

<b>Module/Course Title : Monologue Speaking</b>					
<b>Module /Course code</b> SPI61002	<b>student workload</b> 79 hours	<b>Credits (credits/ECT S)</b> 2/3	<b>Semester</b> 1	<b>Frequency</b> Every Year (August)	<b>duration</b> 16 meeting
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>contact hours</b> 2 CU x 50 minutes = 100 =1,4 hours per week	<b>independent study</b> 2 CU x 120 minutes = 240 minutes = 4 hours	<b>class size</b> 30	
<b>2</b>	<b>Prerequisites for participation</b> -				
<b>3</b>	<p><b>Course Description:</b>  Monologue 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 monologue practices. 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><b>Intended Learning Outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>ILOs 2 : Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Course Learning Outcomes (CLO)</b></p> <ol style="list-style-type: none"> <li>Explain and formulate the definition, characteristics, purpose and function of speaking accompanied by several examples</li> <li>Explain and identify the mechanism of speech, distinguish speaking models, and explain the flow of speech communication using diagrammatic images.</li> <li>Explain and identify the link between speaking skills and other language skills and be able to practice them in the scope of lecture activities or in society</li> <li>Develop and apply creativity and mental attitude in speaking and be able to avoid any speaking difficulties</li> <li>Explain and identify with examples the forms, varieties, and techniques of guided, semi-guided, and freestyle speaking, as well as being able to practice them in the scope of lecture activities or in society</li> <li>Practicing individual speaking in each variety and technique of speaking individually and comprehensively</li> </ol>				

<b>4</b>	<p><b>Subject aims/ Content</b></p> <ol style="list-style-type: none"> <li>1. Meeting 1: Understanding lesson plan, net-etiquette, and study contracts.</li> <li>2. Meeting 2: Being able to explain the definition, characteristics, purpose of speaking, and the function of speaking in the communication process</li> <li>3. Meeting 3: Being able to explain the mechanism of speaking, speaking models, the flow of speech communication, and the relationship between speaking and other aspects of language skills.</li> <li>4. Meeting 4: Being able to explain creativity and mental attitude in speaking, as well as obstacles in speaking.</li> <li>5. Meeting 5: Being able to explain the form and variety of speaking based on the situation, scientific content, number of roles, and characteristics.</li> <li>6. Meeting 6: Quiz.</li> <li>7. Meeting 7: Being able to explain and classify speaking techniques which include guided techniques, semi-guided techniques, and freestyle techniques.</li> <li>8. Meeting 8: Midterm Examination</li> <li>9. Meeting 9-10: Being skilled in telling personal experiences.</li> <li>10. Meeting 11-12: Being skilled in retelling the news that has been heard and skilled in retelling the news that has been watched.</li> <li>11. Meeting 13-15: Being skilled in guiding events and skilled in giving speeches.</li> <li>12. Meeting 16: Final Examination</li> </ol>
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<b>4</b>	<p><b>Teaching methods</b> Lectures, discussion, <i>project-based learning</i></p>
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<b>5</b>	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Structured assignments: This assessment is taken from students' group presentations starting from meeting 2-15</li> <li>3. Quiz: Quiz is held at the 6<sup>th</sup> meeting in the form of a written test. Materials are taken from meeting 2-5</li> <li>4. Midterm Examination: The examination is held at the 8<sup>th</sup> meeting in the form of a written test. Materials are taken from meeting 2-7</li> <li>5. Final Examination: Final Examination is held at the 16<sup>th</sup> meeting in the form of a video recording narrating personal experiences</li> </ol>
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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%
	<b>TOTAL</b>			100%
<b>6</b>	<b>This module is used in the following degree programmes as well: (No)</b>			
<b>7</b>	<b>Responsibility for module:</b> Jamila Wijayanti, S.S., M.Pd.			
<b>8</b>	<p><b>Other information:</b>  Lectures use primary references such as journals, books, and other learning resources as follows:</p> <ol style="list-style-type: none"> <li>a. Efendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP.</li> <li>b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i>. Jakarta: Erlangga.</li> <li>c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i>. Malang: YA3</li> <li>d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i>. Malang: UM.</li> <li>e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i>. Yogyakarta: Kanisius.</li> <li>f. Norton, Donna E., dan Sandra, Norton. 1994. <i>Language Arts Activities</i>. New York: Macmillan College Publishing Company.</li> <li>g. Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i>. Yogyakarta: BPFE.</li> <li>h. Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i>. New York: Wesley Publishing Company.</li> </ol> <p>Secondary</p> <ol style="list-style-type: none"> <li>a. Saksomo, Dwi. 2001. <i>Berbicara</i>. Malang: FS UM.</li> <li>b. Local Project Implementation Unit (LPIU). 2003. <i>Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara</i>. Malang: UM.</li> <li>c. Saksomo, Dwi. 2001. <i>Berbicara Lanjut</i>. Malang: FS UM.</li> <li>d. Wydro, Kenneth. 2005. <i>Seni Berbicara</i>. Yogyakarta: Cinta Pena.</li> </ol>			

