

| Module/Course Title : Dialogue Speaking | | | | | |
|--|---|---|--|---|-------------------------------|
| Module /Course code SPI62005 | student workload 79 hours | Credits (credits/ECT S) 2/3 | Semester 2 | Frequency Every Year (August) | duration 16 meeting |
| 1 | Types of courses Compulsory coursework | contact hours 2 CU x 50 minutes = 100 =1,4 hours per week | independent study 2 CU x 120 minutes = 240 minutes = 4 hours | class size 30 | |
| 2 | Prerequisites for participation - | | | | |
| 3 | <p>Course Description: Dialogue Speech is a compulsory course which must be taken by Indonesian Language and Literature Education students. Through this course, students are able to gain knowledge about various theories, techniques, and dialogue exchanges. In addition, students are also able to understand the relationship between speaking and other language skills. Furthermore, this knowledge will be a provision for students to be applied effectively in various activities, especially those related to speaking skills, both in the scope of lectures in class and in society.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2 : Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 3 : Graduates are expected to be able to master principles of pedagogy and technology within TPACK (Technological Pedagogical Content Knowledge) framework for Indonesian language learning at levels of high school. ILOs 5: Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of development or implementation of science and technology in the fields of Indonesian education, language, and literature. ILOs 7: Graduates are expected to be able to be proficient in spoken and written Indonesian language and literature in daily/general contexts, academics, and works. <p>Course Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Explain and formulate the definition, characteristics, objectives, and functions of dialogue spoken in social life. Explain and identify the types of discussions, discussion elements, and discussion practices. Explain and practice presentation ethics and how to present presentations in polite language Explain and develop debate procedures and debating techniques in polite language Develop and apply interview procedures and techniques for asking questions Develop and apply the procedures to be a presenter by using polite language Develop and practice negotiation rules and techniques Develop and practice podcast strategy | | | | |
| 4 | <p>Subject aims/ Content</p> <ol style="list-style-type: none"> Meeting 1: Understanding lesson plan, net-etiquette, study contracts. Meeting 2: Being able to understand, identify, discover, and explain with a sketch the meaning, definition, characteristics, objectives, and functions of dialogue speech accompanied by appropriate examples. Meeting 3: Being able to explain the concept of discussion, the type of discussion, based on the rules of proper and correct discussion in social life. Meeting 4: Being able to understand and synthesize presentation concepts using polite language. Meeting 5: Being able to identify interview patterns and interview techniques using polite language. Meeting 6: Being able to identify patterns of hosting events in formal and informal situations Meeting 7: Being able to understand the difference between negotiation and debate and able to synthesize the pattern of debate in accordance with the applicable rules. Meeting 8: Midterm Examination Meeting 9: Being skilled in conducting discussions according to the rules and use of polite language. Meeting 10: Being skilled in making presentations according to the rules and use of polite language. Meeting 11: Being skilled in conducting interviews in formal and informal situations. Meeting 12: Being able to skillfully present an event in pairs Meeting 13: Being skilled at negotiating using polite language Meeting 14: Being skilled in debating according to the debate model using polite language Meeting 15: Being skilled in debating according to the debate model using polite language Meeting 16: Final Examination | | | | |
| 4 | <p>Teaching methods Lectures, discussion, <i>project-based learning</i></p> | | | | |
| 5 | <p>Assessment methods</p> <ol style="list-style-type: none"> Class attendance and participation: This assessment is taken from students' attendance and their participation on discussions and question-and-answer sessions starting from meeting 1 – 15 | | | | |

2. Structured assignments: This assessment is taken from students' group presentations starting from meeting 2-15
3. Quiz: Quiz is held at the 6th meeting in the form of a written test. Materials are taken from meeting 2-5
4. Midterm Examination: The examination is held at the 8th meeting in the form of a written test. Materials are taken from meeting 2-7
5. Final Examination: Final Examination is held at the 16th meeting in the form of a video podcast

