

Module/ Course Title : Appreciation of Drama					
Module /Course code	student workload	Credits (ECT/ECT S)	Semester	Frequency	duration
SPI 61023	119 hours	3 / 4,5	5	Every Year (August)	16 Meetings
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation Literary Theory				
3	<p>Course Description : This course focuses to understand, identify, self-research, and explain the basic meaning of drama, drama playing techniques, acting, and staging; the elements of drama structure (e.g., Script, actors, directors, and other supporting elements of the performance); and practice Drama Appreciation Course activities in monologue studies, performances, and acts.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian literature. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the implementation of Indonesian literature. ILOs 8: Graduates are expected to be able to appreciate Indonesian literature spoken and written. 				
4	<p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Understand, identify, self-research, and explain the meaning, objectives, and significances of appreciation Understand, identify, self-research, and explain the basic meaning of drama, drama playing techniques, acting, and staging Understand, identify, self-research, and explain the elements of drama structure (e.g., Script, actors, directors, and other supporting elements of the performance) Develop, apply creativity, and practice Drama Appreciation Course activities in monologue studies, performances, and acts <p>Course content</p> <ol style="list-style-type: none"> Week 1: Understand, identify, and be able to explain the definition and purpose of drama appreciation course Week 2: Understand, identify, and be able to explain the difference between drama-theatre, drama in general with other literary works Week 3: Understand, identify, and be able to explain the history of theater development in Indonesia Week 4: Understand, identify, and be able to explain the development and differences between traditional theater and modern theater Week 5: Understand, self-research, discuss, determine, and explain the elements of drama Week 6: Understand, self-research, discuss, determine, and explain drama in literary studies and performing arts studies Week 7: Understand, self-research, discuss, determine, and explain the variety and genre of theater Week 8 : Mid-Term Test Week 9: Understand, self-research, discuss, determine, and explain the function and role of theater in society (social, cultural, and economic functions) Week 10: Understand, self-research, discuss, determine, and explain the function of a script in literature and in performing arts (playable and actable) Week 11: Understand, self-research, discuss, determine, and explain the functions and roles of the director in drama performance Week 12: Understand, self-research, discuss, determine, and explain the functions and roles of actors in drama performance Week 13: Understand, self-research, discuss, determine, and explain the function of music and music directors in drama performance Week 14: Understand, self-research, discuss, determine, and explain the artistic functions and artistic 				

directors of drama performance
 15) Week 15: Explain, cite other people's opinions, give examples, express opinions, analyze, and support other people's opinions in discussions of drama performance
 16) Week 16: Final Test

4 Teaching methods
 The learning method refers to an active learning strategy that is performed with active student involvement and collaboration based on inquiry activities. Students actively seek various relevant reference sources, lecturers as facilitators provide stimulus and act as facilitators during the lecture process. The lecture activities are done as follows: 1) Reviewing the basic concepts of the Drama Appreciation Course and the definition and objectives of the course, 2) Analyzing problems, at this stage students analyze drama performances seen by discussion, for example, assessing the advantages and disadvantages of staging, 3) Conducting presentation and discussion, at this stage students give each other opinions according to the theme of the study, 4) Doing a review and reflection, at this stage the lecturer provides material reinforcement and reflects on lecture activities, 5) Performing actor training practices.

5 Assessment methods

1. Class attendance and participation. This assessment is taken from the attendance and participation of students through questions, answers, and discussions on the meetings 1 - 5.
2. Structured assignment. The assessment is taken from student assignments on the meetings 2 - 15.
3. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the 2nd – 5th meeting materials.
4. Mid-Term Exam. The Mid-Term Examination is held at the 8th meeting in the form of a written test. The test material is taken from the 2nd – 7th meeting materials.
5. Final Exam. The Final Examination is held at the 16th meeting in the form of a presentation. Students present the learning tools that have been made at meetings 9 - 15.

Assessment summary

Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured Assignment 1	Summative	Meeting 1—16	15%
Quiz	Summative	Meeting 6	20%
Mid-Term Test	Summative	Meeting 8	25%
Final Test	Formative	Meeting 16	30%
TOTAL			100%

$$FS = 0,10 P + 0,15 Q + 0,20 SA + 0,25 MTE + 0,30 FE$$

Whereby:

FS = Final Score

SA = Structured Assignment

P = Participation

MTE = Mid-Term Examination

Q = Quiz

FE = Final Examination

6 This module is used in the following degree programmes as well: (Yes)

7 Responsibility for module: Muh. Fatoni Rohman, M.Pd.

8 Other information:
 The followings are primary references such as journals, books, and other learning sources that are used for this lecture.