Appendices:

1. Task Guidelines and Rubrics

## Appendix Task Guidelines and Rubrics 1

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, S.S., M.Pd.				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Being able to explain and formulate the definition, characteristics, purpose and function of speaking accompanied by several examples					
<b>DESCRIPTION</b>					
Students are assigned to make a mind map of the definition, characteristics, purpose and function of speaking accompanied by several examples					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>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.</li> <li>The concept map is equipped with references.</li> <li>The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 2.</li> </ol>					
<b>1. OUTCOMES</b>					
<ol style="list-style-type: none"> <li>Object: mind map</li> <li>Outcome: students are able to understand the definition, characteristics, purpose and function of speaking accompanied by several examples</li> </ol>					
<b>1. INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 2

**OTHERS: -**

**REFERENCES**


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

- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

## Appendix Task Guidelines and Rubrics 2

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>					
<b>STUDENT TASK GUIDELINE</b>							
<b>COURSE TITLE</b>	Monologue Speaking						
<b>CODE</b>	SPI61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1		
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, S.S., M.Pd.						
<b>TASK FORM</b>							
Mind map							
<b>COURSE LEARNING OUTCOME</b>							
1. Being able to explain and identify the mechanism of speech, distinguish speaking models, and explain the flow of speech communication using diagrammatic images.							
<b>DESCRIPTION</b>							
Students are assigned to make a mind map of the mechanism of speech, distinguish speaking models, and the flow of speech communication using diagrammatic images.							
<b>METHOD OF COMPLETION</b>							
<ol style="list-style-type: none"> <li>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.</li> <li>2. The concept map is equipped with references.</li> <li>3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 3.</li> </ol>							
<b>OUTCOMES</b>							
<ol style="list-style-type: none"> <li>a. Object: mind map</li> <li>b. Outcome: students are able to explain and identify the mechanism of speech, distinguish speaking models, and explain the flow of speech communication using diagrammatic images</li> </ol>							
<b>3. INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>							
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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?				

**4. TIMES**

Meeting 3

**OTHERS: -**

**REFERENCES**


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

- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

### Appendix Task Guidelines and Rubrics 3

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, S.S., M.Pd.				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Being able to develop and apply creativity and mental attitude in speaking and be able to avoid any speaking difficulties					
<b>DESCRIPTION</b>					
Students are assigned to make a mind map of creativity and mental attitude in speaking as well as speaking difficulties					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>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.</li> <li>2. The concept map is equipped with references.</li> <li>3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 4</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: mind map</li> <li>b. Outcome: students are able to develop and apply creativity and mental attitude in speaking and be able to avoid any speaking difficulties</li> </ol>					
<b>5. INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>	
				<b>1</b>	<b>2</b>
				<b>3</b>	<b>4</b>
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	Are students able to relate one concept to another				



relationship between concepts					
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?				

**6. TIMES**

Meeting 4

**OTHERS: -**

**REFERENCES**


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

- a. Fendi, 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. Widymartaya, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

## Appendix Task Guidelines and Rubrics 4

	<p align="center"><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND</b>  <b>LITERATURE EDUCATION</b></p>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, S.S., M.Pd.				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
1. Being able to explain and identify with examples the forms, varieties, and techniques of guided, semi-guided, and freestyle speaking, as well as being able to practice them in the scope of lecture activities or in society					
<b>DESCRIPTION</b>					
Students are assigned to make a mind map of forms and varieties of speaking based on the situations, scientific content, number of roles, and characteristics.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>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.</li> <li>2. The concept map is equipped with references.</li> <li>3. The concept map is collected in Google Classroom in PDF or JPEG format as an entry ticket to meeting 5</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: mind map</li> <li>b. Outcome: students are able to explain and identify forms and varieties of speaking based on the situations, scientific content, number of roles, and characteristics.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	Are students able to relate one concept to another				

concepts					
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?				

