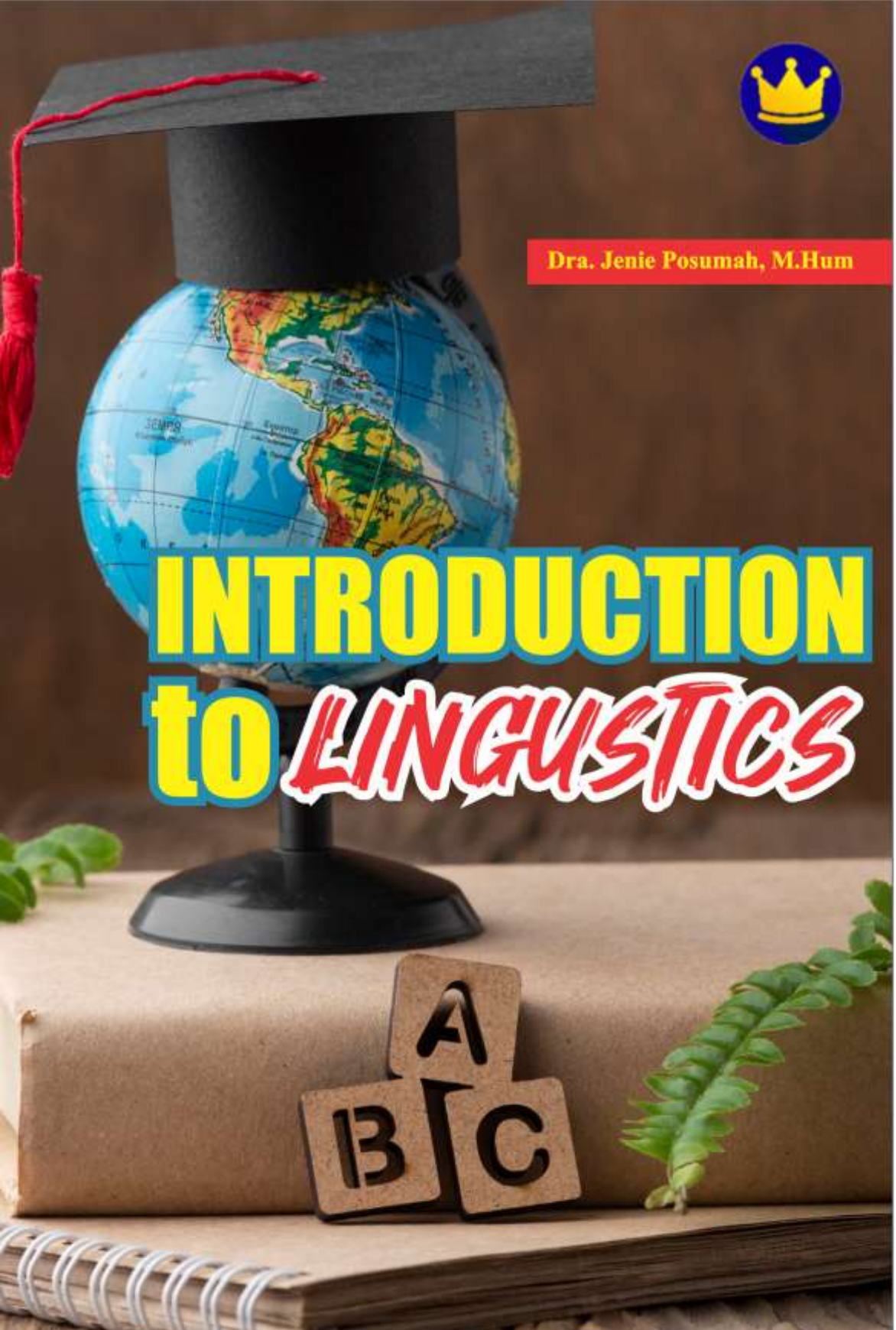




Dra. Jenie Posumah, M.Hum

# INTRODUCTION to LINGUISTICS



# INTRODUCTION TO LINGUSTICS

Dra. Jenie Posumah, M.Hum



**Tahta Media Group**

## UU No 28 tahun 2014 tentang Hak Cipta

### **Fungsi dan sifat hak cipta Pasal 4**

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

### **Pembatasan Pelindungan Pasal 26**

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

### **Sanksi Pelanggaran Pasal 113**

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

# INTRODUCTION TO LINGUSTICS

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## PREFACE

This book entitled : INTRODUCTION TO LINGUISTICS is apart from simply understanding anything about languages. This knowledge can be applied to improve communication among people, contributing to translate all the activities, assisting in literacy efforts and treating speech disorders.

