| | | **Universitas Negeri Surabaya**<br>**Fakultas Bahasa dan Seni**<br>**Program Studi S1 Pendidikan Bahasa Dan Sastra Jawa** | **Kode Dokumen** |
|---|---|---|---|

## SEMESTER LEARNING PLAN

| Course | KODE | Rumpun MataKuliah | Bobot Kredit | | | SEMESTER | Tanggal Penyusunan |
|---|---|---|---|---|---|---|---|
| **Analisis Wacana Bahasa Jawa** | 8820202003 | Mata Kuliah Wajib Program Studi | **T=2** | **P=0** | **ECTS=3.18** | 3 | 17 Juli 2024 |

| OTORISASI | Pengembang S.P | Koordinator Rumpun matakuliah | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Dr. Udjang Pairin, M.Pd. | Drs. Sugeng Adipitoyo, M.Si. | Latif Nur Hasan, S.Pd., M.Pd. |

| Model Pembelajaran | Case Study |
|---|---|

| Program Learning Outcomes (PLO) | **PLO program Studi yang dibebankan pada matakuliah** | |
|---|---|---|
| | **PLO-3** | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan |
| | **PLO-4** | Mengembangkan diri secara berkelanjutan dan berkolaborasi. |
| | **PLO-12** | Mampu melakukan penelitian bahasa, sastra, budaya Jawa, dan pembelajarannya sesuai dengan konsep metode ilmiah; |
| | **Program Objectives (PO)** | |
| | **PO - 1** | Memanfaatkan IPTEKS untuk mendapatkan, mengumpulkan, dan mengolah berbagai keragaman wacana berbahasa Jawadalam rangka meningkatkan keterampilan analisis wacana dan penerapannya dalam pembelajaran bahasa Jawa di sekolah. |
| | **PO - 2** | Menguasai konsep teoretis tentang keragaman wacana berbahasa Jawa, serta mampu memformulasikan dalam penyelesaian berbagai permasalahan pembelajaran bahasa Jawa di sekolah secara prosedural. |
| | **PO - 3** | Mengambil keputusan strategis berdasarkan analisis informasi dan data, dan memberikan petunjuk dalam memilih berbagai alternatif solusi dalam penyelesaian dan pemecahan permasalahan pembelajaran keragaman wacana berbahasa Jawa. |
| | **PO - 4** | Memiliki komitmen dan sikap tanggung jawab pada kinerja pembelajaran sendiri dan kelompok dalam pemecahan berbagai masalah keragaman wacana berbahasa Jawa. |
| | **Matrik PLO-PO** | |

| PO | PLO-3 | PLO-4 | PLO-12 |
|---|---|---|---|
| PO-1 | | | ✔ |
| PO-2 | ✔ | | |
| PO-3 | ✔ | | ✔ |
| PO-4 | | ✔ | ✔ |

**Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)**

| PO | Minggu Ke | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| PO-1 | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | |

| Deskripsi Singkat Mata Kuliah | Pengkajian perangkat dan keragaman wacana berbahasa Jawa untuk peningkatan keterampilan analisis wacana dan penerapannya dalam pembelajaran bahasa Jawa di sekolah dengan memanfaatkan IPTEKS yang dilandasi sikap bertanggungjawab. Mata kuliah ini disajikan dengan sistem tugas, praktik, diskusi dan presentasi, dan refleksi. |
|---|---|