**7. TIMES**

Meeting 5

**OTHERS: -**

**REFERENCES**


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

- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

## Appendix Task Guidelines and Rubrics 5

	<p><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b></p>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd.				
<b>TASK FORM</b>					
Quiz					
<b>COURSE LEARNING OUTCOME</b>					
Being able to understand materials in meeting 2-5					
<b>DESCRIPTION</b>					
Students participate in the quiz in the form of a written test. Materials are taken from meeting 2-5					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students complete the quiz in the form of a written test individually</li> <li>2. The quiz contains 20 multiple-choice questions</li> <li>3. The quiz is conducted using Quizizz platform</li> <li>4. The time limit is 60 minutes</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: written test</li> <li>b. Outcome: Students are able to understand materials in meeting 2—5.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
The quiz score is obtained by multiplying every correct answer with 5					
<b>TIMES</b>					
Meeting 6					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
<p>Lectures use primary references such as journals, books, and other learning resources as follows:</p> <ol style="list-style-type: none"> <li>a. Fendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP.</li> <li>b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i>. Jakarta: Erlangga.</li> <li>c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i>. Malang: YA3</li> <li>d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i>. Malang: UM.</li> <li>e. Widyamartaya, A. 1984. <i>Kreatif Berwicara</i>. Yogyakarta: Kanisius.</li> <li>f. Norton, Donna E., dan Sandra, Norton. 1994. <i>Language Arts Activities</i>. New York: Macmillan</li> </ol>					


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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

### Appendix Task Guidelines and Rubrics 6

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>		
<b>STUDENT TASK GUIDELINE</b>			
<b>COURSE TITLE</b>	Monologue Speaking		
<b>CODE</b>	SPI61002	<b>CREDITS</b>	2   <b>SEMESTER</b>   1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, S.S., M.Pd.		
<b>TASK FORM</b>			
Mind map			
<b>COURSE LEARNING OUTCOME</b>			
Being able to explain and classify speaking techniques which include guided techniques, semi-guided techniques, and freestyle techniques.			
<b>DESCRIPTION</b>			
1. Students are assigned to make a map classifying speaking techniques which include guided techniques, semi-guided techniques, and freestyle techniques.			
<b>METHOD OF COMPLETION</b>			
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			
<b>OUTCOMES</b>			
a. Object: mind map			
b. Outcome: students are able to understand several speaking techniques which include guided techniques, semi-guided techniques, and freestyle techniques.			

**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?				

**8. TIMES**

Meeting 7

**OTHERS: -****REFERENCES**


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

- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

## Appendix Task Guidelines and Rubrics 7


	<p><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b></p>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd				
<b>TASK FORM</b>					
Midterm Examination					
<b>COURSE LEARNING OUTCOME</b>					
Being able to understand materials in meeting 2—7					
<b>DESCRIPTION</b>					
Students participate in the midterm examination in the form of a written test. Materials are taken from meeting 2—7.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students complete the midterm examination in the form of a written test individually</li> <li>2. The examination contains 7 essay questions</li> <li>3. The quiz is conducted using Quizizz platform</li> <li>4. The time limit is 90 minutes</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: written test</li> <li>b. Outcome: Students are able to understand materials in meeting 2—7.</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
Each correct answer in question number 1-4 is worth 10 points, while question number 5-7 is worth 20 points.					
<b>TIMES</b>					
Meeting 8					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
Lectures use primary references such as journals, books, and other learning resources as follows:					
<ol style="list-style-type: none"> <li>a. Fendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP.</li> <li>b. Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i>. Jakarta: Erlangga.</li> <li>c. Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i>. Malang: YA3</li> <li>d. Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i>. Malang: UM.</li> </ol>					

