

	UNIVERSITAS NEGERI YOGYAKARTA			
	FAKULTAS BAHASA DAN SENI			
	SATUAN ACARA PERKULIAHAN (SAP) MATA KULIAH : SPEAKING II			
	FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence : Introduction to the course and negotiation of the syllabus
6. Indicators : have overall picture of the course, rules, and requirement to pass and to acquire grades in the course

7. Core Materials : Course Syllabus
8. Class Activity :

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ The lecturer asks the students what they expect in to study in the course and what they expect to learn from the course.	15'	Lecturing Question and answer Discussion		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ The lecturer presents the syllabus of the course, describes the activities students will do during the lessons, explains how to pass and acquire grades. ⌚ The lecturer also presents the rules of the class concerning absence, tasks and other assignments, and assessment components. ⌚ The lecturer and the students agree on the assessment components and the percentage for each component. ⌚ Lc presents the course organization and explains briefly the linguistic terms and the area of coverage of the course, the terms 	60'	Lecturing Question and answer Discussion	Handouts	The Syllabus of the course



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	phonetics and phonology, and describe the basic division of the two linguistic branch.				
CLOSING	The lecturer asks the students to have the materials for the class and a copy of the syllabus. Lecturer also asks students to provide themselves with an Oxford or Cambridge learners dictionary (either printed or digital) to help them with phonetic symbols.	20'	Lecturing Question and answer		
FOLLOW UP	The lecturer asks students to read the syllabus to know exactly what topic to study in the next meeting.	5'			

9. Evaluation

: No evaluation, first meeting

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001



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1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Understanding sounds, spelling, and symbols,
 - Describing Organs of speech,
 - Describing Airstream Mechanism of the English sound production
6. Indicators :
 - Mention some examples of the non-one-to-one correspondence of English spelling and symbols
 - Pronounce the sounds of English
 - Mention the organs of speech/articulators
 - Describe the airstream mechanism of English sounds
 - Differ *egressive*, *ingressive* airstream mechanism
7. Core Materials :
 - 26 alphabets, 44 sounds (24 consonants, 12 vowels, 8 diphthongs), IPA symbols
 - nasal and oral cavities, articulators: lips, teeth, tongue, alveolar ridge, hard palate, soft palate (velum), uvula, pharyng. pulmonic, egressive/ingressive, click
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ The lecturer asks students to mention the sounds of English.	10'	Question and answer, Discussion		
MAIN ACTIVITY	⌚ The lecturer presents some examples of the non one-to-one correspondence between English spelling and pronunciation. ⌚ Ss show some other examples of this linguistic feature of English.	65'	Lecturing Question and answer Discussion	Textbook LCD projector Ppt Slides Dictionary	Finegan p. 80 – 87 O'Grady p. 18 – 25 Fromkin p. 204 – 214



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	<ul style="list-style-type: none"> ⌚ Lc gives out the handout on the list of the english sounds (vowels, diphthongs, and consonants), asks ss to practice pronouncing the sounds. Student individually pronounces the sounds. ⌚ Lc displays the figures of the organs of speech of the English sound production ⌚ Lc and ss discuss the figures and describe the sound production mechanism ⌚ Lc explains the English airstream, explains also egressive, ingressive mechanisms and click language. 				
CLOSING	Ss review and summarize the lesson.	20'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none"> ⌚ The lecturer asks students to read the syllabus to know exactly what topic to study in the next meeting. ⌚ Lc asks ss to next week submit the reading report based on the materials distribution listed in the syllabus. 	5'			

9. Evaluation

: Ss work in groups of 3 and answer the questions in O'Grady, et.al. (p. 65) number 1 and Fromkin, et.al. (p.242-244) number 1-5

