

RENCANA PEMBELAJARAN SEMESTER (RPS)

MATA KULIAH : ENGLISH PHONOLOGY
KODE : MKK 29
DOSEN PENGAMPU : ADIP ARIFIN, M.Pd.



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
STKIP PGRI PONOROGO
2018/2019**

COURSE CONTRACT

Subject	:	English Phonology
Code	:	MKK 29
Semester	:	III
Date/time	:	Friday, 02.40 – 04.20 pm
Room	:	202

1. Course significance

After finishing this course, students are expected to be able to identify the various topics belong to phonology. Besides, students are expected to be able to apply phonological rules in their language production, both in spoken and written mode.

2. Course Description

English Phonology is a theoretical subject which consists of theories on articulatory phonetics and phonological rules which covers the features of speech sounds and their organization. As the branch of linguistics, phonology focuses on explaining the production of speech sounds as the smallest significant unit of language, or better known as language element. Materials cover sounds, spelling, symbols organs of speech, airstream mechanism (pronunciation), phonetic features, articulatory features, vowel and consonants, prosodic and suprasegmental phonology, syllable and syllabification, phonemes, phonetics, place of articulation, and manner of articulation.

Students' classroom activities include individual work, and group work. Evaluation on students' achievement is based on classroom participation, assignments, the mid-semester test, and the final test.

3. Instructional objective

At the end of the course, the students are able to:

- 3.1 Recognize and describe the specific linguistic terms found in phonetics and phonology.
- 3.2 Describe the organs of speech and their mechanism to produce the speech sounds.
- 3.3 Clarify the distinctive features of the speech sounds.
- 3.4 Describe the role of phonology in language learning.

3.5 Describe basic phonological rules in English.

3.6 Apply the basic phonological rules in spoken and written language mode

4. Method of teaching

1. Lecturing:

Lecturing is done every meeting to give explanation and to strengthen the students understanding on each topic.

2. Presentation:

Presentation is done by the students in order to show their mastery of each topic.

3. Discussion:

Discussion is done in every meeting, as a part of the main activity.

4. Question and answer (Q & A):

Question and answer are done in every meeting, to build the good interaction among the students - lecturer and students-students.

5. Source

a. Roach, P. 1990. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.

b. Spencer, A. 1995. *Phonology*. Oxford: Blackwell Publishing.

c. McMahon, A. 2002. *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

d. The relevant journal articles

1. Assignment

1. Mid-term test and final exam

2. Article review

3. Individual presentation

2. Score

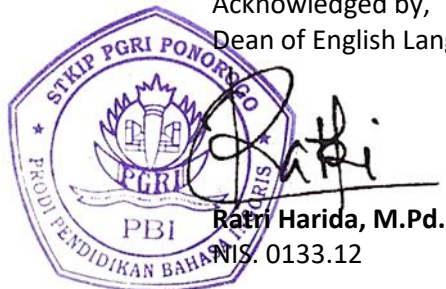
The range of the scores are as follows:

Score	Point	Range
A	4	≥ 85
B	3	70 - 84
C	2	60 - 69
D	1	50 - 59
E	0	≤ 49

The final score will be achieved by applying below formula:

Attendance	10%
Discussion	10%
Presentation	10%
Mid- term examination	30%
Final examination	40% +
Total	100%

Acknowledged by,
Dean of English Language Edu. Dept.



Ratri Harida, M.Pd.
NIS. 0133.12

Ponorogo, September 19th, 2018
Lecturer

Adip Arifin, M.Pd.
NIS. 0161.14

SYLABUS

1. **Subject** : **English Phonology**
2. **Code** : **MKK 29**
3. **Semester** : **III**
4. **Credit** : **2**
5. **Faculty/ Study Program** : **Language and Arts/ English Language Education Department**
6. **Pre-condition Subject** : -
7. **Output** : The students are able to describe basic phonological rules in English and apply them in spoken and written language mode
8. **. Topics** : Sounds, spelling, symbols organs of speech, airstream mechanism (pronunciation), phonetic features, articulatory features, vowel and consonants, prosodic and suprasegmental phonology, syllable and syllabification, phonemes, phonetics, place of articulation, and manner of articulation

