

## A. Lesson Plan and Course Assessment

 <b>UNESA</b> Universitas Negeri Surabaya	<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>Indonesian Language and Literature</b> <b>Education Study Program</b>					Document Code	
<b>Lesson Plan</b>							
<b>COURSE</b>	<b>Code</b>	<b>Cluster</b>	<b>Credits</b>	<b>Semester</b>	<b>Compilation Date</b>		
<Syntax>	<2084214031.>	<Language>	4	3	2021		
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>		
	<Dr. Suhartono, M.Pd.>		<Prof. Dr. Bambang Yulianto, M.Pd.>		<Dr. Yuniseffendri, M.Hum.>		
<b>Program Learning Outcome (PLO)</b>	<b>PLO</b>						
	PLO-3	Being responsible for any works in the field of Indonesian language and literature education independently by internalizing religious values, norms and academic ethics with a spirit of struggle and entrepreneurship.					
	PLO-4	Mastering the basic concepts of language, literature, language and literary skills, language and literature research					
	PLO-9	Being able to make correct decisions in solving problems in the field of Indonesian language and literature along with its learning process based on the results of the obtained information and data analysis to ensure the validity and prevent plagiarism					
	PLO-12	Being able to speak and write about Indonesian language and literature in daily / general, academic, and work contexts; and being able to use one of several regional languages					
	<b>Course Learning Outcome (CLO)</b>						
	CLO1	Utilizing science and technology as a medium for solving problems and communicating ideas through appropriate Indonesian sentence structure					
	CLO2	Mastering Indonesian sentence structure that reflects the ability to deliver ideas in good and effective ways					
CLO3	Making a strategic decision in using Indonesian sentence structure based on the rules and situations of their usage						

	CLO4	Being responsible and showing perceived faith, intelligent, independent, honest, caring, and resilient characters in completing assignments, quizzes, and tests related to Indonesian sentence structure and its application
<b>Course Description</b>	Mastering Indonesian sentence structure by utilizing the concepts of phrases, clauses, and sentences through direct learning activities, trainings, structured assignments, independent learning, and simulations to produce essays, edited compositions, and/or recordings in Indonesian that can be presented in class discussions and Department's exhibitions	
<b>Learning Materials/ Topics</b>	<ol style="list-style-type: none"> <li>1. Theory of Indonesian syntax</li> <li>2. Writing in Indonesian</li> <li>3. Editing in Indonesian</li> <li>4. Recording in Indonesian</li> </ol>	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>1. Chaer, Abdul. 2015. "Sintaksis Bahasa Indonesia Pendekatan dan Proses". Jakarta: Rineka Cipta.</li> <li>2. Khairah, Miftahul dan Ridwan, Sakura. 2014. <i>Sintaksis: Memahami Satuan Kalimat Perspektif Fungsi</i>. Jakarta: Bumi Aksara.</li> <li>3. Nurtyani, Rusma. 2017. Buku Ajar Sintaksis. Yogyakarta: Penebar Pustaka Media.</li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>1. Ahmadi, N Kajian Tipologi Sintaksis Bahasa Sasak Dialek Ngeno-Ngene (tesis). Denpasar: Program Magister (S2) Linguistik Universitas Udayana.</li> <li>2. Sugihastuti. 2011. Editor Bahasa. Yogyakarta: Pustaka Pelajar.</li> </ol>
<b>Lecturer(s)</b>	Dr. Suhartono, M.Pd.	
<b>Prerequisite</b>	Non-prerequisite	

Meeting	Learning Objectives	Assessment		Learning Form, Learning Methods, Student Assignment, (Estimated Time)		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1–2	Students are able to identify sentence	<ol style="list-style-type: none"> <li>1. Able to explain the characteristics of sentence</li> <li>2. Able to identify sentences as a part of paragraph</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain the characteristics of sentence and identify sentences as a part of paragraph</p>	<p>Discussion</p> <p>Project-based learning (PBL)</p> <p>Task 1: identify sentence in paragraph (4 x 50 minutes)</p>		1-5	0–10
3	Students are able to identify clause in sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristics of clause</li> <li>2. able to distinguish clause from sentence</li> <li>3. able to identify clause in sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of clause, distinguish clause from sentence, and identify clause in sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 2: identify clause in sentences (2 x 50 minutes)</p>		1-5	0–10
4	Students are able to identify phrase in sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristics of phrase</li> <li>2. able to mention kinds of phrase</li> <li>3. able to distinguish phrase from clause and sentence</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of phrase, mention kinds of phrase,</p>	<p>Discussion</p> <p>PBL</p> <p>Task 3: identify phrase in</p>		1-5	0–10

