

BMP.UKI: GT-01-EP-Sasing-III-2023



**BUKU MATERI PEMBELAJARAN
ENGLISH PHONOLOGY**

Disusun Oleh:

Gunawan Tambunsaribu, S.S., M.Sas.

**PROGRAM STUDI SASTRA INGGRIS
FAKULTAS SASTRA DAN BAHASA
UNIVERSITAS KRISTEN INDONESIA
JAKARTA**

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2023



Universitas Kristen Indonesia Fakultas Sastra dan Bahasa

SURAT TUGAS

Nomor: 0219/UKI.F2.PS/SDM.01.01/2023

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2.	Devi Melisa Saragi, S.S., M.A.	Introduction to General Linguistics	2 SKS
3.	Lisbeth Sirait, S.S., M.Li.	Academic Writing	2 SKS
4.	Febrimarini Sinulingga, S.Pd., M.Pd.	English I (Listening & Speaking)	2 SKS

Untuk membuat Buku Materi Pembelajaran TA 2023/2024.

Demikian surat penugasan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 13 Oktober 2023
Ketua Program Studi Sastra Inggris S1,



Mike Wijaya Saragih, S.S., M.Hum.

PREFACE

Language provides many benefits for humans such as a means of communication, as a unifying tool for the nation, and as the identity of a nation. Language can show which country a person comes from. In today's era, many people already master more than one language. In addition to Indonesian and some regional languages, some Indonesian people have also mastered English and other foreign languages. Language is also used by humans in all life activities. In other words, language is the most essential thing in human life. Language can also replace events or activities that should be carried out by individuals or other groups to do their job. In terms of the speaker's point of view, language also has a personal function, which means that a language user expresses an attitude toward what he is saying. The speaker not only expresses emotion through the language but also shows some emotion when conveying his speech. A listener can also know whether the speaker is sad, angry, or happy when he speaks. Language also functions as a tool of communication and interaction in society. Communicating with other people is a daily human routine of a human. In communicating, of course, humans use language as a tool in conveying messages to other people. Language is formed by rules and patterns (structures) that cannot be avoided so as not to cause disruption to communication. Rules and patterns that are formed include the sound system, the order of words, and the sentence order. In order to have effective communication, the recipient and sender of the language must master the language they are using.

This book is designed as a tool for English language learners to study specifically English language sounds. There are many subtopics that the students will find in this book in order to support them to master English sounds. First, the students will learn about the differences between first language, second language, and foreign language which aims to provide the students to get some knowledge about the culture of the native speaker of a language so that they can easily adapt to the culture to get along well with the people who use the foreign language, English. The next subtopic is about English phonetics and phonology. This topic will encourage the students to have the ability in learning the English language from the basic knowledge of English oral communication. This lesson will give the students deeper knowledge for analyzing language based on the human vocal tract. The

students will gain knowledge in sound production. This will be their basic knowledge of how to pronounce English words fluently and naturally.

The next subtopic is about speech production. This topic will also encourage the students to understand and gain knowledge about how human-being produces sounds by using their organ speech. The students then will practice their organ speech to have skills in English pronunciation. Then, the students will discover deeper about English vowels and consonants. This lesson will encourage the students to have the ability in producing English vowel and consonant sounds clearly and naturally. They will gain more skills in English pronunciation. They will understand and master the types of English vowels, English consonants, consonant pairs, and minimal pairs. After getting used to listening to English vowels and consonants, the students will have the topic called “connected speech”. This topic course will help the students to master English sounds in oral communication. The students will get the ability in understanding and pronouncing English words. They will gain knowledge about how to connect the sound of a word to another word’s sound in a sentence which makes the sounds naturally come out of their mouth like an English native speaker.

The writer hopes that this book can be used effectively by English learners, especially those who want to master English oral communication. This book is equipped with some exercises which aim to give the students time for regaining the previous lesson before they continue to the next subtopics. Therefore, the students will be easier to understand each subtopic because the whole topics are connected to each other.

Jakarta, 1 August 2023

Gunawan Tambunsaribu, S.S., M.Sas.

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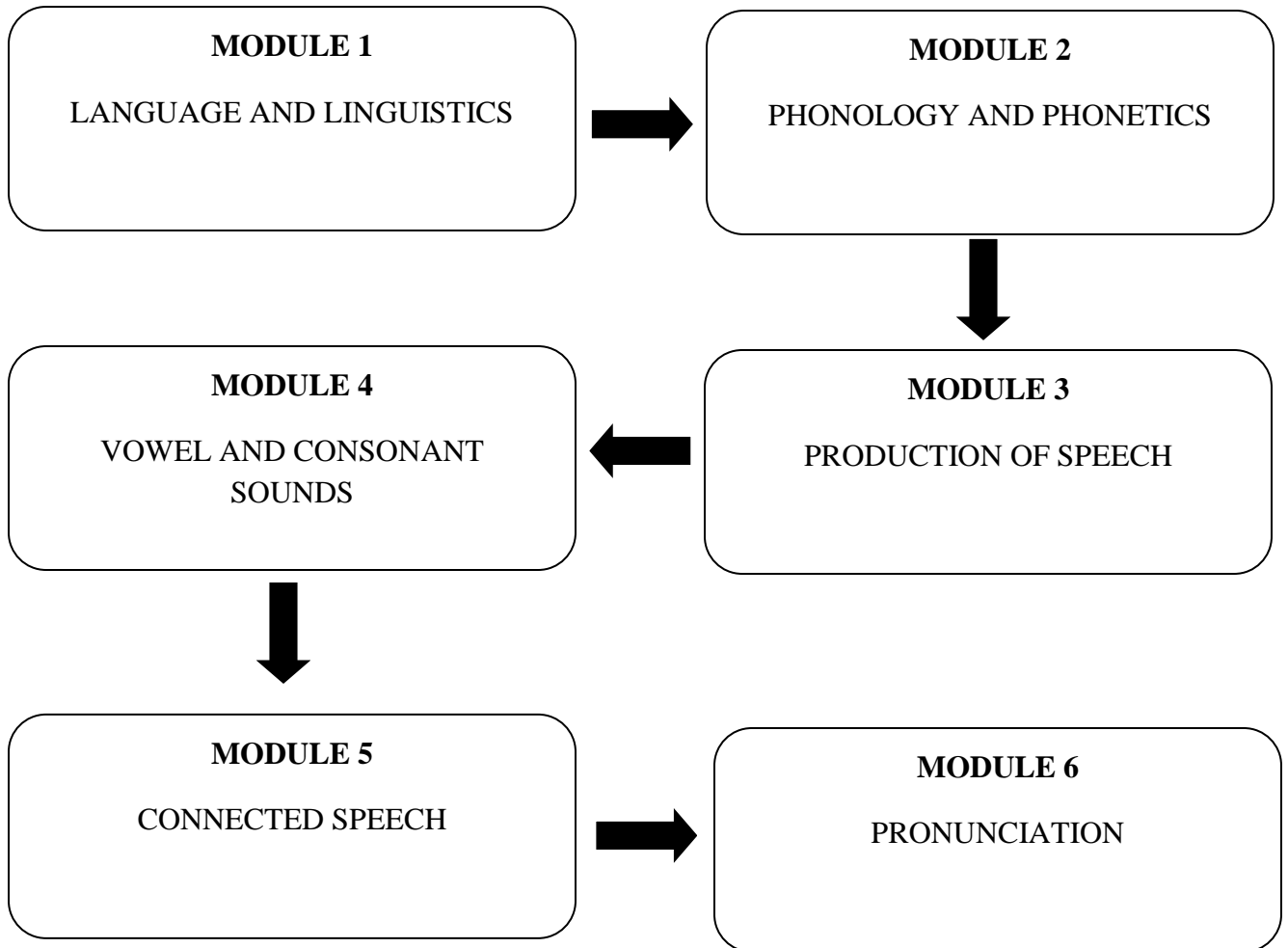
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How to Use this Module

1. Learn all the topics orderly since they are connected to each other.
2. To understand deeper about each lesson, you can read some other sources (see the references).
3. Take your time to do the exercises provided on each topic.
4. Contact the lecturer if you have any questions related to the topics you are learning.


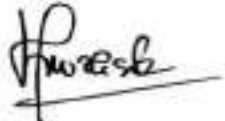
ENGLISH PHONOLOGY COMPETENCY MAP (2 CREDITS)





UNIVERSITAS KRISTEN INDONESIA FAKULTAS : SASTRA DAN BAHASA JURUSAN/PRODI : SASTRA INGGRIS

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH	KODE	RUMPUN MK	BOBOT (SKS)	SEMESTER/ KELAS	TANGGAL PENYUSUNAN
English Phonology	21114126	Linguistics	2	III/ A	1 Agustus 2023
OTORISASI	Pengembang RPS		Koordinator RMK		Kaprodi
	 Gunawan Tambunsaribu, M.Sas.				 Mike Wijaya Saragih, S.S., M.Hum.
Capaian Pembelajaran (CP)	CPL (Sarjana)				
		Sikap: <ul style="list-style-type: none"> • S1 Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius. • S2 Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika. • S3 Menginternalisasi nilai, norma, dan etika akademik. • S4 Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa. • S9 Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri. • S11 Memiliki nilai-nilai kristiani dalam menerapkan ilmu kebahasaan 			

dan kesusastraan yang mencakup rendah hati, berbagi dan perduli, profesional, bertanggungjawab, disiplin dan berintegritas.

Keterampilan Umum:

- KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.
- KU2 Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
- KU5 Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data.
- KU7 Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi serta evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.
- KU8 Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri.
- KU9 Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.
- KU10 Mampu menggunakan IT dan media komunikasi untuk menunjang pekerjaannya.

