


Module/ Course Title : Strategy of BIPA Teaching					
Module /Course code SPI62037	student workload 119 hours	Credits (sks/ECTS) 4/6	Semester 6	Frequency Every Year (January)	duration 16 meeting
1	Types of courses Elective coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description : This course is an elective advanced course which is a development of the BIPA course. After the lecture, students can explain the principles of BIPA teaching and learning strategies, have experience in practicing BIPA teaching and learning principles and strategies. In the lecture, the basic principles of BIPA teaching are discussed (proportion of material for language and non-skilled skills, cross-cultural considerations, learner characteristics, determining the use of learning media), Types of teaching strategies (expository heuristic, intralanguage - interlanguage, analytic-experiential, explicit-implicit) , Types of learning methods (Grammar Translation, Audio-Lingual, Community Language Learning, Total Physical Response, Direct, Silent Way, Suggestion, Communicative Approach), BIPA learning models for listening, speaking, reading, and writing 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 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 8: Graduates are expected to be able to appreciate Indonesian literature spoken and written. 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 for BIPA learning. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Explain and understand the principles of BIPA teaching and learning strategies. Explain and understand the type of BIPA teaching strategy. Explain and understand the types of BIPA learning methods. Develop BIPA learning models for listening, speaking, reading, and writing skills. 				
4	<p>Subject aims/ Content(s)</p> <ol style="list-style-type: none"> Meeting 1: Understand the RPS, net-etiquette, lecture contracts. Meeting 2: Able to explain the concept review and scope of BIPA teaching and learning strategies and techniques Meeting 3: Able to explain the Basics of Language Teaching and BIPA Teaching (proportion of material for language and non-skilled skills, cross-cultural considerations, learner characteristics, determining the use of learning media) Meeting 4: Able to construct BIPA teaching and learning strategies (expository-heuristic, intralanguage-interlanguage, analytic-experiential, explicit-implicit), cultural and excursion strategies. Meeting 5: Able to practice Teaching Grammar Translation Method Meeting 6: Able to practice Audio-Lingual Method Teaching Meeting 7: Able to practice the Teaching of Community Language Learning Methods Meeting 8: UTS (Mid Term Test) Meeting 9: Able to practice Total Physical Response Method Teaching 				

	<p>10. Meeting 10: Able to practice Direct Method Teaching</p> <p>11. Meeting 11: Able to practice the Silent Method of Teaching Method</p> <p>12. Meeting 12-13: Able to practice the Teaching of Sugestopedic Methods and Simulation of Teaching Communicative Approach</p> <p>13. Meeting 14-15: Able to practice Learning Model for Listening and Speaking Skills and Learning Model for Reading and Writing Skills</p> <p>14. Meeting 16: UAS (Final Test)</p>																																
4	<p>Teaching methods</p> <p>Lectures, discussion, <i>project based learning</i></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. The assessment is taken from student assignments starting at 2-15 meetings. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the meeting material 2-5. Mid-Term test. The Mid Term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2-7. Final Test. The Semester Final Test is held at the 16th meeting in the form of a presentation. Students present the learning tools that have been made at 9-15 meetings. <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 task 1</td> <td>Summative</td> <td>Meeting 2—5</td> <td>5%</td> </tr> <tr> <td>Structured task 2</td> <td>Summative</td> <td>Meeting 7 and 9—15</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>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured task 1	Summative	Meeting 2—5	5%	Structured task 2	Summative	Meeting 7 and 9—15	15%	Quiz	Summative	Meeting 6	15%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
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Final Test	Formative	Meeting 16	30%																														
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6	This module is used in the following degree programmes as well																																
7	Responsibility for module: Machrus Abadi, M.Pd.																																
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"> Brown, H.D. (1993). Principles of Language and Teaching. USA: Prentice Hall International Ltd. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall Internatinal Ltd. Freeman, D.L. (1996). Technique and Principles in Language Teaching. USA: Oxford University Press. Kroll, B. (ed). (1993). Second Language Writing: Research Insight for the Classroom. New York: Cambrdge University Press. May, F.B. (1996). Reading as Communication: An Interactive Approach. London: Merrill Publishing Company. Nunan, D. (1991). Language Teaching Methodology. USA: Prentice Hall International Ltd. Omaggio, A.C. (1996). Teaching Language in Context. USA: Heinle & Heinle Publisher, Inc. 																																

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	Strategy of BIPA Teaching				
CODE	SPI62037	ECT	4	SEMESTER	6
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Explain the types of BIPA teaching and learning strategies (expository-heuristic, intralanguage-interlanguage, analytic-experiential, explicit-implicit), cultural strategies and excursions.					
DESCRIPTION					
Students are given the task of making a rational mind-map/mind maps, scope, achievement of Indonesian language competencies in the 2013 Curriculum for junior high (SMP) and high school (SMA) levels.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. MStudents make a 1-page mind-map/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/mind map are equipped with references. 3. The mind-map/mind maps is collected in Google Classroom in PDF or JPEG format as a requirement for meeting 2. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : mind map b. Outcome: students understand the basic concepts of lesson plan which include understanding, importance, dimensions, principles, and benefits of lesson plan. 					
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 2					

OTHERS : -


REFERENCES

1. Brown, H.D. (1993). Principles of Language and Teaching. USA: Prentice Hall International Ltd.
2. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall Internatinal Ltd.
3. Freeman, D.L. (1996). Technique and Principles in Language Teaching. USA: Oxford University Press.
4. Kroll, B. (ed). (1993). Second Language Writing: Research Insight for the Classroom. New York: Cambrdge University Press.
5. May, F.B. (1996). Reading as Communication: An Interactive Approach. London: Merrill Publishing Company.
6. Nunan, D. (1991). Language Teaching Methodology. USA: Prentice Hall International Ltd.
7. Omaggio, A.C. (1996). Teaching Language in Context. USA: Heinle & Heinle Publisher, Inc.


