


Module/ Course Title : Research of Indonesian Language and Literature Learning					
Module /Course code : SPI61044	student workload 119 hours	Credits (sks/ECTS) 3/4.5	Semester 7	Frequency Every Year (August)	duration 1 semester (s)
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 15
2	Prerequisites for participation Methodology of Educational Research				
3	<p>Course Description: This course focuses on practice conducting research in the classroom. The aim of this course are; 1) Students aware about problems and issues of learning Indonesian language. Indonesian literature, linguistic, and literature. Students are able to research the problems or issues rationally, logically, swiftly, responsively, accurately, thoroughly, and authentically; (2) Students are able to master frameworks, educational research methodology, linguistic and literature.; (3) Students are able to master the techniques and procedures of writing scientific papers as well as oral and written scientific Bahasa skills.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 1 : Graduates are expected to internalize academic values, norms, and ethics in executing work professionally in the fields of education, Indonesia language and literature. ILOs 4 : Graduates are expected to be able to master research methods and frameworks in the fields of Indonesian education, language, and literature. ILOs 6 : Graduates are expected to be able to make appropriate decisions in the context of contextual problem solving in the fields of Indonesian education, language, and literature based on the result of information and data analysis. ILOs 10 : Graduates are expected to be able to conduct studies on the implementation of Indonesian Language and Literature education, linguistics research, research in the fields of Indonesian literature and culture within the framework and appropriate research methods. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students understand types of research, steps to conducting educational research, and research ethic. Students identify learning issues in the classroom. Students correlate the problems found with previous research and relevant theories. Students compile and determine the topic and research title. Students understand citation procedure and rules. Students write research proposal. Students conducting research using framework from their chosen research methodology. Students analyse the research data. Students write research report. 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Meeting 1 : Students are able to understand types of research, steps to conducting educational research, and research ethic Meeting 2 : Students are able to identify learning issues in the classroom and classify it based on causes issues (students, teacher, method, media, reseources or assessment). Meeting 3 : Students are able to correlate the problems found with previous research and relevant theories. Meeting 4 : Students are able to compile and determine the topic and research title. Meeting 5 : Students are able to determine the title of the resarch appropriate with topic and their choosen research method. Meeting 6 : Students skilled to write research design (introduction, theoritical framework and research methodolgy. Quiz. Meeting 7 : Students are able to understand citation procedure and citation rules. Meeting 8 :Mid-Term Test. 				

