**Kode MK**
**Indonesia**
**Inggris**
**Mandarin**
**Definisi Indonesia**
**Definisi Inggris**
**Definisi Mandarin**
**Jumlah SKS**
**Tim Penyusun**

ING
English Pronunciation Skills
English Pronunciation Skills
英语发音技巧
English Pronunciation Skills adalah mata kuliah dasar yang dirancang untuk membekali mahasiswa dengan pemah
English Pronunciation Skills is a foundational course designed to equip students with both theoretical understandinc
《英语发音技巧》是一门基础课程，旨在帮助学生掌握准确、清晰地发出英语语音所需的理论知识与实践技能。该课
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ıaman dan keterampilan praktis dalam melafalkan bunyi-bunyi bahasa Inggris secara akurat dan jelas. Mata kuli
g and practical skills in producing accurate and clear English sounds. This course emphasizes that good pronunc
程强调，良好的发音是有效口语交际的基石；即便语法和词汇运用无误，发音错误仍可能妨碍听者理解并影响交

ah ini menekankan bahwa pelafalan yang baik merupakan fondasi penting dalam komunikasi lisan yang efektif,
ciation is a fundamental element of effective oral communication, as pronunciation errors can hinder comprehens

karena kesalahan pelafalan dapat menghambat pemahaman dan kelancaran komunikasi, meskipun tata bahas

a dan kosakata yang digunakan sudah tepat.

| No. | Indonesia | Inggris |
|---|---|---|
| 1 | Mampu memahami sistem bunyi bal | Able to understand the English so |
| 2 | Mampu menerapkan pola tekanan k | Able to accurately apply English v |
| 3 | Mampu menerapkan pola intonasi (i | Able to apply intonation patterns a |

| Mandarin | Kognitif | Psikomotor | Afektif | Deskripsi |
|---|---|---|---|---|
| 能够理解英语语音系统（元音、辅音及国际 | 2 | 1 | 1 | Mahasiswa memahami dan mer |
| 在发音单词、短语及简单句时，能够准确运 | 3 | 1 | 1 | Mahasiswa menerapkan pola te |
| 能够根据交际语境运用恰当的语调模式，并 | 3 | 2 | 2 | Mahasiswa menerapkan pola in |

ngidentifikasi bunyi vokal, konsonan, serta simbol fonetik (IPA), serta mampu melafalkan bunyi-bunyi bahasa Ing
ekanan kata, tekanan kalimat, dan ritme bahasa Inggris secara tepat dalam pengucapan kata, frasa, dan kalimat
ıtonasi sesuai konteks komunikasi dan memanfaatkan ear training untuk mengoreksi pelafalan sendiri, guna me

ggris dasar dengan menirukan model pelafalan yang benar secara teliti.

nghasilkan pelafalan yang natural, jelas, dan dapat dipahami secara konsisten.

| No | Indonesia | Inggris | Mandarin |
|---|---|---|---|
| 1 | Mampu mengidentifikasi bunyi vokal (vowel | Able to identify English vowel a | 能够识别英语元音、辅音及其对 |
| 2 | Mampu membedakan bunyi-bunyi bahasa I | Able to distinguish English sou | 能够区分印尼语中不存在的英语 |
| 3 | Mampu melafalkan bunyi-bunyi dasar baha | Able to pronounce basic Englis | 能够通过准确模仿正确的发音示 |
| 4 | Mampu menerapkan pola tekanan kata (wo | Able to apply word stress patte | 在朗读英语单词时，能够运用正 |
| 5 | Mampu menerapkan pola tekanan kalimat ( | Able to apply sentence stress p | 在朗读简单短语和句子时，能够 |
| 6 | Mampu mempraktikkan pengucapan kata, | Able to practice the pronunciat | 能够持续、自信地练习单词、短 |
| 7 | Mampu menerapkan pola intonasi yang ses | Able to apply intonation patterr | 能够根据交际语境（如提问、陈 |
| 8 | Mampu mengoreksi kesalahan pelafalan se | Able to self-correct pronunciati | 能够基于听觉训练（听辨音素） |
| 9 | Mampu berbicara dengan pelafalan dan int | Able to speak with natural, clea | 在即兴口语交流中，能够保持自 |