Keterampilan Khusus:

- KK1 Mampu menunjukkan kecakapan berbahasa Inggris yang ditandai dengan pencapaian yang setara dengan minimum CEFR level B1.*
- KK6 Mampu berkomunikasi dalam bahasa Inggris secara aktif di berbagai situasi kerja yang membutuhkan keterampilan bahasa tersebut.
- KK7 Mampu melaksanakan tugas yang berhubungan dengan kebahasaan

		<p>dan kesastraan dengan memanfaatkan berbagai sumber, Ipteks dan potensi lingkungan setempat.</p> <ul style="list-style-type: none"> • KK11 Memiliki keterampilan dasar di bidang komunikasi publik baik lisan maupun tulisan.
		<p>Pengetahuan:</p> <ul style="list-style-type: none"> • P1 Menguasai teori dan konsep keterampilan berbahasa Inggris, yaitu Listening, Speaking, Reading and Writing tingkat menengah (Intermediate II- CEFR level B1). • P2 Menguasai tata bahasa Inggris minimal tingkat menengah (Intermediate II- CEFR level B1). • P3 Memiliki wawasan bahasa, sastra dan budaya masyarakat berbahasa Inggris dan ASEAN. (Optional)
	CPMK	
		<ol style="list-style-type: none"> 1. The students will have the ability in deep understanding of different kinds of languages namely first language, second language, and foreign language in general. 2. The students can explain the meaning of phonology and the function of speech organs. 3. The students will English phonetics and English phonology 4. The students will master about manners and place of articulation. 5. The students will master the speech organs used in the pronunciation of consonant and vowel of English sounds.
Deskripsi Singkat MK	<p>This course will encourage the students to understand and gain knowledge about how human-being produces sounds by using their organ speech. The students then will practice their organ speech to have skills in English pronunciation. Then, the students will discover deeper about English vowels and consonants. Through this course, the students will have the ability in producing English vowel and consonant sounds clearly and naturally. They will gain more skills in English pronunciation They will understand and master the types of English vowels, English consonants, consonant</p>	

	<p>pairs, and minimal pairs. After getting used to listening to English vowels and consonants, the students will have the topic called “connected speech”. This course will help the students to master English sounds in oral communication. The students will get the ability in understanding and pronouncing English words. They will gain knowledge about how to connect the sound of a word to another word’s sound in a sentence which makes the sounds naturally come out of their mouth like an English native speaker.</p>
<p>Bahan Kajian (Materi Pembelajaran)</p>	<ol style="list-style-type: none"> 1. Language and linguistics 2. Phonology & phonetics 3. Phoneme 4. Allophone 5. Manners of articulation 6. Places of articulation 7. Vowels and Consonant Sounds 8. Assimilation and dissimilation 9. Coalescence, intrusion, and elision 10. Intonation n 11. Neutralization
	<ol style="list-style-type: none"> 1. Arnold, R., & Hansen, K. (1975). <i>Englische Phonetik</i>. 2. Dart, S. N. (1991). <i>Articulatory and acoustic properties of apical and laminal articulations</i>. University of California, Los Angeles. 3. Evans, N. (1995). <i>Current issues in the phonology of Australian languages</i>. <i>The handbook of phonological theory</i>, ed. by John Goldsmith, 723-61. 4. Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). <i>An introduction to language and linguistics</i>. Cambridge university press. 5. Gimson, A. C. (1972). <i>An Introduction to the Pronunciation of English: 2d Ed</i>. Edward Arnold. 6. Huffman, M. & Krakow, R. (1993). <i>Phonetics and Phonology: Nasals, Nasalization, and the Velum</i>. San Diego: Academic Press. 7. Tambunsaribu, G., Sigalingging, Y., & Simatupang, S. (2019). "PKM PELATIHAN BAHASA INGGRIS DENGAN TEMA “PELAFALAN BUNYI KONSONAN LETUP, FRIKATIF DAN AFRIKATIFBAHASA INGGRIS”DI TK ISLAM R.A.DUA PUTERACIBITUNG." <i>JURNAL Comunità Servizio : Jurnal Terkait Kegiatan Pengabdian kepada Masyarakat, terkhusus bidang</i>

		<p><i>Teknologi, Kewirausahaan dan Sosial Kemasyarakatan [Online], 1.2 (2019): 134-142. Retrieved from: http://ejournal.uki.ac.id/index.php/cs/article/view/1278.</i></p> <p>8. Tambunsaribu, G. (2019). "ANALISIS PELAFALAN MAHASISWA DALAM MELAFALKAN IRREGULAR VERBS BAHASA INGGRIS." <i>Journal of Language and Literature 7.2 (2019): 99-112.</i></p> <p>9. Välimaa-Blum, R. (2011). <i>Cognitive Phonology in Construction Grammar</i>. De Gruyter Mouton.</p>						
Media Pembelajaran		Perangkat lunak:	Perangkat keras:					
		MS Word	Laptop					
		MS Office Power Point	Spidol board marker Whiteboard					
		MS Windows Media	Poster LCD					
		Player Internet Explorer / Firefox / Chrome, Microsoft Teams						
Nama Dosen		Gunawan Tambunsaribu, S.S., M.Sas.						
Mata Kuliah Syarat		Introduction to Linguistics						
Mg Ke-	Sub-CP-MK (Kemampuan Akhir yang Direncanakan)	Bahan Kajian (Materi Pembelajaran)	Bentuk dan Metode Pembelajaran (Media dan Sumber Belajar)	Estimasi Waktu	Pengalaman Belajar Mahasiswa	Penilaian		
						Kriteria	Indikator	Bobot
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	The students understand about the course syllabuses, class regulation, learning outcomes of all subtopics	Course Syllabus Class regulation Assessment Rubric	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice	2x50 minutes	Discussion: The students actively ask about the course syllabus	Syllabus	The students can explain about the content of course syllabus, class regulation, learning	0%

			<p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Course Syllabus</p>				outcomes of all subtopics	
2	<p>This unit encourages the students to have the ability in deep understanding of different kinds of languages namely first language, second language, and foreign language. By learning this unit, the students also will understand deeper about Linguistics and its sub-categories of Linguistics such as phonology, morphology, syntax, and semantics.</p>	LANGUAGE AND LINGUISTICS	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: McGregor, W. B. (2015). <i>Linguistics: an introduction</i>. Bloomsbury Publishing.</p> <p>Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). <i>An introduction to language and linguistics</i>. Cambridge university</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively participate in the group (*If there are any group assignments)</p>	Look at the Assessment Rubric		5%

			press. Yendra, S. S. (2016). <i>Mengenal Ilmu Bahasa (Linguistik)</i> . Deepublish.				
3	There are some benefits from learning a language for students, especially for those who are in higher education, such as: a. the students will know when they use familiar language, casual language, formal language, or informal language related to whom they talk; b. The students will gain knowledge about the variety of languages that exist in their surroundings to fulfill their interaction in diverse community activities; c. The student will encourage to be aware of some obstacles in the communication process; d. The students can solve their problems with the	LANGUAGE A. First Language B. Second Language C. Foreign Language D. The Difference Between Second Language and Foreign Language	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice Media: Power Point Presentation, Video, MP3. Source: Antyka, R. D., & Jumanto, J. (2022, August). The Content and Function Words Analysis of Climax Scene of The Movie Aladdin 2019. In <i>UNCLLE (Undergraduate Conference on</i>	2x50 minutes		Look at the Assessment Rubric	5%

	<p>community by having language awareness;</p> <p>e. The students will also get some knowledge about the culture of the native speaker of a language so that they can easily adapt to the culture to get along well with the people who use the language;</p> <p>f. the students will get language attitudes. Language attitude refers to mental and behavioral attitudes toward languages; and</p> <p>g. The students will have skills in using effective communication in their daily life in the community where they are living in.</p>		<p><i>Language, Literature, and Culture</i>) (Vol. 2, No. 01, pp. 629-639).</p> <p>Booij, G. (2012). <i>The grammar of words: An introduction to linguistic morphology</i>. Oxford University Press.</p> <p>Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). <i>An introduction to language and linguistics</i>. Cambridge university press.</p> <p>McGregor, W. B. (2015). <i>Linguistics: an introduction</i>. Bloomsbury Publishing.</p> <p>O'Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). <i>Contemporary linguistics</i>. St. Martin's.</p>					
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4	<p>1. In general, Linguistics is absolutely necessary for us humans because linguistics is closely related to the completion of our tasks as social beings who use language every day.</p> <p>2. To compile a dictionary, it is necessary to start with determining the phonemes of the language to be included in the dictionary, determining to spell, understanding the word formation, phrase structure, sentences, lexical meaning, grammatical meaning, contextual and idiomatic, including the social background of the language users.</p> <p>3. For writers who want to compile textbooks, Linguistics is useful to provide guidance in compiling appropriate sentences and choosing correct vocabulary according to the age level of the book readers. The books for elementary school students, of course, must differ in the</p>	<p>LINGUISTICS</p> <p>A. Phonology B. Morphology C. Syntax D. Semantics</p>	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Antyka, R. D., & Jumanto, J. (2022, August). The Content and Function Words Analysis of Climax Scene of The Movie Aladdin 2019. In <i>UNCLLE (Undergraduate Conference on Language, Literature, and Culture)</i> (Vol. 2, No. 01, pp. 629-639).</p> <p>Booij, G. (2012). <i>The grammar of words: An introduction to linguistic morphology</i>. Oxford</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively participate in the group (*If there are any group assignments)</p>	<p>Look at the Assessment Rubric</p>	5%
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<p>use of words than the books intended for middle school students or for the general public readers.</p> <p>4. Linguistics is also useful for book writers to develop their talents in writing because the writers will gain also social science and philosophy by learning linguistics.</p> <p>5. The benefit of linguistics for public figures, statesmen, or politicians is that they can use linguistics as an ideological concept of state and government. Statesmen and politicians should master the language well while they are working for the public. If they master linguistics and sociolinguistics, they can bridge language differences and conflicts in society. As what has happened in several multilingual countries, such as India and Belgium, there were physical clashes in these countries simply because of the differences in language used by the people who live there. The</p>		<p>University Press.</p> <p>Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). <i>An introduction to language and linguistics</i>. Cambridge university press.</p> <p>McGregor, W. B. (2015). <i>Linguistics: an introduction</i>. Bloomsbury Publishing.</p> <p>O'Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). <i>Contemporary linguistics</i>. St. Martin's.</p>					
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	philosophy of science is also useful for politicians so they can deal with a multilingual society.							
5	<p>1) students can clearly understand the structure or grammar of a language being studied;</p> <p>2) for the candidate of language teachers, the students are able to apply the classification of speech sounds practically and correctly in the teaching and learning process;</p> <p>3) phonological studies such as intonation, pauses, word stress, and sentence stress will improve students' ability to understand the meaning of a sentence;</p> <p>4) students will become professional language teachers because they will have had a solid foundation for teaching language from basic lessons because Phonology is the foundation or the basic knowledge for learning languages;</p>	<p>PHONOLOGY</p> <p>A. Relationship between Phonology and other Branches of Linguistics</p> <p>B. Manner of Articulation</p> <p>C. Point of Articulation</p>	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Kager, R., Pater, J., & Zonneveld, W. (2004). <i>Constraints in phonological acquisition</i>. Cambridge University Press.</p> <p>Meyer, P. G. (2005). <i>Synchronic English linguistics: an introduction</i>. Gunter Narr Verlag.</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively participate in the group (*If there are any group assignments)</p>	Look at the Assessment Rubric	5%	

<p>5) Phonological study can prepare the students to learn branches of linguistic branches;</p> <p>6) Through phonological study, a student can differ between spelling and pronunciation. Spelling is the rule of describing or symbolizing the sound of a language's words. Speech sounds related to two elements namely segmental and suprasegmental features, while the spelling describes or symbolizes these two sound elements;</p> <p>7) By learning phonological study, the students will understand to symbolize the segmental elements of the speech sounds in the form of words, phrases, clauses, and sentences;</p> <p>8) Through phonological study, the students also know how to break up syllables, to write abbreviations of people's names, and understand the scientific technical symbols.</p>		<p>McGregor, W. B. (2009). Typology of ergativity. <i>Language and Linguistics Compass</i>, 3(1), 480-508.</p> <p>McGregor, W. B. (2015). <i>Linguistics: An Introduction</i>. Bloomsbury Publishing.</p> <p>Meyer, P. G. (2005). <i>Synchronic English linguistics: an introduction</i>. Gunter Narr Verlag.</p>					
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	The symbolism of this suprasegmental element is known as punctuation; and 9) The skill for writing speech sounds is one of many benefits from learning phonological studies.							
6	Some of the practical benefits of learning phonetics are as follows: 1. Students understand the process by which speech sounds occur, starting from sound production, the formation of vowels, consonants, and semi-vowels to the utterance of words, groups of words, and sentences; 2) Students know about the process of producing actual language sounds; 3) Students know the process of a sound being produced and pronounced correctly by the speaker so that the sound of the spoken language can also be received and understood well by the listener. By pronouncing the sound of the language well	PHONETICS A. Branch of Phonetics B. Auditory Phonetics C. Acoustic Phonetics D. Articulatory Phonetics	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice Media: Power Point Presentation, Video, MP3. Source: Trager, G. L., & Bloch, B. (1941). The syllabic phonemes of English. <i>Language</i> , 223-246. Välilmaa-Blum, R. (2011). <i>Cognitive Phonology in Construction Grammar</i> . De			Look at the Assessment Rubric		5%

