

Module/ Course Title : Folk Literature					
Module /Course code SPI 62022	student workload 119 hours	Credits (ECTS) 3/4,5	Semester 4	Frequency Every Year (January)	duration 16 meeting
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 -				
3	<p>Course Description: The Oral Literature course is a compulsory subject for the study program that must be taken by students of Indonesian Language and Literature Education, Faculty of Cultural Sciences, Universitas Brawijaya. Through this course, students are expected to gain knowledge about the meaning and differences of folklore, oral literature, oral tradition, characteristics of folklore, oral tradition, and oral literature, as well as types of folklore, oral tradition, and oral literature. In addition, through this course students are able to know and identify various issues and topics in the study of oral literature, understand methods of studying oral literature and are able to conduct mini oral literature research which is expected to equip students with the life skills needed in an open and pluralistic society.</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 literature independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian literature. ILOs 5: Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the fields of Indonesian literature. ILOs 8: Graduates are expected to appreciate Indonesian literature spoken and written. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students explain and prove the truth of folklore, oral tradition, and oral literature. Students identify and prove the characteristic and variety of folklore, oral tradition and oral literature. Students explain and formulate the importance of oral literature, performers, texts and its compositions, audiences, and performances. Students explain and formulate oral literary media Students analyse the development of oral literature research in Indonesia. Students analyse and make oral literature research appropriate with the development of oral literature using oral literature research appropriately. 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Meeting 1: Students understanding RPS, net-etiquette, and lecture-student's agreement. Meeting 2: Students identify and prove the characteristic and variety of folklore, oral tradition and oral literature. Meeting 3: Students explain and identify the correlation between folklore oral tradition and oral literature. Meeting 4: Students identify and explain the importance of oral literature analysis. Meeting 5: Students identify and explain about dialogue, children's play songs, oral stories and spells as oral phenomena. Meeting 6: Students understand and explain about vibe, time and oral literature show venue. Meeting 7: Students explain about the meaning of performer, learning process, gender, and social status. Meeting 8: Mid-Term Test Meeting 9: Students understand, explain and identify the narrative structural theory, the function of theory and intertextual. Meeting 10: Students understand, explain, memorize, compose, and inherit the texts and poetry. Meeting 11: Students are able to understand and explain the figure of audience and the motive for watching the show. Meeting 12: Students are able to understand and explain oral literature research methods. Before, during, and after the research. Meeting 13: Students are able to explain the development of oral literature research in Indonesia. 				


	14. Meeting 14 and 15: Students practice to write paper using content analysis technique, sociology of literature, anthropology and <i>etc.</i> 15. Meeting 16 : Final Test																																
4	Teaching methods Lectures, discussion, project-based learning																																
5	<p>Assessment methods</p> <ol style="list-style-type: none"> Class attendance and participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting from 1—7 meetings and 9 – 15. Structured tasks. The assessment is taken from student assignments starting 2 – 15 meetings. Quiz. First quiz is held at the 5th meeting in the form of a written test. The test material is taken from the meeting material 2—5. Second quiz is held at 11th meeting in the form of written test. The test material is taken from meeting material 9 – 11. Mid-term test. The Mid-term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2—7. Final Examination. The Final Examination is held at the 16th meeting in the form article and group presentation. Students present their oral literature research article that have been made at meeting 12 – 15. <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>5%</td> </tr> <tr> <td>Structured Assignment 1</td> <td>Summative</td> <td>Meeting 2-3</td> <td>5%</td> </tr> <tr> <td>Structured Assignment 2</td> <td>Summative</td> <td>Meeting 4-5, and 6-7, meeting 9 and 13</td> <td>10%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 5 and 11</td> <td>10%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>20%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>50%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	5%	Structured Assignment 1	Summative	Meeting 2-3	5%	Structured Assignment 2	Summative	Meeting 4-5, and 6-7, meeting 9 and 13	10%	Quiz	Summative	Meeting 5 and 11	10%	Mid Term Test	Summative	Meeting 8	20%	Final Test	Formative	Meeting 16	50%	TOTAL			100%
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Mid Term Test	Summative	Meeting 8	20%																														
Final Test	Formative	Meeting 16	50%																														
TOTAL			100%																														
6	This module is used in the following degree programmes as well : Yes																																
7	Responsibility for module: Maulfi Syaiful Rizal, M.Pd.																																
8	<p>Other information: Lectures use primary references such as journals, books and learning resources as follows:.</p> <ol style="list-style-type: none"> Amir, Adriyetti. 2013. Sastra Lisan Indonesia. Yogyakarta: penerbit Andi Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski. Karmini, Ni Nyoman, et al. (Eds.). 2013. Mengurai Tradisi Lisan Merajut Pendidikan Karakter. Denpasar: Cakra Press. Luxemburg, Jan van et al. 1989. Pengantar Ilmu Sastra (Diindonesiakan oleh Dick Hartoko). Jakarta: Gramedia. Luxemburg, Jan van et al. 1991. Tentang Sastra (Diindonesiakan oleh Akhadiati Ikram). Jakarta: Intermasa. Purwadi. 2009. Folklor Jawa. Jogyakarta: Pura Pustaka Suastika, I Made et al. (Eds.). 2016. Tradisi Lisan sebagai Kearifan Lokal, Nilai Budaya, dan Pendidikan Karakter. Denpasar: Pustaka Larasan. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana. 																																

