

RENCANA PEMBELAJARAN SEMESTER (RPS)

MATA KULIAH : SOCIOLOGICAL LINGUISTICS
KODE : MKPBIG10
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	:	Sociolinguistics
Code	:	MKPBIG 10
Semester	:	VI
Date/time	:	Friday, 04.30 – 06.10 pm
Room	:	203

1. Course significance

By the end of the course, students are expected to obtain sufficient understanding on the concepts and practices of Sociolinguistics by analyzing all the concepts or theories discussed; presenting their comprehension on the concepts or theories in group and class presentation and discussion; selecting and using the concepts or theories for answering analytical questions; and putting relevant concepts or theories for solving case studies or problems in Sociolinguistics.

2. Course Description

Sociolinguistics is one of Linguistics branches that closely dealt with studying language and society relationship. Therefore, the social aspects within the language community take the important role to explain the use of particular language. In practice, Sociolinguistics is studied to enable and enrich the language learners with adequate understanding for using the language in the different situations and contexts. Besides, Sociolinguistics is intended to develop the students' linguistic awareness of the students, to give knowledge on language functions and how they influence the speakers, to develop students' understanding on language varieties in their own society as well as others' and to develop students' ability in interpreting other people's utterances. Materials cover dialects, idiolect, and varieties, lingua francas, pidgins, creoles, style, context, and register, diglossia, bilingualism, multilingualism, interference, code-choice, code-switching, code-mixing, language and culture, language and gender, and politeness. 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:

1. Define the concept of Sociolinguistics based on different experts' point of view.
2. Identify the areas covered by Sociolinguistics study.
3. Explain the terms in the area of Sociolinguistics commonly used.
4. Conceptualize the core of Sociolinguistics study.
5. Identify the social aspects influencing the use of language.
6. Explain the social aspects influencing the use of language.
7. Identify the Sociolinguistics phenomena in their environment.
8. Analyze the Sociolinguistics phenomena in their environment.

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. Presentation can be done individually and in group.

3. Discussion:

Discussion is done in every meeting, as a part of the main activity. Expressing ideas, probing, asking questions, analyzing, synthesizing, and evaluating arguments or opinions are a series of active critical thinking skills from which students are strongly demanded to demonstrate during the discussion.

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. Holmes, Janet. (2013). *An Introduction to Sociolinguistics: Learning about Language* (4th ed.). New York: Routledge.
- b. Wardhaugh, Ronald. (1992). *An Introduction to Sociolinguistics*. Cambridge: Blackwell Publishers.
- c. Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin Books.
- d. The relevant journal articles.

1. Assignment

1. Mid-term test and final exam
2. Article review
3. Individual and group 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% +
<hr/>	
Total	100%

Acknowledged by,
Dean of English Language Edu. Dept.



Ratri Harida, M.Pd.
NIS. 0133.12

Ponorogo, February 17th, 2019
Lecturer

A handwritten signature in black ink, appearing to read 'Adip Arifin', is written over a horizontal line. Below the line, the name 'Adip Arifin, M.Pd.' and the NIS number 'NIS. 0161.14' are printed.

Adip Arifin, M.Pd.
NIS. 0161.14

SYLABUS

1. **Subject** : **Sociolinguistics**
2. **Code** : **MKPBIG10**
3. **Semester** : **VI**
4. **Credit** : **2**
5. **Faculty/ Study Program** : **Language and Arts/ English Language Education**
6. **Pre-condition Subject** : **Phonology, Morphology, Semantics**
7. **Output** : The students are able to explain the concept of morphology, including some major topics, and apply the concept in real English language use.
8. **Topics** : Dialects, idiolect, and varieties, lingua francas, pidgins, creoles, style, context, and register, diglossia, bilingualism, multilingualism, interference, code-choice, code-switching, code-mixing, language and culture, language and gender, and politeness
9. **Course Description** :