	<p>9. Meeting 9-11 : Students conducting research using framework from their chosen research methodology .</p> <p>10. Meeting 12 : Students are able to analyse the research data.</p> <p>11. Meeting 13-15 : Students write result of the research in scientific paper form.</p> <p>12. Meeting 16 : Final Test</p>																												
4	<p>Teaching methods</p> <p>Cased method. Learning problems are used as cases. Students search for data, propose ideas, and formulate solutions through research in groups actively. The results are discussed, verified, reported in the form of research articles, and presented. The lecturers as facilitators and collaborators in the research process to writing scientific articles..</p>																												
5	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class attendance and participation. This assessment is taken from the attendance and participation of students during Recognition Program and Learning Management in Campus at meeting 1 – 2. 2. Structured tasks. The assessment is taken from student assignments starting meeting 2 – 15. 3. Quiz. The quiz is held at the 6th meeting in the form written research design project consisted of introduction, theoretical framework and research method. 4. Mid-term test. The Mid-term test is held at the 8th meeting in the form of a project complementing the research design with citations and presentations of the research design. 5. Final Examination. The Final Examination is held at the 16th meeting in the form of scientific paper of research report made at meeting 9 – 15. <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured Assignment</td> <td>Summative</td> <td></td> <td>20%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td></td> <td>15%</td> </tr> <tr> <td>Mid-term test</td> <td>Summative</td> <td></td> <td>25%</td> </tr> <tr> <td>Final test</td> <td>Formative</td> <td></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	Attendance and Class Participation		Throughout the course	10%	Structured Assignment	Summative		20%	Quiz	Summative		15%	Mid-term test	Summative		25%	Final test	Formative		30%	TOTAL			100%
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Mid-term test	Summative		25%																										
Final test	Formative		30%																										
TOTAL			100%																										
6	This module is used in the following degree programmes as well : Yes																												
7	Responsibility for module: Putri Kumala Dewi, M.Pd.																												
8	<p>Other information:</p> <p>Perkuliahan menggunakan referensi primer seperti jurnal, buku dan Sumber belajar sebagai berikut.</p> <ol style="list-style-type: none"> 1. Bungin, Burhan. 2006. <i>Metode Penelitian Kuantitatif</i>. Jakarta: Prenada Media Group. 2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. <i>Dasar-dasar Metode Penelitian</i>. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang. 3. Iskandar. 2009. <i>Penelitian Tindakan Kelas</i>. Ciputat : Gaung Persada Press. 4. Kuntarto, Niknik M., Hendar, Putranto. 2015. <i>99 Cara Mudah Menulis Karya Ilmiah</i>. Yogyakarta: Indopublika. 5. Moleong, Lexy J. 2007. <i>Metode Penelitian Kualitatif</i>. Bandung: PT Remaja Rosdakarya. 6. Nazir, Moh. 2005. <i>Metode Penelitian</i>. Bogor: Ghalia Indonesia. 7. K., Septiawan Santana. 2007. <i>Menulis Ilmiah:Metode Penelitian Kualitatif</i>. Jakarta: Yayasan Obor Indonesia. 8. Sugiyono. 2014. <i>Metode Penelitian Kombinasi</i>. Bandung: Alfabeta. 9. Sugiyono. 2015. <i>Statistika untuk Penelitian</i>. Bandung: Alfabeta. 																												

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	Research of Indonesian Language and Literature Learning				
CODE	SPI61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
The result of setudents identify learning issues in the classroom and classifyy it based on causes issues (students, teacher, method, media, reseources or assessment).					
COURSE LEARNING OUTCOME					
Students are able to identify learning issues in the classroom and classifyy it based on causes issues (students, teacher, method, media, reseources or assessment).					
DESCRIPTION					
Students given task to identify learning issues in the classroom and classifyy it based on causes issues (students, teacher, method, media, reseources or assessment0).					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Lecturer gives some case teaching in the classroom (Junior High School level and Senior High School). Students divided into some groups. Each group consist of 2 – 3 people. Each group identify learning issues in the classroom and classifyy it based on causes issues (students, teacher, method, media, reseources or assessment). The results of discussion is collected using Microsoft Word form in Google Classroom in meeting 2. 					
OUTCOMES					
<ol style="list-style-type: none"> Object: The result of setudents identify learning issues in the classroom and classifyy it based on causes issues. Outcome: Students given task to identify learning issues in the classroom and classifyy it based on causes issues (students, teacher, method, media, reseources or assessment0) 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of identify the issues	Is each group correct in identifying the problem based on the case given by the lecturer? Does each group identify the problem based on the problem given by the lecturer correctly?				
Completeness of issues classification	Is each group complete in classifying problems based on problem groups (students, teachers, methods, media, learning resources, and assessment systems)?				
Critical thinking skills	Does each group have critical thinking skills in responding to the case given by the lecturer?				
Discipline	Does each group do the task according to the instructions and submit it on time?				
Honesty	Does each group do their own work?				
TIMES					
Meeting 2					
OTHERS : -					
REFERENCES					

1. Bungin, Burhan. 2006. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media Group.
2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. *Dasar-dasar Metode Penelitian*. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang.
3. Iskandar. 2009. *Penelitian Tindakan Kelas*. Ciputat : Gaung Persada Press.
4. Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
7. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.