- 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

**Appendix Task Guidelines and Rubrics 8**

		<b>UNIVERSITAS BRAWIJAYA          FACULTY OF CULTURAL STUDIES          DEPARTMENT OF LANGUAGE EDUCATION          STUDY PROGRAMME OF INDONESIAN LANGUAGE AND          LITERATURE EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Monologue Speaking				
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2	<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd				
<b>TASK FORM</b>					
Peer assessment in the practise of narrating personal experiences					
<b>COURSE LEARNING OUTCOME</b>					
Being able to practise individual speaking in each variety and technique of speaking individually and comprehensively					
<b>DESCRIPTION</b>					
Students practise narrating their personal experiences					
<b>METHOD OF COMPLETION</b>					
<ul style="list-style-type: none"> <li>a. Students are divided into 7 groups based on the predetermined themes</li> <li>b. Students write the script they will narrate</li> <li>c. Students practise narrating their personal experiences</li> <li>d. The maximum time limit to share personal experiences is 5 minutes</li> </ul>					
<b>OUTCOMES</b>					
a. Object: practise of narrating personal experiences					



b. Outcome: students are able to practise narrating personal experiences

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

**PEER ASSESMENT GUIDE**

**Course Title : Monologue Speech**

**Activity : Narrating Personal Experiences**

Student Name : .....

No.	Aspect	Descriptor	Performance Achievement Level			
			1	2	3	4
1.	The accuracy of story details	Are students able to show the details of events correctly when telling stories?				
2.	The accuracy of story logic	Does the story told by students have logical accuracy?				
3.	Storyline	Are the stories told by students conveyed in a coherent manner?				
4.	The accuracy of the meaning of the whole story	Does the whole story told by students have the proper meaning?				
5.	The accuracy of word choice	Do students use standard Indonesian vocabulary correctly (no non-standard Indonesian vocabulary, no foreign language vocabulary, and no regional language vocabulary included) in their speech?				
6.	The accuracy of the use of sentences	Are the sentences used understandable and the choice of words is able to attract the attention of listeners?				
7.	Contents	Is the content interesting and is there a moral of the story from the experience that your friend told you?				
8.	Fluency	Are students able to speak fluently, without stuttering, and their eyes and body movements reflect a strong sense of self-confidence?				

Final score = score/maximum score x 100

Score/32 x 100 =

Assessor:.....

**TIMES**

Meeting 9-10

**OTHERS: -**

**REFERENCES**

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


- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

**Appendix Task Guidelines and Rubrics 9**

	<b>UNIVERSITAS BRAWIJAYA          FACULTY OF CULTURAL STUDIES          DEPARTMENT OF LANGUAGE EDUCATION          STUDY PROGRAMME OF INDONESIAN LANGUAGE AND          LITERATURE EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>				
<b>COURSE TITLE</b>	Monologue Speaking			
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2	<b>SEMESTER</b> 1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd			
<b>TASK FORM</b>				
Peer assessment in the practise of retelling the news that has been heard and watched				
<b>COURSE LEARNING OUTCOME</b>				
Being able to practise individual speaking in each variety and technique of speaking individually and comprehensively				
<b>DESCRIPTION</b>				
Students practise retelling the news that has been heard and watched				
<b>METHOD OF COMPLETION</b>				
1. Students are divided into two groups, namely the group retelling the news they have heard and the group retelling the news they have watched.				

2. Students hear or watch the news.
3. Students make news scripts from the news they have watched and heard
4. Students practise telling news that have been heard or watched for a maximum of 5 minutes.

**OUTCOMES**

- a. Object: practise of retelling the news that has been heard and watched
- b. Outcome: students are able to practise retelling the news that has been heard and watched

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

**PEER ASSESSMENT GUIDE**

**Course Title : Monologue Speech**

**Activity : Retelling the news that has been heard and watched**

Student Name : .....

No.	Aspect	Descriptor	Performance Achievement Level			
			1	2	3	4
1.	The accuracy of story details	Are students able to show the details of events correctly when retelling news?				
2.	The accuracy of story logic	Does the news told by students have logical accuracy?				
3.	Storyline	Are the news told by students conveyed in a coherent manner?				
4.	The accuracy of the meaning of the whole story	Does the whole story told by students have the proper meaning?				
5.	The accuracy of word choice	Do students use standard Indonesian vocabulary correctly (no non-standard Indonesian vocabulary, no foreign language vocabulary, and no regional language vocabulary included) in their speech?				
6.	The accuracy of the use of sentences	Are the sentences used understandable and the choice of words is able to attract the attention of listeners?				
7.	Contents	Is the content interesting and is there a moral of the story from the news that your friend told you?				
8.	Fluency	Are students able to speak fluently, without stuttering, and their eyes and body movements reflect a strong sense of self-confidence?				

Final score = score/maximum score x 100


Score/32 x 100 =

Assessor: .....