	<p>and correctly, students are able to improve their communication skills both as speakers and as listeners; and</p> <p>4) Students can master phonetics so that students who are interested in technology have the ability to combine these two competencies (phonology and technology) to produce works such as making language phonetic software which is very useful for students and also language teachers.</p>		<p>Gruyter Mouton.</p> <p>Whorf, B. L. (1940). <i>Science and Linguistics</i>. USA: Bobbs-Merrill.</p> <p>Yavas, M. (2020). <i>Applied English Phonology</i>. John Wiley & Sons.</p> <p>Yule, G. (2022). <i>The study of language</i>. Cambridge university press.</p> <p>Zsiga, E. C. (2013). <i>The sounds of language: An introduction to phonetics and phonology</i> (Vol. 7). John Wiley & Sons.</p>				
7	<p>The benefits of learning phoneme for the students are as follows:</p> <p>1. The students understand the difference between phoneme and graphemes and their examples;</p> <p>2. The students know the</p>	<p>PHONEME</p> <p>A. Phoneme and Grapheme</p> <p>B. Numbers of Phonemes</p>	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students</p>	<p>Look at the Assessment Rubric</p>	5%

	<p>numbers of phonemes in each English word; and 3. The students can identify phonemes in English words;</p>		<p>Media: Power Point Presentation, Video, MP3.</p> <p>Source:</p> <p>Trager, G. L., & Bloch, B. (1941). The syllabic phonemes of English. <i>Language</i>, 223-246.</p> <p>Välimaa-Blum, R. (2011). <i>Cognitive Phonology in Construction Grammar</i>. De Gruyter Mouton.</p> <p>Whorf, B. L. (1940). <i>Science and Linguistics</i>. USA: Bobbs-Merrill.</p> <p>Yavas, M. (2020). <i>Applied English Phonology</i>. John Wiley & Sons.</p> <p>Yule, G. (2022). <i>The study of language</i>. Cambridge university press.</p> <p>Zsiga, E. C. (2013). <i>The sounds of language: An</i></p>		<p>actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively participate in the group (*If there are any group assignments)</p>		
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			<i>introduction to phonetics and phonology</i> (Vol. 7). John Wiley & Sons.					
8	FIRST EVALUATION							20%
9	The benefits of allophone are as follows: 1. The students, as a foreign language learner, can use the noun words properly, identify types of nouns, can answer questions that related with nouns; 2. The students can differentiate words based on the types of allophones namely complementary and free-variant allophones.	ALLOPHONE A. Types of Allophones B. Allomorph	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice Media: Power Point Presentation, Video, MP3. Source: De Zamora, M. J. C., & Madsen, J. K. (1987). <i>Pronunciación del español: lengua hablada y literaria</i> . Castalia.	2x50 minutes	The students actively participate in the discussion about the topic being learned. The students actively ask questions (*If there are any lesson that they do not understand) The students actively participate in the group (*If there	Look at the Assessment Rubric	5%	

			<p>McGregor, W. B. (2009). Typology of ergativity. <i>Language and Linguistics Compass</i>, 3(1), 480-508.</p> <p>Nordquist, R. (2020). <i>Allomorph Word Forms and Sounds</i>. Retrieved from: https://www.thoughtco.com/allomorph-word-forms-and-sounds-1688980.</p>		are any group assignments)		
10	<p>Some benefits of learning "Manner of Articulation" are as follows:</p> <ol style="list-style-type: none"> 1) The students understand the speech organs used in the pronunciation of consonant sounds; 2) The students know the location and function of each organ that humans use to produce sound; 3) The students can produce good articulation when they speak to others; 4) The students understand the differences in each consonant through the points 	<p>PRODUCTION OF SPEECH: MANNERS OF ARTICULATION</p> <ol style="list-style-type: none"> A. Stop (Plosive) Sound B. Fricative Sound C. Affricative Sound D. Nasal Sound E. Approximant Sound F. Lateral Approximant Sound 	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Huffman, M. & Krakow, R. (1993). <i>Phonetics and Phonology: Nasals,</i></p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively</p>	<p>Look at the Assessment Rubric</p>	5%

	<p>of sound articulation; 5) The students understand how to teach the correct sound articulation to others; 6) The students can improve their ability to pronounce and also listen to English vocabulary; 7) The students can train themselves to pronounce the sounds of English vocabulary through the use of the correct ways and points of articulation.</p>		<p><i>Nasalization, and the Velum.</i> San Diego: Academic Press.</p> <p>Maddieson, I., & Abramson, A. S. (1987). <i>Patterns of Sounds.</i> Cambridge: Cambridge University Press.</p> <p>Kurowski, K., & Blumstein, S. E. (1987). Acoustic properties for place of articulation in nasal consonants. <i>The Journal of the Acoustical Society of America</i>, 81(6), 1917-1927.</p> <p>Gordon, M. K. (2016). <i>Phonological typology</i> (Vol. 1). Oxford University Press.</p> <p>Dart, S. N. (1991). <i>Articulatory and acoustic properties of apical and laminal articulations.</i> University of</p>		<p>participate in the group (*If there are any group assignments)</p>			
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			<p>California, Los Angeles.</p> <p>Tambunsaribu, G., Sigalingging, Y., & Simatupang, S. (2019). "PKM PELATIHAN BAHASA INGGRIS DENGAN TEMA "PELAFALAN BUNYI KONSONAN LETUP, FRIKATIF DAN AFRIKATIFBAHASA INGGRIS"DI TK ISLAM R.A.DUA PUTERACIBITUNG." <i>JURNAL Comunità Servizio : Jurnal Terkait Kegiatan Pengabdian kepada Masyarakat, terkhusus bidang Teknologi, Kewirausahaan dan Sosial Kemasyarakatan</i> [Online], 1.2 (2019): 134-142. Retrieved from: http://ejournal.uki.ac.</p>				
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			id/index.php/cs/article/view/1278.					
11	<p>The goals of learning "Place of Articulation" are as follows:</p> <ol style="list-style-type: none"> 1) The students understand the speech organs used in the pronunciation of consonant sounds; 2) The students know the location and function of each organ that humans use to produce sound; 3) The students can produce good articulation when they speak to others; 4) The students understand the differences in each consonant through the points of sound articulation; 5) The students understand how to teach the correct sound articulation to others; 6) The students can improve their ability to pronounce and also listen to English vocabulary; 7) The students can train 	<p>PLACE OF ARTICULATION</p> <ol style="list-style-type: none"> A. Bilabial B. Labio-Dental C. Dental D. Alveolar E. Post Alveolar F. Palatal G. Velar H. Glottal 	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Huffman, M. & Krakow, R. (1993). <i>Phonetics and Phonology: Nasals, Nasalization, and the Velum</i>. San Diego: Academic Press.</p> <p>Maddieson, I., & Abramson, A. S. (1987). <i>Patterns of Sounds</i>. Cambridge: Cambridge</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (*If there are any lesson that they do not understand)</p> <p>The students actively participate in the group (*If there are any group assignments)</p>	Look at the Assessment Rubric	5%	

	<p>themselves to pronounce the sounds of English vocabulary through the use of the correct ways and points of articulation.</p>		<p>University Press. Kurowski, K., & Blumstein, S. E. (1987). Acoustic properties for place of articulation in nasal consonants. <i>The Journal of the Acoustical Society of America</i>, 81(6), 1917-1927. Gordon, M. K. (2016). <i>Phonological typology</i> (Vol. 1). Oxford University Press. Dart, S. N. (1991). <i>Articulatory and acoustic properties of apical and laminal articulations</i>. University of California, Los Angeles. Evans, N. (1995). Current issues in the phonology of Australian languages. <i>The handbook of phonological theory</i>, ed. by John</p>					
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			Goldsmith, 723-61.					
12	By learning this module, the students will be able to: a. to distinguish each English vowel sounds b. to understand the distinctive features of English vowel c. to distinguish each vowel phonemes d. to know the characteristics of English vowels e. to know the phonetic symbol of English vowels	ENGLISH VOWELS A. Vowel Diagram B. Mouth Positions for Vowels C. Monophthong D. Diphthong E. Triphthong	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice Media: Power Point Presentation, Video, MP3. Source: Chiba, T., & Kajiyama, M. (1941). <i>The Vowel: Its Nature and Structure</i> (Kaiseikan, Tokyo). Tabain, M., Beare, R., & Butcher, A. (2018, January). <i>Formant Measures of Vowels Adjacent to Alveolar and Retroflex Consonants in Arrernte: Stressed</i>	2x50 minutes	The students actively participate in the discussion about the topic being learned. The students actively ask questions (<i>*If there are any lesson that they do not understand</i>) The students actively participate in the group (<i>*If there are any group assignments</i>)	Look at the Assessment Rubric		5%

			and Unstressed Position. In <i>INTERSPEECH</i> (Vol. 2, No. 6, pp. 2181-2185). Tabain, M., & Breen, G. (2011). Central vowels in Central Arrernte: A spectrographic study of a small vowel system. <i>Journal of Phonetics</i> , 39(1), 68-84.				
13	By learning this module, the students will be able: a. to distinguish each English consonant sounds b. to understand the distinctive features of English consonants c. to distinguish each consonant phoneme d. to know the characteristics of English consonants e. to know the phonetic symbol of English consonants	ENGLISH CONSONANTS A. Classification of Consonant Sounds B. Consonant Pair C. Minimal Pair	Type: offline meeting & online meetings, hybrid Method: presentation, discussion, practice Media: Power Point Presentation, Video, MP3. Source: Greenberg, J. H. (1965). Some generalizations concerning initial and	2x50 minutes	The students actively participate in the discussion about the topic being learned. The students actively ask questions (*If there are any lesson that they do not understand) The students actively	Look at the Assessment Rubric	5%

			<p>final consonant sequences. Malécot, A. (1956). Acoustic cues for nasal consonants: An experimental study involving a tape-splicing technique. <i>Language</i>, 274-284.</p> <p>Tambunsaribu, Gunawan. (2019). "ANALISIS PELAFALAN MAHASISWA DALAM MELAFALKAN IRREGULAR VERBS BAHASA INGGRIS." <i>Journal of Language and Literature</i> 7.2 (2019): 99-112.</p>		participate in the group (*If there are any group assignments)		
14	<p>By learning this module, the students will be able to:</p> <p>a. to link sounds when speaking English</p> <p>b. to join the initial sound into the next word's sound</p> <p>c. to speak English like a</p>	<p>CONNECTED SPEECH</p> <p>CATENATION (LINKING WORDS)</p> <p>A. Linking Sound</p> <p>B. Linking Consonants to</p>	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p>		The students actively participate in the discussion about the topic being learned.	Look at the Assessment Rubric	5%