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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Students discuss to correlate the problems found in meeting 2 with previous research and relevant theories. Then, Students construct the topic and title of the resaerch that appropriate with their choosen research method.					
COURSE LEARNING OUTCOME					
Students are skilled to correlate the problems found in meeting 2 with previous research and relevant theories. Then, Students construct the topic and title of the resaerch that appropriate with their choosen research method.					
DESCRIPTION					
Students discuss to correlate the problems found in meeting 2 with previous research and relevant theories. Then, Students construct the topic and title of the resaerch that appropriate with their choosen research method in group.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students discuss to correlate the problems found in meeting 2 with previous research and relevant theories. Then, Students construct the topic and title of the resaerch that appropriate with their choosen research method in group. The results of discussion is collected using Microsoft Word form in Google Classroom in meeting 5. 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Topic and Title. Outcome: Students correlate the problems found with previous research and relevant theories. Then, Students construct the topic and title of the resaerch that appropriate with their choosen research method. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
		Performance Achievement Score			
ASPECT	DESCRIPTOR	1	2	3	4
Compatibility of the topic with the analysis of the problem	Is the research topic relevant to the problematic analysis found in meeting 2?				
Relevance of theory and previous research to the research topic	Are the theories and previous research appropriate with research topic?				
Title compatibility with topic	Is the title appropriate to the research topic?				
QualitY of resarch title	Are students skilled to determine the title that appropriate with topic, descrobe the content of article, eye-catching, state the variabels clearlyactual appropriate with study program, interesting and deserve to be researched ?				
Discipline	Does each group do the task according to the instructions and submit it on time?				
Honesty	Does each group do their own work?				
TIMES					

REFERENCES

1. Bungin, Burhan. 2006. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media Group.
2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. *Dasar-dasar Metode Penelitian*. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang.
3. Iskandar. 2009. *Penelitian Tindakan Kelas*. Ciputat : Gaung Persada Press.
4. Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
7. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Students are skilled in writing research design consists of introduction, theoretical framework and research method.					
DESCRIPTION					
Students write research design consists of introduction, theoretical framework and research method in group.					
METHOD OF COMPLETION					
1. Students write research design consists of introduction, theoretical framework and research method in group. 2. The task is collected using Microsoft Word form in Google Classroom in meeting 6.					
OUTCOMES					
a. Object : Research design consists of introduction, theoretical framework and research method. b. Outcome: Students are skilled in writing research design consists of introduction, theoretical framework and research method.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy and completeness of introduction	Are students skilled in write an introductory section containing the background and reasons for researching X (it is necessary to mention 2-3 significant reasons underlying the research), the gap between this research and previous research, and ending with the research objectives? Technically, whether the length of the introduction is 15% of the number of pages of scientific articles. The introduction is typed in <i>Times New Roman</i> , font size is 12, spaced 1.5, and justify				
Theory relevance and previous research with the introduction	Is the introduction supported by the main theory and relevant previous research?				
Accuracy and completeness of the research contents	Are students skilled in wirtre the research methods which contains the approach and type of research, data sources/research subjects/population and samples, types of data, research instruments, data collection techniques, and data analysis techniques? Technically, is the length of this research method section 15% of the total page of scientific articles? Is				

	the research method written in <i>Times New Roman font</i> , 12 font, 1.5 spacing, and justify?				
Discipline	Does each group do the task according to the instructions and submit it on time?				
Honesty	Does each group do their own work?				

TIMES


Meeting 6

OTHERS : -

REFERENCES

1. Bungin, Burhan. 2006. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media Group.
2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. *Dasar-dasar Metode Penelitian*. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang.
3. Iskandar. 2009. *Penelitian Tindakan Kelas*. Ciputat : Gaung Persada Press.
4. Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
7. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Mid-term test					
COURSE LEARNING OUTCOME					
Students are skilled to complete their research design with citations. Students are skilled to present their research design					
DESCRIPTION					
Students complete their research design with citation and present it in groups					
METHOD OF COMPLETION					
1. Each group complete their research design with citations and present it. 2. Other groups give feedback.					
OUTCOMES					
a. Object: Their research design with citations and presentation result. b. Outcome: Students are skilled to complete their research design with citation and present it.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy and completeness of introduction	Are students skilled in write an introductory section containing the background and reasons for researching X (it is necessary to mention 2-3 significant reasons underlying the research), the gap between this research and previous research, and ending with the research objectives? Technically, whether the length of the introduction is 15% of the number of pages of scientific articles. The introduction is typed in <i>Times New Roman</i> , font size is 12, spaced 1.5, and (<i>justify</i>)?				
Theory relevance and previous research with the introduction	Is the introduction supported by the main theory and relevant previous research?				
Accuracy and completeness of the research contents	Are students skilled in wirtre the research methods which contains the approach and type of research, data sources/research subjects/population and samples, types of data, research instruments, data collection techniques, and data analysis techniques? Technically, is the length of this research method section 15% of the total page of scientific articles? Is the research method written in <i>Times New Roman font</i> , font size is 12, 1.5 spacing, and (<i>justify</i>)?				

