



KEMENTERIAN RISET TEKNOLOGI DAN
DIKTI UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

COURSE SYLLABUS

Revision Date :

Revised by :

Doc No. :

Study Program : S1 English Education
Subject : Pronunciation Practice
Code : 8820302170
Faculty : Faculty of Languages and Arts
Semester/Credit Hours : 1/2
Pre-requisite : -
Lecturer(s) : Team

Program Learning Outcomes

1. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO 1)

Course learning Learning Outcomes :

1. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject
2. Understanding English pronunciation used in any levels of grammar
3. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations
4. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations

Description : This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules.

References :

- (1) Baker, Ann., and Marshall, Leslie. (2006). *Ship or Sheep?: An Intermediate Pronunciation Course* (3rd ed.). Cambridge: Cambridge University Press.
- (2) Jonathan, M. (2007) *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press
- (3) Jonathan, M. (2007) *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press
- (4) Jonathan, M. (2007) *English Pronunciation in Use: Elementary*. Cambridge: Cambridge University Press

A. Teaching-Learning Activity

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Tim e Allo tme nt	Learning Experience
	To show understanding of the problems in pronunciation	<ul style="list-style-type: none"> • To explain the problems in pronunciation • To give examples of the 	Problems in pronunciation: letters, sounds, sound-groups,	Lecturing, Discussion, Question-Answer	(3)	2 x 50 minutes	<ul style="list-style-type: none"> • Explaining the problems in pronunciation • Giving examples of the problems in

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Tim e Allo tme nt	Learning Experience
		problems in pronunciation	words, utterances				pronunciation <ul style="list-style-type: none"> • Discussing the problems in pronunciation
	To examine how speech organs work in English	To identify how speech organs work in English	Speech organs: the vocal cord, palate, teeth, tongue, lips	Lecturing, Discussion, Question-Answer	(3)	2 x 50 minutes	<ul style="list-style-type: none"> • Identifying how speech organs work • Discussing how speech organs work
	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> • Using/practicing the correct pronunciation of friction consonants • Discussing the difficulties in pronouncing friction

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Tim e Allo tme nt	Learning Experience
							consonants
	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Stop consonants: /p, b, t, , k, g, ʃ, dʒ/	Demonstration, Drilling, Discussion, Question-Answer, Quiz 1	(1), (3), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of stop consonants Discussing the difficulties in pronouncing stop consonants
	To use correct pronunciation of nasal, lateral, and gliding consonants	To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants	Nasal, lateral, and gliding consonants: /m, n, ŋ/ /l/ /j, w, r/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), laptop, speakers	2 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of nasal, lateral, and gliding consonants Discussing the difficulties

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Time Allo tme nt	Learning Experience
	nts						in pronouncing nasal, lateral, and gliding consonants
Mid-term test							
	To use correct pronunciation of simple vowels	To demonstrate the correct pronunciation of simple vowels	Simple vowels: /i:, ɪ, e, æ, ʌ, a:, ɒ. ɔ:, ʊ, u:, ɜ:, ə/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of simple vowels Discussing the difficulties in pronouncing simple vowels
	To use correct pronunciation of diphtho	To demonstrate the correct pronunciation of	Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/	Demonstration, Drilling, Discussion,	(1), (3), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of diphthongs Discussing

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Tim e Allo tme nt	Learning Experience
	ngs	diphthongs		Question-Answer			the difficulties in pronouncing diphthongs
	To show understanding of stressed and unstressed syllables	<ul style="list-style-type: none"> To explain stressed and unstressed syllables To give examples of stressed and unstressed syllables 	Stressed and unstressed syllables	Lecturing, Demonstration, Drilling, Discussion, Question-Answer, Quiz 2	(1), (2), (3), laptop, speakers	2 x 50 minutes	<ul style="list-style-type: none"> Explaining stressed and unstressed syllables Giving examples of stressed and unstressed syllables Using/practicing the correct pronunciation of stressed and unstressed syllables Discussing stressed and unstressed
	To use correct pronunciation of stressed and unstressed syllable	To demonstrate the correct pronunciation of stressed and unstressed syllables					

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Time Allo tme nt	Learning Experience
	s						syllables
	To show understanding of weak and strong forms of words	<ul style="list-style-type: none"> • To explain weak and strong forms of words • To give examples of weak and strong forms of words 	Weak and strong forms of words				<ul style="list-style-type: none"> • Explaining weak and strong forms of words • Giving examples of weak and strong forms of words • Using/practicing the correct pronunciation of weak and strong forms of words • Discussing weak and strong forms of words
	To use correct pronunciation of weak and strong forms of words	To demonstrate the correct pronunciation of weak and strong forms of words					
	To show understand	<ul style="list-style-type: none"> • To explain rhythm 	Rhythm units	Lecturing,	(1), (2),	2 x 50	<ul style="list-style-type: none"> • Explaining rhythm units