	<p>native speaker</p>	<p>Vowels C. Linking (~ing) + Vowel D. Linking Consonant to Same Consonant E. Linking Two Different Consonants F. Linking “r”</p>	<p>Media: Power Point Presentation, Video, MP3. Source: Greenberg, J. H. (1965). Some generalizations concerning initial and final consonant sequences. Malécot, A. (1956). Acoustic cues for nasal consonants: An experimental study involving a tape-splicing technique. <i>Language</i>, 274-284. Recasens, D. (1983). Place cues for nasal consonants with special reference to Catalan. <i>The Journal of the Acoustical Society of America</i>, 73(4), 1346-1353.</p>		<p>The students actively ask questions (<i>*If there are any lesson that they do not understand</i>) The students actively participate in the group (<i>*If there are any group assignments</i>)</p>			
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15	<p>By learning this module, the students will be able:</p> <p>a. to pronounce English vocabulary more smoothly and naturally (without spending a lot of energy in pronouncing the words).</p> <p>b. to use transitions naturally in pronouncing English words while they are speaking.</p> <p>c. to improve their reading skills so that the sounds of the language they produce when speaking can be understood by the listeners.</p>	<p>ASSIMILATION AND DISSIMILATION</p> <p>Types of Assimilation</p> <p>Types of dissimilation</p>	<p>Type: offline meeting & online meetings, hybrid</p> <p>Method: presentation, discussion, practice</p> <p>Media: Power Point Presentation, Video, MP3.</p> <p>Source: Arnold, R., & Hansen, K. (1975). <i>Englische Phonetik</i>. Gimson, A. C. (1972). <i>An Introduction to the Pronunciation of English: 2d Ed.</i> Edward Arnold. Hassan, Z. M., & El-Shyib, M. M. (1987). <i>English Pronunciation for Student Teachers</i>.</p>	2x50 minutes	<p>The students actively participate in the discussion about the topic being learned.</p> <p>The students actively ask questions (<i>*If there are any lesson that they do not understand</i>)</p> <p>The students actively participate in the group (<i>*If there are any group assignments</i>)</p>	Look at the Assessment Rubric		
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16	LAST EVALUATION	20%
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ATURAN PERKULIAHAN DAN EVALUASI

1. ATURAN PERKULIAHAN

A. Kehadiran:

1. Jumlah kehadiran dalam pertemuan tatap muka dan daring minimal 75% dari 16 kali pertemuan.
2. Kriteria ketidakhadiran mahasiswa/i adalah: S (Sakit) ditandai dengan surat keterangan dokter, I (Ijin) ditandai dengan surat ijin resmi, dan A (Alpa), maksimal 4x pertemuan kelas (baik tatap muka maupun daring).
3. Toleransi keterlambatan perkuliahan (dosen + mahasiswa/i) setiap pertemuan tatap muka dan daring adalah 15 menit. Jika setelah 15 menit dosen + mahasiswa/i tidak hadir, maka perkuliahan dibatalkan (kecuali ada persetujuan atau ada masalah tertentu).

B. Perkuliahan:

1. Setiap mahasiswa harus aktif dan partisipatif dalam perkuliahan, dengan tetap menjaga ketertiban dalam pertemuan tatap muka dan daring
2. Tidak diperkenankan meninggalkan kelas (daring) selama perkuliahan tanpa ijin dosen, baik dalam pertemuan tatap muka maupun daring
3. Mahasiswa memakai busana yang sopan.
4. Tidak melakukan tindakan **plagiarisme** dan melakukan pelanggaran norma lainnya

Kejahatan Akademik: Plagiarisme menurut Peraturan Menteri Pendidikan RI Nomor 17 Tahun 2010:

“Plagiat adalah perbuatan **sengaja** atau **tidak sengaja** dalam memperoleh atau mencoba memperoleh kredit atau nilai untuk suatu karya ilmiah, dengan mengutip sebagian atau seluruh karya dan atau karya ilmiah pihak lain yang diakui sebagai karya ilmiahnya, tanpa menyatakan sumber secara tepat dan memadai

(Permendik No 17 Tahun 2010 dan Panduan Anti Plagiarisme).” Sanksi sesuai Permendik No 17 Tahun 2010 Pasal 12:

1. teguran;

2. peringatan tertulis;
3. penundaan pemberian sebagian hak mahasiswa;
4. pembatalan nilai satu atau beberapa mata kuliah yang diperoleh mahasiswa;
5. pemberhentian dengan hormat dari status sebagai mahasiswa;
6. pemberhentian tidak dengan hormat dari status sebagai mahasiswa.

2. Aspek Penilaian

- Sikap** : cara menyampaikan pendapat/pertanyaan dalam diskusi, tanggung jawab dalam menyelesaikan tugas tepat waktu, menghormati perbedaan pendapat di kelompok diskusi dan di kelas
- Pengetahuan** : penguasaan materi-materi pokok yang ditunjukkan dalam kuis, diskusi, presentasi dan makalah pribadi
- Ketrampilan** : kreatifitas membuat PPT, cekatan dalam mencari jurnal terbaru dan mahir dalam penggunaan pembelajaran daring.

3. Bobot Penilaian

- Evaluasi 1 (UTS) : Mid term Test, presentation/discussion (20%)
- Evaluasi 2 (UAS) : **Project/Final Test**, presentation/discussion (20%)
- Tugas : presence + individual / group assignment (**60 %**)

Nilai Akhir: $30\% + 50\% + 20\% = 100\%$

2. Sistem Nilai Jenjang S1:


Angka	0-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-100
Huruf	E	D	C	C+	B-	B	B+	A-	A
Bobot	0,0	1,0	2,0	2,3	2,7	3,0	3,3	3,7	4

Mengetahui,
Ketua Program Studi Sastra Inggris,


(Mike Wijaya, S.S., M.Hum.)



Jakarta, 1 Agustus 2023
Disusun oleh


(Gunawan Tambunsaribu, S.S., M.Sas.)

	KONTRAK PERKULIAHAN PRODI SASTRA INGGRIS FAKULTAS SASTRA DAN BAHASA UNIVERSITAS KRISTEN INDONESIA	No. Dokumen	: ... / Sastra Inggris
		Berlaku sejak	: 1 Agustus 2023
		No. Revisi	: -
		Tanggal Revisi	: -
		Halaman	: 1-4

Program Studi : Sastra Inggris
Nama Mata Kuliah : English Phonology
Kode Mata Kuliah : 21114126
Bobot sks : 3 SKS
Semester : III
Dosen Pengampu : Gunawan Tambunsaribu, S.S., M.Sas

Deskripsi Matakuliah:

This course will encourage the students to understand and gain knowledge about how human-being produces sounds by using their organ speech. The students then will practice their organ speech to have skills in English pronunciation. Then, the students will discover deeper about English vowels and consonants. Through this course, the students will have the ability to produce English vowel and consonant sounds clearly and naturally. They will gain more skills in English pronunciation They will understand and master the types of English vowels, English consonants, consonant pairs, and minimal pairs. After getting used to listening to English vowels and consonants, the students will have the topic called “connected speech”. This course will help the students to master English sounds in oral communication. The students will get the ability to understand and pronounce English words. They will learn how to connect the sound of a word to another word’s sound in a sentence which makes the sounds naturally come out of their mouth like an English native speaker.

Capaian Pembelajaran Mata Kuliah:

Sikap:

- S1 Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius.
- S2 Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika.
- S3 Menginternalisasi nilai, norma, dan etika akademik.

- S4 Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa.
- S9 Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
- S11 Memiliki nilai-nilai kristiani dalam menerapkan ilmu kebahasaan dan kesusastraan yang mencakup rendah hati, berbagi dan perduli, profesional, bertanggungjawab, disiplin dan berintegritas.

Keterampilan Umum :

- KU1 Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.
- KU2 Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
- KU5 Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data.
- KU7 Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi serta evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.
- KU8 Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri.
- KU9 Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.
- KU10 Mampu menggunakan IT dan media komunikasi untuk menunjang pekerjaannya.

Keterampilan Khusus :

- KK1 Mampu menunjukkan kecakapan berbahasa Inggris yang ditandai dengan pencapaian yang setara dengan minimum CEFR level B1.
- KK6 Mampu berkomunikasi dalam bahasa Inggris secara aktif di berbagai situasi kerja yang membutuhkan keterampilan bahasa tersebut.
- KK7 Mampu melaksanakan tugas yang berhubungan dengan kebahasaan dan kesastraan dengan memanfaatkan berbagai sumber, Ipteks dan potensi lingkungan setempat.
- KK11 Memiliki keterampilan dasar di bidang komunikasi publik baik lisan maupun tulisan.

Pengetahuan :

- P1 Menguasai teori dan konsep keterampilan berbahasa Inggris, yaitu Listening, Speaking, Reading and Writing tingkat menengah (Intermediate II- CEFR level B1).
- P2 Menguasai tata bahasa Inggris minimal tingkat menengah (Intermediate II- CEFR level B1).
- P3 Memiliki wawasan bahasa, sastra dan budaya masyarakat berbahasa Inggris dan ASEAN. (Optional)

Rencana Pelaksanaan Pembelajaran

Pertemuan	Hari/Tgl	Pukul	Bahan Kajian	Dosen	Keterangan Deskripsi Hasil
1	Selasa	08- 09 WIB	Course Syllabus <ul style="list-style-type: none">• Learning outcomes• Subtopics• Class regulation• Assessment Rubric	Gunawan Tambunsaribu	The students can explain the content of the course syllabus, class regulations, learning outcomes of all subtopics
2	Selasa	08- 09 WIB	LANGUAGE AND LINGUISTICS	Gunawan Tambunsaribu	This unit encourages the students to have the ability in deep understanding of different kinds of languages namely first language, second language, and foreign language. By learning this unit, the students also will understand deeper about Linguistics and its sub-categories of Linguistics such as phonology, morphology, syntax, and semantics.

