

Module/ Course Title : Reading					
Module /Course code	Student workload	Credits (sks/ECTS)	Semester	Frequency	duration
SPI62006	119 hours	3 / 4,5	2	Every Year (January)	1 semester (s)
1	Types of courses Compulsory coursework	contact hours 35 hours	independent study 42 hours	class size 35	
2	Prerequisites for participation/ Prasyarat untuk partisipasi -				
3	<p>Course Decription Reading courses will be one of the criteria/standard for student achievements in the Department of Indonesian Language and Literature because the real purpose of teaching Indonesian is language skills (listening, speaking, reading, and writing). Reading skills as one of the four aspects of language skills become an effective and powerful tool in navigating academic life and real life in society. Therefore, students must be equipped with various reading theories and concepts, as well as knowledge and application of various reading strategies to be able to improve their reading skills. In their capacity as educators, students also need to be equipped with various concepts, theories, and appropriate reading learning strategies for their future students.</p> <p>Intended Learning outcomes (ILO)</p> <ol style="list-style-type: none"> 1. ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. 2. ILOs 3: Graduates are expected to be able to master principles of Indonesian language. 3. ILOs 5: Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of implementation Indonesian language. 4. ILOs 7: Graduates are expected to be proficient in Indonesian language, read in daily/general, academic, and work contexts. <p>Course Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> 1. Understanding the nature and theory of Reading, identifying the relationship between reading skills and other language skills 2. Understanding the principles of Reading, designing lessons, improving reading skills, mastering various reading strategies, mastering basic reading concepts and their use in learning Indonesian language and literature. 3. Be able in understanding, identifying, and explain the stages of the reading process, elements of reading, stages of reading activities. 4. Be able in classifying and identifying the types of reading. 5. Be able in applying strategies to increase reading speed. 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> 1. Understand the nature and purpose of reading. 2. Week 2: Understanding the stages of reading development, aspects of reading, stages of reading activities. 3. Week 3: Knowing the types of reading 4. Week 4: Able to know how to improve reading ability. 5. Week 5: Able to find ideas in reading 6. Week 6: Able to increase reading speed 7. Week 7: Able to understand strategies to develop reading speed 8. Week 8 : UTS (Mid term test) 9. Week 9 : Able to understand and apply the technique of reading packaging instructions and reading legal documents (Constitution) 10. Week 10 : Able to understand and apply the techniques of Reading Essays, Reading news texts, Reading graphs, tables, and charts 11. Week 11 : Able to understand and apply the techniques of Reading Biography, Reading practical books, Reading editorials, and reading book reviews 12. Week 12 : Able to understand and apply the technique of Reading short stories and Reading Poetry 13. Week 13 Able to understand and apply the techniques of Reading research articles, Reading popular scientific articles, and Reading non-research articles 14. Week 14 : Able to understand and apply paper reading techniques 15. Week 15: Able to understand and apply the technique of reading the book 16. Week 16 : UAS (Final test) 				