1. Tambajong, Japi. 1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi

4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
6. Ismet, Adang. 2005. *Seni Peran*. Yogyakarta: Kelir.
7. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
9. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
10. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
12. Satoto, Soediro. 2012. *Analisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
13. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
14. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastraan*. Jakarta: Gramedia Pustaka
15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
17. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta:UGM Press.

Antologi Naskah Drama


1. Putu Wijaya
2. Arifin C Noer
3. WS Rendra
4. Agus Noor
5. Puthut EA
6. Emil Sanosa

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the basic concept, definition, and learning objectives of Drama Appreciation Course.					
DESCRIPTION					
Students are given an assignment to make a resume related to the basic concept, definition, and learning objectives of Drama Appreciation Course.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 1 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the basic concept, definition, and learning objectives of Drama Appreciation Course. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 1					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. 2. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. 3. Anwar, Chairul. 2005. <i>Drama Bentuk-Gaya dan Aliran</i>. Jogjakarta: elKaphi 					

4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
6. Ismet, Adang. 2005. *Seni Peran*. Yogyakarta: Kelir.
7. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
9. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
10. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
12. Satoto, Soediro. 2012. *Analisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
13. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
14. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastraan*. Jakarta: Gramedia Pustaka
15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta: PSN
17. Soedarsono, R.M. 2010. *Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta: UGM Press

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the differences between drama, theater, and other literary works.					
DESCRIPTION					
Students are given an assignment to make a resume about the differences of drama and theater.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 2 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the basic concept of literature, theater, and dram 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations	Can students relate one concept to another?				

between elements					
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 2

OTHERS : -

REFERENCES

1. Tambajong, Japi. 1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi
4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
6. Ismet, Adang. 2005. *Seni Peran*. Yogyakarta: Kelir.
7. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
9. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
10. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
12. Satoto, Soediro. 2012. *Ananlisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
13. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
14. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastraan*. Jakarta: Gramedia Pustaka
15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
17. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta:UGM Press

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
		STUDENT TASK GUIDELINE			
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the history of theater in Indonesia					
DESCRIPTION					
Students are given an assignment to make a resume about the development of theater in Indonesia.					
METHOD OF COMPLETION					
1. Students create a 1-page resume in the form of a word or PDF file.					

2. Resume is supported by references (min 2 books/e-books/journals/e-journals).
3. Resume is collected in Google Classroom in PDF or Word format as a meeting 3 entry ticket.

OUTCOMES

- a. Object: Resume
- b. Outcome: students understand the differences between modern theater and traditional theater in Indonesia.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 3

OTHERS : -

REFERENCES


1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi
4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
6. Ismet, Adang.2005. *Seni Peran*. Yogyakarta: Kelir.
7. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
9. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
10. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
12. Satoto, Soediro. 2012. *Ananlisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
13. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
14. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastaan*. Jakarta: Gramedia Pustaka
15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
17. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*.Yogyakarta:UGM Press

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the differences between modern theater and traditional theater.					
DESCRIPTION					
Students are given an assignment to make a resume related to the differences between modern theater and traditional theater in Indonesia.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page resume in the form of a word or PDF file. Resume is supported by references (min 2 books/e-books/journals/e-journals). Resume is collected in Google Classroom in PDF or Word format as a meeting 4 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Resume Outcome: students understand the differences between modern theater and traditional theater in Indonesia. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 4					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. 					

20. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: eKaphi
21. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
22. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
23. Ismet, Adang. 2005. *Seni Peran*. Yogyakarta: Kelir.
24. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
25. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
26. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
27. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
28. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
29. Satoto, Soediro. 2012. *Analisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
30. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
31. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastaan*. Jakarta: Gramedia Pustaka
32. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
33. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
34. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta:UGM Press

Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the elements of drama					
DESCRIPTION					
Students are given an assignment to make a resume about the elements of drama					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 5 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: the position of drama in literary studies and performance art studies 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of	Can students relate one concept to another?				

correlating relations between elements					
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 5