3	Selasa	08- 09 WIB	<p>A. First Language B. Second Language C. Foreign Language D. The Difference Between Second Language and Foreign Language</p>	<p>Gunawan Tambunsaribu</p>	<p>There are some benefits from learning a language for students, especially for those who are in higher education, such as:</p> <ul style="list-style-type: none"> a. the students will know when they use familiar language, casual language, formal language, or informal language related to whom they talk; b. The students will gain knowledge about the variety of languages that exist in their surroundings to fulfill their interaction in diverse community activities; c. The student will encourage to be aware of some obstacles in the communication process; d. The students can solve their problems with the community by having language awareness; e. The students will also get some knowledge about the culture of the native speaker of a language so that they can easily adapt to the culture to get along well with the people who use the language; f. the students will get language attitudes. Language attitude refers to mental and behavioral attitudes toward languages; and g. The students will have skills in using effective communication in their daily life in the community where they are living in.
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4	Selasa	08- 09 WIB	<p>A. Phonology B. Morphology C. Syntax D. Semantics</p>	Gunawan Tambunsaribu	<p>1. In general, Linguistics is absolutely necessary for us humans because linguistics is closely related to the completion of our tasks as social beings who use language every day.</p> <p>2. To compile a dictionary, it is necessary to start with determining the phonemes of the language to be included in the dictionary, determining to spell, understanding the word formation, phrase structure, sentences, lexical meaning, grammatical meaning, contextual and idiomatic, including the social background of the language users.</p> <p>3. For writers who want to compile textbooks, Linguistics is useful to provide guidance in compiling appropriate sentences and choosing correct vocabulary according to the age level of the book readers. The books for elementary school students, of course, must differ in the use of words than the books intended for middle school students or for the general public readers.</p> <p>4. Linguistics is also useful for book writers to develop their talents in writing because the writers will gain also social science and philosophy by learning linguistics.</p> <p>5. The benefit of linguistics for public figures, statesmen, or politicians is that they can use linguistics as an ideological concept of state and government. Statesmen and politicians should master the language well while they are working for the public. If they master linguistics and sociolinguistics,</p>
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					they can bridge language differences and conflicts in society. As what has happened in several multilingual countries, such as India and Belgium, there were physical clashes in these countries simply because of the differences in language used by the people who live there. The philosophy of science is also useful for politicians so they can deal with a multilingual society.
5	Selasa	08- 09 WIB	A. Relationship between Phonology and other Branches of Linguistics B. Manner of Articulation C. Point of Articulation	Gunawan Tambunsaribu	1) students can clearly understand the structure or grammar of a language being studied; 2) for the candidate of language teachers, the students are able to apply the classification of speech sounds practically and correctly in the teaching and learning process; 3) phonological studies such as intonation, pauses, word stress, and sentence stress will improve students' ability to understand the meaning of a sentence; 4) students will become professional language teachers because they will have had a solid foundation for teaching language from basic lessons because Phonology is the foundation or the basic knowledge for learning languages; 5) Phonological study can prepare the students to learn branches of linguistic branches;

					<p>6) Through phonological study, a student can differ between spelling and pronunciation. Spelling is the rule of describing or symbolizing the sound of a language's words. Speech sounds related to two elements namely segmental and suprasegmental features, while the spelling describes or symbolizes these two sound elements;</p> <p>7) By learning phonological study, the students will understand to symbolize the segmental elements of the speech sounds in the form of words, phrases, clauses, and sentences;</p> <p>8) Through phonological study, the students also know how to break up syllables, to write abbreviations of people's names, and understand the scientific technical symbols. The symbolism of this suprasegmental element is known as punctuation; and</p> <p>9) The skill for writing speech sounds is one of many benefits from learning phonological studies.</p>
6	Selasa	08- 09 WIB	<p>A. Branch of Phonetics B. Auditory Phonetics C. Acoustic Phonetics D. Articulatory Phonetics</p>	Gunawan Tambunsaribu	<p>Some of the practical benefits of learning phonetics are as follows: 1. Students understand the process by which speech sounds occur, starting from sound production, the formation of vowels, consonants, and semi-vowels to the utterance of words,</p>

					<p>groups of words, and sentences;</p> <p>2) Students know about the process of producing actual language sounds;</p> <p>3) Students know the process of a sound being produced and pronounced correctly by the speaker so that the sound of the spoken language can also be received and understood well by the listener. By pronouncing the sound of the language well and correctly, students are able to improve their communication skills both as speakers and as listeners; and</p> <p>4) Students can master phonetics so that students who are interested in technology have the ability to combine these two competencies (phonology and technology) to produce works such as making language phonetic software which is very useful for students and also language teachers.</p>
7	Selasa	08- 09 WIB	<p>A. Phoneme and Grapheme</p> <p>B. Numbers of Phonemes</p>	<p>Gunawan Tambunsaribu</p>	<p>The benefits of learning phoneme for the students are as follows:</p> <p>1. The students understand the difference between phoneme and graphemes and their examples;</p> <p>2. The students know the numbers of phonemes in each English word; and</p> <p>3. The students can identify phonemes in English words;</p>

8	Selasa	08- 09 WIB	Evaluasi Awal (Tugas)	Gunawan Tambunsaribu	Pengumpulan Tugas Awal + Presentasi
9	Selasa	08- 09 WIB	A. Types of Allophones B. Allomorph	Gunawan Tambunsaribu	The benefits of allophone are as follows: 1. The students, as a foreign language learner, can use the noun words properly, identify types of nouns, can answer questions that related with nouns; 2. The students can differentiate words based on the types of allophones namely complementary and free-variant allophones.
10	Selasa	08- 09 WIB	A. Stop (Plosive) Sound B. Fricative Sound C. Affricative Sound D. Nasal Sound E. Approximant Sound F. Lateral Approximant Sound	Gunawan Tambunsaribu	Some benefits of learning "Manner of Articulation" are as follows: 1) The students understand the speech organs used in the pronunciation of consonant sounds; 2) The students know the location and function of each organ that humans use to produce sound; 3) The students can produce good articulation when they speak to others; 4) The students understand the differences in each consonant through the points of sound articulation; 5) The students understand how to teach the correct sound articulation to others;

					<p>6) The students can improve their ability to pronounce and also listen to English vocabulary;</p> <p>7) The students can train themselves to pronounce the sounds of English vocabulary through the use of the correct ways and points of articulation.</p>
11	Selasa	08- 09 WIB	<p>A. Bilabial</p> <p>B. Labio-Dental</p> <p>C. Dental</p> <p>D. Alveolar</p> <p>E. Post Alveolar</p> <p>F. Palatal</p> <p>G. Velar</p> <p>H. Glottal</p>	<p>Gunawan</p> <p>Tambunsaribu</p>	<p>The goals of learning "Place of Articulation" are as follows:</p> <p>1) The students understand the speech organs used in the pronunciation of consonant sounds;</p> <p>2) The students know the location and function of each organ that humans use to produce sound;</p> <p>3) The students can produce good articulation when they speak to others;</p> <p>4) The students understand the differences in each consonant through the points of sound articulation;</p> <p>5) The students understand how to teach the correct sound articulation to others;</p> <p>6) The students can improve their ability to pronounce and also listen to English vocabulary;</p> <p>7) The students can train themselves to pronounce the</p>

					sounds of English vocabulary through the use of the correct ways and points of articulation.
12	Selasa	08- 09 WIB	A. Vowel Diagram B. Mouth Positions for Vowels C. Monophthong D. Diphthong E. Triphthong	Gunawan Tambunsaribu	By learning this module, the students will be able to: a. to distinguish each English vowel sounds b. to understand the distinctive features of English vowel c. to distinguish each vowel phonemes d. to know the characteristics of English vowels e. to know the phonetic symbol of English vowels
13	Selasa	08- 09 WIB	A. Classification of Consonant Sounds B. Consonant Pair C. Minimal Pair	Gunawan Tambunsaribu	By learning this module, the students will be able: a. to distinguish each English consonant sounds b. to understand the distinctive features of English consonants c. to distinguish each consonant phoneme d. to know the characteristics of English consonants e. to know the phonetic symbol of English consonants
14	Selasa	08- 09 WIB	A. Linking Sound B. Linking Consonants to Vowels C. Linking (~ing) + Vowel	Gunawan Tambunsaribu	By learning this module, the students will be able to: a. to link sounds when speaking

			D. Linking Consonant to Same Consonant E. Linking Two Different Consonants F. Linking “r”		English b. to join the initial sound into the next word’s sound c. to speak English like a native speaker
	Selasa	08- 09 WIB	a. ASSIMILATION AND DISSIMILATION b. Types of Assimilation c. Types of dissimilation	Gunawan Tambunsaribu	By learning this module, the students will be able: a. to pronounce English vocabulary more smoothly and naturally (without spending a lot of energy in pronouncing the words). b. to use transitions naturally in pronouncing English words while they are speaking. c. to improve their reading skills so that the sounds of the language they produce when speaking can be understood by the listeners.
16	Selasa	08- 09 WIB	Evakuasi Akhir (Project)	Gunawan Tambunsaribu	Pengumpulan Tugas Akhir + Presentasi

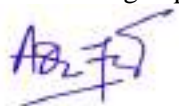
Komponen Nilai Akhir (NA) Pembelajaran:

NA = 30% Tugas (Project) + 35% UTS + 35% UAS

(Nilai Huruf: < 45 = E; 45-49 = D; 50-54 = C; 55-59 = C+; 60-64 = B-; 65-69 = B; 70-74 = B+; 75-79 = A-; ≥80 = A)

Metode Pembelajaran: Students Centered-Learning, Project based Learning

Jakarta, 1 Agustus 2023
Dosen Pengampu



Gunawan Tambunsaruvu, S.S., M.Sas

Ketua Kelas/Wakil Mahasiswa

(.....)

MODULE 1

LANGUAGE AND LINGUISTICS

1.1 INTRODUCTION

A. Course Description

This unit encourages the students to have the ability in deep understanding of different kinds of languages namely first language, second language, and foreign language. By learning this unit, the students also will understand deeper about Linguistics and its sub-categories of Linguistics such as phonology, morphology, syntax, and semantics.

B. Learning Outcomes

By the end of the meeting, the students should be able:

- a. to use familiar language, casual language, formal language, or informal language related to whom they talk;
- b. to differentiate the variety of languages that exist in their surroundings to fulfill their interaction in diverse community activities;
- c. to be aware of some obstacles in the communication process;
- d. to solve their problems with the community by having language awareness;
- e. to understand the culture of the native speaker of a language so that they can easily adapt to the culture to get along well with the people who use the language;
- f. to get language attitudes. Language attitude refers to mental and behavioral attitudes toward languages;
- g. to use effective communication in their daily life in the community where they are living in.
- h. to compile a dictionary. It is necessary to start with determining the phonemes of the language to be included in the dictionary, determining to spell, understanding the word formation, phrase structure, sentences, lexical meaning, grammatical meaning, contextual and idiomatic, including the social background of the language users;
- i. to compile textbooks for writers. Linguistics is useful to provide guidance in compiling appropriate sentences and choosing correct vocabulary according to the age level of the book readers. The books for elementary school students, of course, must differ in the use of words than the books intended for middle school students or for the general public readers;
- j. to develop their talents in writing because the writers will gain also social science and philosophy by learning linguistics; and

- second language
- foreign language
- the benefits of learning language for human being

From the second topic of this module namely Linguistics, the students will have several subtopics namely branches of linguistics field such as:

- phonology
- morphology (word formation)
- word
- morpheme
- simple words
- complex words
- syntax
- semantics

1.2 LEARNING ACTIVITY 1: LANGUAGE

1.2.1 Definition of Language

Language provides many benefits for humans such as a means of communication, as a unifying tool for the nation, and as the identity of a nation. Language can show which country a person comes from. In today's era, many people already master more than one language. In addition to Indonesian and some regional languages, some Indonesian people have also mastered English and other foreign languages. Language is also used by humans in all life activities. In other words, language is the most essential thing in human life. Language can also replace events or activities that should be carried out by individuals or other groups to do their job.

Sentences are spoken by an individual to another individual in oral communication. In language, there is also a language attitude. According to Aslinda (2010), language attitudes are associated with the motivation to learn a language. Language attitudes refer to mental and behavioral attitudes toward languages. Language attitudes can be observed, among others, through language behavior or speech behavior. A person's attitude can be seen from the language he is using and from the point of view of the language users or speakers, whether he is a polite or impolite person.