4	<p>Teaching methods</p> <p>The learning method refers to an active learning strategy that is done with active student involvement and collaboration with each other based on inquiry activities. Students actively find various relevant reference sources, lecturers as facilitators provide stimulus and act as facilitators during the lecture process. The lecture activities are carried out by providing several study themes such as the following: 1)Assessing the basic concepts of basic reading concepts which include the definition and purpose of reading, 2)Problem analysis, at this stage students analyze problems regarding reading barriers to improve reading skills, 3)apply techniques reading scientific texts to improve reading strategies, at this stage students practice reading scientific texts according to the theme of the study, and 4)Review and describe at this stage the lecturer provides material reinforcement and reflects on lecture activities.</p>																																
5	<p>Assessment methods</p> <ol style="list-style-type: none"> Attendance and class 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. Assessment is taken from student assignments from meeting 3-7 Quiz. The quiz is held at the 5th meeting in the form of a written test, the test material is taken from material 1-4 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 meetings 1-7. Final test. The Final test was held at the 16th meeting in the form of practice reading the text of the research articles. <p>The test/evaluation method is done through structured assignments, giving quizzes, mid-term test, and final test (UAS) and class participation. The final score in this lecture are obtained through the formula or calculations below.</p> <p>Assessment summary</p> <table border="1" data-bbox="204 981 1449 1487"> <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>10%</td> </tr> <tr> <td>Structured task 1</td> <td>Summative</td> <td>Meeting 1—2</td> <td>5%</td> </tr> <tr> <td>Structured task 2</td> <td>Summative</td> <td>Meeting 3-7 and</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 6</td> <td>15%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Test</td> <td>Formative</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> <p>FS = 0,10 P + 0,15 Q + 0,20 SA + 0,25 ME + 0,30 FE</p> <p>Description : FS = Final Score SA = Structured Assignment P = Participation ME = Mid-Term Examination/test Q = Quiz FE = Final Examination/test</p>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured task 1	Summative	Meeting 1—2	5%	Structured task 2	Summative	Meeting 3-7 and	15%	Quiz	Summative	Meeting 6	15%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
Assessment Task	Task Type	Due	Weighting																														
Attendance and Class Participation		Throughout the course	10%																														
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Mid Term Test	Summative	Meeting 8	25%																														
Final Test	Formative	Meeting 16	30%																														
TOTAL			100%																														
6	<p>This module is used in the following degree programmes as well : (Yes)</p>																																
7	<p>Responsibility for module: Jamila Wijayanti, S.S., M.Pd.</p>																																
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"> Harjasujana, A.S. dan Vismaia S.D. 2002. <i>Membaca dalam Teori dan Praktik</i>. Bandung: Mutiara. Nurhadi. 2009. <i>Dasar-dasar Teori Membaca</i>. Malang: Universitas Negeri Malang. Nurhadi. 2016. <i>Strategi Meningkatkan Daya Baca</i>. Jakarta: Bumi Aksara. Nurhadi. 2018. <i>Teknik Membaca</i>. Jakarta: Bumi Aksara. Tarigan, Henry Guntur. <i>Membaca Sebagai Suatu Keterampilan Berbahasa</i>. Bandung: Angkasa Kamil, M.L. et all. (Ed). 2000. <i>Handbook of Reading Research Vol. III</i>. New Jersey: Lawrence Erlbaum Associates Publisher. 																																

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| <ol style="list-style-type: none">7. Tampubolon, DP. 2008. <i>Kemampuan Membaca Teknik Membaca Efektif dan Efisien</i>. Bandung: Angkasa.8. Oka. I Gusti Ngurah. 1983. <i>Pengantar Membaca dan Pengajarannya</i>. Surabaya: Usaha Nasional.9. Mikulecky, B.S. dan Jeffries, Linda. 1996. <i>More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension</i>. Addison-Wesley: Longman10. Rozakis, Laurie. 1995. <i>Power Reading</i>. New York: A Simon and Schuster Macmillan Company.11. Skidell, M. B. and Becker, S. G. 2002. <i>The Main Idea : Reading to Learn</i>. New York: Longman.12. Rumelhart, D.E. 1980. <i>Schemata: The Building Blocks of Cognition</i>. In Spiro, et all. (Ed). <i>Theoretical Issues in Reading Comprehension</i> Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishitic.13. Ur, Penny. 1996. <i>A Course in Language Teaching</i>. Cambridge: Cambridge University Press. |
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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	Reading				
CODE	SPI62006	ECT	3	SEMESTER	2
LECTURER	Jamila Wijayanti, SS., M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Understanding the nature and theory of Reading, identifying the relationship between reading skills and other language skills					
DESCRIPTION					
Students are given the task of making a mind map regarding the nature and purpose of reading					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind map-making applications. Mind maps are equipped with references. The mind map is collected in Google Classroom in PDF or JPEG format as an entry ticket for meeting 2. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understand the basic concepts and purposes of reading 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of 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 make and collect mind maps according to the instructions?				
TIMES					
Meeting 1					
OTHERS : -					
REFERENCES					
Lectures use primary references such as journals, books and learning resources as follows.					

