



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Pronunciation Practice	8820302170	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 22, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Zainul Aminin		Abdur Rosyid S.Pd. Mtesol			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																				
	<b>PLO-15</b>   Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																				
	<b>PO - 1</b>   Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course.																																																																																																				
	<b>PO - 2</b>   Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment.																																																																																																				
	<b>PO - 3</b>   Demonstrating English pronunciation used in daily conversation.																																																																																																				
	<b>PO - 4</b>   Making use of learning materials and IT to support teaching and learning process of English pronunciation subject.																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																				
	<table border="1"> <tr> <td>P.O</td> <td>PLO-15</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-15	PO-1		PO-2		PO-3		PO-4																																																																																											
	P.O	PLO-15																																																																																																			
PO-1																																																																																																					
PO-2																																																																																																					
PO-3																																																																																																					
PO-4																																																																																																					
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																					
<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
P.O		Week																																																																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																					
PO-1																																																																																																					
PO-2																																																																																																					
PO-3																																																																																																					
PO-4																																																																																																					

**Short Course Description** Pronunciation involves more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, sentences, and paragraphs in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, practice, small group discussions, and self-directed learning.

<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>(1) Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.</li> <li>(2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</li> <li>O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.</li> </ol>
	<b>Supporters:</b>

Supporting lecturer		Asrori, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Sueb, S.Pd., M.Pd. Ephrilia Noor Fitriana, S.Hum., M.Hum.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To show understanding of the problems in pronunciation	1.To explain the problems in pronunciation 2.To give examples of the problems in pronunciation	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecturing, Discussion, Question-Answer 2 X 50		<b>Material:</b> Problems in pronunciation: letters, sounds, sound-groups, words, utterances <b>References:</b> (2) Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation.</i> USA: Prentice Hall Regents.	2%
2	To examine how speech organs work in English	To identify how speech organs work in English	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecturing, Discussion, Question-Answer 2 X 50			2%
3	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ʊ, u:, ɜ:, ə/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.).</i> Cambridge: Cambridge University Press.	2%
4	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ʊ, u:, ɜ:, ə/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.).</i> Cambridge: Cambridge University Press.	2%
5	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer, Quiz 1 2 X 50			3%

6	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3rd ed.). Cambridge: Cambridge University Press.	3%
7	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3rd ed.). Cambridge: Cambridge University Press.	3%
8	Mid-Term Test	To demonstrate the correct pronunciation of words, phrases, and sentences consisting of consonant sounds	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Practice/Performance, Test	2 X 50			20%
9	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Stop consonants: /p, b, t, d, k, g, ʃ, dʒ/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3rd ed.). Cambridge: Cambridge University Press.	0%
10	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Stop consonants: /p, b, t, d, k, g, ʃ, dʒ/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3rd ed.). Cambridge: Cambridge University Press.	3%

11	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	0%
12	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ <b>References:</b> (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
13	To show understanding of stressed and unstressed syllables	<ol style="list-style-type: none"> <li>1.To explain stressed and unstressed syllables</li> <li>2.To give examples of stressed and unstressed syllables</li> <li>3.To demonstrate the correct pronunciation of stressed and unstressed syllables</li> <li>4.To explain weak and strong forms of words</li> <li>5.To give examples of weak and strong forms of words</li> <li>6.To demonstrate the correct pronunciation of weak and strong forms of words</li> </ol>	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Participatory Activities	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50			5%
14	To show understanding of rhythm units To use correct pronunciation of rhythm units	To explain rhythm units • To give examples of rhythm units To demonstrate the correct pronunciation of rhythm units	<b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance	2 X 50			6%

15	To show understanding of tune shapes To use correct pronunciation of tune shapes	1.To explain tune shapes 2.To give examples of tune shapes 3.To demonstrate the correct pronunciation of tune shapes	<b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50			6%
16	To show understanding of tune shapes To use correct pronunciation of tune shapes	To pronounce vowels and diphthongs	<b>Form of Assessment :</b> Test	Question-Answer 2 X 50			40%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20.5%
2.	Project Results Assessment / Product Assessment	2%
3.	Portfolio Assessment	5%
4.	Practice / Performance	22.5%
5.	Test	50%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.