9. **Course Description** :

English Phonology is a theoretical subject which consists of theories on articulatory phonetics and phonological rules which covers the features of speech sounds and their organization. As the branch of linguistics, phonology focuses on explaining the production of speech sounds as the smallest significant unit of language, or better known as language element. Materials cover sounds, spelling, symbols organs of speech, airstream mechanism (pronunciation), phonetic features, articulatory features, vowel and consonants, prosodic and suprasegmental phonology, syllable and syllabification, phonemes, phonetics, place of articulation, and manner of articulation.

Students' classroom activities include individual work, and group work. Evaluation on students' achievement is based on classroom participation, assignments, the mid-semester test, and the final test.

10. References :


- a. Roach, P. 1990. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.
- b. Spencer, A. 1995. *Phonology*. Oxford: Blackwell Publishing.
- c. McMahon, A. 2002. *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
- d. The relevant journal articles

Acknowledged by,
Dean of English Language Education Department

Ponorogo, September 19th, 2018
Lecturer



Ratri Harida, M.Pd
NIS. 0133.12



Adip Arifin, M.Pd
NIS. 0161.14



RENCANA PEMBELAJARAN SEMESTER PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS STKIP PGRI PONOROGO

SUBJECT	Code	Rumpun MK	BOBOT (sks)		SEMESTER	Direvisi
English Phonology	MKK 29	Kebahasaan (Linguistik)	T=1	P=1	III	
AUTHORITY	Penyusun RP	Koordinator RMK			Ka PRODI	
	Adip Arifin, M.Pd	Ratri Harida, M.Pd.			Ratri Harida, M.Pd	
Learning Outcome (CP)	Program Studi	Pendidikan Bahasa Inggris				
Course Description	<p>English Phonology is a theoretical subject which consists of theories on articulatory phonetics and phonological rules which covers the features of speech sounds and their organization. As the branch of linguistics, phonology focuses on explaining the production of speech sounds as the smallest significant unit of language, or better known as language element. Materials cover sounds, spelling, symbols organs of speech, airstream mechanism (pronunciation), phonetic features, articulatory features, vowel and consonants, prosodic and suprasegmental phonology, syllable and syllabification, phonemes, phonetics, place of articulation, and manner of articulation.</p> <p>Students' classroom activities include individual work, and group work. Evaluation on students' achievement is based on classroom participation, assignments, the mid-semester test, and the final test.</p>					
References	Utama :	<ol style="list-style-type: none"> 1. Roach, P. 1990. <i>English Phonetics and Phonology: A Practical Course</i>. Cambridge: Cambridge University Press. 2. Spencer, A. 1995. <i>Phonology</i>. Oxford: Blackwell Publishing. 				
References	Pendukung :	<ol style="list-style-type: none"> 3. McMahan, A. 2002. <i>An Introduction to English Phonology</i>. Edinburgh: Edinburgh University Press. 4. The relevant journal articles 				
Media	Software :	Hardware :				
	Presentation slide	Notebook, LCD Projector, and white board				
Team Teaching	-					
Precondition Subject	-					