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et al. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates Publisher.
7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension*. Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
12. Rumelhart, D.E. 1980. *Schemata: The Building Blocks of Cognition*. In Spiro, et al. (Ed). *Theoretical Issues in Reading Comprehension* Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishitic.
13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

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	Reading				
CODE	SPI62006	ECT	3	SEMESTER	2
LECTURER	Jamila Wijayanti, SS., M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Students are able in understanding, identifying, and able to explain the stages of the reading process, elements of reading, stages of reading activities.					
DESCRIPTION					
Students are given the task of making a mind map regarding the stages of reading development, aspects of reading, stages of reading activities.					
METHOD OF COMPLETION					
1. Students create a 1-page mind map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar mind map-making applications. 2. Mind maps are equipped with references. 3. The mind map is collected in Google Classroom in PDF or JPEG format as an entry ticket for meeting 3.					
OUTCOMES					
a. Object : mind map b. Outcome: students understand the stages of reading development, aspects of reading, stages of reading activities.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of	Do the concepts created by students demonstrate				

Concept identification	the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of 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 make and collect mind maps according to the instructions?				

TIMES

Meeting 2


OTHERS : -

REFERENCES

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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates Publisher.
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8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
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10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
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13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

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	Reading					
CODE	SPI62006	ECT	3	SEMESTER	2	
LECTURER	Jamila Wijayanti, SS., M.Pd					
TASK FORM						
Paper						
COURSE LEARNING OUTCOME						
Students are able in classifying and identifying types of reading						
DESCRIPTION						
Students are given the task of writing a paper about the types of reading						
METHOD OF COMPLETION						
1. Students in one class are divided into 5 groups 2. Each group prepares a paper to be presented according to the theme of the study that will be done at the 3-7 meeting						
OUTCOMES						
a. Object : paper b. Outcome: students understand the types of reading						
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING						
PAPER RUBRIC						
Name :						
Student Number :						
Class :						
Paper Title :						
Report	Aspect	Criteria				Score
		4	3	2	1	
A. Content 60%	1. Introduction	A. Systematic B. The background and purpose are appropriate.	A. Not systematic B. The background and purpose are appropriate.	A. Systematic B. Background and purpose is not suitable	A. Not Systematic B. Background and purpose is not suitable	
	2. Material Discussion	Complete, appropriate and thorough/comprehensive	Complete, inappropriate and not	Incomplete, inappropriate	Incomplete, inappropriate	

			comprehensive	and comprehensive	and not comprehensive	
	3. Conclusion	Answer the purpose, brief, and concise	Answering the purpose, not brief, and concise	Not answering the purpose, brief, and concise	Not answering the purpose, not brief, and not concise	
	4. References	Alphabetical arrangement (Hardward system), last ten years reference, 3 journals included	Alphabetical arrangement (Hardward system), references over the last ten years, included 2 journals	Non-alphabetic arrangement (Hardward system), last ten years reference, 1 journal included	Non-alphabetical arrangement (Hardward system), references over the last ten years, not included in the journal	

Score A

Score A (60 %) = Score A X 60 %

B. General 40 %	1. Report Systematic	Systematic and complete	Not systematic and complete	Systematic and incomplete	Not systematic and incomplete	
	2. Contents of the report	Detailed discussion, communicative language	Detailed discussion, uncommunicative language	The discussion is not detailed, communicative language	The discussion is not detailed, the language is not communicative	
	3. Time submission of papers	In accordance with the specified time	One day late from the appointed time	Two days late from the appointed time	Three days or more late than the specified time	

Score B

Score B (40 %) = score B X 40 %

Final score = (score A + score B) / 14,4 x 100

TIMES

Meeting 3

OTHERS : -

REFERENCES


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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum

Associates Publisher.

