

**KEMENTERIAN RISET DAN TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

RENCANA PEMBELAJARAN SEMESTER

Program Studi : Pendidikan Bahasa Inggris
Nama Mata Kuliah : Listening General Communication **Kode Mata Kuliah:** ENG6201 **Jumlah SKS:** 2
Semester : 2
Mata Kuliah Prasyarat: -
Dosen Pengampu : Suciati, S.Pd. email: suciati@uny.ac.id

Deskripsi Mata Kuliah:

Mata kuliah ini bertujuan untuk memberikan mahasiswa kompetensi mendengarkan untuk membedakan bunyi-bunyi Bahasa Inggris (English sounds) dan mengidentifikasi informasi umum dan rinci (eksplisit dan implisit) untuk menjadi pendengar yang efektif dan memiliki strategi menyimak tingkat dasar. Materi mencakup pembedaan bunyi (sound discrimination), identifikasi informasi dalam konteks umum dan khusus, dengan teks yang disajikan dalam bentuk monolog dan dialog. Kegiatan kelas meliputi mendengarkan *audio* sebagai *input*, mendiskusikan latihan-latihan menyimak, dan memberikan tugas menyimak (individu/pasangan/kelompok). Penilaian didasarkan atas partisipasi di kelas, tugas individu/pasangan/kelompok, ujian tengah semester dan akhir semester.

Capaian Pembelajaran :

Sikap:

- bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius sebagai dampak dari teks yang didengarnya;
- menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika dan mengaitkannya dengan teks yang didengarnya;
- menginternalisasi nilai, norma, dan etika akademik melalui refleksi terhadap nilai-nilai yang terkandung dalam teks yang didengarnya.

Pengetahuan:

- menguasai konsep-konsep esensial kebahasaan bahasa Inggris yang terkait dengan sistem bunyi, intonasi, tekanan, dan makna yang diperlukan untuk kegiatan menyimak;

- b. menguasai konsep-konsep dasar sosial budaya yang melatarbelakangi teks yang didengarnya;
- c. menguasai konsep-konsep ketepatan dan kepatutan dalam penggunaan bahasa Inggris.

Keterampilan:

mampu mengidentifikasi bunyi, intonasi, tekanan (stress), dan makna yang terkandung dalam teks yang didengarkan sehingga mampu merespon teks tersebut secara lancar, akurat, dan berterima

<p>Learning Activities Activity will cover the following.</p> <ul style="list-style-type: none"> a. discussion b. Modeling/demonstration c. Drilling d. Assignments 	<p>Media:</p> <ul style="list-style-type: none"> a. Laptop b. LCD projector c. Audio/video player
<p>Evaluation The evaluation will be based upon the following:</p> <ul style="list-style-type: none"> 1. Class Activities and Participation : 15% 2. Major Assignment :30% (transcribing, movie report, film segment development) 3. Quizzes : 15% 4. Mid Semester Exam : 20% 5. Final Exam : 20% 	<p>Grading Policy: (referring to Faculty Guideline)</p> <ul style="list-style-type: none"> 1. 86 – 100 = A 2. 80 – 85 = A- 3. 75 – 79 = B+ 4. 71 – 74 = B 5. 66 – 70 = B- 6. 61 – 65 = C+ 7. 56 – 60 = C 8. <55 = D

IMPORTANT!

- a. Class attendance min. 75% of total meetings to be qualified for the mark
- b. Cheating is a purposeful deception in preparation of assignments and tests. In this course students can expect to fail an assignment or test, and possibly the course, because of cheating and/or plagiarism.

