



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
english phonology	7922102026		T=0 P=0 ECTS=0	3	24 November 2024
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
		Lisetyo Ariyanti, S.S., M.Pd.

Model Pembelajaran	Project Based Learning																																																																																																				
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																				
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																				
	CPMK - 1 Being able to appraise segmental features of several languages																																																																																																				
	CPMK - 2 Being able to compare and contrast segmental features of two different languages																																																																																																				
	CPMK - 3 Being able to deliver the opinion as pre intermediate level																																																																																																				
	CPMK - 4 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.																																																																																																				
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Deskripsi Singkat MK This course provides a comprehensive overview of the English sound system, exploring the relationship between sound and meaning. Students will delve into phonological rules and sound change, examining their impact on language learning and intercultural communication. The course adopts a communicative approach, emphasizing the practical application of phonological knowledge in real-world contexts. Students will analyze diverse English accents and dialects, promoting inclusivity and addressing biases related to language variation (SDG no. 10). Assessment will consist of a written test, a case study, a project, and a reflective report where students will demonstrate their knowledge and understanding of phonology. The reflective report will invite students to reflect critically on their learning and development in the course. By the end of the course, students will have a strong understanding of English phonology and its relevance to various linguistic applications.

Pustaka	<p>Utama :</p> <ol style="list-style-type: none"> Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning. Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press. McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburgh University Press. Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press. https://www.youtube.com/watch?v=72M77Tva https://www.youtube.com/watch?v=4eby6lbtEI https://www.youtube.com/watch?v=h4yrluCE6UM <p>Pendukung :</p>
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Dosen Pengampu

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	Being able to identify the organs of speech in detail.	1.To know the responsibility deals with the course 2.To compare Introduction to Linguistics with English Phonology 3.To explain and give examples of the scope of English Phonology	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	PresentationDiscussionQuestion-Answer 2 X 50		Materi: Organs of speech; articulators Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.	2%

2	Being able to identify the labels of English consonants	1.To examine the organs of speech 2.To experiment with sounds production	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	PresentationDiscussionQuestion- Answer 2 X 50		Materi: Consonants Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
3	Being able to identify the labels of English consonants	1.To distinguish English consonants based on their voicing, place, and manner of articulation 2.To compare each consonant based on its label	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes	Presentation and Classical Discussion 2 X 50		Materi: Consonants Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i> Materi: Consonants Pustaka: https://www.youtube.com/...	3%
4	Being able to identify the labels of English consonants	1.To distinguish English consonants based on their voicing, place, and manner of articulation 2.To compare each consonant based on its label	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes	Quiz and Game 2 X 50		Materi: Consonants Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i> Materi: Consonants Pustaka: https://www.youtube.com/...	7%
5	To apply the symbols of consonants, vowels, and diphthongs to transcribe the written text	1.Student accurately transcribes a given list of English words containing various vowel sounds using the International Phonetic Alphabet (IPA). 2.Student correctly identifies and labels the vowel phonemes in English words provided during the class meeting. 3.Student demonstrates the ability to recognize and label English diphthongs in spoken words and sentences.	Kriteria: Student transcribes a spoken English sentence containing various vowel and diphthong sounds accurately using IPA. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presentation and Discussion 2 X 50		Materi: Phonetic symbols Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
6	Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text	To demonstrate the transcription of written text (spelling correspondence) into phonetic symbols and vice versa	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipasif, Tes	1. Students transcribe the provided text 2. Students write the orthography of the provided text written in phonetic symbols 2 X 50		Materi: Phonetic symbols Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
7	Being able to apply the morphophonemic rules	1.To analyze and demonstrate the rules to pronounce Plural allomorph[s], [z], and [əz] 2.To analyze and demonstrate the rules to pronounce Past tense allomorph [d], [t], and [əd] 3.To analyze and demonstrate the rules to pronounce Negation allomorph (Akan language has [m] before [p], [n] before [t], and [ŋ] before [k])	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipasif	Students identify the morphophonemic phenomenon in the texts. 2 X 50		Materi: The pronunciation of morphemes Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i> Materi: Morphology Pustaka: <i>McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburgh University Press.</i>	3%

8	Being able to identify the organs of speech in detail; Being able to identify the labels of English consonants; Being able to examine English vowels and diphthongs based on the positions of the tongue and the shapes of the lips; Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text; Being able to apply the morphophonemic rules	To demonstrate the understanding of the materials discussed in meeting 1 up to 7	Kriteria: mid term test Bentuk Penilaian : Tes	Mid term exam 2 X 50		Materi: Chapter 5 & 6 Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i> Materi: Chapter 1 - 4 Pustaka: <i>Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.</i>	20%
9	Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia	students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	STUDENTS PRESENTATION 2 X 50		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
10	To examine some distinctive features in detail	To differentiate the distinctive and non-distinctive feature and to investigate the presence of assimilation and fusion in English	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	PresentationDiscussionQuestion-Answer 2 X 50		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
11	To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis	1.To investigate some processes of dissimilationFeature changing 2.Segment insertion 3.Segment deletion 4.Metathesis	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	TGTPresentationDiscussionQuestion-Answer 2 X 50		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	8%
12	To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis	1.To investigate some processes of dissimilationFeature changing 2.Segment insertion 3.Segment deletion 4.Metathesis	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	TGTPresentationDiscussionQuestion-Answer 2 X 50		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
13	To examine the structure of a syllable	To analyze the arrangement of English syllable	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	TGTPresentationDiscussionQuestion-Answer 2 X 50		Materi: Reviewing Literature Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
14	To identify some features of supra segmental phonemes	To investigate the presence of stress, intonation, and juncture in daily conversation	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	PresentationDiscussionQuestion-Answer 2 X 50		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
15	Students ability to do the given task.	students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Aktifitas Partisipatif	Penilaian presentasi kelompok		Materi: Review Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%

16	FINAL TEST	students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	Kriteria: students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Bentuk Penilaian : Tes	FINAL EXAM 2 X 50		Materi: Final test Pustaka: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	38.83%
2.	Praktik / Unjuk Kerja	6.33%
3.	Tes	54.83%
		99.99%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 15 Oktober 2024

Koordinator Program Studi S1 Sastra
Inggris (Kampus Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.
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UPM Program Studi S1 Sastra Inggris
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