7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
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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	Reading				
CODE	SPI62006	ECT	3	SEMESTER 2	
LECTURER	Jamila Wijayanti, SS., M.Pd				
TASK FORM					
Paper					
COURSE LEARNING OUTCOME					
Understanding the principles of Reading, designing lessons, improving reading skills, mastering various reading strategies, mastering basic reading concepts and their use in learning Indonesian language and literature.					
DESCRIPTION					
Students are given the task of writing a paper on how to improve reading skills					
METHOD OF COMPLETION					
1. Students in one class are divided into 5 groups 2. Each group prepares a paper to be presented according to the theme of the study that will be done at the 3-7 meeting					
OUTCOMES					
a. Object : paper b. Outcome: students understand how to improve reading skills					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
PAPER RUBRIC					
Name	:				
Student Number	:				
Class	:				
Paper Title	:				
Report	Aspect	Criteria			Score
		4	3	2	

B. Content 60 %	2. Introduction	C. Systematic D. The background and purpose are appropriate.	C. Not systematic D. The background and purpose are appropriate.	C. Systematic D. Background and purpose is not suitable	C. Not Systematic D. Background and purpose is not suitable	
	3. Material Discussion	Complete, appropriate and thorough/comprehensive	Complete, inappropriate and not comprehensive	Incomplete, inappropriate and comprehensive	Incomplete, inappropriate and not comprehensive	
	4. Conclusion	Answer the purpose, brief, and concise	Answering the purpose, not brief, and concise	Not answering the purpose, brief, and concise	Not answering the purpose, not brief, and not concise	
	5. References	Alphabetical arrangement (Harward system), last ten years reference, 3 journals included	Alphabetical arrangement (Harward system), references over the last ten years, included 2 journals	Non-alphabetic arrangement (Harward system), last ten years reference, 1 journal included	Non-alphabetical arrangement (Harward system), references over the last ten years, not included in the journal	
Score A						
Score A (60 %) = Score A X 60 %						
C. General 40 %	2. Report Systematic	Systematic and complete	Not systematic and complete	Systematic and incomplete	Not systematic and incomplete	
	3. Contents of the report	Detailed discussion, communicative language	Detailed discussion, uncommunicative language	The discussion is not detailed, communicative language	The discussion is not detailed, the language is not communicative	
	4. Time submission of papers	In accordance with the specified time	One day late from the appointed time	Two days late from the appointed time	Three days or more late than the specified time	
Score B						
Score B (40 %) = score B X 40 %						
Final score = (score A + score B) / 14,4) x 100						

TIMES
Meeting 4
OTHERS : -
REFERENCES
Lectures use primary references such as journals, books and learning resources as follows:
1. Harjasujana, A.S. dan Vismaia S.D. 2002. <i>Membaca dalam Teori dan Praktik</i> . Bandung: Mutiara.
2. Nurhadi. 2009. <i>Dasar-dasar Teori Membaca</i> . Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. <i>Strategi Meningkatkan Daya Baca</i> . Jakarta: Bumi Aksara.
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5. Tarigan, Henry Guntur. <i>Membaca Sebagai Suatu Keterampilan Berbahasa</i> . Bandung: Angkasa
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7. Tampubolon, DP. 2008. <i>Kemampuan Membaca Teknik Membaca Efektif dan Efisien</i> . Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. <i>Pengantar Membaca dan Pengajarannya</i> . Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. <i>More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension</i> . Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. <i>Power Reading</i> . New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. <i>The Main Idea : Reading to Learn</i> . New York: Longman.
12. Rumelhart, D.E. 1980. <i>Schemata: The Building Blocks of Cognition</i> . In Spiro, et all. (Ed). <i>Theoretical Issues in Reading Comprehension</i> Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishtic.
13. Ur, Penny. 1996. <i>A Course in Language Teaching</i> . Cambridge: Cambridge University Press.

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	Reading				
CODE	SPI62006	ECT	3	SEMESTER	2
LECTURER	Jamila Wijayanti, SS., M.Pd				
TASK FORM					
Paper					
COURSE LEARNING OUTCOME					
1. Understanding the principles of Reading, designing lessons, improving reading skills, mastering various reading strategies, mastering basic reading concepts and their use in learning Indonesian language and literature. 2. Be able in understanding, identifying, and explaining the stages of the reading process, elements of reading, stages of reading activities					
DESCRIPTION					
Students are given the task of writing a paper on how to find ideas in reading					
METHOD OF COMPLETION					
1. Students in one class are divided into 5 groups 2. Each group prepares a paper to be presented according to the theme of the study that will be done at the 3-7 meeting					
OUTCOMES					
a. Object : paper b. Outcome: students understand how to find ideas in reading					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					