		4. able to identify phrase in sentences	distinguish phrase from clause and sentence, and identify phrase in sentences	sentences (2 x 50 minutes)			
5	Students are able to identify predicate of sentence	1. able to explain characteristics of predicate 2. able to identify predicate of sentences	Criteria: rubric  Test: explain characteristics of predicate and identify predicate of sentences	Discussion  PBL  Task 4: identify predicate of sentences (2 x 50 minutes)		1-5	0—10
6	Students are able to identify subject of sentence	1. able to explain characteristics of subject 2. able to identify subject of sentences	Criteria: rubric  Test: explain characteristics of subject and identify subject of sentences	Discussion  PBL  Task 5: identify subject of sentences (2 x 50 minutes)		1-5	0—10
7	Students are able to identify object and complement of sentence	1. able to explain characteristics of object and complement 2. able to identify object and complement of sentences	Criteria: rubric  Test: explain characteristics of object and complement and identify object and complement of sentences	Discussion  PBL  Task 6: identify object and complement of sentences (2 x 50 minutes)		1-5	0—10
8	Students are able to identify remark of sentence	1. able to explain characteristics of remark 2. able to mention kind of remark 3. able to identify remark of	Criteria: rubric  Test: explain characteristics of remark, mention	Discussion  PBL  Task 7: identify		1-5	0—10

		sentences	kind of remark, and identify remark of sentences	remark of sentences (2 x 50 minutes)			
9	Students are able to identify form, function, category, and meaning/role of aspect of sentence	<ol style="list-style-type: none"> <li>able to explain form, function, category, and meaning/role aspect of sentence</li> <li>able to identify form, function, category, and meaning/role aspect of sentence</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain form, function, category, and meaning/role aspect of sentence and identify form, function, category, and meaning/role aspect of sentence</p>	<p>Discussion</p> <p>PBL</p> <p>Task 8: identify form, function, category, and meaning/role aspect of sentence (2 x 50 minutes)</p>		1-5	0—10
10	Students are able to identify main clause and core of sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of main clause and core of sentence</li> <li>able to identify main clause and core of sentence</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of main clause and core of sentence and identify main clause and core of sentence</p>	<p>Discussion</p> <p>PBL</p> <p>Task 9: identify main clause and core of sentence (2 x 50 minutes)</p>		1-5	0—10
11	Students are able to compose basic and transformation sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of basic and transformation sentence</li> <li>able to identify basic and transformation sentence in a discourse</li> <li>able to compose some basic and transformation sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of basic and transformation sentence, identify basic and transformation sentence in a discourse, and compose some basic and transformation</p>	<p>Discussion</p> <p>PBL</p> <p>Task 10: identify basic and transformation sentence in a discourse</p> <p>Task 11: compose some basic and</p>		1-5	0—10

			sentences	transformation sentences (2 x 50 minutes)			
12	Students are able to compose verbal, nominal, adjectival, numeral, dan prepositional sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of verbal, nominal, adjectival, numeral, dan prepositional sentence</li> <li>able to identify verbal, nominal, adjectival, numeral, dan prepositional sentence in a discourse</li> <li>able to compose some verbal, nominal, adjectival, numeral, dan prepositional sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of verbal, nominal, adjectival, numeral, dan prepositional sentence; identify verbal, nominal, adjectival, numeral, dan prepositional sentence in a discourse; and compose some verbal, nominal, adjectival, numeral, dan prepositional sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 12: identify verbal, nominal, adjectival, numeral, dan prepositional sentence in a discourse</p> <p>Task 13: compose some verbal, nominal, adjectival, numeral, dan prepositional sentences (2 x 50 minutes)</p>		1-5	0—10
13--15	Students are able to compose simple and compound/complex sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of simple and compound/complex sentence</li> <li>able to identify simple and compound/complex sentence in a discourse</li> <li>able to compose some simple and compound/complex sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of simple and compound/complex sentence, identify simple and compound/complex sentence in a discourse, and compose some</p>	<p>Discussion</p> <p>PBL</p> <p>Task 14: identify simple and compound/complex sentence in a discourse</p> <p>Task 15: compose some simple and</p>		1-5	0—10

