



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

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Pronunciation Practice	7920202271	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	September 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																										
PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																										
PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																										
Program Objectives (PO)																											
PO - 1	Students will be able to demonstrate improved pronunciation of English sounds, including vowels, consonants, and diphthongs																										
PO - 2	Students will be able to speak English with increased intelligence, allowing them to communicate effectively in various real-life situations.																										
PO - 3	Students will understand and apply correct word stress patterns and rhythm in spoken English, enhancing their natural and fluent speech																										
PO - 4	Students will be able to develop phonemic awareness, enabling them to distinguish and produce the individual sounds of English accurately																										
PO - 5	Students will be able to expand their vocabulary and understand how pronunciation relates to word meaning and context																										
PO - 6	Students will be able to speak English with improved fluency and a natural flow, avoiding hesitations and pauses																										
PO - 7	Students will develop an awareness of how pronunciation can vary across different English-speaking regions and cultures																										
PLO-PO Matrix																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td></tr> </tbody> </table>			P.O	PLO-8	PLO-10	PO-1			PO-2			PO-3			PO-4			PO-5			PO-6			PO-7		
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**PO Matrix at the end of each learning stage (Sub-PO)**

	<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> <tr> <td>PO-5</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-6</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-7</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																	PO-5																	PO-6																	PO-7																
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**Short Course Description** 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, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching and learning activities are conducted through lecturing, drilling, and practice, and will be compiled into a podcast.

**References**

**Main :**

1. Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.
2. Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.
3. Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.
4. O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.

**Supporters:**

**Supporting lecturer** Diana Budi Darma, S.S., M.Pd.  
 Dr. Ali Mustofa, S.S., M.Pd.  
 Lina Purwaning Hartanti, S.Pd., M.EIL.  
 Zainul Aminin, S.Pd., M.Pd.  
 Ayunita Leliana, S.S., M.Pd.  
 Cicilia Deandra Maya Putri, S.Hum., M.A.

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 review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1; CLO 2)	1.To analyze vowels (eg, /I/) 2.To review diphthongs (eg /eu/) 3.To examine consonants (eg /θ/)	<b>Criteria:</b> Scoring 0 - 100  <b>Form of Assessment :</b> Participatory Activities	Lecturing, Discussion, Role play, Question-Answer 2 X 50		<b>Material:</b> Pronunciation sounds <b>Reference:</b> <i>Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	2%
2	To examine how speech organs work in English (CLO 1; CLO2).	To identify what types of movements and configurations of the vocal tract are used to produce sounds in English.	<b>Criteria:</b> Students understanding on the indicator.  <b>Form of Assessment :</b> Participatory Activities	Lecturing, Phonetic Practice, Question-Answer 2 X 50		<b>Material:</b> Speech Organ <b>Reference:</b> <i>Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	3%
3	To produce correct pronunciation of English vowels (CLO 2; CLO 3).	To act out the correct pronunciation of vowels.	<b>Criteria:</b> Students understanding based on the indicators.  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Pronunciation practice <b>References:</b> <i>O'Connor, JD 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.</i>	2%

4	To produce correct pronunciation of diphthongs (CLO 2; CLO 3).	To demonstrate the correct pronunciation of diphthongs.	<p><b>Criteria:</b> Students understanding based on the indicators.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Demonstration, Pair work, Drilling, Discussion, Question-Answer. 2 X 50		<p><b>Material:</b> Diphthong <b>Reference:</b> <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i></p>	3%
5	To produce correct pronunciation of friction consonants (CLO 2; CLO 3).	To demonstrate the correct pronunciation of friction consonants.	<p><b>Criteria:</b> Students understanding based on the indicators.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Demonstration, Pair work, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Friction consonants <b>References:</b> <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i></p>	3%
6	To produce correct pronunciation of friction consonants (CLO 2; CLO 3).	To demonstrate the correct pronunciation of friction consonants.	<p><b>Criteria:</b> Students understanding based on the indicators.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Demonstration, Pair work, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Friction consonants <b>References:</b> <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i></p>	2%
7	To produce correct pronunciation of stop consonants (CLO 3; CLO 4).	To demonstrate the correct pronunciation of stop consonants.	<p><b>Criteria:</b> 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speakers 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listeners and require guessing at meaning 5.2: Many errors that interfere with comprehensibility 6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication 7.0: No attempts</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Demonstration, Drilling, Discussion, Presentation, Question-Answer. 2 X 50		<p><b>Material:</b> Stop consonant <b>Reference:</b> <i>Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i></p>	5%

