


Module/ Course Title: Linguistic Problem of BIPA Learning					
Module /Course code SPI61029	student workload 119 hours	Credits (credits/EC TS) 3/4,5	Semester 5	Frequency Every Year (August)	duration 1 semester (s)
1	Types of courses Elective course	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: This course examines various linguistic problems in BIPA learning based on the country of origin of the foreign learner. These linguistic problems are analysed based on aspects of phonology, morphology, syntax, and semantics. From the findings on the field, linguistic analysis is useful for providing sufficient data and solutions in BIPA learning.</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 3: Graduates are expected to know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at BIPA (Indonesian for Foreign Speakers). ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development or implementation of science and technology in the fields of Indonesian language and BIPA. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature and produce new learning designs or models, evaluation designs, innovative and tested learning media for learning Indonesian language and BIPA <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students are able to obtain empirical data from BIPA students Students are able to classify language errors of BIPA learners from the aspects of phonology, morphology, syntax, semantics Students are able to identify the problem of the language error and fix it Students are able to write suggestions from these findings for BIPA learners and further learning activities 				
4	<p>Subject aims/ Content (Sub-CPMK)</p> <p>Course content</p> <ol style="list-style-type: none"> Week 1: Understanding, identifying, and being able to explain general phenomena of linguistic problems in BIPA learning. Week 2: Understanding, identifying, and being able to explain the classification of linguistic problems in BIPA learning. Week 3: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of phonology (pronunciation). Week 4: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of morphology (affixes, insertions, and suffixes). Week 5: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of syntax (sentence). Week 6: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the semantic (meaning) realm. Week 7: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the pragmatic realm (context-bound meaning). Week 8: Midterm Examination Week 9: Understanding, identifying, and being able to explain the linguistic problems of BIPA 				

	<p>learning in the realm of vocabulary.</p> <p>10) Week 10: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of cross-cultural understanding.</p> <p>11) Week 11: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of listening skills.</p> <p>12) Week 12: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of reading skills.</p> <p>13) Week 13: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of speaking skills.</p> <p>14) Week 14: Understanding, identifying, and being able to explain the linguistic problems of BIPA learning in the realm of writing skills.</p> <p>15) Week 15: Reflecting on linguistic problems in BIPA learning.</p> <p>16) Week 16: Final Examination</p>																												
4	<p>Teaching methods</p> <p>Lectures, discussion, project-based learning</p>																												
5	<p>Assessment methods</p> <p>The test/evaluation method is carried out through class attendance and participation, quizzes, structured assignments, midterm examination, and final examination.</p> <ol style="list-style-type: none"> 1. Class attendance and participation: The assessment is taken from attendance scores and oral tests 2. Quiz: The assessment is taken from answering flash questions 3. Assignments: The assessment is taken from writing a phonetic transcription 4. Midterm Examination: The assessment is taken from an oral exam 5. Final Examination: The assessment is taken from an oral exam <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>Class participation</td> <td>Summative</td> <td>Meeting 12</td> <td>10%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 7</td> <td>5%</td> </tr> <tr> <td>Structured Assignment</td> <td>Summative</td> <td>Meeting 15</td> <td>15%</td> </tr> <tr> <td>Midterm Examination</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Summative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Class participation	Summative	Meeting 12	10%	Quiz	Summative	Meeting 7	5%	Structured Assignment	Summative	Meeting 15	15%	Midterm Examination	Summative	Meeting 8	25%	Final Examination	Summative	Meeting 16	30%	TOTAL			100%
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Final Examination	Summative	Meeting 16	30%																										
TOTAL			100%																										
6	This module is used in the following degree programmes as well: (Yes)																												
7	Responsibility for module: Dr. Dany ardhian, S.Pd., M.Hum.																												
8	<p>Other information:</p> <p>Lectures use primary references such as journals, books and learning resources as follows:</p> <ol style="list-style-type: none"> 1. Davies, A. & Elder, C. 2004. <i>The Handbook of Applied Linguistics</i>. Australia: Blackwell Publishing 2. Ghazali, A.S. 2013. <i>Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif</i>. Bandung. Refika Aditama. 3. Ghazali, A.S. 2013. <i>Pemerolehan dan Pembelajaran Bahasa Kedua</i>. Malang: Bayumedia Publishing. 4. Meunier, F. & Granger, S. 2008. <i>Phraseologi in Foreign Language Learning and Teaching</i>. Amsterdam: John Benjamins Publishing Company. 5. Muliastuti, L. 2019. <i>Bahasa Indonesia bagi Penutur Asing: Acuan Teori dan Pendekatan Pengajaran</i>. Jakarta: Yayasan Pustaka Obor Indonesia. 6. Pawlak, M. 2014. <i>Error Correction in the Foreign Language Classroom</i>. Heidelberg: Springer-Verlag Berlin Heidelberg. 7. Suyitno, I. 2004a. <i>Pengetahuan Dasar BIPA Pandangan Teoritis Belajar Bahasa</i>. Yogyakarta: Grafika Indah. 8. Suyitno, I. 2004b. <i>Pernak-Pernik Berbahasa Pemahaman Lintas Budaya</i>. Malang: Sentra Media. 9. Suyitno, I. 2005. <i>Bahasa Indonesia untuk Penutur Asing: Teori Strategi, dan Aplikasi Pembelajarannya</i>. Yogyakarta: Grafika Indah 10. Suyitno, I. 2008. <i>Dimensi Teoretis dan Metodologis Belajar Bahasa Asing Landasan Teori Pembelajaran Bahasa Indonesia untuk Penutur Asing (BIPA)</i>. Lembaga Cakrawala Indonesia. 11. Suyitno, I. 2017. <i>Deskripsi Empiris dan Model Perangkat Pembelajaran BIPA</i>. Bandung: Refika Aditama. 																												

