



SURAT KETERANGAN

Nomor: 699/UN17.14/KP/2021

Dekan Fakultas Ilmu Budaya Universitas Mulawarman dengan ini menyatakan bahwa:

Nama : Jonathan Irene Sartika Dewi Max
NIP : 199001062019032014
NIDN : 0006019006
Jabatan Fungsional : Asisten Ahli


Telah melakukan Pengembangan RPS Analisa Wacana sebagai Dosen Penanggung Jawab Mata Kuliah yang dilaksanakan oleh Fakultas Ilmu Budaya Unmul pada tanggal 13 Desember 2021.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan dengan sebagaimana mestinya.



Samarinda, 31 Desember 2021

Dekan,


Dr. H. Masrur, M.Hum.
NIP 196312311989031037



**UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS**

**RENCANA PEMBELAJARAN SEMESTER
TAHUN AKADEMIK 2020-2021**

Kampus Flores Jalan P. Flores No. 1 Samarinda

www.fib.unmul.ac.id



**RENCANA PEMBELJARAN SEMESTER
TAHUN AKADEMIK 2020-2021**
Kampus Flores Jalan P. Flores No. 1 Samarinda
www.fib.unmul.ac.id

Mata Kuliah: DISCOURSE ANALYSIS (Analisa Wacana)	Semester: 5	Sks: 2	Kode MK: 14025240
Program Studi: Sastra Inggris	Dosen Pengampu: <u>Jonathan Irene Sartika Dewi M, S.S., M.Hum</u> Email: irenesartika@gmail.com Phone: 081226605660		
Capaian Pembelajaran Matakuliah	In the end of the course, students are able to:		

	<ol style="list-style-type: none"> 1. Identify and analyze the structure of discourse 2. Identify and analyze the metafunctions of language
Deskripsi Matakuliah	This lecture discusses the function and organization of discourse, pragmatism of discourse, context discourse, grammatical and lexical relations of discourse, medium of discourse, discourse approach and forms of discourse.
Capaian Pembelajaran Lulusan	<p>Ranah Sikap (S):</p> <ol style="list-style-type: none"> a. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5) b. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6) c. Menginternalisasi nilai, norma, dan etika akademik (S8) <p>Keterampilan Umum (KU):</p> <ol style="list-style-type: none"> a. Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metode rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2) b. Mempublikasikan hasil tugas akhir atau karya desain/ seni, yang memenuhi syarat tata tulis ilmiah, dan dapat diakses oleh masyarakat akademik (KU3) c. Menyusun dan mengkomunikasikan ide dan informasi bidang keilmuannya secara efektif, melalui berbagai bentuk media kepada masyarakat akademik (KU4)

	<p>Keterampilan Khusus (KK):</p> <ul style="list-style-type: none"> a. Mampu memahami dan mengulas beragam bentuk karya sastra yang meliputi sekurang-kurangnya prosa, drama, dan puisi. Mampu menyediakan layanan kebahasaan dalam bahasa Inggris untuk keperluan khusus dalam dunia kerja.(KK2) b. Memahami teori-teori di bidang bahasa dan sastra, dan mampu menerapkan teori tersebut dalam menghadapi suatu fenomena bahasa dan sastra (puisi, prosa, dan drama) tertentu, atau permasalahan budaya secara umum terutama yang berkaitan dnegan kebudayaan tropis. (KK4) c. Mahir berbahasa Inggris dalam hal membaca, menulis, berbicara dan menyimak secara profesional (tingkat advanced). (KK5) d. KK7. Memiliki kompetensi sebagai pemerhati bahasa dan sastra yang berintegritas yang berpegang teguh pada nilai-nilai kebenaran yang mampu berperan secara mandiri dan berkelompok untuk melestarikan kebudayaan lokal. (KK7) <p>Pengetahuan:</p> <p>Menguasai teori dan pengaplikasiannya pada bidang linguistics. (PP2)</p>
<p>Refrensi</p>	<ol style="list-style-type: none"> 1. Brown, G. 1983. <i>Discourse Analysis</i>. Cambridge: Cambridge UP. 2. Gee, J. P. 2011. <i>How to Do Discourse Analysis: Toolkit</i>. London: Routledge. 3. Gee, J. P. 2018. <i>Introducing Discourse Analysis: from Grammar to Society</i>. London: Taylor & Francis. 4. Eggins, S. 2004. <i>An Introduction to Systemic Functional Linguistics</i>. London: Continuum. 5. Halliday, M.A.K. 2004. <i>Introduction to Functional Grammar</i>. 4th Edition. London: Routledge. 6. Salkie, R. 1995. <i>Text and Discourse Analysis</i>. London: Routledge. 7. Baker, P. & Ellege, S. 2011. <i>Key Terms in Discourse Analysis</i>. London: Routlege.