PAPER RUBRIC

Name :

Student Number :

Class :

Paper Title :

Report	Aspect	Criteria				Score
		4	3	2	1	
C. Content 60 %	3. Introduction	E. Systematic F. The background and purpose are appropriate.	E. Not systematic F. The background and purpose are appropriate.	E. Systematic F. Background and purpose is not suitable	E. Not Systematic F. Background and purpose is not suitable	
	4. Material Discussion	Complete, appropriate and thorough/comprehensive	Complete, inappropriate and not comprehensive	Incomplete, inappropriate and comprehensive	Incomplete, inappropriate and not comprehensive	
	5. Conclusion	Answer the purpose, brief, and concise	Answering the purpose, not brief, and concise	Not answering the purpose, brief, and concise	Not answering the purpose, not brief, and not concise	
	6. References	Alphabetical arrangement (Hardward system), last ten years reference, 3 journals included	Alphabetical arrangement (Hardward system), references over the last ten years, included 2 journals	Non-alphabetic arrangement (Hardward system), last ten years reference, 1 journal included	Non-alphabetical arrangement (Hardward system), references over the last ten years, not included in the journal	
Score A						
Score A (60 %) = Score A X 60 %						
D. General 40 %	3. Report Systematic	Systematic and complete	Not systematic and complete	Systematic and incomplete	Not systematic and incomplete	
	4. Contents of the report	Detailed discussion, communicative language	Detailed discussion, uncommunicative language	The discussion is not detailed, communicative language	The discussion is not detailed, the language is not communicative	

	5. Time submission of papers	In accordance with the specified time	One day late from the appointed time	Two days late from the appointed time	Three days or more late than the specified time	
						Score B
						Score B (40 %) = score B X 40 %
						Final score = (score A + score B) / 14,4) x 100

TIMES

Meeting 5


OTHERS : -

REFERENCES

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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates Publisher.
7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension*. Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
12. Rumelhart, D.E. 1980. *Schemata: The Building Blocks of Cognition*. In Spiro, et all. (Ed). *Theoretical Issues in Reading Comprehension* Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishtic.
13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

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	Reading					
CODE	SPI62006	ECT	3	SEMESTER	2	
LECTURER	Jamila Wijayanti, SS., M.Pd					
TASK FORM						
Paper						
COURSE LEARNING OUTCOME						
1. Understanding the principles of Reading, designing lessons, improving reading skills, mastering various reading strategies, mastering basic reading concepts and their use in learning Indonesian language and literature.						
DESCRIPTION						
Students are given the task of writing a paper to improve reading skills						
METHOD OF COMPLETION						
1. Students in one class are divided into 5 groups						
2. Each group prepares a paper to be presented according to the theme of the study that will be done at the 3-7 meeting						
OUTCOMES						
A. Object : paper						
B. Outcome: students understand how to improve reading skills						
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING						
PAPER RUBRIC						
Name	:					
Student Number	:					
Class	:					
Paper Title	:					
Report	Aspect	Criteria				Score
		4	3	2	1	
D. Content 60 %	4. Introduction	G. Systematic H. The background and purpose are appropriate.	G. Not systematic H. The background and purpose are appropriate.	G. Systematic H. Background and purpose is not suitable	G. Not Systematic H. Background and purpose is not suitable	
	5. Material Discussion	Complete, appropriate and	Complete, inappropriate and not	Incomplete, inappropriate	Incomplete, inappropriate	