Assessment summary

| Assessment Task | Task Type | Due | Weighting |
|------------------------------------|-----------|-----------------------|-----------|
| Attendance and Class Participation | | Throughout the course | 10% |
| Structured Assignment 1 | Summative | Meeting 2—5 | 10% |
| Structured Assignment 2 | Summative | Meeting 7 and 9—15 | 10% |
| Quiz | Summative | Meeting 6 | 15% |
| Midterm Examination | Summative | Meeting 8 | 25% |
| Final Examination | Formative | Meeting 16 | 30% |
| TOTAL | | | 100% |

6 This module is used in the following degree programmes as well: (No)

7 Responsibility for module: Jamila Wijayanti, S.S., M.Pd.

8 Other information:


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

- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Sandra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPF.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendices:


1. Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 1

| | | | | | |
|---|--|---|----------|-----------------|----------|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, S.S., M.Pd. | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| 1. Being able to explain and formulate the definition, characteristics, objectives, and functions of dialogue speech in social life. | | | | | |
| DESCRIPTION | | | | | |
| Students are assigned to make a mind map of the definition, characteristics, objectives, and functions of dialogue speech in social life. | | | | | |
| METHOD OF COMPLETION | | | | | |
| 1. Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. 2. The concept map is equipped with references. 3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 2. | | | | | |
| OUTCOMES | | | | | |
| a. Object: mind map b. Outcome: students are able to understand the definition, characteristics, objectives, and functions of dialogue speech in social life. | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The 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 to form a new knowledge structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| TIMES | | | | | |
| Meeting 2 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | | |
| d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i> . Malang: UM. | | | | | |
| e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i> . Yogyakarta: Kanisius. | | | | | |
| f. Norton, Donna E., dan Sandra, Norton. 1994. <i>Language Arts Activities</i> . New York: Macmillan College Publishing Company. | | | | | |


- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 2

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|--|--|---|----------|-----------------|----------|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, S.S., M.Pd. | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to explain and identify the types of discussions, discussion elements and discussion practices. | | | | | |
| DESCRIPTION | | | | | |
| Students are assigned to make a mind map of the types of discussions, discussion elements and discussion practices. | | | | | |
| METHOD OF COMPLETION | | | | | |
| <ol style="list-style-type: none"> Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. The concept map is equipped with references. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 3. | | | | | |
| OUTCOMES | | | | | |
| <ol style="list-style-type: none"> Object: mind map Outcome: students are able to understand the types of discussions, discussion elements and discussion practices.. | | | | | |
| 1. INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The 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 to form a new knowledge structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| 2. TIMES | | | | | |
| Meeting 3 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| <ol style="list-style-type: none"> Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP. | | | | | |


- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 3

|  | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | | |
|--|---|-------------------------------|---|-------------------|---|
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI62005 | CREDITS | 2 | SEMESTER 2 | |
| LECTURER OF THE COURSE | Jamila Wijayanti, S.S., M.Pd. | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| 1. Being able to explain and practice presentation ethics and how to present presentations in polite language | | | | | |
| DESCRIPTION | | | | | |
| Students are assigned to make a mind map of presentation ethics and how to present presentations in polite language | | | | | |
| METHOD OF COMPLETION | | | | | |
| 4. Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. 5. The concept map is equipped with references. 6. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 4 | | | | | |
| OUTCOMES | | | | | |
| a. Object: mind map b. Outcome: students are able to present presentations in polite language. | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The 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 to form a new knowledge structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| TIMES | | | | | |

| |
|--|
| Meeting 4 |
| OTHERS: - |
| <p>REFERENCES</p> <p>Lectures use primary references such as journals, books, and other learning resources as follows:</p> <ol style="list-style-type: none"> Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i>. Jakarta: Erlangga. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i>. Malang: YA3 Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i>. Malang: UM. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i>. Yogyakarta: Kanisius. Norton, Donna E., dan Sandra, Norton. 1994. <i>Language Arts Activities</i>. New York: Macmillan College Publishing Company. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i>. Yogyakarta: BPFE. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i>. New York: Wesley Publishing Company. |