12. Suyitno, I. 2017. *Norma Pedagogis Pembelajaran Bahasa Indonesia untuk Penutur Asing*. Bandung: Refika Aditama.

Task Guidelines and Rubrics


Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE		Linguistic Problem of BIPA Learning			
CODE	SPI61029	CREDITS	3	SEMESTER	5
LECTURER OF THE COURSE		Dr. Dany Ardhian			
TASK FORM					
Mini research					
COURSE LEARNING OUTCOME					
Being able to classify language errors of BIPA learners from the aspects of phonology, morphology, syntax, semantics					
DESCRIPTION					
Lecturer explains findings on BIPA learners' errors and students classify the errors based on the aspects of phonology, morphology, syntax, semantics					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. The lecturer provides some data on language errors in BIPA learning 2. Students identify the error 3. Students classify these errors at their respective aspects 					
OUTCOMES					
<ol style="list-style-type: none"> 1. Object : assignment report 2. Outcome: students are able to recognize, identify, and classify language errors of BIPA learners 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying core concept	Are students able to identify, identify, and classify BIPA learners' language errors?				
The accuracy of correlating the relationship between concepts	Are students able make connections between one level of language error with another level?				
The accuracy of explaining the concept	Is the content of the explanation easy to understand?				
The accuracy of developing new knowledge structure	Do the findings on language errors form a new knowledge structure?				

Responsibility	Do students complete assignments excellently?				
TIMES: 150 minutes					
Meeting 7					
OTHERS: -					
REFERENCES					
Muslich, Masnur.2008. <i>Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia</i> . Jakarta: PT Bumi Aksara.					
Hyman, Larry M.1975. <i>Phonology: Theory and Analysis</i> . Holt, Rinehart, and Winston.					
Parera, Jos Daniel.1982. <i>Pengantar Linguistik Umum:fonetik dan fonemik</i> . Ende Flores: Nusa Indah					

Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Linguistic Problem of BIPA Learning				
CODE	SPI61029	CREDITS	3	SEMESTER	5
LECTURER OF THE COURSE	Dr. Dany Ardhian				
TASK FORM					
Midterm examination: mini research					
COURSE LEARNING OUTCOME					
Being able to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on phonological problems					
DESCRIPTION					
Lecturer assign students in groups to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on phonological problems					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students look for data on language errors in phonological aspects from various sources 2. Students identify and classify phonological errors based on speech sound errors, syllabication, and suprasegmental errors 3. Students analyse the error 4. Students make corrections of the mistakes 5. Students make suggestions and recommendations from these findings 					
OUTCOMES					
<ol style="list-style-type: none"> 1. Object: assignment report 2. Outcome: students are able to recognize, identify, and classify language errors of BIPA learners 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR			Performance Achievement	

		Score			
		1	2	3	4
The accuracy of identifying core concept	Are students able to identify and classify phonological errors of BIPA learners?				
The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another level?				
The accuracy of explaining the concept	Is the content of the explanation easy to understand?				
The accuracy of developing new knowledge structure	Does the data on the findings of the BIPA learner's phonological errors form a new knowledge structure?				
Responsibility	Do students complete assignments excellently?				