		thorough/comprehensive	comprehensive	and comprehensive	and not comprehensive	
	6. Conclusion	Answer the purpose, brief, and concise	Answering the purpose, not brief, and concise	Not answering the purpose, brief, and concise	Not answering the purpose, not brief, and not concise	
	7. References	Alphabetical arrangement (Hardward system), last ten years reference, 3 journals included	Alphabetical arrangement (Hardward system), references over the last ten years, included 2 journals	Non-alphabetic arrangement (Hardward system), last ten years reference, 1 journal included	Non-alphabetical arrangement (Hardward system), references over the last ten years, not included in the journal	
Score A						
Score A (60 %) = Score A X 60 %						
E. General 40 %	4. Report Systematic	Systematic and complete	Not systematic and complete	Systematic and incomplete	Not systematic and incomplete	
	5. Contents of the report	Detailed discussion, communicative language	Detailed discussion, uncommunicative language	The discussion is not detailed, communicative language	The discussion is not detailed, the language is not communicative	
	6. Time submission of papers	In accordance with the specified time	One day late from the appointed time	Two days late from the appointed time	Three days or more late than the specified time	
Score B						
Score B (40 %) = score B X 40 %						
Final score = (score A + score B) / 14,4 x 100						

TIMES

Meeting 6

OTHERS : -

REFERENCES


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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates

Publisher.

7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension*. Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
12. Rumelhart, D.E. 1980. *Schemata: The Building Blocks of Cognition*. In Spiro, et all. (Ed). *Theoretical Issues in Reading Comprehension* Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishitic.
13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.


Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE						
COURSE TITLE	Reading					
CODE	SPI62006	ECT	3	SEMESTER	2	
LECTURER	Jamila Wijayanti, SS., M.Pd					
TASK FORM						
Paper						
COURSE LEARNING OUTCOME						
1. Understanding the principles of Reading, designing lessons, improving reading skills, mastering various reading strategies, mastering basic reading concepts and their use in learning Indonesian language and literature.						
DESCRIPTION						
Students are given the task of writing a paper on strategies for developing reading speed						
METHOD OF COMPLETION						
1. Students in one class are divided into 5 groups 2. Each group prepares a paper to be presented according to the theme of the study that will be done at the 3-7 meeting						
OUTCOMES						
a. Object : paper b. Outcome: students understand how to improve reading skills						
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING						
PAPER RUBRIC						
Name	:					
Student Number	:					
Class	:					
Paper Title	:					
Report	Aspect	Criteria				Score
		4	3	2	1	

E. Content 60 %	5. Introduction	I. Systematic J. The background and purpose are appropriate.	I. Not systematic J. The background and purpose are appropriate.	I. Systematic J. Background and purpose is not suitable	I. Not Systematic J. Background and purpose is not suitable	
	6. Material Discussion	Complete, appropriate and thorough/comprehensive	Complete, inappropriate and not comprehensive	Incomplete, inappropriate and comprehensive	Incomplete, inappropriate and not comprehensive	
	7. Conclusion	Answer the purpose, brief, and concise	Answering the purpose, not brief, and concise	Not answering the purpose, brief, and concise	Not answering the purpose, not brief, and not concise	
	8. References	Alphabetical arrangement (Hardward system), last ten years reference, 3 journals included	Alphabetical arrangement (Hardward system), references over the last ten years, included 2 journals	Non-alphabetic arrangement (Hardward system), last ten years reference, 1 journal included	Non-alphabetical arrangement (Hardward system), references over the last ten years, not included in the journal	
Score A						
Score A (60 %) = Score A X 60 %						
F. General 40 %	5. Report Systematic	Systematic and complete	Not systematic and complete	Systematic and incomplete	Not systematic and incomplete	
	6. Contents of the report	Detailed discussion, communicative language	Detailed discussion, uncommunicative language	The discussion is not detailed, communicative language	The discussion is not detailed, the language is not communicative	
	7. Time submission of papers	In accordance with the specified time	One day late from the appointed time	Two days late from the appointed time	Three days or more late than the specified time	
Score B						
Score B (40 %) = score B X 40 %						
Final score = (score A + score B) / 14,4) x 100						
TIMES						