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2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Describing Consonants 1
6. Indicators :
 - Describe English consonants in terms of the places of articulation
7. Core Materials :
 - Places of articulation: labials, dentals, coronals, bilabials, labiodentals, interdental, alveolars, palatals, velars, uvulars, glottals, pharyngeals
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Quiz ⌚ Ss submit the reading report. ⌚ The lecturer asks students to mention the English consonant sounds. 	25'	Question and answer	Worksheet	
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ The lecturer explains the three aspects of consonants production. ⌚ The lecturer explains the places of articulation of the English consonant sounds. Using a picture and her own articulators, lc describes the places of articulation. ⌚ Ss describe the production of consonants by showing how the articulators work. ⌚ Lc provide some words, ss transcribe the words and practice pronouncing the 	60'	Lecturing Question and answer Discussion	Textbook LCD projector Ppt Slides Dictionary	Fromkin p. 214 – 225 Finegan p.87 – 94 O'Grady p. 25 – 35



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	words.				
CLOSING	Ss review and summarize the lesson.	10'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none">⌚ The lecturer asks students to read the syllabus to know exactly what topic to study in the next meeting.⌚ Lc asks ss to next week submit the reading report based on the materials distribution listed in the syllabus.	5'			

9. Evaluation

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4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Describing Consonants 2
6. Indicators :
 - Describe English consonants in terms of the manner of articulation
 - Describe the mechanism of voicing and nasal production
7. Core Materials :
 - Manner of articulation: stop, continuant, voiced, voiceless, fricative, affricate, nasal, oral, aspirated, unaspirated, plosives, trill/flap/tap, liquid, glides, approximant, lateral
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Ss submit the reading report. ⌚ The lecturer asks students to review the places of articulation of the english consonants 	10'	Question and answer	Worksheet	
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains the manners of articulation of the English consonant sounds. ⌚ Lc describes how air is manipulated in producing the consonants. ⌚ Using some pictures and her own articulators, lc describes the process of voiced, voiceless, nasal, and oral sounds production. ⌚ Lc explains how phonetic environment affects aspiration. the laces of 	80'	Lecturing Question and answer Discussion	Textbook LCD projector Ppt Slides Dictionary	Fromkin p. 214 – 225 Finegan p.87 – 94 O'Grady p. 25 – 35



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	<p>articulation.</p> <ul style="list-style-type: none"> ⌚ Ss practice producing the consonant sounds based on each manner. ⌚ Ss classify sounds based on their places and manner of articulation. ⌚ Lc provide some words, ss transcribe the words and practice pronouncing the words. 				
CLOSING	Ss summarize the lesson.	7'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none"> ⌚ The lecturer asks students to read the syllabus to know exactly what topic to study in the next meeting. ⌚ Lc asks ss to next week submit the reading report based on the materials distribution listed in the syllabus. 	3'			

9. Evaluation

: Ss are given a worksheet, work in groups of 3, and answer the questions (Ladefoged p. 18-19)

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2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Describing Vowels and Diphthongs
6. Indicators :
 - Describe the mechanism of voicing and nasal production
 - Describe how vowels and diphthongs are articulated
 - Describe the tongue placement when a certain vowel is produced
 - Describe how wide the mouth is open to produce a certain vowel
 - Describe the tongue movement when a diphthong is articulated
7. Core Materials :
 - Vowels articulation: open, close, high, low, mid, front, central, back, lax, tense, rounded, unrounded, vowel diagram, cardinal vowel
 - Diphthongs articulation: centring, closing diphthongs
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Ss submit the reading report. ⌚ The lecturer asks students to review the places and manner of articulation of the English consonants 	10'	Question and answer	Worksheet	
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains how vowels are different from consonants and that consonant description can not be used to describe vowels and diphthongs. ⌚ Lc explains the three questions used to describe vowels. ⌚ Lc describes how vowels 	80'	Lecturing Question and answer Discussion	Textbook LCD projector PPT Slides Dictionary Worksheet	Fromkin p. 214 – 225 Finegan p.87 – 94 O'Grady p. 25 – 35