Accuracy of citation	Are students able to choose appropriate citations and from valid sources to support certain parts of the research design? Is the citation writing using the American Psychological Association (APA) style assisted by Mendeley or Zotero?				
Honesty	Does each group carry out their own work?				
Mastery of materials	Does each group master the material presented?				
Accuracy of explaining the concept	Is the content of the mind-map easy to understand				
Communicative	Do students use communicative language when presenting and answering questions?				
Skills in using presentation support media	Is each group skilled in using presentation support media?				
Presentation attractiveness	Is the material packaged into an attractive presentation?				
Smoothness	Do each group present the material and answer the audience's questions well?				

TIMES


Meeting 8

OTHERS : -


REFERENCES

1. Bungin, Burhan. 2006. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media Group.
2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. *Dasar-dasar Metode Penelitian*. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang.
3. Iskandar. 2009. *Penelitian Tindakan Kelas*. Ciputat : Gaung Persada Press.
4. Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
7. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Students reporting their research					
COURSE LEARNING OUTCOME					
Students are skilled to do research which appropriate with framework of the chosen research method.					
DESCRIPTION					
Students report their research progress in groups. (research starts from meeting 9-11)					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students report their research progress. Students fill the journal consists of date, time research, research finding, and research activities photos. 2. The report write in every meeting, start from meeting 9 – 11. 3. The task is collected using Microsoft Word form in Google Classroom. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Research progress report. b. Outcome: Students are skilled to do research which appropriate with framewokr of chosen research method. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Accuracy of research procedure with research method	Is each group skilled in carrying out research with procedures referring to their respective research method?				
Research Progress	Is there any progress in the research process in each group at meeting 9-11 ?				
Discipline	Is each group carry out the research process according to the instructions				
TIMES					
Meeting 9—11					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Bungin, Burhan. 2006. <i>Metode Penelitian Kuantitatif</i>. Jakarta: Prenada Media Group. 2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. <i>Dasar-dasar Metode Penelitian</i>. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang. 3. Iskandar. 2009. <i>Penelitian Tindakan Kelas</i>. Ciputat : Gaung Persada Press. 4. Moleong, Lexy J. 2007. <i>Metode Penelitian Kualitatif</i>. Bandung: PT Remaja Rosdakarya. 5. Nazir, Moh. 2005. <i>Metode Penelitian</i>. Bogor: Ghalia Indonesia. 6. K., Septiawan Santana. 2007. <i>Menulis Ilmiah:Metode Penelitian Kualitatif</i>. Jakarta: Yayasan Obor Indonesia. 7. Sugiyono. 2014. <i>Metode Penelitian Kombinasi</i>. Bandung: Alfabeta. 					