Meeting 7
OTHERS : -
REFERENCES
Lectures use primary references such as journals, books and learning resources as follows:
<ol style="list-style-type: none"> 1. Harjasujana, A.S. dan Vismaia S.D. 2002. <i>Membaca dalam Teori dan Praktik</i>. Bandung: Mutiara. 2. Nurhadi. 2009. <i>Dasar-dasar Teori Membaca</i>. Malang: Universitas Negeri Malang. 3. Nurhadi. 2016. <i>Strategi Meningkatkan Daya Baca</i>. Jakarta: Bumi Aksara. 4. Nurhadi. 2018. <i>Teknik Membaca</i>. Jakarta: Bumi Aksara. 5. Tarigan, Henry Guntur. <i>Membaca Sebagai Suatu Keterampilan Berbahasa</i>. Bandung: Angkasa 6. Kamil, M.L. et all. (Ed). 2000. <i>Handbook of Reading Research Vol. III</i>. New Jersey: Lawrence Erlbaum Associates Publisher. 7. Tampubolon, DP. 2008. <i>Kemampuan Membaca Teknik Membaca Efektif dan Efisien</i>. Bandung: Angkasa. 8. Oka. I Gusti Ngurah. 1983. <i>Pengantar Membaca dan Pengajarannya</i>. Surabaya: Usaha Nasional. 9. Mikulecky, B.S. dan Jeffries, Linda. 1996. <i>More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension</i>. Addison-Wesley: Longman 10. Rozakis, Laurie. 1995. <i>Power Reading</i>. New York: A Simon and Schuster Macmillan Company. 11. Skidell, M. B. and Becker, S. G. 2002. <i>The Main Idea : Reading to Learn</i>. New York: Longman. 12. Rumelhart, D.E. 1980. <i>Schemata: The Building Blocks of Cognition</i>. In Spiro, et all. (Ed). <i>Theoretical Issues in Reading Comprehension</i> Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishtic. 13. Ur, Penny. 1996. <i>A Course in Language Teaching</i>. Cambridge: Cambridge University Press.

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	Reading
CODE	SPI62006 ECT 3 SEMESTER 2
LECTURER	Jamila Wijayanti, SS., M.Pd
TASK FORM	
Quiz	
COURSE LEARNING OUTCOME	
Understanding material 1-6	
DESCRIPTION	
Students are given a quiz in the form of a written test. Quiz material is taken from material 1-6	
METHOD OF COMPLETION	
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests 2. The form of multiple choice questions with a total of 20 items 3. The quiz is done using the <i>quizizz</i> platform 4. The time is 60 minutes. 	
OUTCOMES	
a. Object : written test	
b. Outcome: students understand meeting 1-6	
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING	
Quiz scores are obtained from correct answers X 5	
TIMES	

Meeting 7
OTHERS : -
<p>REFERENCES</p> <p>Lectures use primary references such as journals, books and learning resources as follows.</p> <ol style="list-style-type: none"> 1. Harjasujana, A.S. dan Vismaia S.D. 2002. <i>Membaca dalam Teori dan Praktik</i>. Bandung: Mutiara. 2. Nurhadi. 2009. <i>Dasar-dasar Teori Membaca</i>. Malang: Universitas Negeri Malang. 3. Nurhadi. 2016. <i>Strategi Meningkatkan Daya Baca</i>. Jakarta: Bumi Aksara. 4. Nurhadi. 2018. <i>Teknik Membaca</i>. Jakarta: Bumi Aksara. 5. Tarigan, Henry Guntur. <i>Membaca Sebagai Suatu Keterampilan Berbahasa</i>. Bandung: Angkasa 6. Kamil, M.L. et all. (Ed). 2000. <i>Handbook of Reading Research Vol. III</i>. New Jersey: Lawrence Erlbaum Associates Publisher. 7. Tampubolon, DP. 2008. <i>Kemampuan Membaca Teknik Membaca Efektif dan Efisien</i>. Bandung: Angkasa. 8. Oka. I Gusti Ngurah. 1983. <i>Pengantar Membaca dan Pengajarannya</i>. Surabaya: Usaha Nasional. 9. Mikulecky, B.S. dan Jeffries, Linda. 1996. <i>More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension</i>. Addison-Wesley: Longman 10. Rozakis, Laurie. 1995. <i>Power Reading</i>. New York: A Simon and Schuster Macmillan Company. 11. Skidell, M. B. and Becker, S. G. 2002. <i>The Main Idea : Reading to Learn</i>. New York: Longman. 12. Rumelhart, D.E. 1980. <i>Schemata: The Building Blocks of Cognition</i>. In Spiro, et all. (Ed). <i>Theoretical Issues in Reading Comprehension</i> Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishic. 13. Ur, Penny. 1996. <i>A Course in Language Teaching</i>. Cambridge: Cambridge University Press.