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	<p>are articulated and uses some slides (pictures) to show the articulation process.</p> <ul style="list-style-type: none"> ⌚ Lc explains how to describe vowels using a vowel diagram. ⌚ Lc explains what a diphthong is. ⌚ Lc explains how to describe diphthongs using several vowel diagrams. ⌚ Lc gives a worksheet, ss transcribe and pronounce the words. 				
CLOSING	Ss summarize the lesson.	7'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none"> ⌚ The lecturer asks students to read the syllabus to know exactly what topic to study in the next meeting. ⌚ Lc asks ss to next week submit the reading report based on the materials distribution listed in the syllabus. 	3'			

9. Evaluation

: Ss are given a worksheet, work in groups of 3, and answer the questions (Ladefoged p. 20-21, O'Grady p. 66 no. 8)

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2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Stating the phonetic features of the English Consonants, Vowels, and Diphthongs
6. Indicators :
 - State the features of the English sounds (consonants, vowels, diphthongs)
 - State the common features a group of sounds share
 - State the specific feature that a certain sounds has that differs it from other sounds
7. Core Materials :
 - Features, Examples: [p] is a bilabial voiceless stop consonant, [d] is an alveolar voiced stop consonant, [o:] is a mid back tense rounded vowel, [t] and [d] are alveolar, oral, stop consonants, what differs [t] from [d] is that [t] is a voiceless sound and [d] is voiced, [d], [g], [v] are voiced, oral consonants, etc
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Ss submit the reading report. ⌚ The lecturer asks students to review the description of vowels and diphthongs. 	10'	Question and answer		
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc explains the lesson. ⌚ Lc writes some consonants on the whiteboard and asks ss to state the features. ⌚ Lc gives pair of consonants and asks ss to state the specific feature(s) that differs them. ⌚ Lc writes groups of segments and asks ss to state the common feature(s) they 	82'	Lecturing Question and answer Discussion	Textbook LCD projector Ppt Slides Dictionary Worksheet	Fromkin p. 214 – 225 Finegan p.87 – 94 O'Grady p. 25 – 35



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	share. ⌚ Ss write the answers on the whiteboard. ⌚ Lc asks ss to do the activities in....in groups of 3. ⌚ Lc and ss discuss the answer to the questions.				
CLOSING	Ss summarize the lesson.	5'	Discussion Lecturing		
FOLLOW UP	⌚ The lecturer reminds ss of the mid-test in the following week.	3'			

9. Evaluation

: Ss do the tasks in O'Grady p. 66 no. 7, 9, work in groups of 3, and answer the questions

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1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3/100 minutes
5. Basic Competence :
 - Describing Phonemes, phones, allophones, Minimal pairs and Distinctive features, Complementary distribution, free variation
6. Indicators :
 - State the features of the English sounds (consonants, vowels, diphthongs)
 - Distinguish the terms *phones*, *phonemes*, *allophones*, and *free variation*
 - Describe what *minimal pair* is
 - Describe the function of a *minimal pair*
 - Discuss what a *complementary distribution* is
7. Core Materials :
 - definition, examples, binary valued features (+/- features)
 - definitions, distinction, symbols, phonetic and phonemic transcription
 - definition, examples, differences between free variation and allophones,
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	<ul style="list-style-type: none"> ⌚ Ss submit the reading report. ⌚ Lc gives out the result of the mid-test (ss' answer sheet). 	5'			
MAIN ACTIVITY	<ul style="list-style-type: none"> ⌚ Lc and ss discuss the answers of the previous week mid test. ⌚ Lc explains the lesson. ⌚ Lc gives out a worksheet containing a list of questions related to the topic of the discussion. ⌚ Ss work in groups of 3, read their textbooks, and discuss the answer to the questions. 	89'	Lecturing Question and answer Discussion Group work	Textbook LCD projector Ppt Slides Worksheet	<ul style="list-style-type: none"> ▪ Fromkin p. 248 – 252, 256 – 266 ▪ Fromkin p. 252 – 254 ▪ Fromkin p. 252, 254 – 256