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|---|
| <ol style="list-style-type: none">13. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.14. Teeuw, A. 1984. Sastra dan Ilmu Sastra. Jakarta: Dunia Pustaka Jaya.15. Wellek, Rene dan Austin Waren. 1995. Teori Kesusastraan (Diindonesiakan oleh Melani Budianta). Jakarta: Gramedia Pustaka Utama. |
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Appendices:

1. Task Guidelines and Rubrics


Appendix Task Guidelines and Rubric Task 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE TITLE	Folk Literature						
CODE	SPI 62022	ETC	3	SEMESTER	4		
LECTURER	Maulfi Syaiful Rizal, M.Pd.						
TASK FORM							
Mind-map							
COURSE LEARNING OUTCOME							
<ol style="list-style-type: none"> Students are able to explain and prove the truth of folklore. Students are able to identify and prove the characteristic and variety of folklore, oral tradition, and oral literature. 							
DESCRIPTION							
Students given task to create mind-map of folklore definition, variety of folklore, oral tradition, oral literature and its correlation.							
METHOD OF COMPLETION							
<ol style="list-style-type: none"> Students create a page mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making applications Mind-maps are provided with references. The mind-map is collected in Google Classroom in PDF or JPEG format 							
OUTCOMES							
<ol style="list-style-type: none"> Object: Mind-map Outcome: Students are able to identify and prove the characteristic and variety of folklor, oral tradition, oral literature and its correlation. 							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Accuracy of concept identification		Do the concepts created by students demonstrate the correct identification of the relevant theory?					
The precision of correlating the relationship between concepts		Can students relate one concept to another?					
Accuracy of explaining the concept		Is the content of the mind-map easy to understand?					
Accuracy in formulating new knowledge structures		Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?					
Responsibility		Do students create and collect mind-maps according to instructions?					
TIMES							
Meeting 2-3							
OTHERS : -							

REFERENCES

1. Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti.
2. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo.
3. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku.
4. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak.
5. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski.
6. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
7. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.


Appendix Task Guidelines and Rubric Task 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Folk Literature				
CODE	SPI 62022	ETC	3	SEMESTER	4
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Mind-map					
COURSE LEARNING OUTCOME					
Students are able to explain and formulate oral literature media.					
DESCRIPTION					
Students given task to create mind map about oral concept of oral literature.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making application. Mind-maps are provided with references. The mind-map is collected in Google Classroom in PDF or JPEG format 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Mind-map Outcome: Students are able to understand, explain and formulate about oral concept of oral literature. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT					
DESCRIPTOR		Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 4-5					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> Danandjaya, James. 1991. <i>Folklor Indonesia</i>. Jakarta: Pustaka Utama Grafiti. Endraswara, Suwardi. 2009. <i>Metodologi Penelitian Folklor</i>. Yogyakarta: Media Pressindo. Endraswara, Suwardi. 2010. <i>Folklor Jawa</i>. Jakarta: Penaku. Endraswara, Suwardi, et al (Eds.) 2013. <i>Folklor dan Folklife dalam Kehidupan Dunia Modern</i>. Yogyakarta: 					

Penerbit Ombak.


5. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski.
6. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
7. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.

Appendix Task Guidelines and Rubric Task 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Folk Literature				
CODE	SPI 62022	ETC	3	SEMESTER	4
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Mind-map					
COURSE LEARNING OUTCOME					
1. Students are able to explain and formulate the importance of oral literature, performers, texts and its compositions, audiences, and performances.					
DESCRIPTION					
Students given task to create mind map of the importance of oral literature and oral literature performance.					
METHOD OF COMPLETION					
1. Students create a page mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i> , or similar concept mind-map-making application.					
2. Mind-maps are provided with references.					
3. The mind-map is collected in Google Classroom in PDF or JPEG format					
OUTCOMES					
a. Object: Mind-map					
b. Outcome: Students are able to explain and formulate of the importance of oral literature and oral literature performance					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 6-7					
OTHERS: -					
REFERENCES					
1. Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti.					


2. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo.
3. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku.
4. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak.
5. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski.
6. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
7. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.

Appendix Task Guidelines and Rubric Task 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Folk Literature				
CODE	SPI 62022	ETC	3	SEMESTER	4
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Mind-map					
COURSE LEARNING OUTCOME					
Students analyse the development of oral literature research in Indonesia					
DESCRIPTION					
Students given task to create mind-map of oral literature research development in Indonesia and the theory analysis.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or similar concept mind-map-making application. Mind-maps are provided with references. The mind-map is collected in Google Classroom in PDF or JPEG format 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Mind-map Outcome: Students are able to analyse oral literature research development in Indonesia and the theory analysis. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 9 dan 13					
OTHERS : -					
REFERENCES					
1. Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti.					


2. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo.
3. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku.
4. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak.
5. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski.
6. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
7. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.

Appendix Task Guidelines and Rubric Quiz

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Folk Literature				
CODE	SPI 62022	ETC	3	SEMESTER	4
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Students are able to understand learning material meeting 2 – 5 and meeting 9 – 1.					
DESCRIPTION					
Students take the quiz in the form of written test. The test material is taken from the meeting material 2—5 for the first quiz. Second quiz held after Mid-Term Test. The test material is taken from the meeting 9 – 11.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The questions are multiple-choice questions with the total of 15 items. 3. The quiz is conducted using the Google Form platform. 4. The working time to do the quiz is 60 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Written Test b. Outcome: Students understand the 2nd – 5th meeting materials and 9th – 11th meeting material. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The quiz score is obtained from the number of correct answers x 6.77					
TIMES					
Meeting 5 dan meeting 11.					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Amir, Adriyetti. 2013. Sastra Lisan Indonesia. Yogyakarta: penerbit Andi 2. Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti. 3. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo. 4. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku. 5. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak. 6. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski. 7. Karmini, Ni Nyoman, et al. (Eds.). 2013. Mengurai Tradisi Lisan Merajut Pendidikan Karakter. Denpasar: Cakra Press. 8. Luxemburg, Jan van et al. 1989. Pengantar Ilmu Sastra (Diindonesiakan oleh Dick Hartoko). Jakarta: Gramedia. 9. Luxemburg, Jan van et al. 1991. Tentang Sastra (Diindonesiakan oleh Akhadiati Ikram). Jakarta: Intermedia. 10. Purwadi. 2009. Folklor Jawa. Jogjakarta: Pura Pustaka 11. Suastika, I Made et al. (Eds.). 2016. Tradisi Lisan sebagai Kearifan Lokal, Nilai Budaya, dan Pendidikan Karakter. Denpasar: Pustaka Larasan. 					


12. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
13. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.
14. Teeuw, A. 1984. Sastra dan Ilmu Sastra. Jakarta: Dunia Pustaka Jaya.
1. Wellek, Rene dan Austin Waren. 1995. Teori Kesusastraan (Diindonesiakan oleh Melani Budianta). Jakarta: Gramedia Pustaka Utama.

Appendix Task Guidelines and Rubrics Mid Term Test

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Folk Literature				
CODE	SPI62022	ETC	3	SEMESTER	4
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Students understand the learning material meeting 2 – 7.					
DESCRIPTION					
Students take the quiz in the form of written test. for the first quiz in the form of written test. The test material is taken from the meeting material 2—7.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The questions are multiple-choice questions with the total of 20 items and essay 2 items. 3. The quiz is conducted using the Google Form platform. 4. The working time to do the quiz is 90 minutes 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Written Test b. Outcome: Students understand learning material meeting 2 – 7. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
<ol style="list-style-type: none"> a. The quiz score for multiple choice questions are obtained from the number of correct answers x 4. b. The quiz scores for essay questions are obtained from the number of correct answers x 10 Total of score is 100					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 6. Amir, Adriyetti. 2013. Sastra Lisan Indonesia. Yogyakarta: penerbit Andi 7. Danandjaya, James. 1991. Folklor Indonesia. Jakarta: Pustaka Utama Grafiti. 8. Endraswara, Suwardi. 2009. Metodologi Penelitian Folklor. Yogyakarta: Media Pressindo. 9. Endraswara, Suwardi. 2010. Folklor Jawa. Jakarta: Penaku. 10. Endraswara, Suwardi, et al (Eds.) 2013. Folklor dan Folklife dalam Kehidupan Dunia Modern. Yogyakarta: Penerbit Ombak. 15. Hutomo, Suripan Sadi. 1991. Mutiara yang Terlupakan Pengantar Studi Sastra Lisan. Surabaya. Hiski. 16. Karmini, Ni Nyoman, et al. (Eds.). 2013. Mengurai Tradisi Lisan Merajut Pendidikan Karakter. Denpasar: Cakra Press. 17. Luxemburg, Jan van et al. 1989. Pengantar Ilmu Sastra (Diindonesiakan oleh Dick Hartoko). Jakarta: Gramedia. 18. Luxemburg, Jan van et al. 1991. Tentang Sastra (Diindonesiakan oleh Akhadiati Ikram). Jakarta: Intermedia. 19. Purwadi. 2009. Folklor Jawa. Jogyakarta: Pura Pustaka 20. Suastika, I Made et al. (Eds.). 2016. Tradisi Lisan sebagai Kearifan Lokal, Nilai Budaya, dan Pendidikan Karakter. Denpasar: Pustaka Larasan. 					

21. Sudikan, Setya Yuwana. 2001. Metode Penelitian Sastra Lisan. Surabaya: Citra Wacana.
22. Sukatman. 2009. Butir-Butir Tradisi Lisan Indonesia. Yogyakarta: Laksbang PRESSindo.
23. Teeuw, A. 1984. Sastra dan Ilmu Sastra. Jakarta: Dunia Pustaka Jaya.
24. Wellek, Rene dan Austin Waren. 1995. Teori Kesusastraan (Diindonesiakan oleh Melani Budianta). Jakarta: Gramedia Pustaka Utama.

