

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------|-----------|--------------------------------|-----------------|-------|-------|-------|--------|----|----|----|--------|----|---|--|--------|--|---|--|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--------|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|--------|--|--|--|---|--|---|---|---|---|---|--|--|--|--|--|--|
|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Bahasa dan Seni</div> <div>Program Studi S2 Pendidikan Bahasa Inggris</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 |                       |       |           | Kode Dokumen                   |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rumpun MK                                                                                                                                                                                                                                                                                       | BOBOT (sks)           |       |           | SEMESTER                       | Tgl Penyusunan  |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| Translation in ELT                                                                | 8810302016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mata Kuliah Pilihan Program Studi                                                                                                                                                                                                                                                               | T=2                   | P=0   | ECTS=4.48 | 3                              | 29 Agustus 2024 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 | Koordinator RMK       |       |           | Koordinator Program Studi      |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | Dr. Widyastuti, M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                 | Dr. Widyastuti, M.Pd. |       |           | AHMAD MUNIR, S.PD., M.ED.,PH.D |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                 |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
| 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-6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mampu menghasilkan desain atau model pembelajaran yang inovatif dan teruji berbasis teknologi pembelajaran untuk bahasa Inggris umum atau bahasa Inggris untuk tujuan tertentu                                                                                                                  |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | CPL-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mampu mengembangkan, mengelola dan mengevaluasi ide kewirausahaan di bidang Bahasa Inggris                                                                                                                                                                                                      |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                 |                       |       |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Showing honesty and credibility 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-6</td><td>CPL-8</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-6 | CPL-8 | CPMK-1 | ✓  |    |    | CPMK-2 |    | ✓ |  | CPMK-3 |  | ✓ |  | CPMK-4 |   |   | ✓ |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CPL-3                                                                                                                                                                                                                                                                                           | CPL-6                 | CPL-8 |           |                                |                 |       |       |       |        |    |    |    |        |    |   |  |        |  |   |  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |        |  |  |  |   |  |   |   |   |   |   |  |  |  |  |  |  |
|                                                                                   | 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 and interpretation theories and research. Several commonly recognized differing approaches to translation and basic principles of interpretation 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, differences between translating and interpreting, types of interpreting, modes of interpreting, the process of interpretation, code of ethics of translators and interpreters. The course also provides students with theoretical knowledge and practical skill of translation. The theory compares between the old and new paradigms of translation, explains methods of translation, 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, mostly from English into Indonesian and partly from Indonesian into English. 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 |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                  |                 |                                                                                                                                                                                                                              |                     |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                       |                                                                                                                                                             | 1. 1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company<br>2. 3. Bassnett, Susan. (2002). Translation Studies. London: Routledge.<br>3. 4. Davies, Maria Gonzales. (2004). Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects . Philadelphia: John Benjamins Publishing Company<br>4. 5. Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation an Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer<br>5. 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge<br>6. 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23. |                                                                                                    |                                                                                  |                 |                                                                                                                                                                                                                              |                     |
| <b>Dosen Pengampu</b>                                                                    |                                                                                                                                                             | Dr. Widyastuti, S.S., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                  |                 |                                                                                                                                                                                                                              |                     |
| Mg Ke-                                                                                   | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                             | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    | Bantuan 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<br>2. • To explain the relationship among measurement, testing, assessment, evaluation and teaching | Accurate English grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Kriteria:</b><br>Spoken and Written<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif  | Class discussion<br>2 X 50 menit                                                 |                 | <b>Materi:</b><br>Definition Translation, translating, and translator<br><b>Pustaka:</b> 1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company | 2%                  |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Kriteria:</b><br>1. written<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja, Tes      | Lecturing<br>Class group discussion<br>2 x 50                                    |                 | <b>Materi:</b><br>sentence types, sentence order, class words, language function, transitive<br><b>Pustaka:</b> 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge      | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penyampaian<br><br><b>Bentuk Penilaian :</b><br>Tes | Lecturing<br>Class group discussion<br>2 x 50                                    |                 | <b>Materi:</b><br>register, standard English, figure of speech<br><b>Pustaka:</b> Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication                                                      | 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                                                           | <b>Kriteria:</b><br>written<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                         | Lecturing<br>Collaborative learning<br>2 x 50                     |  | <b>Materi:</b><br>translation equivalence, translation shift, translation qualities, translation techniques<br><b>Pustaka:</b> 6. <i>Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge</i>                                     | 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                                                                   | <b>Kriteria:</b><br>written<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                         | lecturing<br>collaborative learning<br>2 x 50                     |  | <b>Materi:</b><br>cultural specific items, translating culture, types of cultural domains<br><b>Pustaka:</b> <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. | <b>Kriteria:</b><br>written<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio             | lecturing<br>collaborative learning, reflective writing<br>2 x 50 |  | <b>Materi:</b><br>Specific-cultural items, translating culture, adaptation techniques<br><b>Pustaka:</b> 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> | 3%  |
| 7 | Being able to create translation brief and style for cultural items translation                                                                                           | Enable to determine the audience and the purpose effectively.                                                                                           | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penerjemahan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Penilaian Portofolio | small group discussion<br>2 x 50                                  |  | <b>Materi:</b> types of audiences and skopos theory<br><b>Pustaka:</b> 1. <i>Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company</i>                                                                 | 20% |