Appendix Task Guidelines and Rubrics 2

	<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	Strategy of BIPA Teaching				
CODE	SPI62037	ECT	4	SEMESTER	6
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understanding meeting material 2-5					
DESCRIPTION					
students take quizzes in the form of a written test. Quiz material is taken from meeting material 2-5.					
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 35 items. 3. Quiz is conducted using the Socrative platform. 4. Quiz time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the meeting material 2-5. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz score is obtained from the number of correct answers x 2.857.					
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Brown, H.D. (1993). Principles of Language and Teaching. USA: Prentice Hall International Ltd. 2. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall Internatinal Ltd. 3. Freeman, D.L. (1996). Technique and Principles in Language Teaching. USA: Oxford University Press. 4. Kroll, B. (ed). (1993). Second Language Writing: Research Insight for the Classroom. New York: Cambrdge University Press. 5. May, F.B. (1996). Reading as Communication: An Interactive Approach. London: Merrill Publishing Company. 6. Nunan, D. (1991). Language Teaching Methodology. USA: Prentice Hall International Ltd. 7. Omaggio, A.C. (1996). Teaching Language in Context. USA: Heinle & Heinle Publisher, Inc. 					

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	Strategy of BIPA Teaching				
CODE	SPI 62037	ECT	4	SEMESTER	6
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Understanding meeting material 2-7					
DESCRIPTION					
Students take the mid term test in the form of a written test. The material is taken from meeting materials 2-7.					
METHOD OF COMPLETION					
1. Students take mid term test in the form of individual written tests. 2. The form of multiple choice questions with a total of 35 items. 3. Mid term test is conducted using the Socrative platform. 4. The time is 90 minutes.					
OUTCOMES					
a. Object : written test b. Outcome: students understand the material for meeting 2-7.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The score is obtained from the number of correct answers x 2.857.					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
1. Brown, H.D. (1993). Principles of Language and Teaching. USA: Prentice Hall International Ltd. 2. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall Internatinal Ltd. 3. Freeman, D.L. (1996). Technique and Principles in Language Teaching. USA: Oxford University Press. 4. Kroll, B. (ed). (1993). Second Language Writing: Research Insight for the Classroom. New York: Cambrdge University Press. 5. May, F.B. (1996). Reading as Communication: An Interactive Approach. London: Merrill Publishing Company. 6. Nunan, D. (1991). Language Teaching Methodology. USA: Prentice Hall International Ltd. 7. Omaggio, A.C. (1996). Teaching Language in Context. USA: Heinle & Heinle Publisher, Inc.					

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		Strategy of BIPA Teaching					
CODE		SPI 62037	ECT	4	SEMESTER 6		
LECTURER		Machrus Abadi, M.Pd					
TASK FORM							
Final Test							
COURSE LEARNING OUTCOME							
Be able to present learning tools that have been prepared and explaining the importance of the learning tools.							
DESCRIPTION							
In groups, students present the learning tools that have been prepared and explain the importance of the learning tools.							
METHOD OF COMPLETION							
<ol style="list-style-type: none"> 1. Each group presents the learning tools that have been prepared and explains the importance of the learning tools. 2. Other groups provide feedback. 							
OUTCOMES							
<ol style="list-style-type: none"> a. Object : Presentation b. Outcome: Students be able to present learning tools that have been prepared and explain the importance of the learning tools. 							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Material mastery		Can each group master the material presented?					
The clarity of material explanation		Is the material presented clearly and easily understood by the audience?					
Communicative		What language does the group use when presenting and answering communicative questions?					
Skills in using presentation support media		Is each group being able to use presentation support media?					
The attractiveness of the presentation		Is the material packaged into an attractive and interactive presentation?					
Continuity/fluency		Can each group present the material and answer the audience's questions very well?					
TIMES							
Meeting 16							
OTHERS : -							
REFERENCES							
1. Brown, H.D. (1993). Principles of Language and Teaching. USA: Prentice Hall International Ltd.							

2. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Paedagogy. USA: Prentice Hall Internatinal Ltd.
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 4. Kroll, B. (ed). (1993). Second Language Writing: Research Insight for the Classroom. New York: Cambrdge University Press.
 5. May, F.B. (1996). Reading as Communication: An Interactive Approach. London: Merrill Publishing Company.
 6. Nunan, D. (1991). Language Teaching Methodology. USA: Prentice Hall International Ltd.
- Omaggio, A.C. (1996). Teaching Language in Context. USA: Heinle & Heinle Publisher, Inc.