			simple and compound/complex sentences	compound/complex sentences (2 x 50 minutes)			
<b>16</b>	Mid-term examination						
<b>17--18</b>	Students are able to compose active and passive sentence	<ol style="list-style-type: none"> <li>able to explain characteristic of active and passive sentence</li> <li>able to identify active and passive sentence in a discourse</li> <li>able to compose some active and passive sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristic of active and passive sentence, identify active and passive sentence in a discourse, and compose some active and passive sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 16: identify active and passive sentence in a discourse</p> <p>Task 17: compose some active and passive sentences (2 x 50 minutes)</p>		1-5	0—10
<b>19</b>	Students are able to compose transitive and intransitive sentence	<ol style="list-style-type: none"> <li>able to explain characteristics transitive and intransitive sentence</li> <li>able to identify transitive and intransitive sentence in a discourse</li> <li>able to compose some transitive and intransitive sentence</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics transitive and intransitive sentence, identify transitive and intransitive sentence in a discourse, and compose some transitive and intransitive sentence</p>	<p>Discussion</p> <p>PBL</p> <p>Task 18: identify transitive and intransitive sentence in a discourse</p> <p>Task 19: compose some transitive and intransitive sentence</p>		1-5	0—10

				(2 x 50 minutes)			
20	Students are able to compose declarative, interrogative, imperative, and exclamative sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of declarative, interrogative, imperative, and exclamative sentence</li> <li>able to identify declarative, interrogative, imperative, and exclamative sentence in a discourse</li> <li>able to compose some declarative, interrogative, imperative, and exclamative sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of declarative, interrogative, imperative, and exclamative sentence; identify declarative, interrogative, imperative, and exclamative sentence in a discourse; and compose some declarative, interrogative, imperative, and exclamative sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 20: identify declarative, interrogative, imperative, and exclamative sentence in a discourse</p> <p>Task 21: compose some declarative, interrogative, imperative, and exclamative sentences (2 x 50 minutes)</p>		1-5	0—1
21	Students are able to compose complete and uncomplete sentence	<ol style="list-style-type: none"> <li>able to explain characteristics of complete and uncomplete sentence</li> <li>able to identify complete and uncomplete sentence in a discourse</li> <li>able to compose some complete and uncomplete sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of complete and uncomplete sentence, identify complete and uncomplete sentence in a discourse, and compose some</p>	<p>Discussion</p> <p>PBL</p> <p>Task 22: identify complete and uncomplete sentence in a discourse</p> <p>Task 23: compose some complete and</p>		1-5	0—1

			complete and uncomplete sentences	uncomplete sentences (2 x 50 minutes)			
22	Students are able to compose normal and inversion sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristic of normal and inversion sentence</li> <li>2. able to identify normal dan inversion sentence in a discourse</li> <li>3. able to compose some normal dan inversion sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristic of normal and inversion sentence, identify normal dan inversion sentence in a discourse, and compose some normal dan inversion sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 24: identify normal dan inversion sentence in a discourse</p> <p>Task 25: compose some normal dan inversion sentences (2 x 50 minutes)</p>		1-5	0—1
23	Students are able to compose direct and indirect sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristics of direct and indirect sentence</li> <li>2. able to identify direct and indirect sentence in a discourse</li> <li>3. able to compose some direct and indirect sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of direct and indirect sentence, identify direct and indirect sentence in a discourse, and compose some direct and indirect sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 26: identify direct and indirect sentence in a discourse</p> <p>Task 27: compose some direct and indirect sentences (2 x 50 minutes)</p>		1-5	0—1

24--27	Students are able to compose standard sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristics of standard sentence</li> <li>2. able to identify standard sentence in a discourse</li> <li>3. able to compose some standard sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of standard sentence, identify standard sentence in a discourse, and compose some standard sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 28: identify standard sentence in a discourse</p> <p>Task 29: compose some standard sentences (8 x 50 minutes)</p>	1-5	0—1
28--30	Students are able to compose effective sentence	<ol style="list-style-type: none"> <li>1. able to explain characteristics of effective sentence</li> <li>2. able to identify effective sentence in a discourse</li> <li>3. able to compose some effective sentences</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain characteristics of effective sentence, identify effective sentence in a discourse, and compose some effective sentences</p>	<p>Discussion</p> <p>PBL</p> <p>Task 30: identify effective sentence in a discourse</p> <p>Task 31: compose some effective sentences (6 x 50 minutes)</p>	1-5	0—1
31	Students are able to edit sentence	<ol style="list-style-type: none"> <li>1. able to explain editing strategy</li> <li>2. able to edit non-effective sentence</li> </ol>	<p>Criteria: rubric</p> <p>Test: explain editing strategy and edit non-effective sentence</p>	<p>Discussion</p> <p>PBL</p> <p>Task 32: edit non-effective sentence (2 x 50 minutes)</p>	1-5	0—1

