with the academic community to support lifelong learning.
	Program Objectives (PO)	
	PO - 1	Mastering the concept of Indonesian language skills, oral and written language techniques in a variety of languages using a project-based learning model. Able to make decisions based on analysis of information and data related to Indonesian to plan, implement and evaluate learning activities so that they can be adapted to various learning conditions. Utilize ICT-assisted learning resources and learning media to explore data, collect information and solve problems to support Indonesian language skills products. Have a responsible attitude towards the task of making language skills products (listening, speaking, reading and writing)
	PO - 2	Able to make decisions based on analysis of information and data related to Indonesian to plan, implement and evaluate learning activities so that they can be adapted to various learning conditions.
	PO - 3	Utilize ICT-assisted learning resources and learning media to explore data, collect information and solve problems to support Indonesian language skills products.
	PLO-PO Matrix	

P.O	PLO-6
PO-1	
PO-2	
PO-3	

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																

Short Course Description	Students master the concept of four language skills and are skilled at listening to various listening materials, skilled at speaking in various communication contexts, skilled at reading various kinds of discourse, and skilled at writing various types of writing at least according to learning needs in elementary school based on a religious attitude, commitment, responsibility towards duties, upholding human values, working together and having social sensitivity and caring, internalizing academic values, norms and ethics solely because of devotion to God Almighty.

References	**Main :**	
	1. Utama : Anderson, Sandra. 2004. The Book of Reading and Writing :Ideal, Tips, and Lists for the Elementary School . California: Corwin Press.	
	Supporters:	

Supporting lecturer	Dra. Asri Susetyo Rukmi, M.Pd. Dr. Heru Subrata, M.Si. Prof. Dr. Wahyu Sukartiningsih, M.Pd. M. Bambang Edi Siswanto, M.Pd. Dr. Nurul Istiq'faroh, M.Pd. Eva Amalia, M.Pd. Zulfin Rachma Mufidah, M.Pd. Maryam Isnaini Damayanti, 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	Explain the concept of language skills (listening, speaking, reading and writing) (types, meaning, sequence and relationships between Indonesian language skills.	1. The concept of four language skills is explained precisely.	**Criteria:** Correct answer according to the key. Chart products meet the appropriate/correct criteria (type, meaning and sequence). **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation of 'whole language' material, assignment to make a PPT or Canva about: four language skills, the relationship between the four language skills and their implementation in daily life and life in elementary school, PPT or Canva presentation followed by questions and answers. 3 X 50		**Material:** Whole Language in Language Learning and Language Skills. **References:** *Sukidi, Masengut. et al. 2004. Improving Indonesian Language Skills. Surabaya: PGSD FIP UNESA.*	0%
2	1.1. Explain the meaning of Listening. (understanding, process, types, strategies, supporting and inhibiting factors for listening). 2.2. Explain the listening process. 3.3. Explain the types of listening. 4.4. Explain listening strategies.	1.Explain the listening process. 2.Explain the meaning of listening. 3.Explain the types of listening. 4.Explain listening strategies. 5.Explain the successes and obstacles of listening.	**Criteria:** 1. Listening Concept Mind Map (according to the material, complete, clear, detailed, creative). **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Lecture: listening material/concepts and listening skills. 2. Question and answer. 3. Assignment: create a listening concept mind map 4. Presentation of a listening concept mind map. 5. Question and answer. 6. Conclusion. 2 X 50			0%
3	1.1. Explain the contents of the material read. 2.2. Explain new information or knowledge contained in the material read.	1.1. Suitability of answers. 2.2. Accuracy of answers.	**Criteria:** according to the answer key **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, assignments to listen to Siroh Nabawiyah 1 and 2 audio visual videos, assignments to complete LK 1 and LK 2, and presentations on LK 1 and LK 2. 3 X 50		**Material:** Things to Pay Attention to Before, During, and After Listening Activities. **Bibliography:** *Tarigan, Henry Guntur. 1986. Teaching Listening. Bandung: Space.* **Material:** Tips for Successful Listening **Literature:** *Tarigan, Henry Guntur. 1986. Teaching Listening. Bandung: Space.*	0%