Appendix Task Guidelines and Rubrics 8

	<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	Reading
CODE	SPI62006
LECTURER	Jamila Wijayanti, SS., M.Pd
TASK FORM	
Mid term test	
COURSE LEARNING OUTCOME	
Students understand material 1-7	
DESCRIPTION	
Students are given a mid-term test in the form of a written test. Mid term test material is taken from material 1-7	
METHOD OF COMPLETION	
<ol style="list-style-type: none"> 1. Students take the mid-term test in the form of an individual written test 2. The form of essay questions with the number of questions 7 3. The test is done using the google form platform 4. The time is 90 minutes. 	
OUTCOMES	
a. Object : written test	
b. Outcome: students understand the meeting 1-7	
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING	
Numbers 1-4 the maximum score of each number is 15	

Numbers 5-7 maximum score of each number is 20

TIMES

Meeting 8


OTHERS : -

REFERENCES

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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates Publisher.
7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension*. Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
12. Rumelhart, D.E. 1980. *Schemata: The Building Blocks of Cognition*. In Spiro, et all. (Ed). *Theoretical Issues in Reading Comprehension* Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishitic.
13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

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	Reading				
CODE	SPI62006	ECT	3	SEMESTER	2
LECTURER	Jamila Wijayanti, SS., M.Pd				
TASK FORM					
Final test					
COURSE LEARNING OUTCOME					
Students understand and apply reading techniques					
DESCRIPTION					
Students are given a final test in the form of individual assignments. The material for the final test is taken from the meeting material 9-15					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students find book reviews published by magazines or newspapers both online and offline. 2. Students write the identity of the book reviewer consisting of the title, author, identity of the book being reviewed, and the source of the reviewer. 3. Students explain the background of writing the book review! 4. Students state the purpose of the author in reviewing the book! 5. Students mention the author's suggestions in the book review! 6. Students determine whether or not they agree with the author's review, then explain their opinion! 7. Students point out the advantages and disadvantages of the book review! 8. Students make direct quotations based on the book reviews that students have read! 					
OUTCOMES					

a. Object : written test

b. Outcome: students understand 9-15 meeting

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Each answer has a maximum score of 12.5

TIMES

Meeting 16

OTHERS : -

REFERENCES

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

1. Harjasujana, A.S. dan Vismaia S.D. 2002. *Membaca dalam Teori dan Praktik*. Bandung: Mutiara.
2. Nurhadi. 2009. *Dasar-dasar Teori Membaca*. Malang: Universitas Negeri Malang.
3. Nurhadi. 2016. *Strategi Meningkatkan Daya Baca*. Jakarta: Bumi Aksara.
4. Nurhadi. 2018. *Teknik Membaca*. Jakarta: Bumi Aksara.
5. Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
6. Kamil, M.L. et all. (Ed). 2000. *Handbook of Reading Research Vol. III*. New Jersey: Lawrence Erlbaum Associates Publisher.
7. Tampubolon, DP. 2008. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Angkasa.
8. Oka. I Gusti Ngurah. 1983. *Pengantar Membaca dan Pengajarannya*. Surabaya: Usaha Nasional.
9. Mikulecky, B.S. dan Jeffries, Linda. 1996. *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, and Comprehension*. Addison-Wesley: Longman
10. Rozakis, Laurie. 1995. *Power Reading*. New York: A Simon and Schuster Macmillan Company.
11. Skidell, M. B. and Becker, S. G. 2002. *The Main Idea : Reading to Learn*. New York: Longman.
12. Rumelhart, D.E. 1980. *Schemata: The Building Blocks of Cognition*. In Spiro, et all. (Ed). *Theoretical Issues in Reading Comprehension* Hillsdale, N.J. : Lawrence Erlbaum Associates, Publishtic.
13. Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.