OTHERS : -

REFERENCES

1. Tambajong, Japi. 1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi
4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
6. Ismet, Adang. 2005. *Seni Peran*. Yogyakarta: Kelir.
7. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra*. Jakarta: Gramedia.
8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
9. Rendra. 1979. *Tentang Bermain Drama*. Jakarta: Pustaka Jaya,.
10. Riantiarno, N. 2011. *Kitab Teater Tanya Jawab Seputar Seni Pertunjukan*. Jakarta: Grasindo
11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
12. Satoto, Soediro. 2012. *Ananlisis Drama dan Teater 1*. Yogyakarta: penerbit Ombak
13. Sitorus, Eka D. 2003. *The Art of Acting*. Jakarta: PT. Gramedia
14. Sumardjo, Jakob dan Saini K.M. 1994. *Apresiasi Kesusastraan*. Jakarta: Gramedia Pustaka
15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
17. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta:UGM Press

Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining drama in literary studies and performance art studies					
DESCRIPTION					
Students are given an assignment to make a resume about the position of drama in literary studies and performance art studies					
METHOD OF COMPLETION					

1. Students create a 1-page resume in the form of a word or PDF file.
2. Resume is supported by references (min 2 books/e-books/journals/e-journals).
3. Resume is collected in Google Classroom in PDF or Word format as a meeting 6 entry ticket.

OUTCOMES

- a. Object: Resume
- b. Outcome: students understand the differences between modern theater and traditional theater in Indonesia.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 6

OTHERS: -

REFERENCES

1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi
4. Harymawan. 1988. *Dramaturgi*. Bandung: Remaja Rosdakarya.
5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
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Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Understanding the various types and genres of theater					
DESCRIPTION					
Students are given an assignment to make a resume about the various types and genres of theater (types of performance, acting, philosophical foundation).					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting7 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the differences between modern theater and traditional theater in Indonesia. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 7					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> 1. Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. 2. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. 					

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Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Mid-Term Test					
COURSE LEARNING OUTCOME					
Understanding the 1 st – 7 th meeting materials					
DESCRIPTION					
Students attend the mid-term test which is in the form of project test. Test materials are taken from the 1 st – 7 th meeting.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the mid-term test in the form of conducting research on a certain drama script individually. 2. The script analysis is done using the structural theory of literature. 3. The scripts as the data source of analysis are written by chosen Indonesian playwrights' works. 4. Mid-term test is in the form of project test. 5. The time for doing the test is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the 1st – 7th meeting materials. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz's score is taken from the numbers of right answer $\times 2.857$.					
TIMES					
Meeting 8					
OTHERS : -					


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2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
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Antologi Naskah Drama

1. Putu Wijaya
2. Arifin C Noer
3. WS Rendra
4. Agus Noor
5. Puthut EA
6. Emil Sanosa

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the function and role of theater in society (social, cultural, and economic functions).					
DESCRIPTION					
Students are given an assignment to make a resume about the function and role of theater in society (social, cultural, and economic functions).					
METHOD OF COMPLETION					
1. Students create a 1-page resume in the form of a word or PDF file.					
2. Resume is supported by references (min. 2 books/e-books/journals/e-journals).					

3. Resume is collected in Google Classroom in PDF or Word format as a meeting 9 entry ticket.

OUTCOMES

- a. Object: Resume
- b. Outcome: students understand the function and role of theater in society (social, cultural, and economic functions).

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 9

OTHERS: -

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1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
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Appendix Task Guidelines and Rubrics 10

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the functions of a script in literature and drama performance (playable and actable)					
DESCRIPTION					
Students are given an assignment to make a resume about the function and role of theater in society (social, cultural, and economic functions).					
METHOD OF COMPLETION					
1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 10 entry ticket.					
OUTCOMES					
a. Object: Resume b. Outcome: students understand the function and role of theater in society (social, cultural, and economic functions).					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 10					
OTHERS: -					
REFERENCES					
18. Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i> . Bandung: Pustaka Jaya Utama. 19. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i> . Yogyakarta: Hanindita.					

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Appendix Task Guidelines and Rubrics 11

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining director's functions and roles in a drama performance					
DESCRIPTION					
Students are given an assignment to make a resume related to director's functions and roles in the staging preparation (managerial leader and creativity leader)					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 11 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the function and role of theater in society (social, cultural, and economic functions). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				

The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 11

OTHERS: -

REFERENCES


1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
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Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the actor's functions and roles in a drama performance (pre, performance, post)					
DESCRIPTION					
Students are given an assignment to make a resume related to the actor's functions and roles in a drama performance (pre, performance, post)					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page resume in the form of a word or PDF file. Resume is supported by references (min 2 books/e-books/journals/e-journals). Resume is collected in Google Classroom in PDF or Word format as a meeting 12 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Resume Outcome: students understand the function and role of theater in society (social, cultural, and economic functions). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 12					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. 					