Assignment

	Description	Due date
Assignment 1	Watch and summarize (format provided) minimum 6 movies (without subtitles) in SALC. Submit the report in print.	15 th meeting
Assignment 2	Transcribe some movie segments (provided by the lecturer) in MsWord. Submit the transcript to hatusuciku@gmail.com	6 th meeting
Assignment 3	Choose a movie segment (minimum 5 minutes long and preferably one segment of a serial/series) and developing some questions about the segment in MsWord. Submit BOTH the segment you use and the MsWord in person. You can cut the segment by using Free Video Cutter or other similar application for the purpose of segmenting	15 th meeting

References

Kisslinger, E. 2001. *Impact Listening 1*. New York: Longman

Richards, J.C., Gordon, D., & Harper, A. 2003. *Basic Tactics for Listening*. Oxford University Press

Other relevant supplementary materials

Online resources (youtube and other websites)

Course Units

Meeting	Learning Objectives		Materials	Technique	Activities	Assessment indicator	Assessment technique and grading	Sources
I		Students understand the RPS	RPS		Overview of the whole activities that will be covered for the whole semester.	-	-	Syllabus
II	Listening for specific information (personal details) and discriminating sounds of	The students are able to: identify personal details (e.g. names, addresses) from the recorded texts thoroughly. Differentiate formal and informal greetings from the	<i>Formal and informal greetings</i> <i>Personal details</i> <i>Titles</i> <i>Asking and giving personal</i>	discussion Modeling/ demonstration	Discussing background knowledge and vocabulary (e.g. similarities and differences of naming among countries, common surnames/first names, ways to introduce oneself and others) to the texts/topics to be given	See the LO	<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for Listening Oxford: OUP (unit 1) Supplementary</i>

	English.	titles used in recorded texts thoroughly. discriminate the sounds of English related personal details (e.g. name spelling) recorded texts thoroughly and confidently.	<i>information</i>		Listening to, doing and discussing exercises on identifying personal information, differentiating formal/informal greetings, and discriminating sounds of English related to personal details Creative dictation on personal information Further practice Discussing ways to introduce oneself and others (e.g. ways to give personal details) Supplementary activities (game “What’s Your Name?”)			<i>materials</i> <i>Randals</i>
III	Listening for specific information and discriminating sounds of English (related to time)	The students are able to: identify ways to ask and give information on time of British and American English confidently. identify specific information (related to time) from the recorded texts thoroughly. discriminate sounds of the cardinal/ordinal numbers and minimum pairs on time precisely.	Class Schedule Time table Minimal pairs	discussion Modeling/ demonstration	Discussing background knowledge and vocabulary (e.g. different ways to ask and give time between AmEng and BritEng) to the texts/topics to be given Listening to, doing and discussing exercises on identifying specific information on time Further practice (online) on time Supplementary activities (game “What time is it in...”)		<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for Listening Oxford: OUP (unit 4) Supplementary materials</i> <i>Randals</i>
IV	Listening for specific	The students are able to: identify ways to ask and	Class Schedule	discussion Modeling/	Discussing background knowledge		<i>formative</i>	<i>Richards, J.C.,</i>

	information and discriminating sounds of English (related to dates)	give information on dates of British and American English confidently. identify specific information (related to dates) from the recorded texts thoroughly. discriminate sounds of English related to dates (e.g. days/months) precisely.	Time table Minimal pairs	demonstration	and vocabulary (e.g. different ways to ask and give dates between AmEng and BritEng) to the texts/topics to be given Listening to, doing and discussing exercises on identifying dates Further practice (online) on time and dates Supplementary activities (game “My Plans”)			2003. <i>Basic Tactics for Listening Oxford: OUP (Unit 5) Supplementary materials Randals</i>
V	Listening for topics, gist, and details	The students are able to: find topics, gist, and details from the recorded texts correctly. write topics, gist, and details from the recorded texts correctly.	Annual festivals	discussion Modeling/ demonstration	Explanation Listening to the audio Doing some exercises Discussing the exercises Further practice Supplementary activities (missing lyrics and games)		<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for Listening Oxford: OUP(unit 2) Supplementary materials Spoken news items and announcements Randals</i>
VI	Listening for gist and details	The students are able to: find gist and details from the recorded texts correctly. write gist and details from	People, physical appearance, and clothes	discussion Modeling/ demonstration	Explanation Listening to the audio Doing some exercises Discussing the exercises		<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for Listening</i>

