Course Name : Javanese Language for Foreign Speakers
(Bahasa Jawa untuk Penutur Asing)

Course Code / SKS : JWS 1221/ 3 SKS

Teaching Period : January-June Semester

Language of Instruction : Indonesian

Department : Sastra Nusantara

Faculty : Faculty of Arts and Humanities (FIB)

The course of 'Javanese Language for Foreign Speakers' is taught in the first year of studies with expectations that students can understand and acquire Javanese language skills as early as possible. It is the assumption that first semester Javanese language students are less able to express opinions or to communicate using Javanese language (especially the “Krama” Javanese – the polite and formal style). Therefore, even if ‘Javanese Language for Foreign Speakers’ is an elective course, it is one of the most attractive subjects taken by the students, especially among non-Javanese speakers.

Short Description

This course contains basic knowledge of Javanese language from character recognition and its pronunciation, as well as simple grammar (morphology and syntax).

Aim

Students will master the basic knowledge of Javanese language and be able to use it to communicate in simple forms of conversation and writing.

Learning Outcomes

Students will have the knowledge and skills of Javanese language, both formal and informal. Therefore, students will be deemed to have the ability to live in a decent social life, within the social environment of the community, especially within the Javanese community or work environment. In addition, students will also acquire basic knowledge/ foundation of Javanese language, if they plan to continue their education to a higher level, especially those who are passionate about their discipline or other studies related to Javanese language.

Course Components

<table>
<thead>
<tr>
<th>No.</th>
<th>Main aims</th>
<th>Subject</th>
<th>Sub Subject</th>
<th>Est'dTime</th>
<th>Readings</th>
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</thead>
</table>

|   | After attending the course, the students are able to: | Goals and course material | 1. Rules  
2. Semester Learning Program Plan (RPKPS) |   |
|---|-----------------------------------------------------|---------------------------|-----------------------------------------------|---|
| 1 | Know the aims, rules, literature and lecture materials | 1. Vowels and Javanese consonant  
2. Dictation vowels and consonants in words  
3. Pronunciation practice | 50’ |
| 2 | Recognise and pronounce Javanese vowels and consonants as well as able to distinguish vowels and consonants from one another. | 1. Introduction of Numbers  
2. Sequence  
3. Price  
4. Practice speaking and writing | 150’ |
| 3 | Recognise numbers and price |   |   |
| 4 | Students can compose simple sentences to introduce themselves | 1. Simple sentences  
2. Profession  
3. Family  
4. Speaking and writing practice | 150’ |
| 5 | Students can make negative sentences and make a simple question without a question word. | 1. Negative sentences  
2. Sentence type "yes / no"  
3. Speaking and writing practice | 150’ |
|   | Students can ask the simple question. | Sentence question with question word | 1. Sentence question with "what"  
2. Sentence asked with "greetings"  
3. Sentence with "when"  
4. Sentence with "where"  
5. Sentence question with "how much"  
6. Sentence with "how" | 200’ | A7, A8, B2, B4 |
|---|---|---|---|---|---|
| 7 | Students can communicate the Javanese language in traditional markets | Cultural visits (traditional markets) | 1. Observation on the market  
2. Practice to ask, bid and buy  
3. Speaking and writing practice | 150’ | |
| 8 | Students can express the visit’s results | Results of the visit simulation | 1. Activities in the market (sellers and buyers) simulation  
2. Speaking and writing practice | 150’ | |
| 9 | Students describe the location of objects and able to read a map | Position and Direction | 1. Location / position of the object  
2. The direction and the wind  
3. Speaking and writing practice | 150’ | A2, B4 |
| 10 | Students can describe daily activities and hobbies associated with time and frequency | Time and Frequency | 1. Time  
2. Daily activities  
3. Hobbies  
4. Speaking and writing practice | 150’ | A1, A8 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Substance</th>
<th>Learning Process Method</th>
</tr>
</thead>
</table>
| 11   | Students can reveal the process of making / occurring something | Process | 1. Connection word process  
2. The process of making something (cooking, batik, tempeh, etc.)  
3. Speaking and writing practice | 150’ | A7,A8 |
| 12   | Students can make a comparison of the object | Comparison | 1. Color, shape, taste  
2. Members of the body  
3. better… rather than… | 150’ | A2, A8 |
| 13   | Students may understand or express instructions | Imperative / command | 1. Prohibit  
2. Invite  
3. Telling  
4. Speaking and writing practice | 150’ | A8, B4 |
| 14   | Knowing wayang and Javanese script | Cultural visits (museum wayang & palace library) | 1. Observation of wayang  
2. Observation of texts  
3. Speaking and writing practice | 150’ |
| 15   | Students present the results of the visit | The results of the visit | 1. Presentation of puppets and texts  
2. Speaking and writing | 150’ |
| 16   | Evaluation | Mid-term and final exam | Written and oral test | 150’ |