In terms of the speaker's point of view, language also has a personal function, which means that a language user expresses an attitude toward what he is saying. The speaker not only expresses emotion through the language but also shows some emotion when conveying his speech. Chaer (2010) said that a listener can also know whether the speaker is sad, angry, or happy when he speaks. Language also functions as a tool of

people of a specific place. The main distinction between the two is that former refers to a language generally recognized officially and used in a particular geographical area while the latter refers to a language that is not commonly used in that specific area. For example, English in India and Pakistan, French in Algeria and Tunisia are second languages. Similarly, Spanish in India and English in China (mainland) are foreign languages.

1.2.5 Practice

Assignment 1: Answer the questions below.

- 1) Based on what you have learned so far, what is a language and its function for human beings?
- 2) What is the definition of language attitudes?
- 3) Explain using your words the difference between first and second languages?
- 4) Based on what you have discussed in your class, explain the difference between a second language and a foreign language?
- 5) Do some research about the foreign language(s) that most Indonesian senior high school students learn nowadays in their school curriculum.

1.3 LEARNING ACTIVITY 2: LINGUISTICS

1.3.1 Definition of Linguistics

The study of Linguistics will help students understand how people communicate and assign meanings (semantics), how people do things with words (pragmatics), how language relates to social factors (sociolinguistics), how language relates to psychological aspects (psycholinguistics), or how language relates to strengths and injustice (discourse analysis). By studying Linguistics, students will be able to understand language in depth. Linguistics can also develop students' critical awareness of languages. Competence in linguistics will also be an invaluable skill for the students in their future work life. The students will have analytical and critical skills in the language used in their daily conversations with others.

As with other sciences such as the benefits of studying philosophy for life, language can be studied scientifically through the discipline of Linguistics. Linguistics is the study of language or the study of language scientifically according to KBBI (Kamus Besar Bahasa Indonesia). Language study means studying how one can master a language and how to use it. Meanwhile, the study of language scientifically means making language the object of a particular study. Every science certainly has practical benefits for human life, including linguistics. Linguistics will provide direct benefits to people involved or working in the field of languages such as linguists, language teachers, translators, compilers of dictionaries and textbooks, writers, and politicians. The benefits of linguistics for various professions include the following.

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MODULE 2

PHONOLOGY AND PHONETICS

2.1 INTRODUCTION

A. Course Description

This unit (Module 2) encourages the students to have the ability in learning a language from the basic one. This unit will give the students deeper knowledge and also skills for analyzing language based on the human vocal tract. The students will gain knowledge in sound production. The students will also have the ability in pronouncing English words fluently and naturally. The materials that are found in this unit are phonetics, phonemes, allophones, vowels, consonants, segmental, suprasegmentals, and other topics related to English sound production. In this module, the students will specifically learn about allophones (the complementary and free variation allophones, phonetics (articulatory phonetics), and phonemes (the building blocks of words & numbers of phonemes in a word).

B. Learning Outcomes

Some of the important benefits of learning Phonology are as follows:

- 1) students can clearly understand the structure or grammar of a language being studied;
- 2) for the candidate of language teachers, the students are able to apply the classification of speech sounds practically and correctly in the teaching and learning process;
- 3) phonological studies such as intonation, pauses, word stress, and sentence stress will improve students' ability to understand the meaning of a sentence;
- 4) students will become professional language teachers because they will have had a solid foundation for teaching language from basic lessons because Phonology is the foundation or the basic knowledge for learning languages;
- 5) Phonological study can prepare the students to learn branches of linguistic branches;
- 6) Through phonological study, a student can differ between spelling and pronunciation. Spelling is the rule of describing or symbolizing the sound of a language's words. Speech sounds related to two elements namely segmental and suprasegmental features, while the spelling describes or symbolizes these two sound elements;

- 7) By learning phonological study, the students will understand to symbolize the segmental elements of the speech sounds in the form of words, phrases, clauses, and sentences;
- 8) Through phonological study, the students also know how to break up syllables, to write abbreviations of people's names, and understand the scientific technical symbols. The symbolism of this suprasegmental element is known as punctuation; and
- 9) The skill for writing speech sounds is one of many benefits from learning phonological studies.
10. The students can master English phonetics and become a phonetic scientist;
11. The students understand the process by which speech sounds occur, starting from sound production, the formation of vowels, consonants, and semi-vowels to the utterance of words, groups of words, and sentences;
12. The students know about the process of producing actual language sounds;
13. Students know the process of a sound being produced and pronounced correctly by the speaker so that the sound of the spoken language can also be received and understood well by the listener. By pronouncing the sound of the language well and correctly, students are able to improve their communication skills both as speakers and as listeners; and
14. Students can master phonetics so that students who are interested in technology have the ability to combine these two competencies (phonology and technology) to produce works such as making language phonetic software which is very useful for students and also language teachers.

C. Competency Gained (output)

By the end of the meeting, you should be able to:

1. write English sentences with structure;
2. to teach English professionally;
3. do some research in Linguistics field;
4. to teach English with correct spelling and pronunciation;
5. to analyze English sentences with correct meaning;
- 6) to have skills in writing English academic articles; and
- 7) to become a phonetic scientist.

D. Competency Prerequisite: None

E. The Use of Modul

This module consists of main two main topics namely Phonology and Phonetics. Each main topic has several subtopics. Phonology focuses to give students knowledge in understanding many subtopics namely manner of articulation and places or articulation. These two subtopics encourage the

students to know deeper the use of human speech organ to produce the sounds. Phonetics will focus to give knowledge to the students about how sounds to be written in symbols by creating phonetic symbols. In phonetics, the students will also learn many specific materials in producing sounds to be spoken. The students will learn several subtopics namely phoneme, allophones, vowels, consonant, segmental, and suprasegmental sounds.

F. The Main Topics and Sub-topics Learned in Modul

The topic of this module is *Phonology* and *Phonetics*. From this module, students will understand specific knowledge namely:

- Speech Organ
- Manners of Articulation
- Places of Articulation
- The relationship between phonology and other branches of linguistics
- Sounds Production called articulatory phonetics
- phoneme
- allophones
- vowels,
- consonant
- segmental
- suprasegmentals

2.2 LEARNING ACTIVITY 1: PHONOLOGY

2.2.1 Definition of Phonology

Phonology is a field of science that studies the sounds of a language in general. Language users, especially teachers and/or prospective language teachers, really need to study Phonology because they will have a solid foundation to learn also any other language from the lessons given in the Phonology course. For language users, knowledge of a language sounds is very necessary as the main foundation in studying any other branch of Linguistics such as morphology, syntax, and semantics.

With adequate knowledge of phonology, it is hoped that every language user will have a solid foundation in the field of language. According to Hamied (2009), language teachers, like other subjects' teachers, should master phonology as a solid base in teaching language for their students. knowledge". Language teachers who have mastered Phonology will be able to compete well in their field (language teaching) in the 21st century. If teachers and language users have equipped themselves with competence and performance in the field of phonology, it is hoped that

2.3 LEARNING ACTIVITY 2: PHONETICS

2.3.1 Definition of Phonetics

Phonetics, the study of speech sounds and their physiological production and acoustic qualities. It deals with the configurations of the vocal tract used to produce speech sounds (**articulatory phonetics**), the acoustic properties of speech sounds (**acoustic phonetics**), and the manner of combining sounds so as to make syllables, words, and sentences (**linguistic phonetics**).

What is Phonetics?

What does phonetic mean? **Phonetics** is defined as the branch of linguistics that studies the production and classification of human sounds. Phonetics pays special attention to the influence that vocal organs (such as the lips and tongue) have in the formation and annunciation of sounds. Phonetics also includes the study of how non-verbal speech is learned, used, and understood.

2.3.2 Learning Outcomes

The benefits of phonetics in everyday life are divided into two main benefits namely theoretical and practical benefits.

a. Theoretical benefits of phonetics

Mastering phonetics study is the main goal for someone who is interested in the language field. To become a phonetic scientist, someone should master the phonetics.

b. The practical use of phonetics

Some of the practical benefits of learning phonetics are as follows:

1. Students understand the process by which speech sounds occur, starting from sound production, the formation of vowels, consonants, and semi-vowels to the utterance of words, groups of words, and sentences;
- 2) Students know about the process of producing actual language sounds;
- 3) Students know the process of a sound being produced and pronounced correctly by the speaker so that the sound of the spoken language can also be received and understood well by the listener. By pronouncing the sound of the language well and correctly, students are able to improve their communication skills both as speakers and as listeners; and
- 4) Students can master phonetics so that students who are interested in technology have the ability to combine these two competencies (phonology and technology) to produce works such as making language phonetic software which is very useful for students and also language teachers.

2.4. LEARNING ACTIVITY 3: PHONEME

2.4.1 Definition of Phoneme

Phonemes are the meaningfully different sound units in a language (the smallest units of sound). For example, ‘pat’ and ‘bat’ differ in their first phoneme: the “p” and “b”. Vowels are also phonemes, so “pat” and “pet” differ by a phoneme, too (But phonemes don’t always match up with spelling!). When two words differ by a single phoneme, they are a minimal pair.

Allophones are different ways to pronounce a phoneme based on its environment in a word. For example, the two allophones of /l/ in “little” are actually produced slightly differently, and the second one sounds slightly deeper. These different “l”s always occur in different environments in words, which is known as “complementary distribution”.

Phonemes are the Building Blocks of Words

A *phoneme* is a speech sound that can distinguish one word from another in a particular language. They are like little categories in your brain. You sort acoustic sounds into phonemes when you say something or hear someone speak. Not all instances of a phoneme sound exactly the same, however. Think of the [t] sound at the beginning of the English word take and compare it to the sound at the end of the word bat (if you’re speaking casually). They’re two very acoustically different sounds, but your mind probably puts them into the same sound category. Every language has a set of phonemes that are commonly used in that language. Different languages have different phoneme categories, and no one language uses every possible phoneme that humans could produce.

2.4.2 Learning Outcomes

The benefits of learning phoneme for the students are as follows:

1. The students understand the difference between **phoneme** and **graphemes** and their examples;
2. The students know the numbers of phonemes in each English word; and
3. The students can identify phonemes in English words;

2.4.3 Subtopics

A. Phoneme and Grapheme

Phoneme → sound

Graphemes → letter(s) that most commonly make the sound.

Here are the examples of **phoneme** and **graphemes**

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MODUL 3

PRODUCTION OF SPEECH

3.1 INTRODUCTION

A. Course Description

This unit will encourage the students to have ability understanding and to gain knowledge about how human-being produces sounds using his organ speech. The students then will practice their organ speech to have skills in English pronunciation. The materials that the students will have in this unit are kind of organ speech, the function of each organ speech, the way an organ speech work to produce sounds, and how organ speech produce vowels and consonant sounds. By understanding the function of each organ speech, the students will have skills in pronouncing English vocabularies clearly and naturally. Each material will increase and develop students' understanding in using their organ speech to produce sounds in English and even in other foreign languages. The manners of articulation are stop/plosive sound, fricative sound, affricative sound, nasal sound, approximant sound, and lateral approximant sound. The points of articulation are bilabial, labio-dental, dental, alveolar, post alveolar, palatal, velar, and glottal sounds.

