RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	**KODE**	**Rumpun MK**	**BOBOT (sks)**			**SEMESTER**	**Tgl Penyusunan**
English Semantics and Pragmatics	7920203059	Mata Kuliah Wajib Program Studi	**T=3**	**P=0**	**ECTS=4.77**	4	5 Mei 2023

OTORISASI		**Pengembang RPS**	**Koordinator RMK**	**Koordinator Program Studi**
		Lisetyo Ariyanti	Slamet Setiawan	Dr. Ali Mustofa, S.S., M.Pd.

Model Pembelajaran	**Case Study**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Being able to classify linguistic devices such as appropriate dictions and utterances both in spoken and written texts
	CPMK - 2	Being able to illustrate the contextual sociocultural phenomena based the concepts and theories of word meaning and speaker's meaning
	CPMK - 3	Being able to examine the appropriate approaches in meaning to analyze spoken and written text
	CPMK - 4	Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text

Matrik CPL - CPMK

CPMK
CPMK-1
CPMK-2
CPMK-3
CPMK-4

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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

Deskripsi Singkat MK	The lesson deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units,kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. color terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoritical frameworks are speech acts,implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixies, contexts and co-texts. The final project is documenting the short functional teks are found in the public areas to interpret the communication functions.
Pustaka	**Utama :**

1. References
2. Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.
3. Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge
4. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.
5. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.
6. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.
7. Kertez, Andras. 2004. Cognitive Semantics and Scientific Knowledge: Case studies in cognitive science of science. Amsterdam/Philadelphia: John Benjamins Publishing Company
8. Riemer, Nick. 2010. Introducing Semantics. New York: Cambridge University Press
9. Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.
10. George Yule: (1996). Pragmatics. Oxford University Press.

Pendukung :	

Dosen Pengampu	Dr. Dian Rivia Himmawati, S.S., M.Hum. Lisetyo Ariyanti, S.S., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	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	By presenting Semantics definition, Meaning and the Dictionary	1. To compare between language form and language meaning 2. To explain and give examples of the scope of English Semantics	Kriteria: 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% Bentuk Penilaian : Aktifitas Partisipasif	· Lecturing · Discussion · Question-Answer 3 X 50		Materi: 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press. Pustaka:	3%
2	By presenting Meaning and context External context: sense and reference	1. To examine the unit of meanings 2. To categorize different ways of defining meaning	Kriteria: 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% Bentuk Penilaian : Aktifitas Partisipasif	· Lecturing · Discussion · Question-Answer 3 X 50		Materi: Various aspects of Semantic including sense and reference Pustaka: Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge	3%
3	By presenting Meaning and context External context: sense and reference	1. To define the different between meaning and context To compare the concept of sense and reference To find the concept of dictionary and encyclopedia 2. o compare the concept of sense and reference 3. To find the concept of dictionary and encyclopedia	Kriteria: 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% Bentuk Penilaian : Aktifitas Partisipasif	· Lecturing · Discussion · Question-Answer 3 X 50		Materi: 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press Pustaka: References	3%

			Kriteria			Materi/Pustaka	
4	To understand the scope of meaning II: interpersonal context	1. To outline the different between speaker intention and hearer's inference 2. To outline the differences on antecedent and anaphora, and their aspects.	**Kriteria:** 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	· Lecturing · Discussion · Question-Answer 3 X 50		**Materi:** • Speaker intention and hearer's inference , • Antecedent • Anaphora **Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.*	3%
5	To analyze and distinguish meanings To understand logic as representation of meaning	1. To organize the lexical relations To categorize polysemy and meaning divisions To outline the different between speaker intention and hearers inference To outline the different between speaker intention and hearers inference To outline the different between speaker intention and hearers inference 2. To focus on the componential analysis	**Kriteria:** 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% **Bentuk Penilaian** : Aktifitas Partisipasif	· Lecturing · Discussion · Question-Answer 3 X 50		**Materi:** • Lexical relations • Componential analysis, • Polysemy and meaning divisions, **Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.*	3%
6	By identifying the componential analysis, Polysemy and meaning divisions	1. To outline the different between speaker intention and hearer's inference To outline the different between speaker intention and hearer's inference 2. To outline the different between speaker intention and hearer's inference	**Kriteria:** 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	· Lecturing · Case study · Small group discussion · Question-Answer 3 X 50		**Materi:** Sections of polysemy and meaning divitions **Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.*	3%

