

Module/ Courses Title : Literary Theory					
Module /Course code SPI 62009	student workload 119 hours	Credits (ECTS) 3/4,5	Semester 2	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 : An understanding of the basic principles of literary theory and its functional relation to the competence of language and literature skills and their learning. Discussion of the basic principles of literary theory, literary genres, literary approaches, several branches of literary theory, and several research and literary paradigms as well as the functional link between the substance of Indonesian language and literature and Indonesian language and literary skills competence.</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 3: Graduates are expected to know the principles of Indonesian literature. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of Indonesian literature. ILOs 8: Graduates are expected to be able to appreciate Indonesian literature spoken and written. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students explain the definition and the facts of literary theory. Students explain literary approaches using multidiscipline theory. Students explain the literary genre in Indonesia. Students explain the definition of structuralism in literature Students practice the activities of appreciating literature with one of branch literary theory 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Meeting 1: General view and RPS Meeting 2: The definition and facts of literary theory. Meeting 3: The facts and types of literary approach. Meeting 4: The facts and types of literary genre. Meeting 5: Structuralism Theory. Meeting 6: Semiotic Theory. Meeting 7: Deconstruction Theory Meeting 8: Mid-Term Test. Meeting 9: Genetic Structuralism Theory. Meeting 10: Feminism Theory. Meeting 11: Postcolonial Theory. Meeting 12: Intertextuality theory and literary reception. Meeting 13: Psychological Literary and Anthropology Theory. Meeting 14: Literary Ecocritic Theory Pertemuan 15: Writing Practice 1 Pertemuan 16: Final Test 				
4	<p>Teaching methods Lectures, discussion, <i>project-based learning</i></p>				
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—15 meetings. Structured tasks. The assessment is taken from student assignments starting 2 – 15 meetings. 				

3. 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.
4. Final Examination. The Final Examination is held at the 16th meeting in the form of a presentation. Each group presented test and nontest instruments and quality measurement results that had been made at meetings 9–15.

Assessment summary

Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured tasks 1	Summative	Meeting 2—5	5%
Structured tasks 2	Summative	Meeting 7 and 9—15	15%
Quiz	Summative	Meeting 6	15%
Mid Term Test	Summative	Meeting 8	25%
Final Test	Formative	Meeting 16	30%
TOTAL			100%

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:


Lectures use primary references such as journals, books and learning resources as follows.

1. Eagleton, Terry. 2006. *Teori Sastra Sebuah Pengantar Komprehensif*. Yogyakarta: Jalasutra.
2. Fang, Yock Liaw dan HB Jassin. 1970. *Ikhtisar Kritik Sastra*. Singapura: Pustaka Nasional.
3. Luxemburg, Jan van et al. 1989. *Pengantar Ilmu Sastra* (Diindonesiakan oleh Dick Hartoko). Jakarta: Gramedia.
4. Luxemburg, Jan van et al. 1991. *Tentang Sastra* (Diindonesiakan oleh Akhadiati Ikram). Jakarta: Intermedia.
5. Pradopo, Rachmat Djoko. 1997. *Prinsip-Prinsip Kritik Sastra*. Yogyakarta: Gadjah Mada University Press.
6. Pradopo, Rachmat Djoko. 2010. *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya*. Yogyakarta: Pustaka Pelajar.
7. Ratna, Nyoman Kutha. 2009. *Teori, Metode, dan Teknik Penelitian Sastra (dari Strukturalisme hingga Poststrukturalisme: Perspektif Wacana Naratif)*. Yogyakarta: Pustaka Pelajar.
8. Ratna, Nyoman Kutha. 2010. *Sastra dan Cultural Studies Representasi Fiksi dan Fakta*. Yogyakarta: Pustaka Pelajar.
9. Ryan, Michael. 2011. *Teori Sastra Sebuah Pengantar Praktis*. Yogyakarta: Jalasutra.
10. Saryono, Djoko. 2009. *Dasar Apresiasi Sastra*. Yogyakarta: Elmatara Publishing.
11. Sastrowardojo, Subagio et al. (Editor Mursal Esten). 1988. *Menjelang Teori dan Kritik Susastra Indonesia yang Relevan*. Bandung: Angkasa.
12. Selden, Raman. 1993. *Panduan Pembaca Teori Sastra Masa Kini* (Diindonesiakan oleh Rachmat Djoko Pradopo). Yogyakarta: Gadjah Mada University Press.
13. Semi, Atar. 1985. *Kritik Sastra*. Bandung: Angkasa.
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.
- Baribin, Raminah. 1993. *Kritik dan Penilaian*. Semarang: IKAPI Semarang Press.
16. Yudiono. 2009. *Pengkajian Kritik Sastra Indonesia*. Jakarta: Grasindo