**Weekly Learning and Activity Plans**
|   | 1. Introductory Course | 1. Rules of study and RPKPS  
2. Spelling vowels and consonants of Javanese language  
3. Vowels and consonants on words | - Lecturer explains the rules of course and lecture contract, and RPKPS with LCD / OHP  
- The lecturer spells words, the students hear, imitate, and rewrite the words |
|---|---|---|
| 2 | Numbers | - Introduction of numbers  
- Order  
- Price  
- Lecturer introduces numbers  
- Students practice calling numbers randomly, other students - look for the numbers  
- Students read the price on each object |
| 3 | Self-introduction | - Simple sentences  
- Profession  
- Kinship / Family  
- Lecturers provide vocabulary about profession and kinship with drawing and example of simple sentences |
| 4 | Negative sentences and interrogative sentence type | - Negative sentence  
- Sentence type "Yes/No"  
- The lecturer calls the objects around and asked the students  
- Students do question and answer with other students |
| 5 | Sentence question with question word | Sentence question with a question what, who, when, how much, where, how.  
- The lecturer gives examples of question sentences to ask people, things, time, directions, reasons, how.  
- The lecturer refers to the drawing, the student makes a question for the picture |
| 6 | Cultural visits (traditional markets) | - Observe the activity at market  
- Practicing Javanese to ask questions,  
- Lecturers provide relevant vocabulary supplies with activity in the market |
| 7 | Presentation | Students present the results visits in traditional markets, and other students asked |
| 8 | Mid term | Written and oral test  
- Lecturers give written questions  
- The lecturer asks verbally to the students |
<table>
<thead>
<tr>
<th>9</th>
<th>Position and direction</th>
<th>- Location / position of the object</th>
<th>- Students describe the location of objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Time and frequency</td>
<td>- Time - Daily activities - Hobbies</td>
<td>- Students read, hear, and write hours - Students describe daily activities and hobbies associated with time and frequency</td>
</tr>
<tr>
<td>11</td>
<td>Process</td>
<td>- Process interface word - How to make something (cooking, making batik,)</td>
<td>- Lecturer gives a sequence vocabulary (first, then, last) - Students use that vocabulary to make something</td>
</tr>
<tr>
<td>12</td>
<td>Comparison</td>
<td>Color, shape, flavor, limbs</td>
<td>- Lecturers introduce fruits, colors, shapes, and flavors. - Students describe fruits, colors, shapes, flavors, and make comparisons.</td>
</tr>
<tr>
<td>13</td>
<td>Imperative / command</td>
<td>Prohibit, invite, ordered</td>
<td>- Lecturer gives examples of sentence prohibition, solicitation, and order - Students make sentences and other students put into practice</td>
</tr>
<tr>
<td>14</td>
<td>Visit (museum puppet &amp; palace)</td>
<td>Watch the puppet/wayang; View and scrutinize Javanese texts</td>
<td>Lecturers assist students</td>
</tr>
<tr>
<td>15</td>
<td>Presentations and reviews</td>
<td>The results of the visit</td>
<td>Presentation of visits Lecturer reviewing and students ask</td>
</tr>
<tr>
<td>16</td>
<td>Final exam</td>
<td>Written and oral test</td>
<td>Students answer questions verbally and in writing</td>
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**Assessment**

Aspects of assessment used in this learning process as follows:

<table>
<thead>
<tr>
<th>Aspects of assessment</th>
<th>Assessment component</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehension</td>
<td>Exam</td>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>Creativity</td>
<td>- Solve problems that arise in the classroom or field visit times. - Answer the question</td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>Leadership</td>
<td>Discipline of collecting assignments</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Participation in the classroom</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1000</td>
<td>100</td>
</tr>
</tbody>
</table>
Evaluation is done on the result of collecting points by the students and the final result is determined by the following calculation:

A for $> 900 \cdot 100$ points ($> 90\%$)
A- for $850 - 899.99$ points ($85 - 89.9\%$)
B + for $800 - 849.99$ points ($80 - 84.9\%$)
B for $750 - 799.99$ ($75 - 79.9\%$)
B- for $700 - 749.99$ ($70 - 74.9\%$)
C + for $650 - 699.99$ ($66 - 69.9\%$)
C for $600 - 649.99$ ($60 - 64.9\%$)
C- for $550 - 599.99$ ($55 - 59.9\%$)
D + for $500 - 549.99$ ($50 - 54.9\%$)
D for $450 - 499.99$ ($45 - 49.9\%$)
D- for $400 - 449.99$ ($40 - 49.9\%$)

Less or equal to $399.99$ points are deemed incomplete or not passed

Readings

Required

**Recommended**


**Monitoring, Planning and Feedback**

**Input from Students**

The student input is done by distributing two questionnaires. Questionnaire One is an enclosed questionnaire which includes content, clarity, difficulty, materials, and methods; while questionnaire Two is a questionnaire where students are free to write comments related to the program, topics, substance, as well as the lecturer. These questionnaires need to be disseminated to the students so that the views and feedback for the course can be known. Thus the quality and substance of the lectures can be achieved, either ongoing or for improvement in the future. These questionnaires are planned to be delivered to students twice, in the middle of the semester and at the end of the semester.