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Appendix Task Guidelines and Rubrics 13

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining functions of music and music directors of drama performances					
DESCRIPTION					
Students are given an assignment to make resume related to functions of music and music directors of drama performances					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 13 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the function and role of theater in society (social, cultural, and economic functions). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of	Does the resume made by students demonstrate the				

identifying the resume	correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 13

OTHERS: -

REFERENCES


1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
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Appendix Task Guidelines and Rubrics 14

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining artistic functions and artistic directors of drama performances					
DESCRIPTION					
Students are given an assignment to make a resume related to artistic functions and artistic directors of drama performances					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page resume in the form of a word or PDF file. Resume is supported by references (min 2 books/e-books/journals/e-journals). Resume is collected in Google Classroom in PDF or Word format as a meeting 14 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Resume Outcome: students understand the function and role of theater in society (social, cultural, and economic functions). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 14					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. 					

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8. Rendra, 2009. *Seni Drama Untuk Remaja*. Jakarta: Burung Merak Press
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11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
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15. Sumardjo, Jakob. 2007. *Ekologi Sastra Lakon Indonesia*. Bandung: Kelir
16. Wijaya, Putu. 2007. *Teater Buku Pelajaran Seni Budaya*. Jakarta:PSN
17. Soedarsono, R.M.2010.*Seni Pertunjukan Indonesia di Era Globalisasi*. Yogyakarta:UGM Press

Appendix Task Guidelines and Rubrics 15

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining and giving a perspective about a performance that has been watched					
DESCRIPTION					
Students are given an assignment to make a resume related to 1 (one) performance that has been watched					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 15 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Resume b. Outcome: students understand the function and role of theater in society (social, cultural, and economic functions). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the resume	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of	Can students relate one concept to another?				

correlating relations between elements					
The accuracy of explaining the resume	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 15

OTHERS: -

REFERENCES

1. Tambajong, Japi.1981. *Dasar-Dasar Dramaturgi*. Bandung: Pustaka Jaya Utama.
2. Waluyo, Herman. 2001. *Drama Teori dan Pengajarannya*. Yogyakarta: Hanindita.
3. Anwar, Chairul. 2005. *Drama Bentuk-Gaya dan Aliran*. Jogjakarta: elKaphi
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11. Saini K M. 1981. *Beberapa Gagasan Teater*. Yogyakarta: CV. Nur Cahaya
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Appendix Task Guidelines and Rubrics 16

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LITERATURE AND LANGUAGE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Drama				
CODE	SPI 61023	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Being able to conduct a short staging monologue					
DESCRIPTION					
Students individually conduct a short staging monologue with the duration between 10 – 15 minutes.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Each individual chooses a monologue text by an Indonesian writer. Selected scripts are the ones that have been analyzed at the mid-term test Each individual changes the script in the form of a monologue for a certain duration The performances are documented in a format that is accessible to other students The recording is uploaded on the Google Classroom platform (required) and the student's YouTube account (optional) 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Staging Monologue Outcome: Students present an stage act in a certain duration and upload it to YouTube 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Stage mastery	Can each individual master the stage area?				
Acting clarity	Is the act presented clearly and easily understood by the audience?				
Communicative	Is the language used during the performance following the script?				
Skills in using staging support media	Is each individual mastering the utilization of staging support media?				
The attractiveness of the presentation	Is the material packaged into an attractive presentation?				
TIMES					
Meeting 16					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> Tambajong, Japi.1981. <i>Dasar-Dasar Dramaturgi</i>. Bandung: Pustaka Jaya Utama. Waluyo, Herman. 2001. <i>Drama Teori dan Pengajarannya</i>. Yogyakarta: Hanindita. Anwar, Chairul. 2005. <i>Drama Bentuk-Gaya dan Aliran</i>. Jogjakarta: elKaphi Harymawan. 1988. <i>Dramaturgi</i>. Bandung: Remaja Rosdakarya. 					

5. Haryono, Edi (ed.). 2000. *Rendra dan Teater Modern Indonesia*. Yogyakarta: Kepel Press, Adikarya IKAPI, dan The Ford Foundation.
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