B. Learning Outcomes

Some benefits of learning "Manner of Articulation" are as follows:

- 1) The students understand the speech organs used in the pronunciation of consonant sounds;
- 2) The students know the location and function of each organ that humans use to produce sound;
- 3) The students can produce good articulation when they speak to others;
- 4) The students understand the differences in each consonant through the points of sound articulation;
- 5) The students understand how to teach the correct sound articulation to others;
- 6) The students can improve their ability to pronounce and also listen to English vocabulary;
- 7) The students can train themselves to pronounce the sounds of English vocabulary through the use of the correct ways and points of articulation.
- 8) The students understand the speech organs used in the pronunciation of consonant sounds;
- 9) The students know the location and function of each organ that humans use to produce sound;

- 10) The students can produce good articulation when they speak to others;
- 11) The students understand the differences in each consonant through the points of sound articulation;
- 12) The students understand how to teach the correct sound articulation to others;
- 13) The students can improve their ability to pronounce and also listen to English vocabulary;
- 14) The students can train themselves to pronounce the sounds of English vocabulary through the use of the correct ways and points of articulation.

C. Competency Gained (output)

By the end of the meeting, you should be able to:

- 1) master the human speech organs in producing sounds;
- 2) to produce English sound correctly;
- 3) teach English with the correct sound articulation;
- 4) to improve your listening skills in English;
- 5) to communicate using English the correct articulation; and
- 6) to some research in Phonetics field.

D. Competency Prerequisite: None

E. The Use of Modul

By learning and understand this module, students as a foreign language learner, can use the noun words properly, identify types of nouns, can answer questions that related with nouns. This module will come in handy to help the students understand materials about nouns and help them in understanding the nouns through questions.

F. The Main Topics and Sub-topics Learned in Modul

The main topic on this module is English production sounds. From this module, the students will also learn some specific lesson namely:

- a. manner manners of articulation:
 - stop/plosive sound,
 - fricative sound,
 - affricative sound,
 - nasal sound,
 - approximant sound,
 - and lateral approximant sound.
- b. The points of articulation:
 - bilabial,
 - labio-dental,

- dental,
- alveolar,
- post alveolar,
- palatal, velar, and
- glottal sounds.

3.2 LEARNING ACTIVITY 1: MANNERS OF ARTICULATION

3.2.1 What is Manners of Articulation?

The process of making speech sounds is by the exhalation or pumping of air from the lungs to the windpipe and then forwarded it to the base of the throat. This gust of air will vibrate the vocal cords and then proceed to the vocal organs (oral/nose cavities). Articulation is part of the pronunciation of the symbols of language sounds in accordance with standard patterns so that the pronunciation can be understood by listeners. Articulation is the speech muscle movements that are used to pronounce the sound symbols of language so that the pronunciation results can be understood by the person listening to the utterance. Pronunciation is a very important study in the development of basic language skills for early childhood.

The improvement of someone's articulation is by pronouncing words clearly using his organ speech supported by the correct manner of articulation so that the listeners are easily understand what he is talking about. Articulation is a term related to the pronunciation or the lip movements. Articulation affects the clarity of spoken words. That is why the articulation of someone's speaking needs to be trained. Articulation is the change of cavities and spaces in the vocal tract to produce good, correct and clear speech sounds. The area of articulation extends from the outer lips to the vocal cords, where phonemes are formed by vibration of the vocal cords accompanied by a change in the position of the tongue.

Manner of Articulation refers to *how* the sound is made. In NAE, there are six manners of articulation:

- *Stop or Plosive*
- *Fricative*
- *Affricate*
- *Nasal*
- *Glide (Approximant)*
- *Liquid (Approximant)*

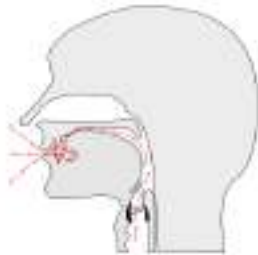
Image 4



4.a Name of manner of articulation:

4.b Type 5 words that resulted from this manner of articulation:

Image 5



5.a Name of manner of articulation:

5.b Type 5 words that resulted from this manner of articulation:

Image 6



6.a Name of manner of articulation:

6.b Type 5 words that resulted from this manner of articulation:

3.3 LEARNING ACTIVITY 2: PLACE OF ARTICULATION

3.3.1 What is Place of Articulation?

Improving the quality of voice articulation will improve a person's skills in speaking and reading. The purpose of articulation exercises is to find and correct the speech sounds produced by certain speech organs. Clear and

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MODULE 4

VOWEL AND CONSONANT SOUNDS

4.1 INTRODUCTION

A. Course Description

This unit encourages the students to have the ability in producing English vowel and consonant sounds clearly and naturally. They will have skills in English pronunciation. The materials that the students will have in this unit are about the types of English vowels, the types of English consonants, consonant pairs, and minimal pairs. This unit will cover how human organ speech produces English vowel and consonant sounds. The students will increase their understanding deeper of the quality of vowel and consonant sounds as well as practice their organ speech to pronounce English sounds clearly and naturally.

B. Learning Outcomes

By the end of the meeting, you should be able to:

- to distinguish each English consonant sounds
- to understand the distinctive features of English consonants
- to distinguish each consonant phoneme
- to know the characteristics of English consonants
- to know the phonetic symbol of English consonants
- to distinguish each English vowel sounds
- to understand the distinctive features of English vowel
- to distinguish each vowel phonemes
- to know the characteristics of English vowels
- to know the phonetic symbol of English vowels

C. Competency Gained (output)

By the end of the meeting, you should be able to:

- 1) master the sounds of English vowel and consonant;
- 2) do some research related to English sounds;
- 3) teach English vowel and consonant professionally; and
- 4) to master in listening to English native speakers.

D. Competency Prerequisite: None

E. The Use of Modul

By learning this module, the students will gain basic knowledge in linguistics field before they learn Morphology. This knowledge will enrich the

students' confidence in speaking English especially with the English native speakers. The students will also be able to share their knowledge to the society by teaching English sounds to them.

F. The Main Topics and Sub-topics Learned in Modul

The main topic of this module is English vowel and consonant sounds. From this module, the students will understand about:

- the types of English vowels through the vowel chart
- the types of English consonant sounds
- manner of articulation (consonant sounds)
- point of articulation (consonant sounds)
- consonant pairs
- minimal pairs

4.2 LEARNING ACTIVITY 1: ENGLISH VOWELS

4.2.1 Vowel Sounds

Vowels are letters that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat. The vowels in the alphabet are *a, e, i, o, u*, and sometimes *y*. All other letters in the English alphabet are consonants, which represent speech sounds where air is blocked somehow before leaving the mouth.

Letters and **speech sounds** are divided into two categories: ¹⁾ sounds where the air is blocked by the lips, tongue, or throat before leaving the mouth and ²⁾ sounds where the air is not blocked. **Consonants** represent sounds that are blocked; **vowels** represent sounds that are not blocked. While **consonant** sounds are differentiated by how the air is blocked—such as sticking the tongue behind the front teeth for *d* and *t*, or closing the lips for *b, m*, and *p*—**vowel** sounds are differentiated by pitch, accent, volume, and duration.

The letters *a, e, i, o, u*—and sometimes *y*—are vowels. However, some consonants, like *h, r*, and *w*, can also make vowel sounds. In grammar, these letters are still considered consonants and do not follow the vowel rules. Vowels play a major role in both spelling and grammar. They also have a direct impact on how consonants are used, such as spelling words with double consonants. Consider the difference between *hop* and *hope*—which, as present participles, become *hopping* and *hoping*. The presence of the silent *e* at the end changes the rules for how to conjugate certain words.

4.3 LEARNING ACTIVITY 2: ENGLISH CONSONANTS

4.3.1 Consonant Sounds

In the formation of consonants, the airstream through the vocal tract is obstructed in some way. Consonants can be classified according to the place and manner of this obstruction. Some of the possible places of articulation are indicated by the arrows going from one of the lower articulators to one of the upper articulators in Figure 1. The principal terms that are required in the description of English articulation, and the structures of the vocal tract that they involve are: bilabial, the two lips; dental, tongue tip or blade and the upper front teeth; alveolar, tongue tip or blade and the teeth ridge; retroflex, tongue tip and the back part of the teeth ridge; palato-alveolar, tongue blade and the back part of the teeth ridge; palatal, front of tongue and hard palate; and velar, back of tongue and soft palate. The additional places of articulation shown in Figure 1 are required in the description of other languages. Note that the terms for the various places of articulation denote both the portion of the lower articulators (i.e., lower lip and tongue) and the portion of the upper articulatory structures that are involved. Thus, velar denotes a sound in which the back of the tongue and the soft palate are involved, and retroflex implies a sound involving the tip of the tongue and the back part of the alveolar ridge. If it is necessary to distinguish between sounds made with the tip of the tongue and those made with the blade, the terms apical (tip) and laminal (blade) may be used. There are six basic manners of articulation that can be used at these places of articulation: *stop, fricative, approximant, trill, tap, and lateral*.

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
Voiceless	p			t		k	
Voiced	b			d		g	
Fricative							
Voiceless		f	θ	s	ʃ		h
Voiced		v	ð	z	ʒ		
Affricate							
Voiceless					tʃ		
Voiced					dʒ		
Nasal							
Voiced	m			n		ŋ	
Liquid							
Voiced				l	r		
Glide							
Voiced	w				y		

Picture 28. Classification of NAE Consonant Phonemes

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MODULE 5

CONNECTED SPEECH

5.1 INTRODUCTION

A. Course Description

This unit will help the students to get skills in English sounds or English pronunciation. The students will get ability in understanding deeper about the reason why some English learners have difficulties in pronouncing English words. The students will gain knowledge about how to connect sound of a word to another word's sound in a sentence which make the sounds naturally comes out from the mouth. The students will have knowledge about how to speak English like an English native speaker. The materials that the students will learn in this unit are linking sounds (catenation), assimilation, dissimilation, intrusion, elision, and geminates.

B. Learning Outcomes

By learning this module, the students will be able:

- to pronounce English vocabulary more smoothly and naturally (without spending a lot of energy in pronouncing the words).
- to use transitions naturally in pronouncing English words while they are speaking.
- to improve their reading skills so that the sounds of the language they produce when speaking can be understood by the listeners.
- to link sounds when speaking English
- to join the initial sound into the next word's sound
- to speak English like a native speaker
- to master English sounds when speaking English
- to speak English by pronouncing one word after another naturally
- to speak English by adding extra sound between two words to make it easier to say the words
- to articulate English sounds naturally

C. Competency Gained (output)

By learning this module, the students will be able:

- to master English sounds
- to speak English like a native speaker
- to teach English pronunciation
- to do some research related to connected speech

D. Competency Prerequisite: None

E. The Use of Modul

By learning this module, the students will have basic knowledge in learning Pronunciation topics. The students who have knowledge in connect speech will be able to do English listening test. This module will be beneficial to the students who are interested in working in work field which using English speaking. Besides the students can speak English naturally, they also can teach English speaking to the other English learners who are still lack of fluency in speaking English.