		the recorded texts correctly.			Further practice Supplementary activities (missing lyrics and games)			<i>Oxford: OUP (unit 3) Supplementary materials Spoken descriptive texts Randals</i>
VII	Listening for gist, details and attitudes	The students are able to: find gist, details and characters from the recorded texts correctly. write gist, details, and characters from the recorded texts correctly.	<i>Jobs</i>	discussion Modeling/ demonstration	Explanation Listening to the audio Doing some exercises Discussing the exercises Further practice Supplementary activities (missing lyrics and games)		<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for Listening Oxford: OUP(unit 6) Supplementary materials Spoken job interview texts Spoken job vacancy announcements Randals</i>
VIII	MID-SEMESTER TEST				MID-SEMESTER TEST			
IX	Listening for gist, frequencies,	The students are able to: find gist, frequencies, details and predictions from	Sport exercises I think ...	discussion Modeling/ demonstra	Explanation Listening to the audio		<i>formative</i>	<i>Richards, J.C., 2003. Basic Tactics for</i>

	details, and predictions	the recorded texts correctly. write gist, frequencies, details and predictions from the recorded texts correctly.		tion	Doing some exercises Discussing the exercises Further practice Supplementary activities (missing lyrics and games)			<i>Listening Oxford: OUP(unit 7) Supplementary materials Spoken descriptive and procedure texts Randals</i>
X	Listening for details and predictions in academic life	The students are able to: find details and predictions from the recorded texts correctly. write details and predictions from the recorded texts correctly.	Sciences (example: the process of eruption)	discussion Modeling/ demonstration	Explanation Listening to the audio Doing some exercises Discussing the exercises Further practice Supplementary activities (missing lyrics and games)		<i>formative</i>	<i>descriptive and report texts Randals</i>
XI	Listening for gist, details, and similarities	The students are able to: find gist, details, and similarities from the recorded texts correctly. write gist, details, and similarities from the recorded texts correctly	Tourism places	discussion Modeling/ demonstration	Explanation Listening to the audio Doing some exercises Discussing the exercises Further practice Supplementary activities (missing lyrics and games)		<i>formative</i>	<i>Basic tactics for listening unit 8 Supplementary material descriptive texts and advertisements Randals</i>

XII	Pronouncing, expressing and understanding numbers (money)	The students are able to: find numbers (money) from the recorded texts correctly. tell numbers (money) from the recorded texts correctly. write numbers (money) from the recorded texts correctly.	Prices and shopping	discussion Modeling/ demonstration	Listening to shopping conversation and recognizing the price mentioned Listening to dialogues between a visitor to a hotel and the receptionist to get the information about the room number, the floor, and the cost. Vocabulary task: completing and matching sentences		<i>formative</i>	<i>Active Listening part 3, p.41-43 Impact Listening Unit 12 p. 30-31 Supplementary materials Spoken advertisements and brochures Randals</i>
XIII	Listening for gist, details, dictation, and labeling	The students are able to: find gist and details from the recorded texts correctly write what is being dictated correctly. label things correctly	How things work procedures	discussion Modeling/ demonstration	Explanation Listening to the audio Doing the exercises Discussing the exercises Further practices Supplementary activities (missing lyrics, games, etc.)		<i>formative</i>	<i>Active Listening Unit 12 Spoken procedural texts Telephoning Supplementary materials</i>
XIV- XV	Listening to and describing habits	The students are able to: find details of habits from the recorded texts correctly tell details of habits from	<i>hobbies Spoken descriptive texts on habits.</i>	discussion Modeling/ demonstration	Explanation Listening to the audio Doing the exercises Discussing the exercises		<i>formative</i>	<i>Developing Tactics for listening unit 13</i>

		the recorded texts correctly write details of habits from the recorded texts correctly			Further practices Supplementary activities (missing lyrics, games, etc.)			<i>Supplementary materials Descriptive texts on habits.</i>
XVI		REVIEW			REVIEW			