

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S2 Pendidikan Bahasa Inggris						Kode Dokumen																																																																																																					
RENCANA PEMBELAJARAN SEMESTER																																																																																																												
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																					
Theory and Practice of Translation	8810302041	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=4.48	2	26 Agustus 2024																																																																																																					
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																						
	Dr. Widyastuti, S.S., M.Pd		Dr. Widyastuti, S.S., M.Pd			AHMAD MUNIR, S.PD., M.ED.,PH.D																																																																																																						
Model Pembelajaran	Case Study																																																																																																											
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																											
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																										
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																										
	CPL-5	Sesuai dengan bidang keahliannya, menyusun konsepsi ilmiah dan hasil kajian berdasarkan kaidah, tata cara, dan etika ilmiah dalam bentuk tesis atau bentuk lain yang setara, dan diunggah dalam laman perguruan tinggi, setelah makalah yang telah diterbitkan di jurnal ilmiah terakreditasi atau diterima di jurnal internasional																																																																																																										
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																											
CPMK - 1	Showing critical thinking in doing active and passive translation process																																																																																																											
CPMK - 2	Having knowledge and skills of active and passive translation process																																																																																																											
CPMK - 3	Using technology for developing knowledge and skills of active and passive translation process																																																																																																											
CPMK - 4	Having skills in managing active and passive translation process																																																																																																											
Matrik CPL - CPMK																																																																																																												
	<table><tr><td>CPMK</td><td>CPL-3</td><td>CPL-4</td><td>CPL-5</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-4</td><td>✓</td><td></td><td></td></tr></table>							CPMK	CPL-3	CPL-4	CPL-5	CPMK-1	✓			CPMK-2			✓	CPMK-3		✓		CPMK-4	✓																																																																																			
CPMK	CPL-3	CPL-4	CPL-5																																																																																																									
CPMK-1	✓																																																																																																											
CPMK-2			✓																																																																																																									
CPMK-3		✓																																																																																																										
CPMK-4	✓																																																																																																											
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																												
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-2</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							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				✓		✓										
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				✓		✓																																																																																																						
Deskripsi Singkat MK	Given in the second semester of the master's program in English studies, this course examines contemporary translation theories and research. Several commonly recognized approaches to translation will be studied. Possible topics offered will be perspectives on translation, issues, and debates in translation studies; translating; modeling the process, text and discourse, text analysis in translation; translation training and translation quality assessment, and issues in teaching translation in universities. The course also provides students with theoretical knowledge and practical skills in translation. The theory compares the old and new paradigms of translation, explains translation methods, describes linguistic aspects of translation, and points out linguistic and cultural adjustments required for good translation. To acquire practical skill in translating, students are given practice exercises in translating, from English into Indonesian and vice versa. The exercises comprise texts of different linguistic levels (phrases, sentences, paragraphs, and short essays) as well as texts of different genres (academic essay, colloquial dialogue, legal language, religious text, literary prose, and poetry).																																																																																																											
Pustaka	Utama :																																																																																																											

1. Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication							
Pendukung :		1. 1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company 2. 3. Bassnett, Susan. (2002). Translation Studies. London: Routledge. 3. 4. Davies, Maria Gonzales. (2004). Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects . Philadelphia: John Benjamins Publishing Company 4. 5. Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation anf Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer 5. 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge 6. 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23.					
Dosen Pengampu		Dr. Widyastuti, S.S., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk 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	1. To define translation, translating, and translator 2. To explain the relationship among measurement, testing, assessment, evaluation and teaching	enable to write a simple sentence in both English and Indonesian	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Class discussion 2 X 50 menit		Materi: Definition Translation, translating, and translator Pustaka: 1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company	6%
2	1 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	Kriteria: 1. written Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Class group discussion 2 x 50		Materi: sentence types, sentence order, class words, language function, transitive Pustaka: 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge	6%
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	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif, Tes	Lecturing Class group discussion 2 x 50		Materi: register, standard English, figure of speech Pustaka: Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication	6%

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	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecturing Collaborative learning 2 x 50		Materi: translation equivalence, translation shift, translation qualities, translation techniques Pustaka: 6. <i>Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge</i>	6%
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	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	lecturing collaborative learning 2 x 50		Materi: cultural specific items, translating culture, types of cultural domains Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	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.	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	lecturing collaborative learning, reflective writing 2 x 50		Materi: Specific-cultural items, translating culture, adaptation techniques Pustaka: 5. <i>Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation and Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer</i>	5%
7	Being able to create translation brief and style for cultural items translation	Enable to determine the audience and the purpose effectively.	Kriteria: Spoken and Written Bentuk Penilaian : Aktifitas Partisipasif, Tes	small group discussion 2 x 50		Materi: types of audiences and skopos theory Pustaka: 1. <i>Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company</i>	10%

8	being able to use translation tools and resources to improve translation quality and efficiency diverse target audiences	1.1) Utilize appropriate dictionaries and glossaries in translating specialized concepts accurately 2.2) Uses feedback from peers and lecturer to refine and improve translation processed and product	Kriteria: written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	lecturing, collaborative learning 2 x 50		Materi: Cat- tools and using machine translation systems Pustaka: 6. <i>Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge</i>	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.	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	Project-based learning 100		Materi: sentence types, sentence order, class words, language function, transitive Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	2%
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	Kriteria: accuracy of translation product Bentuk Penilaian : Aktifitas Partisipasif	demonstration and practice 100		Materi: all Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	5%

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	Kriteria: spoken and written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	small group discussion and collaborative learning 2 x 50		Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence Pustaka: 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." <i>Nordic Journal of English Studies</i> 12(2):1-23.	4%
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	Kriteria: translation quality on accuracy Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	lecturing, group discussion 100		Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence Pustaka: 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." <i>Nordic Journal of English Studies</i> 12(2):1-23.	5%
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	Kriteria: written Bentuk Penilaian : Aktifitas Partisipatif	collaborative learning 2 x 50		Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence Pustaka: Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication	5%
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	Kriteria: reflective form Bentuk Penilaian : Aktifitas Partisipatif	collaborative learning 2 x 50		Materi: all Pustaka: Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication	3%

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	Kriteria: Spoken and Written Bentuk Penilaian : Aktifitas Partisipatif	reflecting learning 2 x 50		Materi: All Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	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	Kriteria: accuracy, acceptability, readability Bentuk Penilaian : Penilaian Portofolio	assessment 100		Materi: All Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	25%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	51%
2.	Penilaian Hasil Project / Penilaian Produk	9%
3.	Penilaian Portofolio	29.5%
4.	Praktik / Unjuk Kerja	2.5%
5.	Tes	8%
		100%

Catatan

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.
9. **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.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,
M.ED.,PH.D
NIDN 0004087605

UPM Program Studi S2
Pendidikan Bahasa Inggris



NIDN 0026067204

File PDF ini digenerate pada tanggal 12 Desember 2025 Jam 15:05 menggunakan aplikasi RPS-OBE SiDia Unesa