Appendix Task Guidelines and Rubrics 4

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|  | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, S.S., M.Pd. | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| 1. Being able to explain and develop debate procedures and debating techniques in polite language | | | | | |
| DESCRIPTION | | | | | |
| Students are assigned to develop debate procedures and techniques of asking questions | | | | | |
| METHOD OF COMPLETION | | | | | |
| <ol style="list-style-type: none"> Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. The concept map is equipped with references. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 5 | | | | | |
| OUTCOMES | | | | | |
| <ol style="list-style-type: none"> Object: mind map Outcome: students are able to understand debate procedures and techniques of asking questions | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The accuracy of explaining the concept | Is the content of the mind map easy to understand? | | | | |
| The accuracy of formulating new | Does the mind map contain theories that are clearly described to form a new knowledge | | | | |


| | | | | | |
|---|---|--|--|--|--|
| knowledge structures | structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| 3. TIMES | | | | | |
| Meeting 5 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | | |
| d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i> . Malang: UM. | | | | | |
| e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i> . Yogyakarta: Kanisius. | | | | | |
| f. Norton, Donna E., dan Saundra, Norton. 1994. <i>Language Arts Activities</i> . New York: Macmillan College Publishing Company. | | | | | |
| g. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i> . Yogyakarta: BPFE. | | | | | |
| h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i> . New York: Wesley Publishing Company. | | | | | |

Appendix Task Guidelines and Rubrics 5

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|---|------------------------------|---|---|-----------------|---|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 61002 | CREDITS | 2 | SEMESTER | 1 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd. | | | | |
| TASK FORM | | | | | |
| Quiz | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to understand materials in meeting 2-5 | | | | | |
| DESCRIPTION | | | | | |
| Students participate in the quiz in the form of a written test. Materials are taken from meeting 2-5 | | | | | |
| METHOD OF COMPLETION | | | | | |
| 1. Students complete the quiz in the form of a written test individually 2. The quiz contains 20 multiple-choice questions 3. The quiz is conducted using Quizizz platform 4. The time limit is 60 minutes | | | | | |
| OUTCOMES | | | | | |
| a. Object: written test | | | | | |
| b. Outcome: Students are able to understand materials in meeting 2—5. | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| The quiz score is obtained by multiplying every correct answer with 5 | | | | | |
| TIMES | | | | | |
| Meeting 6 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | | |

- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Sandra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.


Appendix Task Guidelines and Rubrics 6

| | | | | | |
|--|--|--------------------------------------|----------|-------------------|----------|
|  | <p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p> | | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI62005 | CREDITS | 2 | SEMESTER 2 | |
| LECTURER OF THE COURSE | Jamila Wijayanti, S.S., M.Pd. | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| 1. Being able to identify patterns of hosting events in formal and informal situations | | | | | |
| DESCRIPTION | | | | | |
| 1. Students are assigned to make a mind map of patterns of hosting events in formal and informal situations | | | | | |
| METHOD OF COMPLETION | | | | | |
| 1. Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. | | | | | |
| 2. The concept map is equipped with references. | | | | | |
| 3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 6 | | | | | |
| OUTCOMES | | | | | |
| a. Object: mind map | | | | | |
| b. Outcome: Students are able to understand patterns of hosting events in formal and informal situations | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The 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 to form a new knowledge structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| TIMES | | | | | |
| Meeting 6 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |

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


- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Sandra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 7

|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
|--|--|---|---|-----------------|---|
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | |
| TASK FORM | | | | | |
| Mind map | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to understand the difference between negotiation and debate and able to synthesize the pattern of debate in accordance with the applicable rules | | | | | |
| DESCRIPTION | | | | | |
| Students are assigned to make a mind map of the difference between negotiation and debate the pattern of debate in accordance with the applicable rules | | | | | |
| METHOD OF COMPLETION | | | | | |
| <ol style="list-style-type: none"> 1. Students create a 1-page mind map using applications such as wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io, or similar mind map-making applications. 2. The concept map is equipped with references. 3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 7 | | | | | |
| OUTCOMES | | | | | |
| <ol style="list-style-type: none"> a. Object: mind map b. Outcome: students are able to understand the difference between negotiation and debate the pattern of debate in accordance with the applicable rules | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| ASPECT | DESCRIPTOR | Performance Achievement Score | | | |
| | | 1 | 2 | 3 | 4 |
| The accuracy of identifying core concept | Are the concepts proposed by students demonstrate the correct identification of the relevant theory? | | | | |
| The accuracy of correlating the relationship between concepts | Are students able to relate one concept to another | | | | |
| The accuracy of explaining the concept | Is the content of the mind map easy to understand? | | | | |
| The accuracy of formulating new | Does the mind map contain theories that are clearly described to form a new knowledge | | | | |


| | | | | | |
|---|---|--|--|--|--|
| knowledge structures | structure? | | | | |
| Responsibility | Are students able to design and collect the mind map according to instructions? | | | | |
| TIMES | | | | | |
| Meeting 7 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | | |
| d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i> . Malang: UM. | | | | | |
| e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i> . Yogyakarta: Kanisius. | | | | | |
| f. Norton, Donna E., dan Saundra, Norton. 1994. <i>Language Arts Activities</i> . New York: Macmillan College Publishing Company. | | | | | |
| g. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i> . Yogyakarta: BPFE. | | | | | |
| h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i> . New York: Wesley Publishing Company. | | | | | |

Appendix Task Guidelines and Rubrics 8

| | | | | | |
|--|-----------------------------|--|---|-----------------|---|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDOONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | |
| TASK FORM | | | | | |
| Midterm Examination | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to understand materials in meeting 2—7 | | | | | |
| DESCRIPTION | | | | | |
| Students participate in the midterm examination in the form of a written test. Materials are taken from meeting 2—7. | | | | | |
| METHOD OF COMPLETION | | | | | |
| 1. Students complete the midterm examination in the form of a written test individually 2. The examination contains 7 essay questions 3. The quiz is conducted using Quizizz platform a. The time limit is 90 minutes | | | | | |
| OUTCOMES | | | | | |
| c. Object: written test a. Outcome: Students are able to understand materials in meeting 2—7. | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| Each correct answer in question number 1-4 is worth 10 points, while question number 5-7 is worth 20 points. | | | | | |
| TIMES | | | | | |
| Meeting 8 | | | | | |
| OTHERS: - | | | | | |
| REFERENCES | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | |

- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Sandra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 9

|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
|--|---|---|----------|-----------------|----------|
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | |
| TASK FORM | | | | | |
| Peer assessment in discussion | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to explain and identify types of discussion, discussion elements and discussion practices | | | | | |
| DESCRIPTION | | | | | |
| Students practise conducting discussions according to the rules and use of polite language | | | | | |
| METHOD OF COMPLETION | | | | | |
| <ol style="list-style-type: none"> 1. Students are divided into 7 groups where each group is assigned one discussion theme 2. Students write the script they will discuss 3. Students practise the discussion | | | | | |
| OUTCOMES | | | | | |
| <ol style="list-style-type: none"> a. Object: practise conducting discussions according to the rules and use of polite language b. Outcome: students are able to practise conducting discussions according to the rules and use of polite language | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| Assessment Rubrics for Discussion | | | | | |
| Theme : | | | | | |
| Name : | | | | | |
| Class : | | | | | |
| Put a check mark (V) in the column according to your assessment! | | | | | |
| No. | Category | Excellent (4) | Good (3) | Average (2) | Poor (1) |
| A | QUALITY | | | | |
| 1 | Good preparation | | | | |
| 2 | Clear organisation | | | | |
| 3 | Providing information that is supported by facts or books | | | | |
| 4 | Information conveyed clearly | | | | |
| 5 | Argument | | | | |
| 6 | Statements are persuasive | | | | |
| B | ETHICS | | | | |
| 1 | Respecting other people's arguments and not getting emotional | | | | |
| 2 | Listening and responding to each other | | | | |
| 3 | Don't insult and interrupt the conversation | | | | |
| 4 | Do not dominate the conversation | | | | |