**TIMES**

Meeting 11-12
<b>OTHERS: -</b>
<p><b>REFERENCES</b></p> <p>Lectures use primary references such as journals, books, and other learning resources as follows:</p> <ol style="list-style-type: none"> <li>Fendi, Mohammad. 1994. <i>Problem Bicara, Bahasa, dan Pembinaannya</i>. Malang: IKIP.</li> <li>Arsjad, Maidar G., dan Mukti U.S. 1988. <i>Pembinaan Kemampuan Berbicara Bahasa Indonesia</i>. Jakarta: Erlangga.</li> <li>Oka, I Gusti Ngurah. 1990. <i>Retorik: Kiat Bertutur</i>. Malang: YA3</li> <li>Oka, I Gusti Ngurah. 1999. <i>Beberapa Fenomena Retorik</i>. Malang: UM.</li> <li>Widyamartaya, A. 1984. <i>Kreatif Berwicara</i>. Yogyakarta: Kanisius.</li> <li>Norton, Donna E., dan Saundra, Norton. 1994. <i>Language Arts Activities</i>. New York: Macmillan College Publishing Company.</li> <li>Nurgiyantoro, Burhan. 2010. <i>Penilaian Pembelajaran Bahasa Berbasis Kompetensi</i>. Yogyakarta: BPFE.</li> <li>Malley, J. Michael, dan Loraine Vaidez Pierce. 2000. <i>Authentic Assesment for English Language Learners</i>. New York: Wesley Publishing Company.</li> </ol> <p>Secondary</p> <ol style="list-style-type: none"> <li>Saksomo, Dwi. 2001. <i>Berbicara</i>. Malang: FS UM.</li> <li>Local Project Implementation Unit (LPIU). 2003. <i>Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara</i>. Malang: UM.</li> <li>Saksomo, Dwi. 2001. <i>Berbicara Lanjut</i>. Malang: FS UM.</li> <li>Wydro, Kenneth. 2005. <i>Seni Berbicara</i>. Yogyakarta: Cinta Pena.</li> </ol>

**Appendix Task Guidelines and Rubrics 10**

	<p><b>UNIVERSITAS BRAWIJAYA</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGE EDUCATION</b>  <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b></p>		
<b>STUDENT TASK GUIDELINE</b>			
<b>COURSE TITLE</b>	Monologue Speaking		
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2
		<b>SEMESTER</b>	1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd		
<b>TASK FORM</b>			
Peer assessment in the practise of guiding events and skilled in giving speeches			
<b>COURSE LEARNING OUTCOME</b>			
Being able to practise individual speaking in each variety and technique of speaking individually and comprehensively			
<b>DESCRIPTION</b>			

Students practise guiding events and skilled in giving speeches

**METHOD OF COMPLETION**

1. Students are divided into two groups, namely the presenter group and the speaker group.
2. Students watch videos of examples of presenters and speakers
3. Students make scripts of the event guide and speech.
4. Students practise being presenters and speakers with a maximum time of 5 minutes.

**OUTCOMES**

- a. Object: praktik pemandu acara atau pidato
- b. Outcome: mahasiswa mampu mempraktikkan pemandu acara atau pidato

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

**ASSESSMENT CRITERIA FOR PRESENTERS**

Name:

No.	Aspect	Descriptor	Weight	Score
1.	Appearance	a. Neatness	5	
		b. Completeness of attributes	5	
2.	Intonation	a. Vocals	15	
		b. Pronunciation	15	
		c. Tempo	10	
3.	Expression	a. Confidence	10	
4.	Vocals	a. Body language	10	
		b. Attracting audience/Interesting	10	
5.	Performance	a. Creativity	10	
		b. Improvisation	10	
<b>Total</b>			<b>100</b>	

Assessor:

Score= score/weightX100

...../100 X 100 =.....

Speech Skills Component	4	3	2	1
Readiness	Students exhibit eagerness in giving speeches and have practiced a lot	Students seem quite ready to give their speeches but it looks like they still need a little practice	Students seem quite ready to give their speeches and it looks like they still need a lot of practice	Student looks unprepared
Clarity	Students speak clearly, there are no pronunciation errors	Student speaks clearly, there is only a single word error	Student speaks clearly, there are only a few mispronunciations of more than one word	Student speaks clearly, but there are many words mispronounced
Speech Content	Student shows excellent	Student shows good	Students show a good	Student shows poor

