	Universitas Negeri Surabaya **S2 Pendidikan Bahasa Inggris**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Genre-Based Translation	8810302042		**2**		25 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
		Dr. Widyastuti	AHMAD MUNIR, S.PD., M.ED.,PH.D

Deskripsi Singkat MK	This course explores the principles and practices of genre-based translation, focusing on its application in English Language Teaching (ELT). It equips students with theoretical and practical knowledge of translating various text genres relevant to ELT, including academic articles, instructional materials, lesson plans, and language assessment documents. Using a case-based method, students analyze real-world translation challenges, examining how linguistic, cultural, and pedagogical factors shape translation decisions. The course integrates translation tools to enhance efficiency and accuracy, fostering students' ability to evaluate and apply translation strategies across different genres critically. Students will engage in project-based learning, undertaking translation projects that simulate professional tasks. These projects will require them to identify genre conventions, adapt texts for specific audiences, and ensure functional equivalence in translation. Emphasis is placed on maintaining clarity, coherence, and accuracy while addressing the pedagogical intent of ELT materials. By the end of the course, students will be able to: (1) analyze and apply genre-based translation theories in ELT contexts, (2) utilize translation tools for improved efficiency and quality, (3) adapt translations to suit pedagogical and linguistic needs, (4) critically evaluate translated ELT materials for accuracy and effectiveness, and (5) develop professional translation projects based on real-world ELT texts. This course suits students pursuing careers in translation, ELT material development, and academic publishing. Through hands-on projects and case studies, students will refine their translation skills and gain insights into the complexities of genre-specific translation in ELT

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK	
CPL	Mampu mengembangkan, mengelola dan mengevaluasi ide kewirausahaan di bidang Bahasa Inggris
CPL	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
CPL	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK-1	Using technology for developing knowledge and skills of active and passive translation process
CPMK-2	Showing honesty and credibility in doing active and passive translation process
CPMK-3	Having knowledge and skills of active and passive translation process
CPMK-4	Having skills in managing active and passive translation process
Matrik CPL - CPMK	

CPMK	CPL	CPL	CPL
CPMK-1	✔		
CPMK-2		✔	
CPMK-3			✔
CPMK-4			✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1								✔	✔	✔		✔	✔			
CPMK-2															✔	
CPMK-3		✔	✔	✔	✔	✔	✔									
CPMK-4	✔										✔			✔		✔

Pustaka

Utama :

1. Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication
2. Newmark, P. (1997). Translation Theory and the Theory of Translation. Modelle Der Translation: Models of Translation.
3. Halliday, M. A. K., & Matthiessen, C. M. (2013). Halliday's introduction to functional grammar. Routledge.

Pendukung :

1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company
2. Bassnett, Susan. (2002). Translation Studies. London: Routledge.
3. Davies, Maria Gonzales. (2004). Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects . Philadelphia: John Benjamins Publishing Company
4. Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation anf Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer
5. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge
6. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online)*		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To define translation, translating, and translator	Accurate English grammar	Spoken and Written	Class discussion			6%
2	Being able to apply linguistic concepts such as phonetics, syntax, semantics, and discourse analysis in English translation	Use language effectively in various context, including social, academic, and professional setting	written	Lecturing Class group discussion			4%
3	being able to develop the ability to identify and resolve issues of register, style, and tone in English translation project	Demonstrate an ability to choose appropriate vocabulary and expressions that match the register, style, and tone of the ST	Kebenaran isi dan kualitas penyampaian	Lecturing Class group discussion			10%
4	Being able to utilize different translation techniques to achieve equivalence in English translations	Effectively use the range of translation techniques to achieve equivalence in the translation	written	Lecturing Collaborative learning			5%
5	Being able to develop awareness of cultural, social, and linguistic differences between source and target languages	Appropriate equivalence of cultural references and idiom expression from the ST to TT	written	lecturing collaborative learning			5%

6	being able to reflect on the effectiveness of different translation techniques and strategies in achieving equivalence in translating cultural-specific items translation	Demonstrates an ability to adapt and adjust their translation techniques and strategies to meet the needs of different cultural contexts and audiences.	written	lecturing collaborative learning, reflective writing			3%
7	Being able to create translation brief and style for cultural items translation	Enable to determine the audience and the purpose effectively.	Kebenaran isi dan kualitas penerjemahan	small group discussion			20%
8	being able to use translation tools and resources to improve translation quality and efficiency diverse target audiences	1. Utilize appropriate dictionaries and glossaries in translating specialized concepts accurately 2. Uses feedback from peers and lecturer to refine and improve translation processed and product	written	lecturing, collaborative learning			5%
9	being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback	Provide clear and specific feedback to peers in a constructive and respectful manner. Complete the assigned task on time.	Kebenaran isi dan kualitas penerjemahan	demonstration			3%
10	being able to use translation tools and resources to improve translation quality and efficiency	1. Select appropriate translation resources based on the specific needs of a project and the target audience 2. Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	Kebenaran isi dan kualitas penerjemahan	Demonstration			2%
11	being able to use translation tools and resources to improve translation quality and efficiency	1. Select appropriate translation resources based on the specific needs of a project and the target audience 2. Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	spoken and written	small group discussion and collaborative learning			2%

12	being able to use translation tools and resources to improve translation quality and efficiency	1. Select appropriate translation resources based on the specific needs of a project and the target audience 2. Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	Kebenaran isi dan kualitas penerjemahan	demonstration			3%
13	being able to use translation tools and resources to improve translation quality and efficiency	1. Select appropriate translation resources based on the specific needs of a project and the target audience 2. Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	Kebenaran isi dan kualitas penyampaian	collaborative learning			3%
14	being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality	Reflect on personal strengths and weaknesses and how they relate to a career in translation	Kebenaran isi dan kualitas penerjemahan	demonstration			2%
15	being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality	1. Reflect on personal strengths and weaknesses and how they relate to a career in translation 2. Develop a career plan with short- and long-term goals, taking into account the skills and knowledge needed for success in the translation industry	Kebenaran isi dan kualitas penerjemahan	demonstration			2%
16	being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality	Reflect on personal strengths and weaknesses and how they relate to a career in translation	Kebenaran isi dan kualitas penerjemahan	Project			25%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.