Appendix Task Guidelines and Rubrics Final Test

	<p align="center"> UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION </p>			
<p align="center">STUDENT TASK GUIDELINE</p>				
<p>COURSE TITLE</p>	<p>Folk Literature</p>			
<p>CODE</p>	<p>SPI62022</p>	<p>ETC</p>	<p>3</p>	<p>SEMESTER 4</p>
<p>LECTURER</p>	<p>Maulfi Syaiful Rizal, M.Pd.</p>			
<p>TASK FORM</p>				
<p>Final Test</p>				
<p>COURSE LEARNING OUTCOME</p>				
<p>Students analyse and create oral literature research in accordance with the development of oral literature and in accordance with oral literature research methods appropriately</p>				
<p>DESCRIPTION</p>				
<p>Projects carried out by students in this course are to produce paper of study or research on oral literature or oral traditions in written and oral form. The details of the projects carried out are as follows.</p> <ol style="list-style-type: none"> a) Students are formed into several groups, namely 3-4 students in each group. b) Students discuss in groups to identify existing problems related to the development and preservation of oral literature or oral traditions in their respective areas that have been agreed to be the object of work or object of study. c) In groups, students make a framework or research plan or study of literature or oral traditions that have been selected as objects of study. d) In groups, students develop a research framework or plan into a scientific article based on their study of literature or oral traditions that they have chosen as objects of study. e) Students in groups discuss in class related to the development of making scientific articles to get input from peers or from lecturers either synchronously or asynchronously. f) Students present the results of research or studies in groups in class 				
<p>METHOD OF COMPLETION</p>				
<p>The project carried out by students in this Oral Literature course is carried out in groups with the details of the work as follows.</p> <ol style="list-style-type: none"> 1. Students in groups determine the oral literature or oral tradition that will be used as the object of research. What can be used as a reference is that the object of research or research study must be based on the characteristics or characteristics of oral literature or oral traditions. 2. After determining the object of research or study, students discuss related to the setting or location of the research and a list of people who have the potential to become informants or resource persons in groups. 3. After determining the research location and research informants, the student then determines what theory or approach will be taken to study or dissect the selected oral literature or oral tradition. The choice of theory or approach must be adapted to the problem and adapted to the purpose of the research or study of oral literature or oral tradition for what purpose. For example, if the research wants to examine the structure and meaning of a folklore that exists in an area, the theory or approach that can be used is the theory of structuralism and the theory of semiotics. Or if you want to study the meaning and function of folklore for the community, the owner can use the structural theory and function theory of Alan Dundes. 4. After determining everything, students in groups write it down in a research framework and 				

present it in class online to receive input from peers and get peer assessment. The format of the research framework is in the appendix.

5. After completing the research framework, the next step is for students in groups to develop the framework into a scientific paper in the form of an article. During the process of developing the research framework into scientific articles, students consult with teaching assistants or lecturers to get input related to problems that exist during the process of preparing scientific articles. The provisions for writing articles are as follows.

- 1) **Title:** written concisely and in capital letters, maximum 15 words, font 14, bold, Times New Roman, single spaced, and must reflect the sub-themes described in the body of the article.
- 2) **Author's Name:** written without a title, located under the title;
- 3) **Abstract:** written in block style, in Indonesian, one paragraph with a maximum length of 250 words, font 11, Times New Roman, single space. Abstract describes the problems, objectives, methods, results and conclusions.
- 4) **Keywords:** filled with words or phrases that reflect the essence of the concept in the scope of the problem, consisting of three to five words/phrases. The keywords are written under the abstract with double spaced and italicized, between words separated by a semicolon.
- 5) **Content of article:** consists of introduction (30%), method (15%), results and discussion (45%), and conclusion (10%).
 - a). Introduction, containing the background of the problem, problem formulation, research objectives, and current literature review.
 - b.) Methods, containing research design, research subjects, data collection techniques, data collection instruments, and data analysis techniques.
 - c) Results and Discussion, describes the results of the research, describes the discussion containing the rationalization of the research findings, comparisons between research findings with previous research findings and or relevant theories to determine positioning/novelty/state of the art/new research. The discussion must be accompanied by references from primary and up-to-date references/sources.
 - d) Conclusion, containing the essence of the research results/findings and recommendations/suggestions (if any).
 - e). Bibliography contains references used and cited in writing the article.

6. After making scientific articles, students present scientific articles on the results of the research or study in class to get assessment and input from lecturers, lecturer assistants, and colleagues so that they are suitable for publication in journals or seminars in national or international seminars.