Sociolinguistics is one of Linguistics branches that closely dealt with studying language and society relationship. Therefore, the social aspects within the language community take the important role to explain the use of particular language. In practice, Sociolinguistics is studied to enable and enrich the language learners with adequate understanding for using the language in the different situations and contexts. Besides, Sociolinguistics is intended to develop the students' linguistic awareness of the students, to give knowledge on language functions and how they influence the speakers, to develop students' understanding on language varieties in their own society as well as others' and to develop students' ability in interpreting other people's utterances. Materials cover dialects, idiolect, and varieties, lingua francas, pidgins, creoles, style, context, and register, diglossia, bilingualism, multilingualism, interference, code-choice, code-switching, code-mixing, language and culture, language and gender, and politeness. 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 :

- Holmes, Janet. (2013). *An Introduction to Sociolinguistics: Learning about Language*, (4th ed.). New York: Routledge.
- Wardhaugh, Ronald. (1992). *An Introduction to Sociolinguistics*. Cambridge: Blackwell Publishers.
- Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin Books.
- The relevant journal articles.

Acknowledged by,
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Ratri Harida, M.Pd.
NIS. 0133.12

Ponorogo, February 17th, 2019
Lecturer,

Adip Arfin, M.Pd.
NIS. 0161.14



**RENCANA PEMBELAJARAN SEMESTER
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
STKIP PGRI PONOROGO**

SUBJECT	Code	Rumpun MK	BOBOT (sks)		SEMESTER	Direvisi
Sociolinguistics	MKPBIG10	Linguistics	T=1	P=1	VI	
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>Sociolinguistics is one of Linguistics branches that closely dealt with studying language and society relationship. Therefore, the social aspects within the language community take the important role to explain the use of particular language. In practice, Sociolinguistics is studied to enable and enrich the language learners with adequate understanding for using the language in the different situations and contexts. Besides, Sociolinguistics is intended to develop the students' linguistic awareness of the students, to give knowledge on language functions and how they influence the speakers, to develop students' understanding on language varieties in their own society as well as others' and to develop students' ability in interpreting other people's utterances. Materials cover dialects, idiolect, and varieties, lingua francas, pidgins, creoles, style, context, and register, diglossia, bilingualism, multilingualism, interference, code-choice, code-switching, code-mixing, language and culture, language and gender, and politeness. 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"> Holmes, Janet. (2013). An Introduction to Sociolinguistics: Learning about Language (4th ed.). New York: Routledge. Trudgill, P. (2000). Sociolinguistics: An Introduction to Language and Society. London: Penguin Books. 					
Media	Pendukung :					
	<ol style="list-style-type: none"> Wardhaugh, Ronald. (1992). An Introduction to Sociolinguistics. Cambridge: Blackwell Publishers. The relevant journal articles. 					
Media	Software : Presentation slide			Hardware : 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 Sociolinguistics and its scope	<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 Sociolinguistics • Identifying the scope of Sociolinguistics 	-	
2	The students are able to explain the relationship between language and society	<ul style="list-style-type: none"> • The relationship of language and society 	<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 language based on various point of view • The students are able to identify the logical relationship of language and society • The students are able to relate the use of language towards the social aspects 	Performance test Quiz	5%
3	The students are able to identify the social and individual aspects influencing the use of language	<ul style="list-style-type: none"> • Social aspects • Individual aspects 	<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 social aspects of language • The students are able to explain the social aspects influencing the use of language • The students are able to identify the individual aspects of language use • The students are able to explain the individual aspects influencing the use of language 		

4	The students are able to explain dialect, idiolect, accent and variety	<ul style="list-style-type: none"> • Dialect • Idiolect • Accent • Variety 	<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 dialect • The students are able to explain idiolect • The students are able to explain accent • The students are able to explain variety 	-	-
5	The students are able to explain the concept of lingua francas, pidgins, and creoles.	<ul style="list-style-type: none"> • Lingua francas • Pidgins • Creoles 	<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 explainlingua franca • The students are able to explain the function of lingua franca • The students are able to explain Pidgins language • The students are able to explain Creoles language 	Performance test Quiz	5%
6	The students are able to explain the concept of context and register	<ul style="list-style-type: none"> • Context • Register 	<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 various context in language use • The students are able to use the language in accordance to different contexts • The students are able to analyze the language meaning based on the context • The students are able to identify language register of the speaker 	-	-
7	The students are able to explain andanalyze the use of diglossia, bilingualism, and multilingualism based on the different contexts	<ul style="list-style-type: none"> • Diglossia • Bilingualism • Multilingualism 	<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 diglossia • The students are able to 	Performance test Quiz	5%