| Kognitif | Psikomotor | Afektif | Deskripsi |
|---|---|---|---|
| 2 | 1 | 1 | Mahasiswa mengenali bunyi vokal dan konsonan bahasa Inggris beserta si |
| 2 | 1 | 1 | Mahasiswa membedakan bunyi-bunyi bahasa Inggris yang tidak terdapat d |
| 2 | 1 | 1 | Mahasiswa melafalkan bunyi-bunyi dasar bahasa Inggris dengan meniruka |
| 3 | 1 | 1 | Mahasiswa menerapkan pola tekanan kata (word stress) dalam pengucapa |
| 3 | 1 | 1 | Mahasiswa menerapkan pola tekanan kalimat (sentence stress) dan ritme |
| 3 | 1 | 1 | Mahasiswa mempraktikkan pengucapan kata, frasa, dan kalimat dengan te |
| 3 | 2 | 2 | Mahasiswa menerapkan pola intonasi yang sesuai dengan konteks komuni |
| 3 | 2 | 2 | Mahasiswa mengoreksi kesalahan pelafalan sendiri berdasarkan latihan ea |
| 3 | 2 | 2 | Mahasiswa berbicara dengan pelafalan dan intonasi yang natural, jelas, da |

n dapat dipahami secara konsisten dalam komunikasi lisan spontan.

| No. | Indonesia | Inggris | Mandarin | Kognitif | Psikomotor | Afektif | |
|---|---|---|---|---|---|---|---|
| 1 | Belajar | Learning | 学习 | 1 | 1 | 1 | |
| 2 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 3 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 4 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 5 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 6 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 7 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 8 | Proyek | Project | 项目 | 2 | 1 | 1 | |
| 9 | Pre Test | Pre Test | 预测试 | 1 | 1 | 1 | |
| 10 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 11 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 12 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 13 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 14 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 15 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 16 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 17 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 18 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 19 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 20 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 21 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 22 | Proyek | Project | 项目 | 3 | 1 | 1 | |
| 23 | Pre Test | Pre Test | 预测试 | 1 | 1 | 1 | |
| 24 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 25 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 26 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 27 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 28 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 29 | Post Test | Post Test | v | 2 | 1 | 1 | |
| 30 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 31 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 32 | Belajar | Learning | 学习 | 2 | 1 | 1 | |
| 33 | Post Test | Post Test | 测试后 | 2 | 1 | 1 | |
| 34 | Proyek | Project | 项目 | 3 | 2 | 1 | |

| CPL | CPMK | BMC | SCPMK | BCS | IP | BSA | MP |
|---|---|---|---|---|---|---|---|
| | 1 | 1 | 30 | 1 | 10 | IPP | 10 | MPTL |
| | | | | 2 | 20 | IPT | 100 | MPTM |
| | | | | | | IPT | 20 | MPTM |
| | | | | | | IPP | 10 | MPTL |
| | | | | | | IPT | 20 | MPTM |
| | | | | | | IPP | 10 | MPTL |
| | | | | | | IPT | 30 | MPTM |
| | | | | 3 | 70 | IPO | 100 | MPPD |
| | 2 | 2 | 30 | 4 | 20 | IPT | 100 | MPTM |
| | | | | 5 | 10 | IPP | 5 | MPTL |
| | | | | | | IPP | 10 | MPTL |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 10 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 10 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 10 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPP | 15 | MPTL |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 15 | MPTM |
| | | | | 6 | 70 | IPO | 100 | MPPD |
| | 3 | 3 | 40 | 7 | 20 | IPT | 100 | MPTM |
| | | | | 8 | 10 | IPP | 5 | MPTL |
| | | | | | | IPT | 10 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 10 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 15 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 20 | MPTM |
| | | | | | | IPP | 5 | MPTL |
| | | | | | | IPT | 20 | MPTM |
| | | | | 9 | 70 | IPW | 100 | MPPD |