|    |                                                                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                  |                                                                         |  |                                                                                                                                                                                                                                                                                                                                                          |    |
|----|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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<br>2.2) Uses feedback from peers and lecturer to refine and improve translation processed and product                                                                             | <b>Kriteria:</b><br>written<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                                                                            | lecturing,<br>collaborative<br>learning<br>2 x 50                       |  | <b>Materi:</b> Cat-<br>tools and<br>using machine<br>translation<br>systems<br><b>Pustaka:</b> 6.<br><i>Hatim, Basil,<br/>and Jeremy,<br/>Munday.<br/>(2004).<br/>Translation: an<br/>Advanced<br/>Resource<br/>Book .<br/>London:<br/>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.                                                                                                                                                             | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penerjemahan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                                                           | demonstration                                                           |  | <b>Materi:</b><br>sentence<br>types,<br>sentence<br>order, class<br>words,<br>language<br>function,<br>transitive<br><b>Pustaka:</b><br><i>Baker, M.<br/>2018. In Other<br/>Words: A<br/>Coursebook<br/>on Translation.<br/>London: Sage<br/>Publication</i>                                                                                             | 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<br>2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penerjemahan<br><br><b>Bentuk Penilaian :</b><br>Praktik / Unjuk Kerja                                                            | Demonstration                                                           |  | <b>Materi:</b> all<br><b>Pustaka:</b><br><i>Baker, M.<br/>2018. In Other<br/>Words: A<br/>Coursebook<br/>on Translation.<br/>London: Sage<br/>Publication</i>                                                                                                                                                                                            | 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<br>2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence | <b>Kriteria:</b><br>spoken and written<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif,<br>Penilaian Hasil<br>Project / Penilaian<br>Produk, Praktik /<br>Unjuk Kerja | small group<br>discussion<br>and<br>collaborative<br>learning<br>2 x 50 |  | <b>Materi:</b> •<br>Grammatical<br>errors •<br>Syntactical<br>errors •<br>Mechanical<br>errors •<br>Problems of<br>meaning<br>equivalence<br><b>Pustaka:</b> 7.<br><i>Myskja, K.<br/>(2013).<br/>"Foreignisation<br/>and<br/>resistance:<br/>Lawrence<br/>Venuti and his<br/>critics." Nordic<br/>Journal of<br/>English<br/>Studies<br/>12(2):1-23.</i> | 2% |

|    |                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                  |  |                                                                                                                                                                                                                                                                                           |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12 | being able to use translation tools and resources to improve translation quality and efficiency                                       | <p>1. • Select appropriate translation resources based on the specific needs of a project and the target audience</p> <p>2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence</p> | <p><b>Kriteria:</b><br/>Kebenaran isi dan kualitas penerjemahan</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | demonstration                    |  | <p><b>Materi:</b> • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence</p> <p><b>Pustaka:</b> 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." <i>Nordic Journal of English Studies</i> 12(2):1-23.</p> | 3% |
| 13 | being able to use translation tools and resources to improve translation quality and efficiency                                       | <p>1. • Select appropriate translation resources based on the specific needs of a project and the target audience</p> <p>2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence</p> | <p><b>Kriteria:</b><br/>Kebenaran isi dan kualitas penyampaian</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                                              | collaborative learning<br>2 x 50 |  | <p><b>Materi:</b> • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence</p> <p><b>Pustaka:</b><br/>Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication</p>                                             | 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                                                                                                                                                                                                    | <p><b>Kriteria:</b><br/>Kebenaran isi dan kualitas penerjemahan</p> <p><b>Bentuk Penilaian :</b><br/>Praktik / Unjuk Kerja</p>                                              | demonstration                    |  | <p><b>Materi:</b> all</p> <p><b>Pustaka:</b><br/>Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication</p>                                                                                                                                         | 2% |
| 15 | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality | <p>1. • Reflect on personal strengths and weaknesses and how they relate to a career in translation</p> <p>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</p>                           | <p><b>Kriteria:</b><br/>Kebenaran isi dan kualitas penerjemahan</p> <p><b>Bentuk Penilaian :</b><br/>Praktik / Unjuk Kerja</p>                                              | demonstration                    |  | <p><b>Materi:</b> all</p> <p><b>Pustaka:</b><br/>Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication</p>                                                                                                                                         | 5% |

|    |                                                                                                                                       |                                                                                               |                                                                                                                      |         |  |                                                                                                                                       |     |
|----|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------|--|---------------------------------------------------------------------------------------------------------------------------------------|-----|
| 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 | <b>Kriteria:</b><br>Kebenaran isi dan kualitas penerjemahan<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio | Project |  | <b>Materi:</b> All<br><b>Pustaka:</b><br><i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i> | 25% |
|----|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------|--|---------------------------------------------------------------------------------------------------------------------------------------|-----|

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 20.17%     |
| 2. | Penilaian Hasil Project / Penilaian Produk | 3.67%      |
| 3. | Penilaian Portofolio                       | 46.5%      |
| 4. | Praktik / Unjuk Kerja                      | 16.67%     |
| 5. | Tes                                        | 12%        |
|    |                                            | 99.01%     |

#### 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 studinya 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.
- 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.
- 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.

RPS ini telah divalidasi pada tanggal 23 Februari 2024

Koordinator Program Studi S2  
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,  
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UPM Program Studi S2  
Pendidikan Bahasa Inggris



NIDN 0026067204

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