



|   |  |  |   |  |  |   |    |
|---|--|--|---|--|--|---|----|
| 1 | Being able to identify the organs of speech in detail.   | 1.To know the responsibility deals with the course<br>2.To compare Introduction to Linguistics with English Phonology<br>3.To explain and give examples of the scope of English Phonology  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                             | PresentationDiscussionQuestion-Answer<br>2 X 50  |  | <b>Materi:</b> Organs of speech; articulators<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>  | 2% |
| 2 | Being able to identify the labels of English consonants  | 1.To examine the organs of speech<br>2.To experiment with sounds production  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja      | PresentationDiscussionQuestion-Answer<br>2 X 50  |  | <b>Materi:</b> Consonants<br><b>Pustaka:</b> <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<br>2.To compare each consonant based on its label  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | Presentation and Classical Discussion<br>2 X 50  |  | <b>Materi:</b> Consonants<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i><br><br><b>Materi:</b> Consonants<br><b>Pustaka:</b><br><a href="https://www.youtube.com/...">https://www.youtube.com/...</a>   | 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<br>2.To compare each consonant based on its label  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | Quiz and Game<br>2 X 50  |  | <b>Materi:</b> Consonants<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i><br><br><b>Materi:</b> Consonants<br><b>Pustaka:</b><br><a href="https://www.youtube.com/...">https://www.youtube.com/...</a>   | 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).<br>2.Student correctly identifies and labels the vowel phonemes in English words provided during the class meeting.<br>3.Student demonstrates the ability to recognize and label English diphthongs in spoken words and sentences. | <b>Kriteria:</b><br>Student transcribes a spoken English sentence containing various vowel and diphthong sounds accurately using IPA.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja   | Presentation and Discussion<br>2 X 50  |  | <b>Materi:</b> Phonetic symbols<br><b>Pustaka:</b> <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  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Tes                        | 1. Students transcribe the provided text<br>2. Students write the orthography of the provided text written in phonetic symbols<br>2 X 50 |  | <b>Materi:</b> Phonetic symbols<br><b>Pustaka:</b> <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]<br>2.To analyze and demonstrate the rules to pronounce Past tense allomorph [d], [t], and [əd]<br>3.To analyze and demonstrate the rules to pronounce Negation allomorph (Akan language has [m] before [p], [n] before [t], and [ŋ] before [k] )  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                             | Students identify the morphophonemic phenomenon in the texts.<br>2 X 50  |  | <b>Materi:</b> The pronunciation of morphemes<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i><br><br><b>Materi:</b> Morphology<br><b>Pustaka:</b> <i>McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg 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   | <b>Kriteria:</b><br>mid term test<br><br><b>Bentuk Penilaian :</b><br>Tes   | Mid term exam<br>2 X 50                            |  | <b>Materi:</b> Chapter 5 & 6<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i><br><br><b>Materi:</b> Chapter 1 - 4<br><b>Pustaka:</b> <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. | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | STUDENTS PRESENTATION<br>2 X 50                    |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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                         | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | PresentationDiscussionQuestion-Answer<br>2 X 50    |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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<br>2.Segment insertion<br>3.Segment deletion<br>4.Metathesis                              | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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<br>2.Segment insertion<br>3.Segment deletion<br>4.Metathesis                              | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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   | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 |  | <b>Materi:</b> Reviewing Literature<br><b>Pustaka:</b> <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  | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | PresentationDiscussionQuestion-Answer<br>2 X 50    |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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. | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Penilaian presentasi kelompok                      |  | <b>Materi:</b> Review<br><b>Pustaka:</b> <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. | <b>Kriteria:</b><br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br><b>Bentuk Penilaian :</b><br>Tes | FINAL EXAM<br>2 X 50 |  | <b>Materi:</b> Final test<br><b>Pustaka:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i> | 30% |
|----|------------|--|--|----------------------|--|--|-----|

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 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 6 Maret 2024

Koordinator Program Studi S1 Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.  
NIDN 0014067509

UPM Program Studi S1 Sastra Inggris



Uci Elly Kholidah, S.S., M.A.  
NIDN 0023069001

File PDF ini digenerate pada tanggal 21 Februari 2025 Jam 23:03 menggunakan aplikasi RPS-OBE SiDia Unesa