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	⌚ Lc and ss discuss the answers.				
CLOSING	⌚ Lc asks if ss still have difficulties. ⌚ Ss summarize the lesson.	5'	Discussion Lecturing		
FOLLOW UP	⌚ The lecturer reminds ss of the reading report for the following week.	1'			

9. Evaluation

: Ss are given a short text and are supposed to write in phonetic and phonemic transcriptions

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3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3 / 2x100 minutes (2 meetings)
5. Basic Competence :
 - Describing the Phonotactic rules of English
6. Indicators :
 - Mention the syllable structure
 - Describe the sequential constraints of the English phonotactic rules
 - Distinguish accidental and systematic gaps
 - Break/draw the syllable structure of words
 - Describe ambisyllabicity
7. Core Materials :
 - sequential constraints, components of syllable (coda, onset, nucleus, rhyme), practice: breaking the syllable structure,
 - accidental and systematic gaps
 - ambisyllabicity
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Ss submit the reading report.	2'			
MAIN ACTIVITY	⌚ Lc gives out a list of questions related to the lesson. ⌚ Ss work in groups of 3, read their textbooks, and discuss the answer to the questions. ⌚ Each group presents the answers to the questions. ⌚ Lc and ss discuss the answers. ⌚ Lc explains further the materials. ⌚ Lc writes some words on the whiteboard and ask ss to spell the phonetic transcription of the words, lc	92'	Lecturing Question and answer Discussion Group work	Textbook LCD projector Ppt Slides Worksheet White board	⌚ Fromkin p. 266-269 ⌚ Grady p. 83-95



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	<p>writes the transcripts above each word.</p> <ul style="list-style-type: none"> ⌚ Lc describes the steps of syllable breaking. ⌚ Lc shows how to draw the tree diagram step by step ⌚ Lc writes some more words on the whiteboard and asks ss draw the diagram. ⌚ Ss write the answer on the whiteboard. ⌚ Lc explains what is meant by ambissyllabicity, lc explains by showing the diagram of words with ambisyllable structure. ⌚ Lc gives some words with ambisyllable structures, ss draw the diagrams for the words. 				
CLOSING	<ul style="list-style-type: none"> ⌚ Lc asks if ss still have difficulties. ⌚ Ss summarize the lesson. 	5'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none"> ⌚ The lecturer reminds ss of the reading report for the following week. 	1'			

9. Evaluation

: Ss are given 5 words and are supposed to break the syllable and draw the tree diagrams of the words individually.

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5. Basic Competence :
 - Describe Prosodic and Suprasegmental Phonology
6. Indicators :
 - Describe the terms *stresses, tone, pitch, intonation, length*
 - Describe the stress placement rules of words with more than 2 syllables of different word groups (noun, verb, adjective)
 - Show that different stress placement create different tone
 - Show that different intonation carry different meaning
 - Pronunciation practice
7. Core Materials :
 - Stresses (primary and secondary), tone, tone language, pitch, intonation (rising, falling), length
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Ss submit the reading report.	2'			
MAIN ACTIVITY	⌚ Lc gives out a list of questions related to the lesson. ⌚ Ss work in groups of 3, read their textbooks, and discuss the answer to the questions. ⌚ Each group presents the answers to the questions. ⌚ Lc and ss discuss the answers. ⌚ Lc explains further the stress placement for words and sentence. . ⌚ Practice: ss analyze the number of syllables of given words they have and decide where to place the stress, sentence stress practice,	92'	Lecturing Question and answer Discussion Group work	Textbook LCD projector Ppt Slides Worksheets	⌚Fromkin 273-277 ⌚O'Grady 41-49 ⌚Collins & Mees 109-132



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	given some texts and practice pronouncing the text by applying the rising and falling intonation.				
CLOSING	⌚ Lc asks if ss still have difficulties. ⌚ Ss summarize the lesson.	5'	Discussion Lecturing		
FOLLOW UP	⌚ The lecturer reminds ss of the reading report for the following week.	1'			

9. Evaluation

: Ss, individually, do the activity in Collins and Mees p. 132.