| | | | | | |
|-------|--|--|--|--|--|
| 5 | Actively involved | | | | |
| C | ETC | | | | |
| 1 | Evaluating and criticizing friends | | | | |
| 2 | Making tentative conclusions based on the evidence presented by both parties | | | | |
| Total | | | | | |

Score = Score/maximum score X 100

Score =/52 X 100

TIMES

Meeting 9


OTHERS: -

REFERENCES

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

- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPF.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 10

| | | | | | |
|--|------------------|---|----------------|--------------------|-------------------|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | | Dialogue Speaking | | | |
| CODE | | SPI 61002 | CREDITS | 2 | SEMESTER 2 |
| LECTURER OF THE COURSE | | Jamila Wijayanti, SS., M.Pd | | | |
| TASK FORM | | | | | |
| Peer assessment in presentation practise | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to explain and practise presentation ethics and how to present presentations in polite language | | | | | |
| DESCRIPTION | | | | | |
| Students practise presentation according to the ethics and use of polite language | | | | | |
| METHOD OF COMPLETION | | | | | |
| <ol style="list-style-type: none"> 1. Students are divided into 7 groups where each group is assigned one theme 2. Students write the script they will present and make the slides 3. Students practise the presentation for a maximum of 5 minutes | | | | | |
| OUTCOMES | | | | | |
| <ol style="list-style-type: none"> a. Object: practice presentation b. Outcome: students are able to practice presenting their presentation materials using polite language | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| PEER ASSESSMENT GUIDE | | | | | |
| COURSE TITLE : DIALOGUE SPEAKING FORUM : RELIABLE PRESENTATION NAMA PRESENTER: | | | | | |
| ASPECT | INDICATOR | YES | NO | PERFORMANCE | NOTE |

| | | | | ACHIEVEMENT LEVEL | | | | |
|------------------|---|--|--|-------------------|---|---|---|--|
| | | | | 1 | 2 | 3 | 4 | |
| Confident | 1. Judging from the eyes and gestures, does the presenter seem calm? 2. Judging from the tone of voice and intonation, does the presenter show a firm, optimistic, and confident attitude? 3. Does the presenter show stable emotions (not dissolved in the audience's emotions)? 4. Does the presenter have a calm demeanor, and full of optimism? | | | | | | | |
| Material Mastery | 1. Did the presenter deliver the material/topic in a directed manner? 2. Did the presenter convey the topic accurately and have broad ideas? 3. Does the presenter convey ideas in a coherent manner? 4. Does the presenter use standard Indonesian and no structure or regional language vocabulary included in the speech? 5. Does the presenter use the sentences correctly? 6. Is the presenter able to argue correctly? | | | | | | | |
| Creativity | 1. Can the presenter use words properly? 2. Are the sentences used by the presenter varied, not monotonous? | | | | | | | |
| Self-control | 1. Has the group made equal distribution of speaking opportunities? 2. Are presenters polite and respectful to each other? | | | | | | | |
| Media | 1. Does the presenter use the proper media according to the material/topic being presented? 2. Is the display of the media presented satisfactory to attract the interest of the audience? 3. Does the presenter use a font size of more than 30? 4. Does the presenter complement the presentation media with interesting pictures, animations, audio, videos? | | | | | | | |

Observer name:

Score: score/maximum score x 100

..... /72 x 100 =

TIMES


Meeting 10

OTHERS: -**REFERENCES**

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

- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
 - b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
 - c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
 - d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
 - e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
 - f. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
 - g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPF.
- Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 11

|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | |
|--|---|---|----------|-----------------|----------|
| STUDENT TASK GUIDELINE | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | |
| TASK FORM | | | | | |
| Guide to assess peers in conducting interviews in formal and informal situations | | | | | |
| COURSE LEARNING OUTCOME | | | | | |
| Being able to develop and apply interview procedures and techniques for asking questions | | | | | |
| DESCRIPTION | | | | | |
| Students practice developing and applying interview procedures and techniques for asking questions | | | | | |
| METHOD OF COMPLETION | | | | | |
| 1. Students are divided into 7 groups where each group is assigned one theme 2. Students write the script they will use as the interview guide 3. Students practise the interview and question-and-answer session for a maximum of 5 minutes | | | | | |
| OUTCOMES | | | | | |
| a. Object: practise conducting interviews in formal and informal situations b. Outcome: students are able to practise interviews in formal and informal situations | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | |
| Assessment Rubrics for Discussion | | | | | |
| Theme : | | | | | |
| Name : | | | | | |
| Class : | | | | | |
| Put a check mark (V) in the column according to your assessment! | | | | | |
| No. | Category | Excellent (4) | Good (3) | Average (2) | Poor (1) |
| A | QUALITY | | | | |
| 1 | Good preparation | | | | |
| 2 | Clear organization | | | | |
| 3 | Providing information that is supported by facts or books | | | | |
| 4 | Information conveyed clearly | | | | |
| 5 | Argument | | | | |
| 6 | Statements are persuasive | | | | |
| 7 | The suitability of the right interviewee to be interviewed according to the topic of discussion | | | | |
| 8 | The list of questions in the right order | | | | |
| B | ETHICS | | | | |
| 1 | Respecting other people's argument and not getting emotional | | | | |
| 2 | Listening and responding to each other | | | | |
| 3 | Don't insult and interrupt the conversation | | | | |
| 4 | Do not dominate the conversation | | | | |
| 5 | Actively involved | | | | |
| C | ETC | | | | |
| 1 | Making tentative conclusions based on the evidence presented by both parties | | | | |
| Total | | | | | |
| Score = Score/maximum score X 100 | | | | | |

Score =/56 X 100

TIMES

Meeting 11


OTHERS: -

REFERENCES

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


- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 12

|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | |
|--|------------|---|--------|-------------------|
| STUDENT TASK GUIDELINE | | | | |
| COURSE TITLE | | Dialogue Speaking | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER 2 |
| LECTURER OF THE COURSE | | Jamila Wijayanti, SS., M.Pd | | |
| TASK FORM | | | | |
| Guide to assess peers in guiding events | | | | |
| COURSE LEARNING OUTCOME | | | | |
| Being able to develop and apply the procedures to be a presenter by using polite language | | | | |
| DESCRIPTION | | | | |
| Students practise the procedures to be a presenter by using polite language | | | | |
| METHOD OF COMPLETION | | | | |
| 1. Students are divided into 7 groups where each group is assigned one theme 2. Students write the script for presenters using polite language 3. Students practise the interview and question-and-answer session for a maximum of 5 minutes | | | | |
| OUTCOMES | | | | |
| a. Object: practise being a presenter using polite language b. Outcome: students are able to practise being a presenter using polite language | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | |
| ASSESSMENT CRITERIA FOR PRESENTERS | | | | |
| Name: | | | | |
| No. | Aspect | Descriptor | Weight | Score |
| 1. | Appearance | a. a. Neatness | 5 | |
| | | b. b. Completeness of attributes | 5 | |
| 2. | Intonation | a. a. Vocals | 15 | |
| | | b. b. Pronunciation | 15 | |
| | | c. c. Tempo | 10 | |
| 3. | Expression | a. a. Confidence | 10 | |
| 4. | Vocals | a. a. Body language | 10 | |
| | | b. b. Attracting audience/Interesting | 10 | |