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Students analyse research data.					
COURSE LEARNING OUTCOME					
Students are skilled to analyse research data.					
DESCRIPTION					
Students analyse research data in groups					
METHOD OF COMPLETION					
1. Each groups analyse research data and write the report. 2. The task is collected using Microsoft Word form in Google Classroom.at meeting 12					
OUTCOMES					
a. Object: Report of research data analysis b. Outcome: Students are skilled in analyse research data and research result.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Data analysis completeness	Are students skilled in analyzing data and describing it completely?				
The compatibility of the data analysis procedure with the type of research	Is the data analysis procedure do by each group which apropiatre with the type of research chosen?				
The compatibiltyof the data with the problem formulation and research objectives	Are the students' research data appropriate with the formulation of the problem and research objectives?				
Validity of research data contents	Is the research data valid and verified?				
TIMES					
Meeting 12					
OTHERS : -					
REFERENCES					
1. Bungin, Burhan. 2006. <i>Metode Penelitian Kuantitatif</i> . Jakarta: Prenada Media Group. 2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. <i>Dasar-dasar Metode Penelitian</i> . Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang. 3. Iskandar. 2009. <i>Penelitian Tindakan Kelas</i> . Ciputat : Gaung Persada Press. 4. Kuntarto, Niknik M., Hendar, Putranto. 2015. <i>99 Cara Mudah Menulis Karya Ilmiah</i> . Yogyakarta: Indopublika. 5. Moleong, Lexy J. 2007. <i>Metode Penelitian Kualitatif</i> . Bandung: PT Remaja Rosdakarya.					

6. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
7. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
8. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.
9. Sugiyono. 2015. *Statistika untuk Penelitian*. Bandung: Alfabeta.

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Students write the research result in scientific article form.					
COURSE LEARNING OUTCOME					
Students are skilled in writing research results in scientific article form.					
DESCRIPTION					
Students write the research result in scientific article form in groups					
METHOD OF COMPLETION					
1. Each group write the research result in scientific article form 2. The report is collected using Microsoft Word form in Google Classroom at meeting 15.					
OUTCOMES					
a. Object: research scientific articles b. Outcome: students are skilled in writing research results in the form of scientific article.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Completeness of all scientific research articles	Are students able to write research articles consisting of a minimum of 2,000 words (between 15 – 20 pages including pictures and tables, excluding cover pages, validation sheets, affidavits of authenticity, statements of publication plans, and attachments), files in Microsoft Office format (.doc/.docx) or Rich Text Format (.rtf)., A4 paper (21cm x 29.7cm) using 2.5 cm for the left margin and 2 cm for the top, bottom, and right margins?				
Accuracy and completeness of the title	Are students skilled in determining titles that are appropriate to the topic, describe the contents of the article, arouse the curiosity of readers, clearly describe the variables studied, are actual, have an element of novelty, are in accordance with the scientific field of the Study Program, are interesting, and deserve to be researched. Technically, the title contains a maximum of 15 words, does not need to include place, time, and type of research, does not abbreviate vocabulary (except common scientific abbreviations), and is written in <i>Times New Roman</i> , font 14, bold.?				
Accuracy and completeness of writing the author's identity	Are students skilled in writing the identity of the author including the student's full name, electronic mail, and the origin of the student's institution as the first, second, and so on.				

	Technically, the author's identity is written in <i>Times New Roman</i> , font 12, spaced 1, center position?				
Accuracy and completeness of the abstract	Are students skilled in writing abstracts that contain of a background, objectives, methods, and research results presented in one paragraph, without indenting at the beginning of the sentence. Technically, the abstract is 100-250 words, single-spaced, Times New Roman. Font size is 10 or 11. The word “Abstract” is in bold?				
Accuracy and completeness of the keyword	Are students skilled in compiling keywords that contain the main research problem, not in the form of general terms, terms with ambiguous meaning, and in the form of unusual abbreviations. Technically, keywords contain 3-5 key words or phrases, are directly related to the title and research problem, and are implied in the discussion. Keywords written in <i>Times New Roman</i> , font size is 10 or 11, without ending with a full stop?				
Accuracy and completeness of the introduction section	Are students skilled in compiling an introduction section containing the background and reasons for researching X (it is necessary to mention 2-3 significant reasons underlying the research), relevant main theories, relevant previous research, gaps between this research and previous research, and ending with research objectives? Technically, whether the length of the introduction is 15% of the number of pages of scientific articles. The introduction is typed in <i>Times New Roman</i> ; font size is 12, spaced 1.5, and (<i>justify</i>)?				
Accuracy and completeness research methods section	Are students skilled in compiling the research methods section which contains the approach and type of research, data sources/research subjects/population and samples, types of data, research instruments, data collection techniques, and data analysis techniques? Technically, whether the length of this research method section is 15% of the total page of scientific articles. The research method is written in Times New Roman font, fonts size is 12, 1.5 spaced, and (<i>justify</i>)?				
Accuracy and completeness the results and discussion section	Are students skilled in compiling the results section which contains a pure description of the results or research findings that answer the formulation of the problem and research objectives? Is the length 25% of the total page of scientific articles? Does the discussion sub-chapter contain answers to problem formulations, interpretation of research results, integration of research results into an established knowledge, not repeating research results sub-chapters with other sentences? Is the length 35% of the total page of scientific articles?				
Accuracy and completeness conclusions and suggestions section	Are students skilled in compiling the conclusion section that directs the reader to important material or important findings that answer the problem formulation in this scientific article. The contents of the suggestions must be in accordance with the contents of the conclusions and addressed to the parties who benefit from this research? Is the length 10% of the total page of scientific articles?				
Accuracy and	Are students skilled in writing a thank-you note				