	Objectives*	Indicators	Materials**	Learning Strategy	Source s/medi a	Tim e Allo tme nt	Learning Experience
	<p>Understanding of rhythm units</p> <p>To use correct pronunciation of rhythm units</p>	<p>units</p> <ul style="list-style-type: none"> To give examples of rhythm units <p>To demonstrate the correct pronunciation of rhythm units</p>		<p>Demonstration, Drilling, Discussion, Question-Answer</p>	<p>(3), laptop, speakers</p>	<p>minutes</p>	<ul style="list-style-type: none"> Giving examples of rhythm units Using/practicing the correct pronunciation of rhythm units Discussing rhythm units
	<p>To show understanding of tune shapes</p> <p>To use correct pronunciation of tune</p>	<ul style="list-style-type: none"> To explain tune shapes To give examples of tune shapes <p>To demonstrate the correct pronunciation of tune</p>	<p>Tune shapes: The Glide-Down, the Glide-Up, the Take-Off, the Dive</p>	<p>Lecturing, Demonstration, Drilling, Discussion, Question-Answer</p>	<p>(3), laptop, speakers</p>	<p>4 x 50 minutes</p>	<ul style="list-style-type: none"> Explaining tune shapes Giving examples of tune shapes Using/practicing the correct pronunciation of tune shapes Discussing tune shapes

	Objectives*	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
	shapes	shapes					

Keterangan:

* Kemampuan akhir yang direncanakan pada tiap tahap pembelajaran untuk memenuhi capaian pembelajaran lulusan

** Bahan kajian yang terkait dengan kemampuan yang akan dicapai

Indicator	Assessment				
	Types	Instrument		Assessment Criteria	Weight (%)
To demonstrate the correct pronunciation of words and phrases consisting of friction and stop consonants	Spoken Test (Quiz 1)	Pronounce these words and phrases correctly:		Based on pronunciation rubric in appendix 1	15
		<ul style="list-style-type: none"> - proof - prove - think - this - fussy - fuzzy - clothing - closing - rubbish - garage 	<ul style="list-style-type: none"> - bought - dog - dock - chin - joke - a dwarf stove - a nice thing - both sides - a big pool - a glass door 		

To demonstrate the correct pronunciation of words, phrases, and sentences consisting of consonant sounds	Spoken Test (Mid-term Test)	Pronounce these words, phrases, and sentences correctly:		Based on pronunciation rubric in appendix 1	20
		<ul style="list-style-type: none"> - measure - village - mine - complaint - wrong - fellow - beautiful - chuckle - yacht - music 	<ul style="list-style-type: none"> - great view - direct train - junk food - four or five - went home - ripe tomato - Here it is. - How's Johnny? - It's awfully heavy. - He's driving a good car. - 		
To demonstrate the correct pronunciation of words, phrases, and sentences	Spoken Test (Quiz 2)	Pronounce these words, phrases, and sentences correctly:		Based on pronunciation rubric in appendix 1	15
		<ul style="list-style-type: none"> - ream - rim - cup - carp - paper - pepper - black and white - the more the merrier - good combination - brave chauffeur 	<ul style="list-style-type: none"> - How do you know? - I need some time. - I sent it from London. - How can I help? - She wants to go home. - He won't let us do it. - I don't like him. - The weather was terrible. - You must choose us or them. - He likes her, but does she like him? 		
To demonstrate the correct pronunciation	Spoken Test (Final Test)	Read the following passage with correct pronunciation:		Based on pronunciation rubric in appendix 1	30

<p>of sentences in a passage</p>		<p>That's a nice suit. I haven't seen it before, have I? No. It's the first time I've worn it, actually. I only got it about four days ago. You like it, do you? Very much. Did you have it specially made, or did you buy it off the peg? I had it made. I very rarely buy a suit, so I thought I'd have it tailored, and I'm quite pleased with it. I should think so. It's very handsome. May I ask where you got it? The same place as I got my last one, nineteen years ago. Nineteen years? Do you really mean to tell me you haven't had a suit since then? That's right. I don't often wear a suit, you see, so they tend to last a long time. Nineteen years is certainly a long time; and even if you don't wear them much, your old one must have lasted well. Oh, it did. They did a very good job on it. What was the name of the tailor? Philipson. It's quite a small shop right at the end of King Street. I know it. Rather a shabby-looking place. I've never been in there. I wouldn't call it shabby, but it isn't very modern, I admit. However, they're very obliging, and take a great deal of trouble. So I can see. I think I'll go along there. I need a new suit. Oh, by the way, what sort of prices do they charge? Pretty reasonable, really. This was eighty pounds. That's not bad. I think I'll look in there tomorrow. Yes, do. Mention my name if you like. It won't do any harm, and it might do some good. I've just paid my bill.</p>		
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Requirement :

1 There will be four assessments:

- Classroom Participation : 20%
- Quizes : 30%

- Mid-term test : 20%
 - Final test : 30%
2. Students must attend the class at least 80%. Those who are 4 (four) or more times absent are considered failed.
 3. Students are not allowed to get into class when they are more than 15 minutes late. Students may dismiss the class when the lecturer is more than 15 minutes late.

Appendix 1 :

Pronunciation Rubric

This rubric uses four 5-point scales (20 total points).

Pronunciation

- 5:** Phonetically correct
 Almost error-free
 Awareness of accent
 Genuine effort to sound like native speaker
- 4:** Comprehensible, generally correct
 Occasional error
- 3:** Frequent errors that confuse listener and require guessing at meaning
- 2:** Many errors that interfere with comprehensibility
- 1:** Most utterances contain errors
 Many utterances are incomprehensible
 Little communication
- 0:** No attempt

Surabaya, 1 Agustus 2021

Dosen,

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