| | | | | |
|---|-------------|---------------------|-----|--|
| 5. | Performance | a. a. Creativity | 10 | |
| | | b. b. Improvisation | 10 | |
| Total | | | 100 | |
| <p>Assessor: Score= score/weightX100 /100 X 100 =.....</p> | | | | |
| TIMES | | | | |
| Meeting 12 | | | | |
| OTHERS: - | | | | |
| REFERENCES | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | |
| d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i> . Malang: UM. | | | | |
| e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i> . Yogyakarta: Kanisius. | | | | |
| f. Norton, Donna E., dan Saundra, Norton. 1994. <i>Language Arts Activities</i> . New York: Macmillan College Publishing Company. | | | | |
| g. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i> . Yogyakarta: BPFE. | | | | |
| h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i> . New York: Wesley Publishing Company. | | | | |

Appendix Task Guidelines and Rubrics 13

| | | | | |
|---|-----------------------------|---|---|-------------------|
|  | | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | |
| STUDENT TASK GUIDELINE | | | | |
| COURSE TITLE | Dialogue Speaking | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | |
| TASK FORM | | | | |
| Guide to assess peers in negotiation | | | | |
| COURSE LEARNING OUTCOME | | | | |
| Being able to develop and practise negotiation rules and techniques | | | | |
| DESCRIPTION | | | | |
| Students practise negotiation rules and techniques | | | | |
| METHOD OF COMPLETION | | | | |
| 1. Students are divided into 7 groups where each group is assigned one theme 2. Students write the script for negotiation 3. Students practise the negotiation for a maximum of 5 minutes | | | | |
| OUTCOMES | | | | |
| a. Object: practise negotiations b. Outcome: students are able to practice negotiations | | | | |

| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | | |
|---|--------------|---------------|----------------------|----------------|------|-------|
| Speaker Order | Speaker Name | Content (40%) | Style/Delivery (20%) | Strategy (40%) | Time | Total |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| Concluding speaker | | | | | | |
| Total Score | | | | | | |
| TIMES | | | | | | |
| Meeting 13 | | | | | | |
| OTHERS: - | | | | | | |
| REFERENCES | | | | | | |
| Lectures use primary references such as journals, books, and other learning resources as follows: | | | | | | |
| a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i> . Malang: IKIP. | | | | | | |
| b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i> . Jakarta: Erlangga. | | | | | | |
| c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i> . Malang: YA3 | | | | | | |
| d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i> . Malang: UM. | | | | | | |
| e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i> . Yogyakarta: Kanisius. | | | | | | |
| f. Norton, Donna E., dan Saundra, Norton. 1994. <i>Language Arts Activities</i> . New York: Macmillan College Publishing Company. | | | | | | |
| g. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i> . Yogyakarta: BPFE. | | | | | | |
| h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i> . New York: Wesley Publishing Company. | | | | | | |

Appendix Task Guidelines and Rubrics 14

| | | | | | | |
|---|---|----------------|---|-----------------|---|--|
|  | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | | | |
| STUDENT TASK GUIDELINE | | | | | | |
| COURSE TITLE | Dialogue Speaking | | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 | |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | | |
| TASK FORM | | | | | | |
| Guide to assess peers in debates | | | | | | |
| COURSE LEARNING OUTCOME | | | | | | |
| Being able to explain and develop debate procedures and techniques using polite language | | | | | | |
| DESCRIPTION | | | | | | |
| Students practise debating | | | | | | |
| METHOD OF COMPLETION | | | | | | |
| 1. Students are divided into 7 groups where each group is assigned one theme 2. Students write the script for debate 3. Students practise the debate for a maximum of 5 minutes | | | | | | |
| OUTCOMES | | | | | | |
| a. Object: practise debating b. Outcome: students are able to practise debating | | | | | | |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING | | | | | | |
| Assessment Rubrics for Discussion | | | | | | |
| Theme : | | | | | | |