completeness of the thankful section	section thanking people who provided assistance during research (eg providing assistance in research data collection, providing assistance during product validation (if it was development research), providing assistance in <i>proofreading</i> the language section , or evidence of reading articles, and so on)?				
Accuracy and completeness reference section	Are students skilled in writing a reference section that contains all the identities of the sources that have been cited/cited in the article? Are the references from the last 10 years sources from national or international journals and books? Is the reference list written using the APA (<i>American Psychological Association</i>) format?				
Plagiarisme	Do students write scientific articles of their own ??				

TIMES


Meeting 13—15

OTHERS : -

REFERENCES

1. Bungin, Burhan. 2006. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media Group.
2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. *Dasar-dasar Metode Penelitian*. Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang.
3. Iskandar. 2009. *Penelitian Tindakan Kelas*. Ciputat : Gaung Persada Press.
4. Kuntarto, Niknik M., Hendar, Putranto. 2015. *99 Cara Mudah Menulis Karya Ilmiah*. Yogyakarta: Indopublika.
5. Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
6. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
7. K., Septiawan Santana. 2007. *Menulis Ilmiah:Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
8. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.
9. Sugiyono. 2015. *Statistika untuk Penelitian*. Bandung: Alfabeta.

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	Research of Indonesian Language and Literature Learning				
CODE	SPI 61044	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd.				
TASK FORM					
Final test					
COURSE LEARNING OUTCOME					
Students are skilled to present research scientific article.					
DESCRIPTION					
Students present their research scientific article in groups					
METHOD OF COMPLETION					
1. Each group presents their research scientific article. 2. Other groups give feedback					
OUTCOMES					
a. Object: Research scientific article b. Outcome: Students present their own research scientific article.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of materials	Does each group master the material presented?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	Do students presenting and answering questions communicatively?				
Skills in using presentation support media	Is each group skilled in using presentation support media?				
Presentation attractiveness	Is the material packaged into an attractive presentation?				
Smoothness	Do each group present the material and answer the audience's questions well?				
TIMES					
Meeting 16					
OTHERS : -					
REFERENCES					
1. Bungin, Burhan. 2006. <i>Metode Penelitian Kuantitatif</i> . Jakarta: Prenada Media Group. 2. Ibnu, Suhadi, Amat, Mukhadis, dan I, Wayan Dasna. 2003. <i>Dasar-dasar Metode Penelitian</i> . Malang: Universitas Negeri Malang dan Lembaga Penelitian Universitas Negeri Malang. 3. Iskandar. 2009. <i>Penelitian Tindakan Kelas</i> . Ciputat : Gaung Persada Press. 4. Kuntarto, Niknik M., Hendar, Putranto. 2015. <i>99 Cara Mudah Menulis Karya Ilmiah</i> . Yogyakarta: Indopublika. 5. Moleong, Lexy J. 2007. <i>Metode Penelitian Kualitatif</i> . Bandung: PT Remaja Rosdakarya.					

6. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
7. K., Septiawan Santana. 2007. *Menulis Ilmiah: Metode Penelitian Kualitatif*. Jakarta: Yayasan Obor Indonesia.
8. Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.
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