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3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3 / 2x100 minutes (2 meetings)
5. Basic Competence :
 - Describe Phonological rules
6. Indicators :
 - Describe the kinds of rules in English phonology
 - Describe the function of these rules
 - Pronunciation practice
7. Core Materials :
 - the technical notations, devoicing, palatalisation, labialisation, metathesis, co-articulation, assimilation, liaison, segment deletion rule (elision), dissimilation, functions of the phonological rules
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Ss submit the reading report.	2'			
MAIN ACTIVITY	⌚ Lc gives out a list of questions related to the lesson. ⌚ Ss work in groups of 4, read their textbooks, and discuss the answer to the questions. ⌚ Each group presents the answers to the questions. ⌚ Lc and ss discuss the answers. ⌚ Lc explains further the learning materials. ⌚ Practice: ss practice pronouncing the given words to apply each discussed concept; for example applying elision rule in the pronunciation of the word tasteless /teistl̩s/ → [teisl̩s], and so on.	92'	Lecturing Question and answer Discussion Group work	Textbook LCD projector Ppt Slides Worksheet	Fromkin p. 277-291 O'Grady 49-57 Collins & Mees 91-92, 101-108



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CLOSING	<ul style="list-style-type: none">⌚ Lc asks if ss still have difficulties.⌚ Ss summarize the lesson.	5'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none">⌚ The lecturer reminds ss of the reading report for the following week.	1'			

9. Evaluation

: Ss, individually, do the activity in Collins and Mees p. 108.

Lecturer,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001



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SATUAN ACARA PERKULIAHAN (SAP)			
MATA KULIAH : SPEAKING II			
FRM/FBS/18-00	Revisi : 00	31 Juli 2008	Hal.

1. Faculty / Study Program : Languages and Arts/English Education
2. Course & Code : Phonetics and Phonology/ ING 226
3. Total Credit : Theory 1 Credit semester Practice : 1 Credit semester
4. Semester/Time : 3 / 100 minutes
5. Basic Competence :
 - Describe Morphophonemics rules
6. Indicators :
 - Describe and state the morphophonemic rules of English sounds
 - Pronunciation practice
7. Core Materials :
 - morphophonemic rules, plural formation of nouns, the formation of present and past participle of verbs
8. Class Activity : Lc: lecturer, ss: students

Steps	Activities	Time Estimation	Method	Media	Learning Source/Media
OPENING	⌚ Ss submit the reading report.	2'			
MAIN ACTIVITY	⌚ Lc presents a list of present participle words and plural nouns. ⌚ Lc asks students whether they remember how they read the inflectional suffix -s in the words. ⌚ Ss discuss the answer with classmates. ⌚ Lc reviews how the suffix – s is pronounced in each word and asks ss what determines the different allomorphs [s, z, iz]. ⌚ Ss discuss in groups the rule for the formation of the allomorphs. ⌚ Lc lists past participle words with inflection suffix –d and –ed. Asks ss how to pronounce the suffixes, and asks ss to state the rules determining the formation	92'	Lecturing Question and answer Discussion Group work	Textbook LCD projector Ppt Slides Worksheet	Fromkin p. 291-295



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	<p>of the allomorphs [t], [d], and [id].</p> <ul style="list-style-type: none">⌚ Ss discuss the task in groups (of 3-4).⌚ Lc explains further the morphophonemic rules of English and shows the relationship between morphology and phonology.				
CLOSING	<ul style="list-style-type: none">⌚ Lc asks if ss still have difficulties.⌚ Ss summarize the lesson.	5'	Discussion Lecturing		
FOLLOW UP	<ul style="list-style-type: none">⌚ The lecturer reminds ss of the reading report for the following week.	1'			

9. Evaluation

: Ss are given 5 words and determine the morphophonemic rules following the formation of the allomorphs.

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