TIMES: 150 minutes

Meeting 8


OTHERS: -

REFERENCES

- Muslich, Masnur.2008. *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*. Jakarta: PT Bumi Aksara.
- Hyman, Larry M.1975. *Phonology: Theory and Analysis*. Holt, Rinehart, and Winston.
- Parera, Jos Daniel.1982. *Pengantar Linguistik Umum:fonetik dan fonemik*. Ende Flores: Nusa Indah

Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Linguistic Problem of BIPA Learning				
CODE	SPI61029	CREDITS	3	SEMESTER	5
LECTURER OF THE COURSE	Dr. Dany Ardhian				
TASK FORM					
Quiz: mini research					
COURSE LEARNING OUTCOME					
Being able to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on morphological problems					
DESCRIPTION					
Lecturer assign students in groups to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on morphological problems					
METHOD OF COMPLETION					
1. students look for data on language errors on morphological aspects from various sources					

2. Students identify and classify morphological errors from adaptation, assimilation, and dissimilation of morphemes
3. Students analyse the error
4. Students make corrections of the mistakes
5. Students make suggestions and recommendations from these findings

OUTCOMES

1. Object: assignment report
2. Outcome: students are able to recognize, identify, and classify morphological errors of BIPA learners

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying core concept	Are students able to identify and classify morphological errors of BIPA learners?				
The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another level?				
The accuracy of explaining the concept	Is the content of the explanation easy to understand?				
The accuracy of developing new knowledge structure	Does the data on the findings of the BIPA learner's morphological errors form a new knowledge structure?				
Responsibility	Do students complete assignments excellently?				

TIMES: 150 minutes


Meeting 11

OTHERS: -

REFERENCES


- Muslich, Masnur.2008. *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*. Jakarta: PT Bumi Aksara.
- Hyman, Larry M.1975. *Phonology: Theory and Analysis*. Holt, Rinehart, and Winston.
- Parera, Jos Daniel.1982. *Pengantar Linguistik Umum:fonetik dan fonemik*. Ende Flores: Nusa Indah

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE		Linguistic Problem of BIPA Learning			
CODE	SPI61029	CREDITS	3	SEMESTER	5
LECTURER OF THE COURSE		Dr. Dany Ardhian			
TASK FORM					
Structured assignment: mini research					
COURSE LEARNING OUTCOME					
Being able to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on syntactic problems					
DESCRIPTION					
Lecturer assign students in groups to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on syntactic problems					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students look for language error data at the syntactic level in various sources 2. Students identify and classify syntactic errors in the structure of phrases, clauses, sentences 3. Students analyse the error 4. Students make corrections of the mistakes 5. Students make suggestions and recommendations from these findings 					
OUTCOMES					
<ol style="list-style-type: none"> 1. Object: assignment report 2. Outcome: students are able to recognize, identify, and classify syntactic errors of BIPA learners 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying core concept	Are students able to identify and classify syntactic errors of BIPA learners?				
The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another level?				
The accuracy of explaining the concept	Is the content of the explanation easy to understand?				
The accuracy of developing new knowledge structure	Does the data on the findings of the BIPA learner's syntactic errors form a new knowledge structure?				
Responsibility	Do students complete assignments excellently?				
TIMES: 150 minutes					
Meeting 13					

OTHER : -
REFERENCES
Muslich, Masnur.2008. <i>Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia</i> . Jakarta: PT Bumi Aksara.
Hyman, Larry M.1975. <i>Phonology: Theory and Analysis</i> . Holt, Rinehart, and Winston.
Parera, Jos Daniel.1982. <i>Pengantar Linguistik Umum:fonetik dan fonemik</i> . Ende Flores: Nusa Indah

Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Linguistic Problem of BIPA Learning				
CODE	SPI61029	CREDITS	3	SEMESTER	5
LECTURER OF THE COURSE	Dr. Dany Ardhian				
TASK FORM					
Final examination: mini research					
COURSE LEARNING OUTCOME					
Being able to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on semantic problems					
DESCRIPTION					
Lecturer assign students in groups to find data, identify them, find solutions, and organize them into finding reports for BIPA learning on semantic problems					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students look for data on language errors on semantic aspects from various sources 2. Students identify and classify semantic errors in lexicon selection 3. Students analyse the error 4. Students make corrections of the mistakes 5. Students make suggestions and recommendations from these findings 					
OUTCOMES					
<ol style="list-style-type: none"> 1. Object: assignment report 2. Outcome: students are able to recognize, identify, and classify semantic errors of BIPA learners 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying core concept	Are students able to identify and classify semantic errors of BIPA learners?				

The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another level?				
The accuracy of explaining the concept	Is the content of the explanation easy to understand?				
The accuracy of developing new knowledge structure	Does the data on the findings of the BIPA learner's semantic errors form a new knowledge structure?				
Responsibility	Do students complete assignments excellently?				

TIMES: 150 minutes

Meeting 116

OTHERS: -

REFERENCES

- Muslich, Masnur.2008. *Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*. Jakarta: PT Bumi Aksara.
- Hyman, Larry M.1975. *Phonology: Theory and Analysis*. Holt, Rinehart, and Winston.
- Parera, Jos Daniel.1982. *Pengantar Linguistik Umum:fonetik dan fonemik*. Ende Flores: Nusa Indah