

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Inggris					Kode Dokumen																																	
	RENCANA PEMBELAJARAN SEMESTER																																						
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																
Pronunciation Practice	7920202271	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	1	1 September 2023																																
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																	
	Lina Purwaning Hartanti, S.Pd, M.EIL		Cicilia Deandra Putri, S.S, M.A			ALI MUSTOFA																																	
Model Pembelajaran	Case Study																																						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																						
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																					
	CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa																																					
	CPL-11	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2																																					
	Capaian Pembelajaran Mata Kuliah (CPMK)																																						
	CPMK - 1	Students will be able to demonstrate improved pronunciation of English sounds, including vowels, consonants, and diphthongs																																					
	CPMK - 2	Students will be able to speak English with increased intelligibility, allowing them to communicate effectively in various real-life situations.																																					
	CPMK - 3	Students will understand and apply correct word stress patterns and rhythm in spoken English, enhancing their natural and fluent speech																																					
	CPMK - 4	Students will be able to develop phonemic awareness, enabling them to distinguish and produce the individual sounds of English accurately																																					
	CPMK - 5	Students will be able to expand their vocabulary and understand how pronunciation relates to word meaning and context																																					
	CPMK - 6	Students will be able to speak English with improved fluency and a natural flow, avoiding hesitations and pauses																																					
	CPMK - 7	Students will develop an awareness of how pronunciation can vary across different English-speaking regions and cultures																																					
	Matrik CPL - CPMK																																						
		<table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-5</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-5</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-6</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-7</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	CPMK	CPL-3	CPL-5	CPL-11	CPMK-1	✓	✓	✓	CPMK-2	✓	✓	✓	CPMK-3	✓	✓	✓	CPMK-4	✓	✓	✓	CPMK-5	✓	✓	✓	CPMK-6	✓	✓	✓	CPMK-7	✓	✓	✓					
	CPMK	CPL-3	CPL-5	CPL-11																																			
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CPMK-5	✓	✓	✓																																				
CPMK-6	✓	✓	✓																																				
CPMK-7	✓	✓	✓																																				
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																							

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Deskripsi Singkat MK	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 podcast.																																																																																																																																																									
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	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.																																																																																																																																																									
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Dosen Pengampu	Diana Budi Darma, 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.																																																																																																																																																									
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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	To review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1; CLO 2)	1.To analyse vowels (e.g., /l/) 2.To review diphthongs (e.g. /eu/) 3.To examine consonants (e.g. / θ /)	Kriteria: Scoring 0 - 100 Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, Discussion, Role play, Question-Answer 2 X 50		Materi: Pronunciation sounds Pustaka: Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.		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 used to produce sounds in English.	Kriteria: Students understanding on the indicator. Bentuk Penilaian : Aktifitas Partisipasif	Lecturing, Phonetic Practice, Question-Answer 2 X 50		Materi: Speech Organ Pustaka: Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.		3%																																																																																																																																																		

3	To produce correct pronunciation of English vowels (CLO 2; CLO 3).	To act out the correct pronunciation of vowels.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Pronunciation practice Pustaka: <i>O'Connor, J.D. 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.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Demonstration, Pair work, Drilling, Discussion, Question-Answer. 2 X 50		Materi: Diphthong Pustaka: <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.</i>	3%
5	To produce correct pronunciation of friction consonants (CLO 2; CLO 3).	To demonstrate the correct pronunciation of friction consonants.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Demonstration, Pair work, Drilling, Discussion, Question-Answer 2 X 50		Materi: Friction consonant Pustaka: <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.</i>	3%
6	To produce correct pronunciation of friction consonants (CLO 2; CLO 3).	To demonstrate the correct pronunciation of friction consonants.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Demonstration, Pair work, Drilling, Discussion, Question-Answer 2 X 50		Materi: Friction consonant Pustaka: <i>Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.</i>	2%
7	To produce correct pronunciation of stop consonants (CLO 3; CLO 4).	To demonstrate the correct pronunciation of stop consonants.	Kriteria: 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listener 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 attempt Bentuk Penilaian : Aktifitas Partisipatif	Demonstration, Drilling, Discussion, Presentation, Question-Answer. 2 X 50		Materi: Stop consonant Pustaka: <i>Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	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.	Kriteria: 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listener 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 attempt Bentuk Penilaian : Penilaian Portofolio	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Nasal, lateral, and gliding consonants Pustaka: Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.	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.	Kriteria: 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listener 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 attempt Bentuk Penilaian : Penilaian Portofolio, Tes	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Nasal, lateral, and gliding consonants Pustaka: Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary.</i> Cambridge: Cambridge University Press.	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).	1.To explain stressed and unstressed syllables. 2.To give examples of stressed and unstressed syllables. 3.To act out the correct pronunciation of stressed and unstressed syllables. 4.To explain weak and strong forms of words. 5.To give examples of weak and strong forms of words.	Kriteria: 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listener 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 attempt Bentuk Penilaian : Praktik / Unjuk Kerja	Lecturing, Demonstration, Drilling, Discussion, Question-Answer. 2 X 50		Materi: Stressed and unstressed syllables Pustaka: Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	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).	1.To explain stressed and unstressed syllables. 2.To give examples of stressed and unstressed syllables. 3.To act out the correct pronunciation of stressed and unstressed syllables. 4.To explain weak and strong forms of words. 5.To give examples of weak and strong forms of words.	Kriteria: 1.Pronunciation Rubric 2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker 3.4: Comprehensible, generally correct, Occasional error 4.3: Frequent errors that confuse listener 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 attempt Bentuk Penilaian : Praktik / Unjuk Kerja	Lecturing, Demonstration, Drilling, Discussion, Question-Answer. 2 X 50		Materi: Stressed and unstressed syllables Pustaka: Marks, Jonathan. 2007. <i>English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.</i>	10%
12	To show understanding of rhythm units (CLO 3; CLO 4).To use correct pronunciation of rhythm units (CLO 3; CLO 4).	1.To explain rhythm units. 2.To give examples of rhythm units. 3.To demonstrate the correct pronunciation of rhythm units.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Rhythm units Pustaka: O'Connor, J.D. 1980. <i>Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.</i>	3%

13	To show understanding of rhythm units (CLO 3; CLO 4). To use correct pronunciation of rhythm units (CLO 3; CLO 4).	1.To explain rhythm units. 2.To give examples of rhythm units. 3.To demonstrate the correct pronunciation of rhythm units.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Rhythm units Pustaka: <i>O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.</i>	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.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Tune shapes Pustaka: <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.	Kriteria: Students understanding based on the indicator. Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Tune shapes Pustaka: <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	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Tes	Final test 2x50		Materi: Pronunciation practice Pustaka: <i>Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	29%
2.	Penilaian Portofolio	16%
3.	Praktik / Unjuk Kerja	20%
4.	Tes	35%
		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, ketrampilan 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN

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