

Deskripsi Singkat MK	The course is designed for the students to introduce the art and science of translation. The focus is on developing a comprehensive understanding of the translation process, including analysis of source text, selection of target text, and quality control. Students will learn about the key concepts and theories in translation, including equivalence, register, and culture. This course also explores the use of tools and resources available to translators, including CAT tools, dictionaries, and online resources. The course concludes with a discussion of career opportunities and professional development in the field of translation. The class will be conducted in both Indonesian and English as needed, as the instructional materials and activities encompass both languages. The prerequisites are therefore a strong command of written skills (reading and writing) as well as a solid knowledge of Indonesian and English grammar.										
Pustaka	Utama :	<ol style="list-style-type: none"> 1. Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge. 2. Hartono, R. 2017. Pengantar Ilmu Menerjemah: Teori dan Praktar Penerjemahan. Semarang: Cipta Prima Nusantara. 3. Larson, M.L. 1984. Meaning-Based Translation: A Guide to Cross-language Equivalence . Lanham: University Press of Amerika, Inc. 4. Machali, R. 2000. Pedoman Bagi Penerjemah . Jakarta: Penerbit PT. Grasindo. 5. Molina, L & Albir, A.H. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512. 6. Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd. 7. Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill. 8. Nord, C. 2018. Translating as a Purposeful Activity: Functionalist Approaches Explained. Manchester, UK: St. Jerome Publishing. 9. Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge 					Pendukung :				
Dosen Pengampu	Dr. Widyastuti, S.S., M.Pd. Silvy Cinthia Adelia, S.S., M.A.										
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)				
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)				
1	Being able to analyze and identify the structure of different type types in English	1.siswa membedakan antara kegiatan penerjemahan dan non-penerjemahan 2.mahasiswa mengenal macam-macam teks berdasarkan fungsi	Kriteria: penilaian pengetahuan Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	community learning 2 X 50		Materi: the important of translation; differences among, translation, translating, and translated; kind of translation Pustaka: <i>Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.</i>	9%				

2	Understanding the problems of translation in the translated text and being able to identify them	Accurate understanding and practicing of translation	Kriteria: penilaian penugasan Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	lecturing, class discussion 2 X 50		Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	5%
3	Memahami Penerjemahan Karya Sastra I	Mahasiswa menemukanl macam-macam figure of speech dalam teks	Kriteria: Jawaban yang tepat Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	class discussion 2 X 50		Materi: • Translating idiomatic expressions • Translating metaphors • Translating personifications Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	0%
4	Menerjemahkan karya sastra	Mahasiswa dapat menganalisis hasil terjemahan karya sastra	Kriteria: Jawaban yang tepat dalam menerjemahkan Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	think-pair-share 2 X 50		Materi: • Translating similes • Translating allusions Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	5%
5	Menganalisis teks terjemahan berdasarkan metode penerjemahan	mahasiswa membedakan metode penerjemahan literal dan komunikasi	Kriteria: keakuratan tinggi, sedang, dan rendah Bentuk Penilaian : Aktifitas Partisipasif	group discussion 2 X 50		Materi: Metode penerjemahan Pustaka: <i>Machali, R. 2000. Pedoman Bagi Penerjemah . Jakarta: Penerbit PT. Grasindo.</i> <i>4.Molina, L & Albir, A.H. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512.</i>	0%

6	Menganalisis teks terjemahan berdasarkan metode penerjemahan	mahasiswa membedakan metode penerjemahan literal dan komunikasi	Kriteria: keakuratan tinggi, sedang, dan rendah Bentuk Penilaian : Aktifitas Partisipasif	group discussion 2 X 50		Materi: V shape proposed by Peter Newmark that from word-to-word translation to free translation Pustaka: <i>Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar</i> <i>Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.</i>	5%
7	Determine the audience and the purpose of the text	Enable to determine the audience and the purpose effectively.	Kriteria: target reader, sentence length, complex language Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes	small group discussion 4 X 50		Materi: Text types and their functions Pustaka: <i>Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge</i>	5%
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	Kriteria: relevance, clarity and precision, usage and grammar, contextual information, connotation, sense relation Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecturing Collaborative learning 4 X 50		Materi: • Translating idiomatic expressions • Translating metaphors • Translating personifications Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	5%
9	Evaluasi Tengah Semester/Ujian Tengah Semester	test tulis	Kriteria: Jawaban yang tepat Bentuk Penilaian : Tes	paper and pencil test		Materi: translation techniques and translation product Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	15%
10	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.	Kriteria: clarity and precision, cohesion and coherence, contextual consideration Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecturing Collaborative learning 2 x 50		Materi: Praktik penerjemahan Pustaka: <i>Hartono, R. 2017. Pengantar Ilmu Menerjemah: Teori dan Praktek Penerjemahan. Semarang: Cipta Prima Nusantara.</i>	5%

11	being able to use translation tools and resources to improve translation quality and efficiency	1.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	Kriteria: accuracy, acceptability, and readability Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes	Lecturing Collaborative learning		Materi: Translation process, using machine translation Pustaka: <i>Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar</i> <i>Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.</i>	5%
12	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	Kriteria: Jawaban yang diberikan Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecturing Collaborative learning		Materi: using Cat-Tools and machine translation Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	5%
13	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	Kriteria: Jawaban yang diberikan Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes	Lecturing Collaborative learning		Materi: Cat-tools and using machine translation systems Pustaka: <i>Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge</i>	5%
14	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	Kriteria: Jawaban yang diberikan Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecturing Collaborative learning 2 x50		Materi: Translation tool Pustaka: <i>Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.</i>	5%
15	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	Kriteria: Self-directed learning Collaborative learning Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja		independent study 2x50	Materi: Reflection of translation tool Pustaka: <i>Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.</i>	5%

16	being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality.	Develop a career plan with short- and long- term goals, taking into account the skills and knowledge needed for success in the translation industry	Kriteria: grammar and usage, clarity and precision, contextual information Bentuk Penilaian : Tes		Self-directed learning 2 x50	Materi: translation brief Pustaka: <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	20%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	13.67%
2.	Penilaian Hasil Project / Penilaian Produk	18.93%
3.	Penilaian Portofolio	11.43%
4.	Penilaian Praktikum	1%
5.	Praktik / Unjuk Kerja	15.51%
6.	Tes	38.5%
		99.04%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Koordinator Program Studi S1
Sastra Inggris

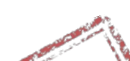


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