This course also is designed to provide the students with their ability to describe the idea of language, its elements, and contributions to language learning. The topics include linguistics as a scientific study of language, characteristics of language, the history of writing, phonetics and phonology, words and words formations, phrases and sentences, syntactic structure, semantics, sociolinguistics, pragmatics, and language acquisition (psycholinguistics).

Linguistics helps teachers to convey the origins of words and languages, their historical applications, and the relevance today. This subject aimed to teach language that can help students to gain a better and more in-depth understanding of their assignments and work product expectations. Linguistics helps teachers to understand how language is structured, including its sounds, words, grammar, and sentence structure. It is a knowledge can help teachers to identify common errors and challenges that students' face and design targeted instructional strategies.

Studying language history can increase the memory, critical thinking, and problem-solving skills. Analyzing language changes and tracing linguistic roots can stimulate not only cognitive development and intellectual growth, but also motoric skill.

Language is a cultural touchstone that connect people to their histories, families, and homes. They are also some expressions of the innovation and creativity of humans.

Collaboration of cultural as well as linguistic differences can spread out students' interest and encourage independent learning. When children learn a new language, they are introduced to customs and values belonging to a different surrounding and circumstances from their daily activities. This encouraged them to think from a new point of view, improving cultural sensitivity.

Introduction to Linguistics will provide the students with a better understanding of how people produce and comprehend language, how people from children to adults acquire a language, how languages vary and change time and time, and how speakers use language in their different social situations and groups. This subject also upon completing this undergraduate introduction to linguistics course. Students should be able to understand the basic concepts of linguistics. They know to define and explain core linguistic concepts, including phonology, morphology, syntax, semantics, sociolinguistics, pragmatics and psycholinguistics.

This book will service into 5 (five) chapters with 2 (two) times tests, mid – test and final- test; those are :

CHAPTER I : GENERAL INTRODUCTION (Meeting 1)

CHAPTER II :PHONOLOGY (Meeting 2, 3, and 4)

CHAPTER III : MORPHOLOGY (Meeting 5, 6, and 7 ) MID – TEST  
(Meeting 8)

CHAPTER IV : SYNTAX (Meeting 9, 10, and 11)

CHAPTER V : OTHER BRANCHES OF LINGUISTICS , that consists of  
Semantics, Sociolinguistics, Pragmatics and  
Psycholinguistics (Meeting 12, 13, 14, and 15)

FINAL – TEST (Meeting 16). Each chapter closed by questions.

At the end of this book, offered A LESON PLAN of the subject and the scoring.

# TABLE CONTENT

Preface .....	iv
Table Content .....	vi
Chapter I General Introduction.....	1
1.1 Background.....	1
1.2 Course.....	4
1.3 Closing.....	9
1.4 Questions .....	10
Chapter II Phonology .....	11
2.1 Introduction .....	11
2.2 Course.....	12
2.3 Closing.....	19
2.4 Questions .....	20
Chapter III Morphology .....	21
3.1 Introduction .....	21
3.2 Course.....	22
3.3 Closing.....	29
3.4 Questions .....	31
Chapter IV Syntax .....	32
4.1. Introduction .....	32
4.2 Course.....	33
4.3 Closing.....	38
4.4 Questions .....	38
Chapter V Other Branches Of Linguistics.....	39
5.1 Introduction .....	39
5.2 Course.....	40
5.3 Closing.....	49
5.4 Questions .....	50
Final – Test.....	51
Bibliography .....	52
Appendix : Lesson Plan.....	55

# CHAPTER I

## GENERAL INTRODUCTION

### 1.1 BACKGROUND

Since first life, human would be impossible and inconceivable without the use of language. People have long recognize the force and significance of using language. Naming in applying a word to pick out and referring to a fellow human being, an animal, an object, or a class of such beings is only one part of the use of language, but it is an essential and prominent thing. In many cultures people have seen in the ability to name by meant to control or to possess. This meant the reluctance or worrying in some communities, with which names are revealed to strangers and the taboo restrictions found in several parts of the world on using the names of persons recently dead. Such restrictions echo widespread and perhaps universal taboos on naming directly things considered obscene, blasphemous, or very fearful.

Different systems of communication constitute different languages; the degree of difference needed to establish a different language cannot be stated exactly. In fact, people cannot speak exactly alike one to each other, so no one is able to recognize the voices of friends over the telephone and to keep distinct a number of unseen speakers in a radio broadcast. It is clear that no one would say that they speak different languages. In generally, systems of communication are recognized as different languages if they cannot be understood without specific learning by both parties, though the precise limits of mutual intelligibility are hard to draw and belong on a scale rather than on either side of a definite dividing line. Substantially different systems of communication that may obstruct but do not prevent mutual comprehension are called dialects of a language. In order to describe in detail the actual different language patterns of individual, the term idiolect, meaning the habits of expression of a single person has been created.