OUTCOMES

- a. Object: Scientific article of oral literature research results
- b. Outcome: Students understand the steps of oral literature research. Students are able to analyse and create oral literature appropriate with oral literature development.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

No.	Aspects and Indicators	Score				Quality	Score (Quality x score)
		1	2	3	4		
1.	Title: Title contains of: a) Accuracy b) Clarity c) Represent the content d) Maximum 15 words 4= all indicators are complete 3= if there are indicator a, b, and c 2=if there are indicator a and b 1= if there are indicator a					1	

2.	<p>Abstract:</p> <p>Abstract contains of:</p> <ul style="list-style-type: none"> a) Problems, method, result of the research and conclusion b) Keyword contain of word/phrase (italic) and separated by comma c) Write in Bahasa according to PUEBI. d) A paragraph contains of 150-200 words, one space, left and right aligned, abstract writing is typed in the middle, Times New Roman font, size 11 <p>4= all indicators are complete 3= if there are indicator a, b, and c 2=if there are indicator a and b 1= if there are indicator a</p>					1		
3.	<p>Introduction:</p> <p>Introduction contains of:</p> <ul style="list-style-type: none"> a) Background b) Theoretical framework 					2		
	<ul style="list-style-type: none"> c) Relevant data of research d) Research problems/aims/functions <p>4= all indicators are complete 3= if there are indicator a, b, and c 2=if there are indicator a and b 1= if there are indicator a</p>							
4.	<p>Method</p> <p>Method contains of:</p> <ul style="list-style-type: none"> a) Research design appropriate with research type b) Determination of research subjects c) Suitability of data collection techniques with research data obtained d) Accuracy of analysis data technique <p>4= all indicators are complete 3= if there are indicator a, b, and c 2=if there are indicator a and b 1= if there are indicator a</p>					2		
5.	<p>Result and discussion</p> <p>Result and discussion contain of:</p> <ul style="list-style-type: none"> a) Explain result of the research. b) The discussion is supported by relevant theories or research results to determine positioning based on research objectives c) The renewal of the use of relevant discussion theories/research findings <p>4= all indicators are complete 3= if there are indicator a and b</p>					2		

	2=if there are indicator a and c 1= if there are indicator b						
6.	Conclusion Conclusion contains of: a) summary of research results/findings b) conclusion stating suggestions/recommendations. 4= if there are 2 relevant indicators 3= if there are 2 but one of them is not relevant. 2= if there are one relevant indicator 1= if only one irrelevant indicator					1	
7.	References References contain of: a. The references using latest main resources (lastest10 years journal or book)					1	

PRESENTATION ASSESMENT FORM

Instruction:

Provide your response to the following questions by placing a check mark (V) on one of the responses that best fits your opinion.

4 = Very good

3 = Good or satisfactory

2 = Quite satisfactory

1 = unsatisfactory

No	Aspects	Yes /No	Score			
			1	2	3	4
1	Clarity of presentation					
2	Concept correctness					
3	Presentation breakdown					
4	Openness					
5	Complete discussion of the problem					
6	Compactness					
7	Enthusiasm/ seriousness					
8	Skilled ask questions					
9	Skilled answer questions					
10	Skilled to respond to other students' opinions					
11	Time management					
	Total					
	Average					

Source: Mahmudi A, 2006, Pembelajaran Kolaboratif (<https://eprints.uny.ac.id/11996/1/PM%20-%2057%20Ali%20Mahmudi.pdf>)

PAIRS ASSESMENT FORM

Instruction

Write your name on the first number and rate it with the following criteria:

4 = Good

2= Good

3 = Quite good

1= Excelent

Write the names of your group members and judge them against the specified criteria:

No	Member of group	Aspect					Total	Ranking
		A	B	C	D	E		

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Description of the assessed aspect

- A. Active contribution of giving idea in group
- B. Willingness to accept ideas in groups
- C. Willingness to share tasks in groups
- A. Active arguing before the agreement is accepted with the activity

Source: Mahmudi A, 2006, Pembelajaran Kolaboratif (<https://eprints.uny.ac.id/11996/1/PM%20-%2057%20Ali%20Mahmudi.pdf>)

TIMES

Meeting 16

OTHERS : -

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5. Sudikan, Setya Yuwana. 2001. *Metode Penelitian Sastra Lisan*. Surabaya: Citra Wacana.
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