				<p>explain the concept of bilingualism</p> <ul style="list-style-type: none"> • The students are able to explain the concept of multilingualism • The students are able to analyze the use of diglossia, bilingualism, and multilingualism in the real context 		
8	Mid-term test				Formative test	30%
9	The students are able to explain language interference and code choice while speaking	<ul style="list-style-type: none"> • Interference • Code-choice 	<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 language interference • The students are able to explain the types of language interference • The students are able to analyze the types of language interference • The students are able to identify code-choice • The students are able to appropriately use code-choice in their speaking 	-	-
10	The students are able to characterize code switching and code mixing	<ul style="list-style-type: none"> • Code-switching • Code-mixing 	<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 code switching • The students are able to analyze speakers' code switching • The students are able to explain code mixing • The students are able to 	-	-

				<p>analyzespeakers' code mixing</p> <ul style="list-style-type: none"> • The students are able to conduct mini research in investigating speakers code switching • The students are able to conduct mini research in investigating speakers code mixing 		
11	The students are able to explain the relation of language and culture	<ul style="list-style-type: none"> • Language and culture 	<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 define the language based on cultural perspective • The students are able to explain the relation between language and culture • The students are able to use appropriatelanguage in particular culture • The students are able to identify cultural avoidance in using language 	-	-
12	The students are able to explain the relationship among language, gender, and age	<ul style="list-style-type: none"> • Language, gender and age 	<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 logical relation between language and gender • The students are able to explain the logical relation between language and age • The students are able to identify gender aspects influencing the use of language • The students are able to identify the Sociolinguistics 	-	-

				phenomena related to gender within their surrounding		
13	The students are able to explain the relationship between language and social interaction	<ul style="list-style-type: none"> • Language and social interaction 	<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 logical relation between language and social interaction • The students are able to explain the role of language in social interaction • The students are able to use accepted language in the social interaction • The students are able to identify the Sociolinguistics phenomena in social interaction 	-	-
14	The students are able to explain the relationship between language and cross-cultural communication	<ul style="list-style-type: none"> • Language and cross-cultural communication 	<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 master the knowledge of cross-cultural understanding • The students are able to realize the cross-cultural understanding for communication • The students are able to identify the cross-cultural difference in communication 	Performance test Quiz	5%
15	The students are able to apply the politeness strategy in the given context	<ul style="list-style-type: none"> • Politeness strategy 	<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 politeness strategy from different perspectives • The students are able to apply the politeness strategy in real communication 	-	

				<ul style="list-style-type: none"> The students are able to maintain communication based on politeness strategy 		
16	Final examination				Formative test	40 %
	Mid-term Test (UTS)			15%		
	Final Test (UAS)			25%		
	Performance test			20%		
	Assignment			30%		
	Total			100%		



Approved by,
Dean of English Language Edu. Dept.

Ratri Harida, M.Pd.
NIS. 0133.12

Ponorogo, February 17th, 2019
Lecturer,

Adip Arifin, M.Pd.
NIS. 0161.14

ARRANGEMENT OF STUDENT ASSIGNMENT

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

Credit : 2
Meeting : 5

No.	Component of Assignment	Description
1	Objective	The students are able to analyze the social aspects influencing the use of language in the real context
2	Assignment detail	
	a. Object	Social aspects
	b. Limitation	Understanding the concept of language and society and social aspects in a particular language community. References: <ul style="list-style-type: none"> a. Holmes, Janet. (2013). <i>An Introduction to Sociolinguistics: Learning about Language</i> (4th ed.). New York: Routledge. b. Wardhaugh, Ronald. (1992). <i>An Introduction to Sociolinguistics</i>. Cambridge: Blackwell Publishers. c. Trudgill, P. (2000). <i>Sociolinguistics: An Introduction to Language and Society</i>. London: Penguin Books. d. The relevant journal articles.
	c. Guidance	The students read the material and references from the various sources and begin to analyze social aspects influencing the use of language individually.
	d. Form	Students' work is in the form of essay
3	Assessment criteria	<ul style="list-style-type: none"> a. Social aspects 40 % b. Culture 40% c. Language 20%