# CHAPTER II

## PHONOLOGY

### 2.1 INTRODUCTION

Phonology makes use of the phonetics in order to see how sounds or signs are arranged in a system for each language. In phonology, it matters whether sounds are contrastive or not, that is, whether substituting one sound for another gives a different, or "contrastive," meaning. For example in English, [r] and [l] are two different sounds - and the words "road" and "load" differ according to which of these sounds is used. But in some languages, [r] and [l] are variations of the same sound. They could never make a meaning difference in words that differ by only that sound. Phonologists describe the contrastive consonants and vowels in a language, and how pronunciation is affected by the position of the sound in the word and the sounds that are nearby. They are also interested in syllables, phrases, rhythm, tone, and intonation.

Phonology focuses on studying sound. This can be adjusted to those who would want to learn the signed language). These are also the abstract aspects in the speaker's mind which point to meaning. Phonology is the study of how languages organize speech sounds and how these sounds are used to convey meaning. It's a branch of linguistics that examines the patterns of sounds in a language, and how these sounds change depending on their context.

Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning.

Phonology is the branch of linguistics that studies how languages systematically organize their phones or, for sign languages, their constituent parts of signs. The term can also refer specifically to the sound or sign system of a particular language variety. At one time, the study of phonology related only to the study of the systems of phonemes in spoken languages, but may

# CHAPTER III

## MORPHOLOGY

### 3.1 INTRODUCTION

Morphology looks at how individual words are formed from smaller chunks of meaningful units called morphemes. For example, the English word 'untied' is really made up of three parts, one referring to the process of reversing an action (un-), one indicating the action of twisting string like things together so they stay (tie), and the last indicating that the action happened in the past (-d). Many languages have a much more complex way of putting words together. Morphology interacts in important ways with both phonology (bringing sounds together can cause them to change) and syntax, which needs to pay attention to the form of a word when it combines it with other words.

Morphology is the study of words' internal structures and how these can be changed.

Although language is no longer just used for basic needs for survival, the evolution of language continues as new generations integrate new technology as a part of their daily vocabulary. Just as stone tool making had also used communication to improve on technology across generations, our future generation will continue to evolve language to technology as our society becomes more heavily depended on it. Language just like biological evolution will continue to evolve to simplify tasks and getting meaning across to another person more effectively. As efficiency in communication grows, it will allow for more room in the brain to develop in different aspects of life, forcing humans to be able to achieve more. As we continue to study the capabilities of the brain to acquire language, use and its creative outlets, we can see that biological factors on a primitive level will still play a large role in language learning. On the other hand, it can be observed that a child's language ability is not only depended on the natural capabilities of its brain but rather, its social

# CHAPTER IV

## SYNTAX

### 4.1. INTRODUCTION

Syntax is that studies the relationship between words in speech include phrases structure, clause structure, and sentence structure in a language. Syntax refers to the set of rules that govern sentence structure in a language. It determines how words and phrases are arranged to form grammatically correct and meaningful sentences.

Other definition of syntax is the study of how phrases, clauses and sentences are constructed and combined in particular languages. Writing a grammar requires defining the rules that govern the structure of the sentences of the language. Such rules involve both the order of words, and the form of words in their various possible positions. There are common patterns among even unrelated languages, and many linguists believe this is the result of general principles which apply to most, if not all, languages. For example, languages where the direct object generally follows the verb have a lot of things in common, in contrast to the things in common held by languages in which the direct object generally precedes the verb.

Syntax also is the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. In English, the main device for showing the relationship among words is word order; *e.g.*, in “The girl loves the boy,” the subject is in initial position, and the object follows the verb. Transposing them changes the meaning. In many other languages, case markers indicate the grammatical relationships. In Latin, for example, “The girl loves the boy” may be *puella puerum amat* with “the girl” in initial position, or *puerum puella amat* with “the boy” in initial position, or *amat puella puerum*, *amat puerum puella*, or *puella amat puerum*. The meaning remains constant

# CHAPTER V

## OTHER BRANCHES OF LINGUISTICS

### 5.1 INTRODUCTION

Before continuing to discuss other branches of linguistics, again to clear that the primary uses of language are informative, expressive, and directive in nature. Language is used to reason, to express ideas, argue a point, provide directions, and much more. Let learn about the three main uses of language and how they are represented in written and spoken language.