F. The Main Topics and Sub-topics Learned in Modul

The main topic on this module is connected speech in English. By this module, the students will learn about:

- linking sounds (catenation)
- assimilation
- dissimilation
- intrusion
- elision
- geminates

5.2 LEARNING ACTIVITY 1: CATENATION (LINKING WORDS)

5.2.1. Definition of Catenation

This **catenation** (linking sound) occurs if the final sound of a word ends in a consonant sound and then meets a vowel sound, then the last consonant sound of the first word will join the initial sound of the next word. Example: "*Not at all.*" The sound of letter "t" at the end of the word "not" will be combined with the sound of the letter "a" which is at the beginning of the word "at", it will sound, "*Not ta tall*". For teaching and learning English pronunciation, including the students' skill in listening to English conversation, both the teachers and the students nowadays can use many free and paid platforms on their smartphones or other devices using an internet connection. Teachers are considered an important factor in using educational technologies. Technological devices increase year by year and they can be used by teachers for teaching the lesson and make some activities for their students in the classroom (Fishman & Davis, 2006; Zhu, 2010). Zhu (2010) stated that the teachers, called the experts, formal authority, personal models, facilitators, and delegators, should have a lot of knowledge about the area they are teaching and they should play the role of knowledge source for their students.

Linking “r”. "Linking R" is the sound of the letter "r" which is pronounced to link one word to another. There is also the sound /w/ as a liaison between one word and another. There is also a /j/ sound which is used to connect one word to another.

5.2.5 Practice

Assignment

Explain briefly the definition of linking sounds, the types of linking sound, and 2 examples of each linking sounds.

5.3 LEARNING ACTIVITY 2: ASSIMILATION AND DISSIMILATION

5.3.1 Definition of Assimilation and Dissimilation

Assimilation is a sound change in which some phonemes (typically consonants or vowels) change to become more similar to other nearby sounds. A common type of phonological process across languages, assimilation can occur either within a word or between words. It occurs in normal speech but becomes more common in more rapid speech. In some cases, assimilation causes the sound spoken to differ from the normal pronunciation in isolation, such as the prefix in- of English input pronounced with phonetic [m] rather than [n]. In other cases, the change is accepted as canonical for that word or phrase, especially if it is recognized in standard spelling: implosion pronounced with [m], composed of in- + -plosion (as in explosion).

Dissimilation, like assimilation, may involve a change in pronunciation relative to a segment that is adjacent to the affected segment or at a distance, and may involve a change relative to a preceding or a following segment. As with assimilation, **anticipatory** dissimilation is much more common than **lag** dissimilation, but unlike assimilation, most dissimilation is triggered by *non*-contiguous segments. Also, while many kinds of assimilation have the character of a sound law, few dissimilations do; most are in the nature of accidents that befall a particular lexical item.

The benefit of learning sound assimilation and dissimilation is that students can pronounce English vocabulary more smoothly and naturally (without spending a lot of energy in pronouncing the words). Students can use transitions naturally in pronouncing English words while they are speaking. According to Parera (1985), sound assimilation is the adjustment of a sound with another sound of words while maintaining the same phoneme. Phonological awareness in language learning has a very important role in improving our reading skills so that the sounds of the

5.3.5 Practice

Assignment 1

- 1) Explain briefly about assimilation and the types of assimilation.
- 2) Explain briefly about dissimilation and the types of dissimilation.

Assignment 2

Type 5 examples of assimilation and dissimilation

5.4 LEARNING ACTIVITY 3: COALESCENCE, INTRUSION, AND ELISION

5.4.1 Definition of Coalescence, Intrusion, and Elision

Intrusive sounds are a feature of connected speech. What does intrusion mean? This phenomenon happens in American English when we say two words one after the other and add an extra sound between them to make them easier to say. While, **elision** is the omission of a sound (a phoneme) in speech. Elision is common in casual conversation. More specifically, elision may refer to the omission of an unstressed vowel, consonant, or syllable. This omission is often indicated in print by an apostrophe.

5.4.2 Learning Outcomes

By learning this module, the students will be able to:

- a. to master English sounds when speaking English
- b. to speak English by pronouncing one word after another naturally
- c. to speak English by adding extra sound between two words to make it easier to say the words
- b. to articulate English sounds naturally

5.4.3 Subtopics

A. Coalescence

Coalescence is a special kind of assimilation. With all the other types of assimilation discussed before, it's usually either the consonant on the left or the right that has a dominating influence on the other. In coalescence, both consonants influence each other and fuse together to form a new one, often an affricate. Coalescence is when two phonemes are substituted with a different phoneme that still has similar features (e.g., “foon” for “spoon”). **Coalescence** should resolve by the time a child is 6 years old. **Reduplication** is when a complete or incomplete syllable is repeated (e.g., “baba” for “bottle”).

▪ yod-coalescence

This type of coalescence involves a fusion of an alveolar plosive or fricative, followed by a semi-vowel /j/ and a back vowel, either /u:/, /ʊ/ or /o:/. This is

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MODULE 6

PRONUNCIATION

6.1 INTRODUCTION

A. Course Description

Why should a language student learn pronunciation? It can hardly be denied that languages differ from one another in areas such as vocabulary, grammar, word order, etc. Pronunciation is no exception. English and Indonesian language share a common ancestry and, as a result, have a number of grammatical features in common. They also share a considerable amount of vocabulary. Nevertheless, their pronunciation is rather different. When a language is learned, teachers address the differences to make sure the students acquire competence in the various characteristics of the target language. However, not all aspects tend to receive the same attention from students and teachers. While vocabulary and grammar, to mention two of the most substantial areas, receive considerable attention and become important foci in the process of teaching and learning a language, pronunciation is somehow side-lined and treated as an extra ingredient. Many Foreign Language (FL) teaching materials do not include the systematic teaching of pronunciation. It is the intention of this course to provide professionals with a range of reflective tools to better understand how to address different situations linked to the divergences between the phonetic and phonological systems of the English and Indonesian language.

This unit encourages the students to have ability in pronouncing English words' sounds naturally and correctly. The students will increase their English-speaking skill. By gaining English speaking skills, they will be encouraged to speak English confidently. The materials that the students will get in this unit are suprasegmentals, pitch, word stress, sentence stress, prosody, intonation, and other materials regarding to English pronunciation.

B. Learning Outcomes

Underhill (2010) makes the following list of reasons why teaching pronunciation cannot be left in the background.

1. Pronunciation is involved in and has an impact on all four language skills. Pronunciation is not just an aspect of speaking aloud. Pronunciation improves our listening skills. The mouth teaches the ear. According to a behaviorist view of language learning, the ear teaches the mouth so that listening comes before speaking, but the reverse is also true. Students of languages become aware of this when they have learned to pronounce something correctly and suddenly start to hear it

clearly. For instance, when a student of Indonesian has learned how to say a rapid English colloquial expression such as "I monna go" (I am going to) and finds he can suddenly hear and understand it. What the mouth can say becomes accessible to the ear to hear.

2. Pronunciation is the physical aspect of language. It is partly the result of muscular coordination. While grammar, vocabulary, and meaning are often taught cognitively, pronunciation is very much a physical activity. Use the natural muscular memory of the body to provide memory hooks for words and phrases. It will provide the experience of living the language and bringing it to life.
3. Pronunciation affects self-esteem. The impact of feeling a more competent speaker and a more competent listener gives a sense of capability, and a taste of potential mastery. All language learners are capable of modifying their pronunciation in order to be better understood, to better understand, and perhaps to enjoy the new language to a greater extent. Learners often have a good sense of areas of L2 pronunciation that they avoid, so it is very important that the teacher can give them systematic help.
4. For all the reasons above, we can say that teaching English pronunciation to English learners, both to children and to adult learners, from the beginning should be taken as seriously as teaching grammar and vocabulary. By learning the basics of pronunciation through phonics, students will not only learn to speak more comfortably and confidently, but this will enhance their communicative skills in general namely production, perception, and interaction.

C. Competency Gained (output)

By learning this module, the students will be able to:

1. do some research using English Pronunciation result as research data;
2. teach language learners how to pronunciation English words professionally, and
3. become and professional announcer or journalist using English.

D. Competency Prerequisite: None

E. The Use of Modul

By learning this module, the students will be encouraged to speak in English confidently. This module is also beneficial for those who are interested in English communication. The students will be able to speak English like an English native speaker. By mastering English pronunciation, the students will

be more confident talking in many international conferences or meeting. They will understand easily what the English speakers talk about while they are in international seminars. This module is beneficial not only to English students but to the general readers who are interested in how to speak English fluently.

F. The Main Topics and Sub-topics Learned in Modul

The main topic on this module is about English pronunciation. From this module, the students will understand about sub-categories in English pronunciation such as:

- suprasegmentals in language
- intonation
- pitch
- prosody
- juncture
- word stress
- sentence stress

6.2 LEARNING ACTIVITY 1: INTONATION

6.2.1 Intonation in Pronunciation

Problems in Listening to Foreign Languages

According to **Broersma and Weber (2023)**, he stated that “Recognizing spoken words in one's first language (L1) is usually effortless, but the same task can be much more demanding when listening to a second language (L2). In order to decode the message of a speaker, listeners must recognize individual words in the speaker's utterance. Spoken word recognition involves two central processes: (a) multiple word activation and competition and (b) segmentation of the continuous speech stream.”

How to Improve English Learners' Pronunciation Skills?

There are various efficient ways to improve students' pronunciation and listening comprehension namely by paying attention to the teaching of three basic skills. The three basic skills are a) the English prosodic way of conveying emphasis, b) how to say the peak vowels clearly, and c) how to guess from the spelling which vowel sound is correct. (**Gilbert, 2018**).

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation. You can tell a lot about the meaning behind someone's words by assessing their intonation. The same sentence can hold a very different meaning in different contexts, and the intonation used will heavily influence this meaning. There are several intonation types you need to be aware of; this article will cover some intonation examples and explain the difference between

.....
Where do you \LIVE?
When did you \CALL him?
How much \IS it?
What are you \READING?
Who wants to \GO there?
.....
If we don't act very \ /FAST, we may lose \EVERYthing.
The article said that Dr. Alan \ /SMITH was the only person who saw the \KILLer.
.....
Do you go there /OFten?
Was she glad to /SEE him?
Have you read this /BOOK?
Are you ready to /START?
Would you please pass the /PEPper?

6.3 LEARNING ACTIVITY 2: NEUTRALIZATION

6.3.1 Definition of Neutralization

Neutralization is when two sounds can distinguish meaning in at least one phonological context (for instance word-initially) but they sound the same in another phonological context (for instance intervocalically), because in the neutralization context sound A is turned into sound B, or sound B is turned into sound A, or both sound A and sound B are turned into a third sound.

Neutralization is the process in phonology that shows how two distinct phonemes become phonetically the same. The fundamental phonetic difference between the sounds is lost at the point of neutralization. Many languages have the process of neutralization in their phonology. The Prague Linguistic Circle called neutralized unit as archiphoneme, which normally expresses the common features of the sounds involved in neutralization.

When a phonemic distinction disappears in a particular phonological context, it is called neutralization. A phonemic distinction is a pair of two different sounds that can distinguish meaning. For example, sounds [t] and [d]. These two sounds are distinctive in English because they are two different sounds when we use them alone. When we pronounce the word

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