| WP | TP | Topik | Inggris |
|---|---|---|---|
| 60 | 1 | Orientasi mata kuliah dan pentingnya | Introduction to Pronunciation: Why Pronu |
| 180 | | Pengenalan simbol fonetik dasar | Introduction to the International Phonetic |
| 120 | | | |
| 60 | 2 | Bunyi vokal pendek dan panjang ( | English Vowel Sounds: Short and Long V |
| 120 | | | |
| 60 | 3 | Bunyi vokal rangkap (diftong) | English Vowel Sounds: Diphthongs |
| 120 | | | |
| 660 | 4 | Bunyi konsonan bersuara dan tak ber | English Consonant Sounds: Voiced and \ |
| 360 | 5 | Bunyi yang tidak ada dalam bahasa I | Challenging Sounds for Indonesian Spea |
| 60 | | Membedakan bunyi mirip melalui min | Minimal Pairs Practice |
| 60 | | | |
| 60 | 6 | Mendengar dan membedakan bunyi s | Ear Training: Sound Discrimination Practi |
| 120 | | | |
| 60 | 7 | Penerapan tekanan kata pada kata b | Word Stress Patterns: Two-Syllable Wor |
| 120 | | | |
| 60 | 8 | Penerapan tekanan kata pada kata b | Word Stress Patterns: Multi-Syllable Wor |
| 120 | | | |
| 60 | 9 | Penerapan tekanan kalimat berdasar | Sentence Stress: Content Words vs. Fun |
| 60 | | | |
| 60 | 10 | Ritme dalam ujaran berkesinambung | Rhythm in Connected Speech |
| 120 | | | |
| 660 | 11 | Latihan penyambungan bunyi antar k | Connected Speech: Linking and Elision |
| 360 | 12 | Praktik pengucapan frasa dan kalima | Practicing Phrases and Short Sentences |
| 60 | | Penerapan pola intonasi pada pernya | Intonation Patterns: Statements and Yes/ |
| 120 | | | |
| 60 | | Penerapan pola intonasi pada pertan | Intonation Patterns: Wh-Questions and L |
| 120 | | | |
| 60 | 13 | Penerapan intonasi untuk mengekspr | Intonation for Expressing Emotion and At |
| 120 | | | |
| 60 | 14 | Latihan koreksi mandiri melalui rekan | Self-Correction Techniques through Recc |
| 120 | | | |
| 60 | 15 | Praktik menghasilkan rekaman pelafa | Pronunciation Project: Recording a Self-I |
| 120 | | | |
| 780 | 16 | Presentasi hasil rekaman dan refleks | Pronunciation Project Presentation and R |

| Mandarin | BK |
| --- | --- |
| 发音入门：为何发 | 1 |
| 国际音标（IPA） | 1 |
| 英语元音：短元音 | 1 |
| 英语元音：双元音 | 1 |
| 英语辅音：浊音与 | 1 |
| 印尼语母语者发音 | 2 |
| 最小对立体（Min | 2 |
| 听觉训练：声音辨 | 2 |
| 单词重音模式：双 | 2 |
| 单词重音模式：多 | 3 |
| 句子重音：实词与 | 3 |
| 连贯言语中的节奏 | 3 |
| 连贯语流：连读与 | 3 |
| 练习短语与短句， | 4 |
| 语调模式：陈述句 | 4 |
| 语调模式：特殊疑 | 4 |
| 表达情感与态度的 | 5 |
| 通过录音与听觉训 | 5 |
| 发音练习项目：录 | 5 |
| 发音项目展示与反 | 5 |

| No |
| --- |
| 1 |
| 2 |
| 3 |
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Pustaka

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Deskripsi

Deskripsi 1

Deskripsi 2

Deskripsi 3

Deskripsi 4

Deskripsi 5