From simply understanding the intricacies of world languages, this knowledge can be applied to improving communication between people, contributing to translation activities, assisting in literacy efforts, and treating speech disorders.

The study of English language (in this case English linguistics) will help you understand how people communicate and assign meaning (semantics), how they do things with words (pragmatics) or how language relates to social factors (sociolinguistics), psychological aspects (psycholinguistics), or power and injustice (discourse analysis).

Talking about by producing and hearing utterances, we learn new things about the world and about the interlocutors, and communicate our own beliefs and desires. How does this happen? What types of inferences do we make in the process? This course provides an overview of how linguistics meaning and inferences have been analyzed from various angles. We will investigate key issues concerning ‘meaning’ in compositional/lexical semantics, pragmatics, psycholinguistics, and sociolinguistics. Topics will comprise types of linguistic inferences, and connections between language and time, causation and identity. In this chapter, will discuss about some other branches of linguistics

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# APPENDIX : LESSON PLAN

## COURSE IDENTITY

<b>Study program</b>	<b>: English Language and Culture</b>
<b>Level</b>	<b>: S1</b>
<b>Course</b>	<b>: Introduction to Linguistics</b>
<b>Code</b>	<b>: MB 4232329</b>
<b>Credit hours</b>	<b>: 2 Chs</b>
<b>Semester</b>	<b>: 2nd (Second)</b>
<b>Prerequisite</b>	<b>: Pre-requisite</b>
<b>Course status</b>	<b>: Compulsory</b>
<b>Lecturer</b>	<b>: Dra.Jenie Posumah,M.Hum.</b>

## COURSE DESCRIPTION

Students will have preliminary knowledge of the scientific study of language as opposed to the traditional approaches to language study and major themes in linguistics. This course focuses on abroad overview of the nature of language, the various levels of linguistics structures (phonology, morphology, syntax, and other fields : semantics, sociolinguistics and pragmatics ( language use), also different branches of .linguistics such as psycholinguistics, historical linguistics, anthropology linguistics, applied linguistics, neuro linguistics.

Points of moral grading :

a. Attitude

- Strongly believe in the Almighty God and able to demonstrate the religious attitude reflected in honest, objective and responsible attitude;
- Uphold the value of humanity in carrying out duties both academic and non-academic based on religion, morals, and ethics;
- Internalize academic values, norms, and ethics.



b. Knowledge

- Have knowledge of techniques of identification of English learning problems that are urgent and worthy to be examined;
- Have knowledge about the terms of acceptable title of the research according to the context of research thesis pend. English;
- Have knowledge of how problem solving is lifted;
- Have knowledge about the main components in research proposal for thesis in English education context;
- Have knowledge about the content of the research proposals component and how to develop it into thesis proposal;
- Have knowledge about technique of developing research instrument based on theoretical framework in proposal of thesis research.

c. Skills

- Able to identify the urgent English language learning issues and deserve to be used as a study in thesis research;
- Able to establish a thesis research title appropriate to the needs of the field and the ability of graduates;
- Able to arrange the design of problem solving learning English and pour it into the framework of research proposal thesis.
- Able to develop a thesis research proposal framework to be thoroughly prepared thesis proposal;
- Able to develop thesis research instruments based on theoretical framework in the proposed thesis research that has been prepared.

## LESSON PLAN DESCRIPTION

Week 1	
Achievement Indicator	Students understand the course content, activities, learning supports, and its assessment. General introduction about language and linguistics
Teaching Materials	1.1. Introduction to the course 1.2. syllabus overview 1.3. course procedures
Students' Achievement	a. Students are introduced to the course through discussion with the instructor. b. Students are introduced to the course syllabus and discuss it with the instructor. c. Students are introduced to the course procedures and discuss them with the instructor
Learning Methods	Asking and answering questions about their strengths and weaknesses in the course
Learning Experience	Grading criteria rubric.
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 2	
Achievement Indicator	Students can answer the questions correctly about the related materials about phonology in general
Teaching Materials	phoneme and minimal pairs
Students' Achievement	Students understand about the smallest unit of sound that has meaning in a language and can differentiate one word from another, and understand the words that are very similar and only vary by a single sound
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

Week 3	
Achievement Indicator	Students can answer the questions correctly about the related other materials of phonology
Teaching Materials	phonetic
Students' Achievement	Students understand about the study of how humans produce and perceive speech sounds, and how vocal organs interact to create sounds
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 4	
Achievement Indicator	Students can answer the questions correctly about the related to other materials of phonology
Teaching Materials	phonemic
Students' Achievement	Students understand the relating to or having the characteristics of a phoneme
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Time Allotment	2X50 minutes
Week 5	
Achievement Indicator	Students can answer the questions correctly about the related materials of morphology
Teaching Materials	General introduction to morphology
Students' Achievement	Students understand about the study of the forms of words
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 6	