Meeting	Competence	Specific Competence (Sub-CPMK)	Indicator	Main Material	Learning Method	Learning Experience	Scoring			References
							Type	Criteria	%	
1	Students are able to explain the class course and basic concepts of Discourse Analysis	Students understand the Class orientation	<ul style="list-style-type: none"> Students mention the goal of learnings 	<ul style="list-style-type: none"> Course Description, Course Readings, Course Requirements, Course Calendar, Grading, Class activity, Introduction to Course 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,7
2	Students are able to explain linguistic forms and functions	Students understand the linguistic forms and functions	Students identify linguistic forms and functions	<ul style="list-style-type: none"> The functions of language Spoken and Written Language Sentence and Utterance 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,3,7
3	Students are able to explain the role of context in interpretation	Students understand the role of context in interpretation	Students enunciate the role of context in interpretation	<ul style="list-style-type: none"> Pragmatics and discourse context The context of situation 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,3,7
4	Students are able to explain the topic and the representation of discourse content	Students understand the topic and the representation of discourse content	Students enunciate the topic and the representation of discourse content	<ul style="list-style-type: none"> Discourse fragments Sentential topic Discourse topic Topic boundary markers 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,6,7

				<ul style="list-style-type: none"> Text-content as a network 							
5	Students are able to explain the representation of discourse structure	Students understand the representation of discourse structure	Students enunciate the representation of discourse structure	<ul style="list-style-type: none"> The linearization problem Theme Thematization 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,6,7	
6	Students are able to explain the reference in text and in discourse	Students understand the reference in text and in discourse	Students mention the concepts of reference in text and in discourse	<ul style="list-style-type: none"> What is text Discourse reference Pronouns in discourse 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			2	1,6,7	
7	Students are able to explain the coherence in the interpretation of discourse	Students understand the coherence in the interpretation of discourse	Students identify coherence marker in text	<ul style="list-style-type: none"> Coherence in discourse Speech acts Representing Background knowledge Inferences 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold group discussion on reading material.			3	1,6,7	
8	MID TEST									30	
9	Students are able to explain the concept of Clause and Sentence	Students understand the concept of Clause and Sentence	Students identify Clause and Sentence	<ul style="list-style-type: none"> Types of Clauses Hidden clauses Lexical Density 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		2	2,3,4,5	
10	Students are able to explain the concept of Systemic Functional Linguistics	Students understand the SFL	Students enunciate the concept of SFL	<ul style="list-style-type: none"> System of Meaning Choice in Written Language 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual	Task		2	2,3,4,5	

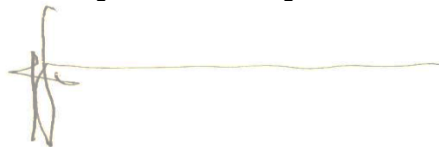
				<ul style="list-style-type: none"> Views of Language Studies Metafunctions 		assignment on given text.				
11	Students are able to explain the concept of Ideational Meaning (Material Process)	Students understand the concept of Ideational Meaning	Students identify Material Process in texts.	<ul style="list-style-type: none"> TRANSITIVITY Process in Material Process Participants in Material Process Circumstances in Material Process 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		2	2,3,4,5
12	Students are able to explain the concept of Ideational Meaning (Mental & Relational Process)	Students understand the Ideational Meaning	Students identify Mental & Relational Process in texts	<ul style="list-style-type: none"> Types of Mental Process Participants of Mental Process Types of Phenomena Types of Relational Process 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		2	2,3,4,5
13	Students are able to explain the concept of Ideational Meaning (Behavioral, Verbal, & Existential Process)	Students understand the Ideational Meaning	Students identify Behavioral, Verbal, & Existential Process in texts	<ul style="list-style-type: none"> Behavioral Process Participants Verbal Process Participants Existential Participants 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		2	2,3,4,5
14	Students are able to explain the concept of Interpersonal Meaning (Mood & Modality)	Students understand the Interpersonal Meaning	Students identify Mood & Modality in texts	<ul style="list-style-type: none"> Commodity Exchanged The component of Mood constituent of MOOD 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		2	2,3,4,5

				<ul style="list-style-type: none"> Types of Adjuncts 						
15	Students are able to explain the concept of Textual Meaning (Theme & Rheme)	Students understand the Textual Meaning	Students identify Theme & Rheme in texts	<ul style="list-style-type: none"> Theme Rheme Ideational Theme Textual Themes Conjunctive Adjunct as Theme Interpersonal Themes 	<ul style="list-style-type: none"> Interactive lecture Group Discussion 	Students are exposed to material presentation by lecturer and hold individual assignment on given text.	Task		3	2,3,4,5
16	FINAL TEST								40	

Tugas mahasiswa dan penilaiannya:

- | | |
|---------------|-----|
| 1. Affective | 10% |
| 2. Task | 20% |
| 3. Mid Test | 30% |
| 4. Final Test | 40% |

Mengetahui Ketua Program Studi



Singgih Daru Kuncara, S.S., M. Hum

Samarinda, 13 Desember 2021

Dosen Pengampu/Penanggung Jawab MK



Jonathan Irene Sartika Dewi M., S.S., M. Hum