Appendices:


1. Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the definition and facts of literary theory					
DESCRIPTION					
Students are given the task of writing resume about definition and facts of literary theory.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using Microsoft Word or PDF application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 2.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 2					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusastaan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusastaan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusastaan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the facts and types of literary approach.					
DESCRIPTION					
Students are given the task of writing resume about the facts and types of literary approach.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 3.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 3					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.					

3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE TITLE	Literary Theory						
CODE	SPI 62009	ECT	3	SEMESTER	3		
LECURER	Muh. Fatoni Rohman, M.Pd						
TASK FORM							
Resume							
COURSE LEARNING OUTCOME							
Students explain the facts and types of literary genre.							
DESCRIPTION							
Students are given the task of writing resume about types of literary genre.							
METHOD OF COMPLETION							
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 3.							
OUTCOMES							
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Concept identification accuracy		Do the concepts created by students demonstrate the correct identification of the relevant theory?					
The accuracy of correlating between concepts		Can students relate a concept to another?					
Accuracy of explaining the concept		Is the content of the concept map easy to understand?					
The accuracy of formulating new knowledge structures		Does the concept map contain theories that are clearly described so as to form a new knowledge structure?					
Responsibility		Do students create and collect concept maps according to instructions?					
TIMES							
Meeting 4							
OTHERS : -							
REFERENCES							
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.							

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusastaan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusastaan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusastaan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the development of structural theory.					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of structural theory analysis.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 5.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 5					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusastaan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusastaan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusastaan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the development of semiotic theory.					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of semiotic theory analysis.					
METHOD OF COMPLETION					
4. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application.					
5. Resume comes with references (min 2 books/ebooks/journals/ejournals)					
6. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 6.					
OUTCOMES					
c. Object : Resume					
d. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka					
2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.					

3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 6


		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the development of deconstruction theory.					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of deconstruction theory analysis.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 7.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 7					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Students understand learning materials at meeting 1 – 7.					
DESCRIPTION					
Students take mid-term test in the form of project test. The test material is taken from meeting materials 1—7					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make study framework individually as their mid-term test. 2. Manuscript analysis using structural theory. 3. The manuscript as the source of the study is the work of selected Indonesian authors 4. Mid term test is in the form of project test. 5. 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 materials at meeting 1 – 7 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Mid-term test scores are obtained from the truth and details of analysis.					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 4. Welleck, Rene dan Austin Warren. 1989. <i>Teori Kesusasteraan</i> (Terjemahan Melani Budianta). Jakarta: PT. Gramedia 5. Teeuw, A. 1955. <i>Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942</i>. Jakarta: PT. Pembangunan. 6. Teeuw, A. 1955. <i>Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942</i>. Jakarta: PT. Pembangunan. 7. Teeuw, A. 1978. <i>Sastra Indonesia Baru I</i>. Ende: Nusa Indah 8. Teeuw, A. 1989. <i>Sastra Indonesia Modern II</i>. Jakarta: Pustaka Jaya 9. Rosidi, Ajip. 1969. <i>Ikhtisar Sejarah Sastra Indonesia</i>. Bandung: Penerbit Bina cipta 10. Sumardjo, Jakob. 2004. <i>Kesusasteraan Melayu Rendah: Masa Awal</i>. Yogyakarta: Galang Press. 11. Sastrowardoyo, Subagio. 1990. <i>Sastra Hindia Belanda dan Kita</i>. Jakarta: Balai Pustaka. 12. Salmon, Claudine. 2010. <i>Sastra Indonesia Awal: Kontribusi Orang Tionghoa</i>. Jakarta: Gramedia 13. https://digital.lib.washington.edu/researchworks/handle/1773/37821 14. <i>Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia</i>. Jakarta: KP 					

Appendix Task Guidelines and Rubrics 7

	<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	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the development of genetic structuralism theory.					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of genetic structuralism theory analysis.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 9. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 9					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 					