8	To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4).	To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants.	<p><b>Criteria:</b></p> <p>1.Pronunciation Rubric</p> <p>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speakers</p> <p>3.4: Comprehensible, generally correct, Occasional error</p> <p>4.3: Frequent errors that confuse listeners and require guessing at meaning</p> <p>5.2: Many errors that interfere with comprehensibility</p> <p>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication</p> <p>7.0: No attempts</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Nasal, lateral, and gliding consonants</p> <p><b>References:</b> Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.</p>	10%
9	To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4).	To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants.	<p><b>Criteria:</b></p> <p>1.Pronunciation Rubric</p> <p>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speakers</p> <p>3.4: Comprehensible, generally correct, Occasional error</p> <p>4.3: Frequent errors that confuse listeners and require guessing at meaning</p> <p>5.2: Many errors that interfere with comprehensibility</p> <p>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication</p> <p>7.0: No attempts</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Test</p>	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Nasal, lateral, and gliding consonants</p> <p><b>References:</b> Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.</p>	10%

10	To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4). To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4). To distinguish weak and strong forms of words (CLO 3; CLO 4). To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4).	<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 act out 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> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Pronunciation Rubric</li> <li>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speakers</li> <li>3.4: Comprehensible, generally correct, Occasional error</li> <li>4.3: Frequent errors that confuse listeners and require guessing at meaning</li> <li>5.2: Many errors that interfere with comprehensibility</li> <li>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication</li> <li>7.0: No attempts</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lecturing, Demonstration, Drilling, Discussion, Question-Answer. 2 X 50		<p><b>Material:</b> Stressed and unstressed syllables</p> <p><b>Reference:</b> Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.</p>	10%
11	To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4). To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4). To distinguish weak and strong forms of words (CLO 3; CLO 4). To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4).	<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 act out 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> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Pronunciation Rubric</li> <li>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speakers</li> <li>3.4: Comprehensible, generally correct, Occasional error</li> <li>4.3: Frequent errors that confuse listeners and require guessing at meaning</li> <li>5.2: Many errors that interfere with comprehensibility</li> <li>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication</li> <li>7.0: No attempts</li> </ol> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lecturing, Demonstration, Drilling, Discussion, Question-Answer. 2 X 50		<p><b>Material:</b> Stressed and unstressed syllables</p> <p><b>Reference:</b> Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.</p>	10%
12	To show understanding of rhythm units (CLO 3; CLO 4). To use correct pronunciation of rhythm units (CLO 3; CLO 4).	<ol style="list-style-type: none"> <li>1. To explain rhythm units.</li> <li>2. To give examples of rhythm units.</li> <li>3. To demonstrate the correct pronunciation of rhythm units.</li> </ol>	<p><b>Criteria:</b> Students understanding based on the indicators.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Rhythm units</p> <p><b>References:</b> O'Connor, JD 1980. <i>Better English Pronunciation: 2nd ed.</i> Cambridge: Cambridge University Press.</p>	3%
13	To show understanding of rhythm units (CLO 3; CLO 4). To use correct pronunciation of rhythm units (CLO 3; CLO 4).	<ol style="list-style-type: none"> <li>1. To explain rhythm units.</li> <li>2. To give examples of rhythm units.</li> <li>3. To demonstrate the correct pronunciation of rhythm units.</li> </ol>	<p><b>Criteria:</b> Students understanding based on the indicators.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<p><b>Material:</b> Rhythm units</p> <p><b>References:</b> O'Connor, JD 1980. <i>Better English Pronunciation: 2nd ed.</i> Cambridge: Cambridge University Press.</p>	2%

14	To classify tune shapes (CLO 3; CLO 4; CLO 5). To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5).	1.To explain tune shapes. 2.To give examples of tune shapes. 3.To demonstrate the correct pronunciation of tune shapes.	<b>Criteria:</b> Students understanding based on the indicators.  <b>Form of Assessment :</b> Participatory Activities	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Tune shapes <b>References:</b> <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i>	2%
15	To classify tune shapes (CLO 3; CLO 4; CLO 5). To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5).	1.To explain tune shapes. 2.To give examples of tune shapes. 3.To demonstrate the correct pronunciation of tune shapes.	<b>Criteria:</b> Students understanding based on the indicators.  <b>Form of Assessment :</b> Participatory Activities	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		<b>Material:</b> Tune shapes <b>Reader:</b> <i>Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	3%
16	To demonstrate the correct pronunciation and its sounds	Students are able to explain and demonstrate the correct pronunciation and its sounds	<b>Criteria:</b> Students understanding based on the indicators  <b>Form of Assessment :</b> Test	Final test 2x50		<b>Material:</b> Pronunciation practice <b>References:</b> <i>Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.</i>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	29%
2.	Portfolio Assessment	16%
3.	Practice / Performance	20%
4.	Test	35%
		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.

