	Universitas Negeri Surabaya Faculty of Languages and Arts, Indonesian Literature Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Phonology	7920104051	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	1	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-14	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page

Program Objectives (PO)

PO - 1	Mastering scientific knowledge about the science of language sounds (phonology)
PO - 2	Mastering the basics of phonological research methods
PO - 3	Mastering techniques for applying phonological concepts to increase understanding of Indonesian identity
PO - 4	Mastering the basics of knowledge to be creative in the field of phonology

PLO-PO Matrix

P.O	PLO-14
PO-1	
PO-2	
PO-3	
PO-4	

PO Matrix at the end of each learning stage (Sub-PO)

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	Discussion of theoretical and applicable concepts of Indonesian language sound system which includes the production of language sounds (phones) and the arrangement of phonemes as a basis for language teaching and Indonesian language skills as well as language research through lecture activities, consolidation of language sound system theory, practical case analysis of language sound system, and presentations to produce various scientific writings about the sound systems of Indonesian and regional languages using descriptive and generative methods which are presented in class discussions and scientific activities in the department

References

Main :

1. Chaer, Abdul. 2000. Fonologi Bahasa Indonesia. Rineka Cipta
2. Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge

Supporters:

1. 2. International Phonetic Association. 2007. Handbook of International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press
2. Crystal, David. 2008. A Dictionary of Linguistic and Phonetics . Sixth Edition. Oxford: Blackwell Publishing. International Phonetic Association. 2007. Handbook of International Phonetic Association: A Guide to the use of the International Phonetic Alphabets . Cambridge: Cambridge University Press. Gussmann, Edmund. 2002. Phonology. Analysis and Theory . Cambridge: Cambridge. Yusuf, Suhendra. 1998. Fonetik dan Fonologi . Jakarta: Gramedia Muchlis. 2000. Fonologi Bahasa Indonesia. Jakarata: Rineka Cipta
3. Marsono. 2006. Fonetik. Yogyakarta:UGM

Supporting lecturer	Prof. Dr. Kisyani Laksono, M.Hum. Dr. Agusniar Dian Savitri, S.S., M.Pd. Dr. Riki Nasrullah, 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	Understand the definition of Phonology	Explain the definition and benefits of phonology	**Criteria:** 1.2: explanation 2 is correct 2.1: explanation 1 is correct 3.0: no correct explanation **Form of Assessment** : Participatory Activities	lectures, questions and answers, and discussions 2 X 50		**Material:** understanding phonology **References:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta* **Material:** understanding and benefits of phonology **References:** *Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge*	5%
2	1.Understand IPA fonts and symbols 2.Students can recognize and understand phonetic symbols based on science	Explain the definition of IPA fonts and symbols	**Criteria:** 1.2: correct definition explanation 2.1: the explanation is inaccurate 3.0: definition explanation is incorrect **Form of Assessment** : Participatory Activities, Tests	questions and answers, discussions, 2 X 50 modeling		**Material:** IPA symbols **References:** *2. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press*	5%

3	1. Understand IPA fonts and symbols 2. Students can recognize and understand phonetic symbols based on science	Explain the definition of IPA fonts and symbols	**Criteria:** 1. 2: correct definition explanation 2. 1: the explanation is inaccurate 3. 0: definition explanation is incorrect **Form of Assessment** : Participatory Activities	questions and answers, discussions, 2 X 50 modeling		**Material:** understanding of phonics and articulatory organs **References:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta* **Material:** articulatory organs **References:** *Crystal, David. 2008. A Dictionary of Linguistics and Phonetics. Sixth Edition. Oxford: Blackwell Publishing. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press. Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge. Yusuf, Suhendra. 1998. Phonetics and Phonology. Jakarta: Gramedia Muchlis. 2000. Indonesian Phonology. Jakarta: Rineka Cipta*	5%
4	Phonetic transcription	students are able to carry out phonetic transcription	**Criteria:** 1. 3: all correct 2. 2: only two are true 3. 1: right one 4. 0: none of them are correct **Form of Assessment** : Participatory Activities	Question and answer, discussion-presentation, assignment 2 X 50		**Material:** articulatory organs **Reference:** *Marsono. 2006. Phonetics. Yogyakarta: UGM* **Material:** articulatory organs **References:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta*	5%

5	Understand the process by which language sounds occur	Identifying the sound organs of language Drawing the sound organs of language Explaining the process by which language sounds occur.	**Criteria:** 1.3: determination of correct identification and explanation 2.2: wrong determination, correct explanation. 3.1: correct determination, incorrect explanation. 4.0: none of them are correct **Form of Assessment** : Participatory Activities, Practice/Performance	questions and answers, discussions, presentation assignments 4 X 50		**Material:** language sound production **Reader:** *Marsono. 2006. Phonetics. Yogyakarta: UGM*	5%
6	Understand the process by which language sounds occur	Identifying the sound organs of language Drawing the sound organs of language Explaining the process by which language sounds occur.	**Criteria:** 1.3: determination of correct identification and explanation 2.2: wrong determination, correct explanation. 3.1: correct determination, incorrect explanation. 4.0: none of them are correct **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	discussion, presentation and assignment 4 X 50		**Material:** identification and analysis of phonemes **References:** *Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge*	5%
7	Understand and identify consonant sounds	Explaining the process of consonant sounds (area of articulation and method of articulation) Describing the process of consonant sounds Naming consonant sounds Classifying Indonesian consonants in the consonant chart	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	Questions and answers, discussions, assignments 8 X 50		**Material:** consonant sounds **References:** *2. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press*	5%
8	Understand and identify consonant sounds	Explaining the process of consonant sounds (area of articulation and method of articulation) Describing the process of consonant sounds Naming consonant sounds Classifying Indonesian consonants in the consonant chart	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Test	Questions and answers, discussions, assignments 8 X 50			15%