Name :
Class :

Put a check mark (V) in the column according to your assessment!

| No. | Category | Excellent (4) | Good (3) | Average (2) | Poor (1) |
|-------|--|------------------|-------------|----------------|-------------|
| A | MATERIAL MASTERY | | | | |
| 1 | Fulfillment of position criteria | | | | |
| 2 | Fulfillment of arguments | | | | |
| 3 | Material equipment | | | | |
| 4 | Use of references | | | | |
| B | LANGUAGE MASTERY | | | | |
| 1 | Grammatical accuracy | | | | |
| 2 | The accuracy of the form and choice of words | | | | |
| 3 | Use of language style | | | | |
| 4 | Information line | | | | |
| C | PRESENTATION OF MATERIALS | | | | |
| 1 | Confidence | | | | |
| 2 | Courtesy | | | | |
| 3 | politeness | | | | |
| 4 | Paralinguistic accuracy | | | | |
| Total | | | | | |

Score = Score/maximum score X 100
Score =/48 X 100


TIMES
Meeting 14-15

OTHERS: -

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

- Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.

Appendix Task Guidelines and Rubrics 15

| | | | | | |
|---|---|----------------|---|-----------------|---|
|  | UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION | | | | |
| | STUDENT TASK GUIDELINE | | | | |
| COURSE TITLE | Dialogue Speaking | | | | |
| CODE | SPI 62005 | CREDITS | 2 | SEMESTER | 2 |
| LECTURER OF THE COURSE | Jamila Wijayanti, SS., M.Pd | | | | |
| TASK FORM | | | | | |
| Final Examination | | | | | |
| COURSE LEARNING OUTCOME | | | | | |

Being able to develop and practice podcast strategy

DESCRIPTION

Students participate in final examination in the form of a video podcast

METHOD OF COMPLETION

1. Students are divided into 7 groups where each group is assigned one theme
2. Students write the script for podcast
3. Students record the podcast for a maximum of 5 minutes

OUTCOMES

- c. Object : practice doing podcast
- d. Outcome: students are able to practice doing podcast

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Assessment Rubrics for Discussion

Theme :

Name :

Class :

Put a check mark (V) in the column according to your assessment!

| No. | Category | Excellent (4) | Good (3) | Average (2) | Poor (1) |
|-------|--|---------------|----------|-------------|----------|
| A | MATERIAL MASTERY | | | | |
| 1 | Fulfillment of position criteria | | | | |
| 2 | Fulfillment of arguments | | | | |
| 3 | Material equipment | | | | |
| 4 | Use of references | | | | |
| B | LANGUAGE MASTERY | | | | |
| 1 | Grammatical accuracy | | | | |
| 2 | The accuracy of the form and choice of words | | | | |
| 3 | Use of language style | | | | |
| 4 | Information line | | | | |
| C | PRESENTATION OF MATERIALS | | | | |
| 1 | Confidence | | | | |
| 2 | Courtesy | | | | |
| 3 | politeness | | | | |
| 4 | Paralinguistic accuracy | | | | |
| Total | | | | | |

Score = Score/maximum score X 100

Score =/48 X 100

TIMES

Meeting 16

OTHERS: -

REFERENCES

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

- a. Efendi, Mohammad. 1994. *Problem Bicara, Bahasa, dan Pembinaannya*. Malang: IKIP.
- b. Arsjad, Maidar G., dan Mukti U.S. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- c. Oka, I Gusti Ngurah. 1990. *Retorik: Kiat Bertutur*. Malang: YA3
- d. Oka, I Gusti Ngurah. 1999. *Beberapa Fenomena Retorik*. Malang: UM.
- e. Widyamartaya, A. 1984. *Kreatif Berwicara*. Yogyakarta: Kanisius.
- f. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
- g. Nurgiyantoro, Burhan. 2010. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE.
- h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. *Authentic Assesment for English Language Learners*. New York: Wesley Publishing Company.