| Pustaka | **Utama :** | |
|---|---|---|

1. Dede Oetomo. 1993. "Pelahiran dan Perkembangan Analisis Wacana", dalam Bambang Kaswanti Purwo (Editor). PELLBA 6. Yogyakarta: Kanisius
2. Eriyanto. 2001. Analisis Wacana: Pengantar Analisis Teks Media. Yogyakarta: LKiS.
3. Fairlough, Norman. 1998. Critical Discourse Analysis: The Critical Study of Language. England: Longman Group Limited.
4. Fatimah Djajasudarma, T. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: Eresco.
5. Hamid Hasan Lubis, A. 1993. Analisis Wacana Pragmatik. Bandung: Angkasa.
6. Henry Guntur Tarigan. 1987. Pengajaran Wacana. Bandung: Angkasa.
7. Hoed, B.H. 1995. "Wacana, Teks, dan Kalimat", dalam Anton M. Moeliono (Penyunting). 1995. Bahasawan Cendekia. Jakarta: Gramedia Pustaka Utama
8. Praptomo Baryadi, I. 2001. "Konsep-konsep Pokok dalam Analisis Wacana", dalam Widyaparwa. Nomor 57, September 2021. Jakarta: Pusat Bahasa
9. Samsuri. 1987/1988. Analisis Wacana. Malang: Penyelenggaraan Pascasarjana Proyek Peningkatan/Pengembangan Perguruan Tinggi, IKIP Malang.
10. Soeseno Kartomihardjo. 1993. "Analisis Wacana dengan Penerapannya pada Beberapa Wacana ", dalam Bambang Kaswanti Purwo (Editor). 1993. PELLBA 6. Yogyakarta: Kanisius
11. Sumarlam. 1996. Kajian Wacana. (Buku Pegangan Kuliah). Surakarta: Universitas Sebelas Maret.
12. Sutikno, I. 1996. Analisis Wacana. (Diterjemahkan dari Discourse Analysis karya Gillian Brown dan George Yule. 1996). Jakarta: Gramedia Pustaka Utama.
13. Syamsuddin AR. 1992. Studi Wacana: Teori-Analisis-Pengajaran. Bandung: Mimbar Pendidikan Bahasa dan Seni FPBS IKIP Bandung. Tim Penyusun Kamus. 1988. Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.
14. Stubbs, Michael. 1993. Discourse Analysis: The Sociolinguistics Analysis of Natural Language. Oxford: Basil Blackwell

| Pendukung : | |
|---|---|
| | |

| Dosen Pengampu | Prof. Dr. Udjang Pairin, M.Pd. |
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| Minggu Ke- | Kemampuan akhir tiap tahapan belajar (Sub-PO) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Memahami hakikat analisis wacana | Menjelaskan hakikat analisis wacana | **Kriteria:** Ketajaman penjelasan tentang hakekat analisis wacana<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | PJBL, Ceramah, Diskusi 2 X 50 | | **Materi:** Hakikat Analisis Wacana<br>**Pustaka:** *Dede Oetomo. 1993.* | 5% |
| 2 | Memahami unsur wacana | Explain the elements of discourse | **Criteria:** Sharpness of explanation of discourse elements<br><br>**Form of Assessment** : Participatory Activities | PPT Presentation, discussion 2 X 50 | | **Material:** Explanation of discourse elements<br>**Reader:** *Eriyanto. 2001. Discourse Analysis: An Introduction to Media Text Analysis. Yogyakarta: LKiS.* | 5% |
| 3 | Understand the internal elements of discourse | Explain the internal elements of discourse | **Criteria:** Sharpness of explanation of internal elements of discourse<br><br>**Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Internal elements of discourse<br>**Bibliography:** *Fairlough, Norman. 1998. Critical Discourse Analysis: The Critical Study of Language. England: Longman Group Limited.* | 5% |
| 4 | Understand the external elements of Javanese discourse | Explains the external elements of Javanese language discourse | **Criteria:** Sharpness of explanation of external elements of Javanese language discourse<br><br>**Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Explanation of the external elements of Javanese language discourse.<br>**Reference:** *Fatimah Djajasudarma, T. 1994. Discourse: Understanding and Relationships between Elements. Bandung: Eresco.* | 5% |
| 5 | Understand the classification of Javanese discourse | Explains the classification of Javanese discourse | **Criteria:** Sharpness of explanation regarding the classification of Javanese language discourse<br><br>**Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Classification of Javanese discourse<br>**Reference:** *Hamid Hasan Lubis, A. 1993. Pragmatic Discourse Analysis. Bandung: Space.* | 5% |
| 6 | Understand Javanese text and discourse | Explain the meaning of Javanese text and discourse | **Criteria:** Sharpness of explanation regarding the meaning of Javanese text and discourse<br><br>**Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Understanding Javanese text and discourse<br>**Reader:** *Henry Guntur Tarigan. 1987. Discourse Teaching. Bandung: Space.* | 5% |