Achievement Indicator	Students can answer the questions correctly about the related to other materials of morphology
Teaching Materials	morpheme
Students' Achievement	Students understand about the smallest meaningful unit of grammar with meaning and cannot be broken down into smaller units
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy

Media	Syllabus and any other materials related to the course
Time Allotment	2X50 minutes

#### Week 7

Achievement Indicator	Students can answer the questions correctly about the related to other materials of morphology
Teaching Materials	Word formation
Students' Achievement	Students understand about the process of creating new words or changing existing words in a language
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy

Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

#### Week 8

Achievement Indicator	The Students must be able to answer the questions in the test based on the instruction given by the lecturer
Teaching Materials	All previous materials 1 to 7
Students' Achievement	The students will be able to answer the questions in the written mid - exam

Learning Methods	Written test
Learning Experience	Answering test
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 9	
Achievement Indicator	Students can answer the questions correctly about the related materials of syntax
Teaching Materials	General introduction to syntax
Students' Achievement	Students understand about how words are arranged into sentences and how sentences are connected to each other
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 10	
Achievement Indicator	Students can answer the questions correctly about the related material to syntax
Teaching Materials	Sentences
Students' Achievement	Students understand about the basic unit of language ; it expresses a complete thought
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2x50 minutes

Week 11	
Achievement Indicator	Students can answer the questions correctly about the related other materials of syntax
Teaching Materials	Immediate Constituent (IC)
Students' Achievement	Students understand about any one of the largest grammatical units that constitute a construction
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

Week 12	
Achievement Indicator	Students can answer the questions correctly about the related materials of other branches of linguistics
Teaching Materials	Semantics
Students' Achievement	Students understand the study of meaning in language, and how it is constructed, interpreted, and negotiated by speakers and listener
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

Week 13	
Achievement Indicator	Students can answer the questions correctly about the related to other branches of linguistics
Teaching Materials	Sociolinguistics
Students' Achievement	Students understand how the relationship between language and society, and how social factors influence the way people use language
Learning Methods	Lecture, speech and group discussion

Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 14	
Achievement Indicator	Students can answer the questions correctly about the related to materials of other branches of linguistics
Teaching Materials	Pragmatics
Students' Achievement	Students understand to the social rules that determine how language can be used to perform that act (speech acts)

Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes
Week 15	
Achievement Indicator	Students can answer the questions correctly about the related to other branches of linguistics
Teaching Materials	Psycholinguistics
Students' Achievement	Students understand how people acquire, use, and understand language ; language acquisition
Learning Methods	Lecture, speech and group discussion
Learning Experience	Accuracy
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

Week 16	
Achievement Indicator	The Students must be able to answer the questions in the test based on the instruction given by the lecturer
Teaching Materials	All materials
Students' Achievement	The students will be able to answer the questions in the written final exam
Learning Methods	Written test
Learning Experience	Answering test
Media	Syllabus and any other materials related to the course
Time Allotment	2X50 Minutes

#### ASSESSMENTS (Criteria, Indicator, Scoring) :

\*Process Assessment (60%)

\*Attitude (referring to the general description)

\*Participation and activities in the learning process (lectures, laboratory practices, workshops)

\*Completion of tasks

\*Product Assessment (40%)

\*Whole component of result (100%) ,consists of :

\*Individual gain (attendance) (10%)

\*Small – test gain (10%)

\*Mid-Semester Exam (30%)

\*Final Semester Exam (50%)

Scoring Reference uses the following range\*:



### Final Scoring Conversion

Range	Final Score
3.60 -4.00	A
3.00 -3.59	B
2.00 -2.99	C
1.00-1.99	D
0-0.99	E

\*Based on the Faculty circular and UNIMA Guidelines 2016.

**T**his book , **INTRODUCTION TO LINGUISTICS**, was mainly aimed at providing people, especially students of English department with the knowledge of linguistics or aims to define how languages are developed in the human mind and describes how human languages are formed and how they work. (shortly the study of language). This book will be explained the meaning of linguistics specifically the pure linguistics fields, in his case the property of language, macro and micro linguistics. They are the study of phyonology, morphology and syntax, and also the other branches of linguistics ;semantics, , pragmatics, sociolinguistics and psycholinguistics as well. Each part, consisted of general introduction, explanation of the main course, closing, included conclusion, and questions.



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