4	Increasing the ability to understand linguistic aspects in the form of syntax and semantics as a basis for improving Indonesian language skills	1.1. Suitability of the answer to the material read. 2.2. Accuracy of answers.	**Criteria:** according to the answer key **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Lectures about listening to various listening materials. 2. Assignment to listen individually to various materials from YouTube (students choose 3 videos from the 3 videos provided). 3. Assignment to complete LK 3. 4. Presentation of LK 3. 5. Question and answer. 6. Oral evaluation of listening concepts and practices. 2 X 50		**Material:** 1. Indicators of Successful Listening. **Bibliography:** *Tarigan, Henry Guntur. 1986. Teaching Listening. Bandung: Space.* **Material:** 2. Teaching Listening Skills in Elementary Schools **Reader:** *Tarigan, Henry Guntur. 1986. Teaching Listening. Bandung: Space.*	0%
5	1.1. Explain the concept of reading. 2.2. Analyze the stages of reading. 3.3. Explain reading models. 4.4. Explain the factors supporting and inhibiting the reading process.	1.1. Mind map 2. 3.	**Criteria:** 1. Accuracy of answers **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Lecture about reading as a language skill. 2. Assignment to make a mind map as an effort to tie meaning to the concept of reading. 3. Mind map presentation. 4. Question and answer. 2 X 50		**Material:** 1. Reading as a Language Skill **Literature:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.* **Material:** 2. Reading Assessment. **References:** *Lipson, MY & Wixson, KK 1991 . Assessment Instruction of Reading Disability; An Interactive Approach. New York. Harper Colins Publishers Inc.*	0%

6	1. Complete the Reading Worksheet (reading text in the form of Siroh Nabawiyah) through integrated, functional and contextual critical reading activities.	Understand the concepts, stages and models of reading through a question and answer process, and discuss and discover for yourself things that support and hinder the reading process, both linguistic and non-linguistic. Doing tasks according to group assignments to read news, instructions, dialogues, advertisements, speeches and popular scientific works from various fields of arts, social studies, science, mathematics in the form of pre-reading and post-reading activities to improve critical reading skills, answering and making questions about reading material, telling stories, then discussing and responding to the material - material presented by other groups	**Criteria:** according to the type of assessment used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, assignments to complete reading worksheets through critical reading activities. 3 X 50		**Material:** 1. Things that need to be prepared before, during and after reading activities. **References:** *Sukidi, Masengut. et al. 2004. Improving Indonesian Language Skills. Surabaya: PGSD FIP UNESA.* **Material:** 2. Tips for Successful Reading **Literature:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.*	0%
7	Improving critical reading skills in an integrated, functional and contextual manner	Understand the concepts, stages and models of reading through a question and answer process, and discuss and discover for yourself things that support and hinder the reading process, both linguistic and non-linguistic. Doing tasks according to group assignments to read news, instructions, dialogues, advertisements, speeches and popular scientific works from various fields of arts, social studies, science, mathematics in the form of pre-reading and post-reading activities to improve critical reading skills, answering and making questions about reading material, telling stories, then discussing and responding to the material - material presented by other groups	**Criteria:** according to the type of assessment used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers, discussions and assignments 4 X 50		**Material:** 1. Indicators of Successful Reading **References:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.* **Material:** 2. Tips for Successful Reading **Literature:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.*	0%

| 8 | understand meeting material 1-7 (UTS) | understand meeting material 1-7 | **Criteria:** according to the answer key | independent work 2 X 50 | | **Material:** 1. Reading **literature:** *Tarigan, Henry Guntur. 1986. Teaching Listening. Bandung: Space.*

 Material: 2. Reading **Literature:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.* | 0% |
| 9 | Improving critical speaking skills in an integrated, functional and contextual manner | 1. PPT Concept of Speaking (content is clear, complete, detailed, and pays attention to writing rules) | **Criteria:** Score 4 (meets 4 conditions), score 3 (meets 3 conditions), score 2 (meets 2 conditions), and score 1 (meets 1 condition).

 Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Lectures, questions and answers, assignments, discussions, presentations, 3 X 50 | | **Material:** Writing Theory **Literature:** *Depdikbud. 1984/1985. Language Skills Education, Basic Speaking Material Book. Jakarta: Directorate General of Higher Education.*

 Material: Speaking as a Language Skill **Literature:** *Tarigan, Henry Guntur. 1983. Speaking as a Language Skill. Bandung: Space.* | 0% |