| 7 | Understanding context in Javanese discourse | Explain the meaning of cotext in Javanese discourse | **Criteria:** Sharpness of explanation of discourse context in Javanese **Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Context of discourse in Javanese. **Reference:** *Hoed, BH 1995.* | 5% |
|---|---|---|---|---|---|---|---|
| 8 | MIDDLE SEMESTER EXAMINATION Materials 1 to 7 | MIDDLE SEMESTER EXAMINATION Materials 1 to 7 | **Criteria:** Sharpness of answer results in Mid-Semester Exam material 1 to 7 **Form of Assessment** : Test | MIDDLE SEMESTER EXAMINATION Material 1 to 7 2 X 50 | | **Material:** discourse analysis **Bibliography:** *Eriyanto. 2001. Discourse Analysis: An Introduction to Media Text Analysis. Yogyakarta: LKiS.* **Material:** discourse analysis **References:** *Stubbs, Michael. 1993. Discourse Analysis: The Sociolinguistics Analysis of Natural Language. Oxford: Basil Blackwell* | 10% |
| 9 | Understanding Critical Discourse Analysis in Javanese | Practice of Javanese discourse analysis (Critical Discourse) | **Criteria:** The sharpness of critical discourse analysis in Javanese **Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Critical discourse analysis of the Javanese language **Reference:** *Praptomo Baryadi, I. 2001.* | 15% |
| 10 | Understanding grammatical aspects in Javanese discourse analysis | Explain the meaning of grammatical aspects in Javanese discourse analysis | **Criteria:** Sharpness of explanation of grammatical aspects in Javanese discourse analysis **Form of Assessment** : Project Results Assessment / Product Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Grammatical aspects in Javanese discourse analysis **Library:** *Samsuri. 1987/1988. Discourse Analysis. Malang: Implementation of Postgraduate Higher Education Improvement/Development Projects, IKIP Malang.* | 5% |
| 11 | Understanding lexical aspects in Javanese discourse analysis | Explain the meaning of lexical aspects in Javanese discourse analysis | **Criteria:** 1. completely complete sequence value 80-100 2. correct complete incoherent marks 60-79 3. correct incomplete value 40-59 4. incomplete marks 20-39 5. wrong value 0-19 **Form of Assessment** : Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Lexical aspects in Javanese discourse analysis **Reader:** *Soeseno Kartomihardjo. 1993.* | 5% |
| 12 | Able to answer questions clearly and argumentatively about critical discourse analysis of the Javanese language | Discussion presentation on Javanese discourse analysis assignments | **Criteria:** The sharpness of critical discourse analysis in Javanese **Form of Assessment** : Project Results Assessment / Product Assessment | Assignment: 2 X 50 discussion presentation | | **Material:** Critical discourse analysis of the Javanese language **Library:** *Sumarlam. 1996. Discourse Studies. (College Handbook). Surakarta: Sebelas Maret University.* | 5% |
| 13 | Understand textual and contextual discourse analysis in Javanese | Explain the meaning of textual and contextual discourse analysis in Javanese | **Criteria:** Sharpness of explanation of textual and contextual discourse analysis in Javanese **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Textual and contextual discourse analysis in Javanese. **Reference:** *Sutikno, I. 1996. Discourse Analysis. (Translated from Discourse Analysis by Gillian Brown and George Yule. 1996). Jakarta: Gramedia Pustaka Utama.* | 5% |

| 14 | Understand the application of discourse analysis theory to literary works | Explain the meaning of applying discourse analysis theory to literary works | **Criteria:** The suitability of applying discourse analysis theory to literary works<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment | presentation and discussion 2 X 50 | | **Material:** Discourse analysis theory in literary works<br>**Library:** *Syamsuddin AR. 1992. Discourse Studies: Theory-Analysis-Teaching. Bandung: Language and Arts Education Platform FPBS IKIP Bandung. Dictionary Compilation Team. 1988. Big Indonesian Dictionary. Jakarta: Balai Pustaka.* | 5% |
| 15 | understand pragmatic discourse analysis | Explaining Pragmatic Discourse Analysis | **Criteria:** The sharpness of pragmatic discourse analysis<br><br>**Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment | PPT presentation, discussion 2 X 50 | | **Material:** Pragmatic discourse analysis<br>**Reference:** *Hamid Hasan Lubis, A. 1993. Pragmatic Discourse Analysis. Bandung: Space.* | 5% |
| 16 | FINAL SEMESTER EXAMINATION Materials 9 to 15 | Final Semester Exam material 9 to 15 | **Criteria:** Sharpness and suitability of final semester exam answers<br><br>**Form of Assessment** : Test | Final Semester Exam material 9 to 15 2 X 50 | | **Material:** discourse analysis<br>**Bibliography:** *Fairlough, Norman. 1998. Critical Discourse Analysis: The Critical Study of Language. England: Longman Group Limited.*<br>--------------------------<br>**Material:** discourse analysis<br>**Reference:** *Hamid Hasan Lubis, A. 1993. Pragmatic Discourse Analysis. Bandung: Space.* | 10% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|---|---|---|
| 1. | Participatory Activities | 10% |
| 2. | Project Results Assessment / Product Assessment | 20% |
| 3. | Portfolio Assessment | 50% |
| 4. | Test | 20% |
| | | 100% |

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.