			Kriteria:			Materi:	
7	By identifying the componential analysis, Polysemy and meaning divisions	1. Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have specific lexical relation 2. 2. Identifying the componential words, polysemy and meaning in divisions	**Kriteria:** 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% **Bentuk Penilaian :** Aktifitas Partisipasif, Praktik / Unjuk Kerja	·Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have specific lexical relation 2. Identifying the componential words, polysemy and meaning in divisions. 3 X 50		**Materi:** Sections of polysemy and meaning divisions **Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.*	3%
8	Midtest Terms	Midtest terms	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian :** Aktifitas Partisipasif, Tes	Formative / Take-home 3 X 50		**Materi:** All materials discussed in previous meetings **Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.*	20%
9	To apply Deixis and Distance in a language which the speaker uses to express their intended meanings	To use information of Deixis and Distance in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian :** Aktifitas Partisipasif, Praktik / Unjuk Kerja	Small group discussion 3 X 50		**Materi:** The way language uses words to point to specific people, object, times or place **Pustaka:** *Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.*	3%

			Kriteria:				
10	To apply Reference and Inference in a language which the speaker uses to express their intended meanings	To use information of Reference and Inference in a language which the speaker uses to express their intended meanings meanings in another familiar situation	**Kriteria:** 1. Level 1: 50-59% 2. Level 2: 60-69% 3. Level 3: 70-79% 4. Level 4: 80-100% **Bentuk Penilaian :** Aktifitas Partisipasif, Praktik / Unjuk Kerja	Small group discussion 3 X 50		**Materi:** How reference and inference play a crucial role in effective communication and interpretation of language **Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.*	3%
11	To apply Presupposition and Entailment in a language which the speaker uses to express their intended meanings	To use information of Presupposition and Entailment in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian** : Praktik / Unjuk Kerja	Small group discussion 3 X 50		**Materi:** Presupposition and Entailment in a language **Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.*	3%
12	To apply Cooperation and Implicature in a language which the speaker uses to express their intended meanings	To implement Cooperation and Implicature in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Small group discussion 3 X 50		**Materi:** Cooperation and Implicature in a language **Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.*	5%
13	To apply Speech Acts and Events in a language which the speaker uses to express their intended meanings	To implement Speech Acts and Events in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have the implicature utterances. 2. Identifying the maxim of conversation in the social media in the internet. 3 X 50		**Materi:** Speech Acts and Events in a language **Pustaka:** *Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.*	5%

No	Sub-CPMK	Indikator	Kriteria & Bentuk Penilaian	Metode Pembelajaran		Materi Pembelajaran	Bobot
14	To apply Politeness and Interaction in a language which the speaker uses to express their intended meanings	To implement Politeness and Interaction in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian :** Aktifitas Partisipasif, Praktik / Unjuk Kerja	Small group discussion 3 X 50		**Materi:** Politeness and Interaction in a language **Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.*	5%
15	To apply Conversation and Preference Structure in a language which the speaker uses to express their intended meanings	To implement Conversation and Preference Structure in a language which the speaker uses to express their intended meanings in another familiar situation	**Kriteria:** 1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100% **Bentuk Penilaian :** Aktifitas Partisipasif, Praktik / Unjuk Kerja	Small-Group Discussion 3 X 50		**Materi:** Conversation and Preference Structure **Pustaka:**	5%
16	Final Examination	1. Level 1 : 50 - 59% 2. Level 2 : 60 - 69% 3. Level 3 : 70 - 79% 4. Level 4 : 80 - 100%	**Kriteria:** Final Examination **Bentuk Penilaian :** Tes	Written test 3 x 50		**Materi:** All materials discussed in the classroom **Pustaka:** *Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.*	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	39.5%
2.	Praktik / Unjuk Kerja	20.5%
3.	Tes	40%
		100%

Catatan

1. **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.
2. **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, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.
9. **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.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal

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