ARRANGEMENT OF STUDENT ASSIGNMENT

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

Credit : 2
Meeting : 14

No.	Component of Assignment	Description						
1	Objective	The students are able to analyze the role of language in cross-cultural communication						
2	Assignment detail							
	a. Object	Cross-cultural communication text						
	b. Limitation	Understanding the concept of communication in use in cross-cultural context.						
		References:						
		a. Holmes, Janet. (2013). <i>An Introduction to Sociolinguistics: Learning about Language</i> (4 th ed.). New York: Routledge.						
		b. Wardhaugh, Ronald. (1992). <i>An Introduction to Sociolinguistics</i> . Cambridge: Blackwell Publishers.						
		c. Trudgill, P. (2000). <i>Sociolinguistics: An Introduction to Language and Society</i> . London: Penguin Books.						
		d. The relevant journal articles.						
	c. Guidance	The students read the material and references from the various sources and begin to analyze communication in use in cross-cultural context						
	d. Form	Students' work is in the form of essay						
3	Assessment criteria	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Review</td> <td style="width: 50%; text-align: right;">40 %</td> </tr> <tr> <td>b. Explanation</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>c. Structure</td> <td style="text-align: right;">20%</td> </tr> </table>	a. Review	40 %	b. Explanation	40%	c. Structure	20%
a. Review	40 %							
b. Explanation	40%							
c. Structure	20%							



UJIAN TENGAH SEMESTER GENAP TAHUN AKADEMIK 2018/2019

STKIP PGRI PONOROGO

Subject : Sociolinguistics
Day/ date : Friday, April 19th, 2019
Time : 04.30 – 06.10 p.m.
Study program : English Education (PBI/2016) Regular Class
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 during the test.
- b. Make sure you have understood the questions before answering them.
- c. Answer the questions **briefly and orderly**, consider the given time along the test.
- d. If possible, please **re-check** your answer before submitting it to the supervisor.
- e. Submit both the **test sheet** and **answer sheet** to the test supervisor before leaving the room.
- f. Don't forget to take a few seconds for praying.

Good luck...!

QUESTIONS

1. Explain the relation between language and society! Give possible example!
2. How can the social aspects influence speaker's way of using language! Provide the examples!
3. Explain and give the possible examples of each for these terms below!
 - a. dialect
 - b. idiolect
 - c. accent
 - d. language variety
4. Explain the role of language based on Sociolinguistics perspective!
5. Why do men and women speak differently to refer the same thing? Give example!
6. Lingua franca serves as the "bridge" language for different language speaker in the specific context. Explain the significance of lingua franca in the current context!
7. Explain the logical relationship between register and context of language use!



STKIP PGRI PONOROGO

Subject : Sociolinguistics
Day/ date : Tuesday, July 5th, 2019
Time : 04.30 – 05.45 p.m.
Study program : English Education (PBI/2016) Regular Class
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 during the test.
- b. Make sure you have understood the questions before answering them.
- c. Answer the questions **briefly and orderly**, consider the given time along the test.
- d. If possible, please **re-check** your answer before submitting it to the supervisor.
- e. Submit both the **test sheet** and **answer sheet** to the test supervisor before leaving the room.
- f. Don't forget to take a few seconds for praying.

Good luck...!

QUESTIONS

1. Indonesia is known as one of the biggest living multilingualism country. As an Indonesian, how you behave to maintain this phenomenon while communicate with other language speakers?
2. As the English learner, many Indonesians are interfered by their mother tongue when speaking English. Explain the concept of language interference as experienced by most of Indonesian who learn English!
3. Why do speaker often switch and mix the language? Explain their function in communication!
4. Explain the relation between culture and language!
5. Does gender and age influence the use of language? Explain with example!
6. What is the goal of maintaining politeness strategy for our daily communication? Give example of politeness strategy application in Javanese context!
7. Do you think Sociolinguistics significance for your English study? Elaborate your answer!