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6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
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13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE TITLE	Literary Theory						
CODE	SPI 62009	ECT	3	SEMESTER	3		
LECTURER	Muh. Fatoni Rohman, M.Pd						
TASK FORM							
Resume							
COURSE LEARNING OUTCOME							
Students explain the development of feminism theory							
DESCRIPTION							
Students are given the task of writing resume about identification, development, formation, character and examples of feminism theory analysis.							
METHOD OF COMPLETION							
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 10.							
OUTCOMES							
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Concept identification accuracy		Do the concepts created by students demonstrate the correct identification of the relevant theory?					
The accuracy of correlating between concepts		Can students relate a concept to another?					
Accuracy of explaining the concept		Is the content of the concept map easy to understand?					
The accuracy of formulating new knowledge structures		Does the concept map contain theories that are clearly described so as to form a new knowledge structure?					
Responsibility		Do students create and collect concept maps according to instructions?					
TIMES							
Meeting 10							
OTHERS : -							
REFERENCES							
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.							


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14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE TITLE	Literary Theory						
CODE	SPI 62009	ECT	3	SEMESTER	3		
LECTURER	Muh. Fatoni Rohman, M.Pd						
TASK FORM							
Resume							
COURSE LEARNING OUTCOME							
Students explain postcolonial theory							
DESCRIPTION							
Students are given the task of writing resume about identification, development, formation, character and examples of postcolonial theory analysis.							
METHOD OF COMPLETION							
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 11.							
OUTCOMES							
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Concept identification accuracy		Do the concepts created by students demonstrate the correct identification of the relevant theory?					
The accuracy of correlating between concepts		Can students relate a concept to another?					
Accuracy of explaining the concept		Is the content of the concept map easy to understand?					
The accuracy of formulating new knowledge structures		Does the concept map contain theories that are clearly described so as to form a new knowledge structure?					
Responsibility		Do students create and collect concept maps according to instructions?					
TIMES							
Meeting 11							
OTHERS : -							
REFERENCES							
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.							


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14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 10

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain intertextuality theory and literary reception					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of intertextuality theory and literary reception analysis.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 12.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 12					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

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6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusastaan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
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14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 11

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain the development of literary psychology theory.					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of literary psychology theory analysis.					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using <i>Microsoft Word</i> or <i>PDF</i> application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 13.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to instructions?				
TIMES					
Meeting 13					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

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14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Literary Theory				
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Students explain ecocritic theory					
DESCRIPTION					
Students are given the task of writing resume about identification, development, formation, character and examples of ecocritic theory theory analysis					
METHOD OF COMPLETION					
1. Students write resume at least 1 page using Microsoft Word or PDF application. 2. Resume comes with references (min 2 books/ebooks/journals/ejournals) 3. Resume is collected in Google Classroom in PDF or Microsoft Word format as a meeting admission ticket 15.					
OUTCOMES					
a. Object : Resume b. Outcome: Students understand basic concepts of definition and aims of literary theory.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept 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 14					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

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13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 16

		<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		Literary Theory			
CODE	SPI 62009	ECT	3	SEMESTER	3
LECTURER		Muh. Fatoni Rohman, M.Pd			
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Students are skilled in making scientific studies of novels by Indonesian authors.					
DESCRIPTION					
Students make scientific studies in the scientific article form.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Setiap individu memilih novel karya sastrawan Indonesia. 2. Novel terpilih merupakan novel yang diakui keberadaanya dalam sastra Indonesia 3. Setiap individu menganalisis novel terpilih secara bertahap (pertemuan 11-15) 4. Sistematika kajian berupa artikel ilmiah 10-15 halaman 5. Kajian harus menyertakan minimal 5 (lima) buku/ebook/jurnal/ejurnal 6. Hasil kajian diunggah pada laman Classroom <ol style="list-style-type: none"> 1. Students choose a novel by an Indonesian writer. 2. The selected novel is a novel that is recognized for its existence in Indonesian literature. 3. Students analyse the selected novel in stages (meeting 11-15) 4. Study systematics in the form of 10-15 pages of scientific article. 5. The study must include a minimum of 5 (five) books / ebooks / journals / journals. 6. The results of the study are uploaded on the Google Classroom. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Monologue performance b. Outcome: Students make scientific articles that can be accounted for 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Mastery of theory	Can each individual choose a literary theory that fits the data object?				
Thoery application	Can each individual apply literary theory in scientific studies?				
Language correctness	Does each individual use the language correctly?				
Analysis details	Is each individual able to analyze the work in detail?				
Analysis novelty	Does the study material find a new finding?				
TIMES					
Meeting 16					
OTHERS : -					

REFERENCES

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8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
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