| 10 | 1. Students are able to practice speaking skills according to the communication context by paying attention to pronunciation, intonation, clarity, fluency and self-confidence. 2. Students are able to assess their friends' speaking practice using the assessment sheet that has been prepared. 3. Students are able to respond or provide comments on their friends' speaking practices. | 1.1. Practice speaking according to context, individually, with indicators (pronunciation, ontonation, clarity, fluency, confidence, expression and gestures). 2.2. The chosen communication context, namely webinars, poetry reading competitions, speech competitions, storytelling competitions, podcasts and debates. Assessment indicators (video appropriate to the chosen communication context, clear voice, creativity, innovation, smooth from start to finish). | **Criteria:** according to the type of assessment **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | Lectures, questions and answers, assignments (presenting videos of speaking practice according to the chosen communication context, assessing friends' speaking skills, providing feedback or comments on friends' speaking practices). 3 X 50 | | **Material:** Criteria for Assessment of Speaking Skills **Library:** *Department of Education and Culture. 1984/1985. Language Skills Education, Basic Speaking Material Book. Jakarta: Directorate General of Higher Education.* **Material:** Supporting and Inhibiting Factors of Speaking Skills **References:** *Tarigan, Henry Guntur. 1983. Speaking as a Language Skill. Bandung: Space.* | 0% |
| 11 | 1. Students are able to practice speaking skills according to the communication context by paying attention to pronunciation, intonation, clarity, fluency and self-confidence. 2. Students are able to assess their friends' speaking practice using the assessment sheet that has been prepared. 3. Students are able to respond or provide comments on their friends' speaking practices. | 1.1. Practice speaking according to context, individually, with indicators (pronunciation, ontonation, clarity, fluency, confidence, expression and gestures). 2.2. The chosen communication context, namely webinars, poetry reading competitions, speech competitions, storytelling competitions, podcasts and debates. Assessment indicators (video appropriate to the chosen communication context, clear voice, creativity, innovation, smooth from start to finish). | **Criteria:** according to the type of assessment **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | Lectures, questions and answers, assignments (presenting videos of speaking practice according to the chosen communication context, assessing friends' speaking skills, providing feedback or comments on friends' speaking practices). 3 X 50 | | **Material:** Criteria for Assessment of Speaking Skills **Library:** *Department of Education and Culture. 1984/1985. Language Skills Education, Basic Speaking Material Book. Jakarta: Directorate General of Higher Education.* **Material:** Supporting and Inhibiting Factors of Speaking Skills **References:** *Tarigan, Henry Guntur. 1983. Speaking as a Language Skill. Bandung: Space.* | 0% |

12	1.1. Students are able to explain the concept of writing. 2.2. Students are able to explain the writing process. 3.3. Students are able to explain the supporting and inhibiting factors of the writing process.	1.1. Writing Concept PPT (content is clear, complete, detailed, and pays attention to writing rules) 2.2. Presentation (pay attention to pronunciation, intonation, clarity of voice, fluency, confidence).	**Criteria:** Scoring: Score 4, if 4 conditions are met, Score 3 if 3 conditions are met, Score 2 if 2 conditions are met, and Score 1 if 1 condition is met. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures, questions and answers, assignments, presentations. 3 X 50		**Material:** 1. **Literature Writing Theory:** *Main: Anderson, Sandra. 2004. The Book of Reading and Writing: Ideals, Tips, and Lists for the Elementary School. California: Corwin Press.* **Material:** 2. Standards for Writing **Literature:** *Kirk, Kathy. 2001. Writing to Standards. California: Corwin Press.* **Material:** 3. Skilled in Writing **Literature:** *Tarigan, Henry Guntur. 1983. Writing as a Language Skill. Bandung: Space.*	0%
13	1.1. Students are able to write children's stories according to the given theme. 2.2. Students are able to present the results of their written work in front of friends. 3.3. Students are able to assess their friends' writing based on predetermined assessment indicators.	1. Children's story writing: appropriate to the theme, language easy to understand, contains a moral message, pay attention to spelling, pay attention to punctuation).	**Criteria:** according to the type of assessment used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Lectures, questions and answers, assignments (writing children's stories according to the theme, presenting the results of their written work, assessing friends' writing based on the specified assessment indicators). 3 X 50		**Material:** 1. Writing as a Language Skill. **Bibliography:** *Tarigan, Henry Guntur. 1983. Writing as a Language Skill. Bandung: Space.* **Material:** 2. Standards for Writing **Literature:** *Kirk, Kathy. 2001. Writing to Standards. California: Corwin Press.*	0%
14	1.1. Students are able to write children's stories according to the given theme. 2.2. Students are able to present the results of their written work in front of friends. 3.3. Students are able to assess their friends' writing based on predetermined assessment indicators.	1. Children's story writing: appropriate to the theme, language easy to understand, contains a moral message, pay attention to spelling, pay attention to punctuation).	**Criteria:** according to the type of assessment used **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Lectures, questions and answers, assignments (writing children's stories according to the theme, presenting the results of their written work, assessing friends' writing based on the specified assessment indicators). 3 X 50		**Material:** 1. Writing as a Language Skill. **Bibliography:** *Tarigan, Henry Guntur. 1983. Writing as a Language Skill. Bandung: Space.* **Material:** 2. Standards for Writing **Literature:** *Kirk, Kathy. 2001. Writing to Standards. California: Corwin Press.*	0%

No							
15	1.1. Reflect on the Language Skills Improvement lecture. 2.2. Reflecting on strengthening student character with the Gratitude Journal strategy.	Explain the concept of appreciating literary works productively through class discussion activities and conclude according to the findings produced. Carrying out the task of appreciating literary works productively in the form of declamation activities or reading poetry, storytelling, or role playing, as well as writing poetry, prose and children's dramas through the process of pre-writing, writing, revising, editing and publishing them.	**Criteria:** according to the type of assessment used **Form of Assessment** : Participatory Activities	Lectures, questions and answers, assignments, 3 X 50			0%
16			**Form of Assessment** : Test	Written test in 100 minutes. 2 x 50 minutes			0%

Evaluation Percentage Recap: Project Based Learning

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.