Week	Learning output	Learning Material	Learning Method [Time Allocation]	Assessment		
				Indicator	Form	Score
1	The students are able to define the concept of linguistics, linguistic, and phonology	<ul style="list-style-type: none"> • Introduction • Initializing course element <ul style="list-style-type: none"> ➤ Lesson plan (RPS) ➤ Course contract ➤ Assignments • Book 1 and 2 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • Defining the concept of linguistics, linguistic, and phonology 	-	
2	The students are able to write phonetics and their transcription	<ul style="list-style-type: none"> • Phonetics • English sounds • Phonetics transcription (symbols) 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to explain the definitions of phonetics • The students are able to explain the definitions of English sounds and their types. • The students are able to transcribe phonetics symbols 	Performance test Quiz	5%
3	The students are able to identify the organ of speech	<ul style="list-style-type: none"> • Speech organs • Articulatory phonetics 	<ul style="list-style-type: none"> • Lecturing, discussion, Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to identify human organ of speech • The students are able to explain the function of each human speech organs • The students are able to explain the process of sound production 	-	-
4	The students are able to recognize vowel based on manner and place of articulation	<ul style="list-style-type: none"> • Place of articulation • Manner of articulation 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to identify the types of manner of articulation • The students are able to identify the place of articulation • The students are able to characterize the sounds based on their and manner of articulation 	Performance test Quiz	5%
5	The students are able to recognize diphthong and triphthong based on manner and place of articulation	<ul style="list-style-type: none"> • Alphabet • Vowel • Diphthong 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A 	<ul style="list-style-type: none"> • The students are able to identify the types of diphthong based on the manner of articulation 	-	-

		<ul style="list-style-type: none"> • Triphthong 	<ul style="list-style-type: none"> • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to identify the types of diphthong based on the place of articulation • The students are able to identify the types of triphthong based on the manner of articulation • The students are able to identify the types of triphthong based on the place of articulation 		
6	The students are able to identify the types of consonants and their characteristics	<ul style="list-style-type: none"> • Consonants 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to identify the consonants based on place of articulation • The students are able to identify the consonants based on manner of articulation 	Performance test Quiz	5%
7	The students are able to identify the types of consonants and their characteristics	<ul style="list-style-type: none"> • Consonants 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to categorize the consonants based on place of articulation • The students are able to categorize the consonants based on manner of articulation 	-	-
8	Mid-term test				Formative test	30%
9	The students are able to explain the concept of phonemes and allophones	<ul style="list-style-type: none"> • Phonemes • Allophones 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to differentiate phonemes and allophones • The students are able to define phoneme • The students are able to define allophone 	-	-
10	The students are able to explain the structure of syllables and their rules	<ul style="list-style-type: none"> • Syllable • Syllabification • Structure of syllable 	<ul style="list-style-type: none"> • Lecturing, discussion, • Q & A • 2 x 50 minutes 	<ul style="list-style-type: none"> • The students are able to explain the concept of syllable • The students are able to reconstruct the structure of syllables 	-	-

				<ul style="list-style-type: none"> The students are able to analyze the structure of syllables The students are able to organize the syllable rules in words 		
11	The students are able to recognize the segmental and suprasegmental phoneme	<ul style="list-style-type: none"> Segmental phoneme Suprasegmental phoneme 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to explain segmental phoneme The students are able to explain suprasegmental phoneme The students are able to identify the components of suprasegmental phoneme 	-	-
12	The students are able to differentiate the segmental and suprasegmental phoneme	<ul style="list-style-type: none"> Segmental phoneme Suprasegmental phoneme 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to explain segmental phoneme The students are able to explain suprasegmental phoneme The students are able to identify the components of suprasegmental phoneme 	-	-
13	The students are able to identify the types of stress, rhythm, and intonation	<ul style="list-style-type: none"> Stress Rhythm Intonation 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify the types of stress The students are able to identify the types of rhythm The students are able to identify the types of intonation 	Performance test Quiz	5%
14	The students are able to identify the types of research design in quantitative (part 1)	<ul style="list-style-type: none"> Quantitative research designs 	<ul style="list-style-type: none"> Lecturing, discussion, Q & A 2 x 50 minutes 	<ul style="list-style-type: none"> The students are able to identify the types of research designs in quantitative The students are able to choose the appropriate design for specific purpose 	Performance test	5%
15	The students are able to present one of the	<ul style="list-style-type: none"> Phonological rules 	<ul style="list-style-type: none"> Lecturing, 	<ul style="list-style-type: none"> The students are able to 	Performance test	5%

	chosen topics		discussion, • Q & A • 2 x 50 minutes	present the phonological rules • The students are able to answer every question related to their chosen topic		
16	Final examination				Formative test	100%
	Mid-term Test (UTS)				30%	
	Final Test (UAS)				40%	
	Assignment and performance				20%	
	Attendance				10%	
	Total				100%	



