



**RENCANA PROGRAM KEGIATAN PERKULIAHAN SEMESTER
(RPKPS)**

Kode / Nama Mata Kuliah : C11.03601/ Contrastive Analysis (CA)
 Satuan Kredit Semester : 2 SKS
 Jml Jam kuliah dalam seminggu : 100 menit.
 Jml Jam kegiatan laboratorium : 0 jam

Revisi ke : 0
 Tgl revisi : 1 Februari 2014
 Tgl mulai berlaku : 1 Maret 2014
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 Penanggungjawab Keilmuan : Dr. Jumanto, Drs., M.Pd.

Deskripsi Mata kuliah : Mata kuliah ini membahas materi dan motivasi untuk keterampilan dan pengetahuan yang cukup tentang analisis linguistik kontrasif atau Contrastive Analysis (CA), dari aspek formal dan fungsional, yang terkait dengan bahasa dan budaya dalam kehidupan sehari-hari.

Standar Kompetensi : Setelah mengikuti mata kuliah ini mahasiswa mampu menerapkan keterampilan dan pengetahuan tentang Contrastive Analysis (CA), baik aspek formal maupun fungsionalnya, dalam penelitian linguistik kontrasif, yang terkait dengan bahasa dan budaya dalam kehidupan sehari-hari.

Prtm	Kompetensi Dasar	Indikator	Pokok Bahasan/Materi	Aktifitas Pembelajaran	Rujukan
1	<i>Students are able to apply and develop</i>	<i>Ability to understand Linguistics, Comparative Linguistics, and CA</i>	<i>Linguistics, Comparative Linguistics, and CA</i>	<i>Understanding Linguistics, Comparative Linguistics, and CA</i>	Abdi, Nasrin, Contrastive Analysis and Error Analysis, http://research.iaun.ac.ir/pd/shafiee-nahrkhalaji/pdfs/HomeWork_1509.pdf Halliday, M. A. K. and R. Hasan. 1976. <i>Cohesion in English</i> . London: Longman. Lado, R. 1957. <i>Linguistics across Cultures</i> . Ann Arbor: University of Michigan Lakoff, G. and M. Johnson. 1980. <i>Metaphors We Live By</i> . Chicago: University of Chicago Press.
2.	<i>Students are able to apply and develop Linguistics' branches and CA</i>	<i>Ability to apply and develop Linguistics' branches and CA</i>	<i>Linguistics' branches and CA</i>	<i>Understanding the branches involved in CA</i>	<i>The same as above</i>



3.	<i>Students are able to apply and develop Interference theory and degrees of difficulty in CA</i>	<i>Ability to apply and develop Interference theory and degrees of difficulty in CA</i>	<i>Interference theory and degrees of difficulty in CA</i>	<i>Understanding interference theory and degrees of difficulty in CA</i>	<i>The same as above</i>
4.	<i>Students are able to apply and develop CA hypotheses: strong, weak, moderate versions</i>	<i>Ability to apply and develop CA hypotheses: strong, weak, moderate versions</i>	<i>CA hypotheses: strong, weak, moderate versions</i>	<i>Understanding CA hypotheses: strong, weak, moderate versions</i>	<i>The same as above</i>
5.	<i>Students are able to apply and develop How to do a CA and the CA steps</i>	<i>Ability to apply and develop How to do a CA and the CA steps</i>	<i>How to do a CA and the CA steps</i>	<i>Understanding how to do a CA and the CA steps</i>	<i>The same as above</i>
6.	<i>Students are able to apply and develop What to compare in CA for similarities and differences</i>	<i>Ability to apply and develop What to compare in CA for similarities and differences</i>	<i>What to compare in CA for similarities and differences</i>	<i>Understanding what grammatical signals to compare in CA</i>	<i>The same as above</i>
7.	<i>Students are able to apply and develop What to compare in CA for similarities and differences</i>	<i>Ability to apply and develop What to compare in CA for similarities and differences</i>	<i>What to compare in CA for similarities and differences</i>	<i>Understanding what lexical items to compare in CA</i>	<i>The same as above</i>
8.	<i>Students are able to apply and develop Classical CA VS Modern CA</i>	<i>Ability to apply and develop Classical CA VS Modern CA</i>	<i>Classical CA VS Modern CA</i>	<i>Understanding Classical CA VS Modern CA</i>	<i>The same as above</i>
9.	<i>Students are able to apply and develop CA at discourse level: written or spoken</i>	<i>Ability to apply and develop CA at discourse level: written or spoken discourse</i>	<i>CA at discourse level: written or spoken discourse</i>	<i>Understanding CA at discourse level: written or spoken discourse</i>	<i>The same as above</i>



	<i>discourse</i>				
10.	<i>Students are able to apply and develop CA at discourse level: pragmatic aspects to consider</i>	<i>Ability to apply and develop CA at discourse level: pragmatic aspects to consider</i>	<i>CA at discourse level: pragmatic aspects to consider</i>	<i>Understanding CA at discourse level: pragmatic aspects to consider</i>	<i>The same as above</i>
11.	<i>Students are able to apply and develop CA at discourse level: pragmatic aspects to consider</i>	<i>Ability to apply and develop CA at discourse level: pragmatic aspects to consider</i>	<i>CA at discourse level: pragmatic aspects to consider</i>	<i>Understanding CA at discourse level: pragmatic aspects to consider</i>	<i>The same as above</i>
12, 13	<i>Students are able to apply and develop Simple practices of CA in the classroom (individual- work)</i>	<i>Ability to apply and develop Simple practices of CA in the classroom (individual- work)</i>	<i>Simple practices of CA in the classroom (individual- work)</i>	<i>Doing simple practices of CA in the classroom</i>	<i>The same as above</i>
14	<i>Students are able to apply and develop Review-all and discussions</i>	<i>Ability to apply and develop Review-all and discussions</i>	<i>Review-all and discussions</i>	<i>Doing review-all and discussions</i>	<i>The same as above</i>

Level Taksonomi :

Pengetahuan	16%
Pemahaman	16%
Penerapan	20%
Analisis	16%
Sintesis	16%
Evaluasi	16%



Komposisi Penilaian :

Aspek Penilaian	Prosentase
Ujian Akhir Semester	50%
Ujian Tengah Semester	30%
Tugas Mandiri	20%
Keaktifan Mahasiswa	0%
Komponen lain (jika ada)	0%
Total	100 %

Daftar Referensi

Wajib :

Halliday, M. A. K. and R. Hasan. 1976. *Cohesion in English*. London: Longman.

Lado, R. 1957. *Linguistics across Cultures*. Ann Arbor: University of Michigan
Lakoff, G. and M. Johnson. 1980. *Metaphors We Live By*. Chicago: University of Chicago Press.

Anjuran :

Abdi, Nasrin, Contrastive Analysis and Error Analysis, http://research.iaun.ac.ir/pd/shafiee-nahrkhalaji/pdfs/HomeWork_1509.pdf

Disusun oleh :	Diperiksa oleh :		Disahkan oleh :
Dosen Pengampu	Penanggungjawab Keilmuan	Program Studi	Dekan
			
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