	understanding of speech topic	understanding of speech topic	understanding of some parts of the speech topic	understanding of speech topic
Volume	The entire speech is loud enough that the entire audience can hear it clearly	Speech is loud enough to be heard clearly by at least 90% of the audience	Speech is loud enough to be heard clearly by at least 80% of the audience	Speech is often too low in volume to be heard by many audiences
Body Position and Eye Contact	Students stand up straight, look confident and relaxed, make eye contact with the entire audience	Students stand up straight, make eye contact with the entire audience	Sometimes students do not stand up straight and make eye contact with the whole audience	Students appear restless and do not make eye contact with the audience
Pause	Students pause at the right time two or more times for dramatic effect or enhance the meaning of speech	Students pause at appropriate times throughout the speech for dramatic effect or enhance the meaning of the speech	Students pause during speech but do not mean to enhance any dramatic effect or increase the meaning of speech	Students seem to not use pauses at all
Time/Duration	Speech length of three to five minutes	-	-	Speech is less than three minutes or more than five minutes

**Assessor:**

**Score= score/weightX100**

**...../32 X 100 =.....**

**TIMES**

Meeting 13-15

**OTHERS: -**

**REFERENCES**

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


- a. Fendi, 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.

Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.

## Appendix Task Guidelines and Rubrics 7

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b>		
<b>STUDENT TASK GUIDELINE</b>			
<b>COURSE TITLE</b>	Monologue Speaking		
<b>CODE</b>	SPI 61002	<b>CREDITS</b>	2   <b>SEMESTER</b>   1
<b>LECTURER OF THE COURSE</b>	Jamila Wijayanti, SS., M.Pd		
<b>TASK FORM</b>			
Final Examination			
<b>COURSE LEARNING OUTCOME</b>			
Being able to practise individual speaking in each variety and technique of speaking individually and comprehensively			
<b>DESCRIPTION</b>			
Students participate in the final examination by practicing narrating personal experiences ( <i>stand up comedy</i> ).			
<b>METHOD OF COMPLETION</b>			
<ol style="list-style-type: none"> <li>1. Students work on the finale examination in the form of recorded stand-up comedy performances</li> <li>2. The maximum time limit for the performance is 5 minutes</li> </ol>			
<b>OUTCOMES</b>			
<ol style="list-style-type: none"> <li>a. Object: video performance</li> <li>b. Outcome: students make a stand-up comedy video.</li> </ol>			
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>			
<b>PEER ASSESMENT GUIDE</b>			
<b>Course Title : Monologue Speech</b>			
<b>Activity : Narrating Personal Experiences</b>			
Student Name : .....			
<b>No.</b>	<b>Aspect</b>	<b>Descriptor</b>	<b>Performance</b>

			Achievement Level			
			1	2	3	4
1.	The accuracy of story details	Are students able to show the details of events correctly when telling stories?				
2.	The accuracy of story logic	Does the story told by students have logical accuracy?				
3.	Storyline	Are the stories told by students conveyed in a coherent manner?				
4.	The accuracy of the meaning of the whole story	Does the whole story told by students have the proper meaning?				
5.	The accuracy of word choice	Do students use standard Indonesian vocabulary correctly (no non-standard Indonesian vocabulary, no foreign language vocabulary, and no regional language vocabulary included) in their speech?				
6.	The accuracy of the use of sentences	Are the sentences used understandable and the choice of words is able to attract the attention of listeners?				
7.	Contents	Is the content interesting and is there a moral of the story from the experience that your friend told you?				
8.	Fluency	Are students able to speak fluently, without stuttering, and their eyes and body movements reflect a strong sense of self-confidence?				
9.	Stage Presence and Audience Control	Are students able to show their stage presence and proper audience control?				
10.	Material and originality	Are students able to produce original material for their performance?				

Score = score/maximum score x 100

Score/40 x 100 =

Assessor:.....

**TIMES**

Meeting 16

**OTHERS: -**



## REFERENCES

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

- a. Fendi, 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.

### Secondary

- a. Saksomo, Dwi. 2001. *Berbicara*. Malang: FS UM.
- b. Local Project Implementation Unit (LPIU). 2003. *Pengembangan Panduan Pelatihan Praktik Pelatihan Wicara*. Malang: UM.
- c. Saksomo, Dwi. 2001. *Berbicara Lanjut*. Malang: FS UM.
- d. Wydro, Kenneth. 2005. *Seni Berbicara*. Yogyakarta: Cinta Pena.