Approved by,
Dean of English Language Education Department

Ratri Harida, M.Pd
NIS. 0133.12

Ponorogo, September 18th, 2018
Lecturer,

Adip Arifin, M.Pd
NIS. 0161.14

ARRANGEMENT OF STUDENT ASSIGNMENT

Subject : English Phonology
Study Program : English Language Education
Faculty : Language and Arts

Credit : 2
Meeting : 6, 13, 14, 15

No.	Component of Assignment	Description
1	Objective	Identifying the phonological rules and components.
2	Assignment detail	
	a. Object	Consonants and vowels
	b. Limitation	Understanding the categorization of consonant based on place and manner of articulation. References: a. Roach, P. 1990. <i>English Phonetics and Phonology: A Practical Course</i> . Cambridge: Cambridge University Press. b. Spencer, A. 1995. <i>Phonology</i> . Oxford: Blackwell Publishing. c. McMahon, A. 2002. <i>An Introduction to English Phonology</i> . Edinburgh: Edinburgh University Press. d. The relevant journal articles After reviewing the references and getting the appropriate knowledge, the students are instructed to identify the consonants and vowels.
	c. Guidance	The students read the material and references from the various sources, and begin to transcribe vowels and consonants individually.
	d. Form	Test sheet
3	Assessment criteria	a. Accuracy 40 % b. Correctness 40% c. Readability 50%



UJIAN TENGAH SEMESTER GASAL TAHUN AKADEMIK 2018/2019

STKIP PGRI PONOROGO

Subject : English Phonology
Day/ date : Friday, November 16th, 2018
Time : 02.40 – 03.55 p.m.
Study program : English Education (PBI 2017)
Lecturer : Adip Arifin, M.Pd.

Read the instructions below carefully before doing the test!

- a. This is an **individual and close book test**, you may work independently. Please, do not open any kinds of sources.
- b. Answer the questions briefly and orderly, and if it is necessary, provide the examples to support your answer.
- c. Please re-check your answer before submitting your answer sheet to the test supervisor.
- d. Submit the **test and answer sheet** to the test supervisor before leaving the room.

Good luck...!

QUESTIONS

1. Phonology is one of the linguistic branches which considered significant for language learners. Explain its significance(s) for you as the English learner!
2. Explain the process of human sound production?
3. What are the basis for classifying vowel and consonant? Explain with examples!
4. How to characterize (distinguish) the sounds which are voiced and voiceless?
5. Give five words of each consisting of diphthong and triphthong and their phonetic transcription!



UJIAN AKHIR SEMESTER GASAL TAHUN AKADEMIK 2018/2019

STKIP PGRI PONOROGO

Subject : English Phonology
Day/ date : Friday, January 18th, 2019
Time : 02.15 – 03.30 p.m.
Study program : English Education (PBI 2017)
Lecturer : Adip Arifin, M.Pd.

Read the instructions below carefully before doing the test!

- a. This is an **individual and close book test**, you may work independently. Please, do not open any kinds of sources.
- b. Answer the questions briefly and orderly, and if it is necessary, provide the examples to support your answer.
- c. Please re-check your answer before submitting your answer sheet to the test supervisor.
- d. Submit the **test and answer sheet** to the test supervisor before leaving the room.

Good luck...!

QUESTIONS

1. Explain what allophone is and how to differentiate the allophone and phoneme in their environment (position)?
2. Explain with example the components of supra-segmental phoneme!
3. Break down these following words into the necessary syllable(s) by following the syllabification rule!
a. resurrect b. aeroplane c. abuse d. tackle e. stable f. take
4. Explain the types of intonation and give examples of each!
5. Explain the following terms studied in phonology!
a. fricative and affricative b. aspirated and unaspirated c. bilabial and labio-dental
6. Does phonology help you in language learning? Elaborate your answer!