9	Understand and identify consonant sounds	Explaining the process of consonant sounds (area of articulation and method of articulation) Describing the process of consonant sounds Naming consonant sounds Classifying Indonesian consonants in the consonant chart	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	Questions and answers, discussions, assignments 8 X 50		**Material:** consonant sounds **References:** *2. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press*	10%
10	Understand and identify consonant sounds	Explaining the process of consonant sounds (area of articulation and method of articulation) Describing the process of consonant sounds Naming consonant sounds Classifying Indonesian consonants in the consonant chart	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	Questions and answers, discussions, assignments 8 X 50		**Material:** consonant sounds **Reference:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta*	5%

11	Understand and identify vowel sounds	Explaining the process of vowel sounds Describing the process of vowel sounds Naming vowel sounds Classifying Indonesian vowels in the cardinal vowel chart	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct	questions and answers, discussions, assignments 4 X 50		**Material:** vowel sounds **Reader:** *Crystal, David. 2008. A Dictionary of Linguistics and Phonetics. Sixth Edition. Oxford: Blackwell Publishing. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press. Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge. Yusuf, Suhendra. 1998. Phonetics and Phonology. Jakarta: Gramedia Muchlis. 2000. Indonesian Phonology. Jakarta: Rineka Cipta*	5%

12	Understand and identify vowel sounds	Explaining the process of vowel sounds Describing the process of vowel sounds Naming vowel sounds Classifying Indonesian vowels in the cardinal vowel chart	**Criteria:** 1. 3: determination of the sound process [k] and correct explanation 2. 2: determination of the sound process [k] is incorrect, explanation is correct. 3. 1: determination of the sound process [k] correct, explanation incorrect. 4. 0: none of them are correct **Form of Assessment** : Participatory Activities	questions and answers, discussions, assignments 4 X 50		**Material:** vowel sounds **Reader:** *Crystal, David. 2008. A Dictionary of Linguistics and Phonetics. Sixth Edition. Oxford: Blackwell Publishing. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press. Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge. Yusuf, Suhendra. 1998. Phonetics and Phonology. Jakarta: Gramedia Muchlis. 2000. Indonesian Phonology. Jakarta: Rineka Cipta*	5%

13	Understand and identify diphthong sounds	Explaining the process by which diphthong sounds occur. Classifying diphthong sounds. Describing diphthong sounds in the cardinal vowel chart.	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	questions and answers, discussions, assignments 4 X 50		**Material:** vowel sounds **Reader:** *Crystal, David. 2008. A Dictionary of Linguistics and Phonetics. Sixth Edition. Oxford: Blackwell Publishing. International Phonetic Association. 2007. Handbook of the International Phonetic Association: A Guide to the use of the International Phonetic Alphabets. Cambridge: Cambridge University Press. Gussmann, Edmund. 2002. Phonology. Analysis and Theory. Cambridge: Cambridge. Yusuf, Suhendra. 1998. Phonetics and Phonology. Jakarta: Gramedia Muchlis. 2000. Indonesian Phonology. Jakarta: Rineka Cipta*	5%
14	Understand and identify diphthong sounds	Explaining the process by which diphthong sounds occur. Classifying diphthong sounds. Describing diphthong sounds in the cardinal vowel chart.	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	questions and answers, discussions, assignments 4 X 50		**Material:** diphthong sounds **Reference:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta*	5%

15	Understand and identify cluster sounds	Explaining the process by which cluster sounds occur. Classifying cluster sounds. Identifying cluster sounds and not based on their phonotactics	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Participatory Activities	questions and answers, discussions, presentations, assignments 4 X 50		**Material:** cluster sounds **References:** *Chaer, Abdul. 2000. Indonesian Phonology. Rineka Cipta*	5%
16	Understand and identify cluster sounds	Explaining the process by which cluster sounds occur. Classifying cluster sounds. Identifying cluster sounds and not based on their phonotactics	**Criteria:** 1.3: determination of the sound process [k] and correct explanation 2.2: determination of the sound process [k] is incorrect, explanation is correct. 3.1: determination of the sound process [k] correct, explanation incorrect. 4.0: none of them are correct **Form of Assessment** : Portfolio Assessment, Test	questions and answers, discussions, presentations, assignments 4 X 50			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	61.67%
2.	Portfolio Assessment	9.17%
3.	Practice / Performance	4.17%
4.	Test	25%
		100%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.