



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S2 Pendidikan Bahasa Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan																																																																																																															
Genre-Based Translation	8810302042	Mata Kuliah Pilihan Program Studi	T=0 P=2 ECTS=4.48	2	29 Januari 2025																																																																																																															
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																																															
	Dr. Widyastuti		Dr. Widyastuti		Ahmad Munir, S.Pd., M.Ed., Ph.D.																																																																																																															
Model Pembelajaran	Case Study																																																																																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																																			
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																																		
	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-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 border="1" style="width: 100%; text-align: center;"> <tr> <th>CPMK</th> <th>CPL-2</th> <th>CPL-3</th> <th colspan="2">CPL-8</th> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> </table>				CPMK	CPL-2	CPL-3	CPL-8		CPMK-1	✓				CPMK-2		✓			CPMK-3				✓	CPMK-4		✓																																																																																								
	CPMK	CPL-2	CPL-3	CPL-8																																																																																																																
	CPMK-1	✓																																																																																																																		
	CPMK-2		✓																																																																																																																	
	CPMK-3				✓																																																																																																															
CPMK-4		✓																																																																																																																		
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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	<p>This course explores the principles and practices of genre-based translation, focusing on its application in English Language Teaching (ELT). It equips students with theoretical and practical knowledge of translating various text genres relevant to ELT, including academic articles, instructional materials, lesson plans, and language assessment documents. Using a case-based method, students analyze real-world translation challenges, examining how linguistic, cultural, and pedagogical factors shape translation decisions. The course integrates translation tools to enhance efficiency and accuracy, fostering students' ability to evaluate and apply translation strategies across different genres critically. Students will engage in project-based learning, undertaking translation projects that simulate professional tasks. These projects will require them to identify genre conventions, adapt texts for specific audiences, and ensure functional equivalence in translation. Emphasis is placed on maintaining clarity, coherence, and accuracy while addressing the pedagogical intent of ELT materials. By the end of the course, students will be able to: (1) analyze and apply genre-based translation theories in ELT contexts, (2) utilize translation tools for improved efficiency and quality, (3) adapt translations to suit pedagogical and linguistic needs, (4) critically evaluate translated ELT materials for accuracy and effectiveness, and (5) develop professional translation projects based on real-world ELT texts. This course suits students pursuing careers in translation, ELT material development, and academic publishing. Through hands-on projects and case studies, students will refine their translation skills and gain insights into the complexities of genre-specific translation in ELT</p>																																																																																																																			

Pustaka	Utama :		<ol style="list-style-type: none"> 1. Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i>. London: Sage Publication 2. Newmark, P. (1997). <i>Translation Theory and the Theory of Translation</i>. Modelle Der Translation: Models of Translation. 3. Halliday, M. A. K., & Matthiessen, C. M. (2013). <i>Halliday's introduction to functional grammar</i>. Routledge. 				
	Pendukung :		<ol style="list-style-type: none"> 1. 1. Albir, Hurtado, A (ed). (2017). <i>Researching Translation Competence by PACTE .GROUP</i>. Amsterdam: John Benjamins Publishing Company 2. 3. Bassnett, Susan. (2002). <i>Translation Studies</i>. London: Routledge. 3. 4. Davies, Maria Gonzales. (2004). <i>Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects</i> . Philadelphia: John Benjamins Publishing Company 4. 5. Dybiec-Gajer, Joanna, et al. (eds). (2020). <i>Negotiating Translation anf Transcreation of Children's Literature: From Alice to the Moomins</i>. Singapore: Springer 5. 6. Hatim, Basil, and Jeremy, Munday. (2004). <i>Translation: an Advanced Resource Book</i> . London: Routledge 6. 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." <i>Nordic Journal of English Studies</i> 12(2):1-23. 				
Dosen Pengampu	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	<ol style="list-style-type: none"> 1. To define translation, translating, and translator 2. To explain the relationship among measurement, testing, assessment, evaluation and teaching 	Accurate English grammar	Kriteria: Spoken and Written Bentuk Penilaian : Aktifitas Partisipasif	Class discussion 2 X 50 menit		Materi: Definition Translation, translating, and translator Pustaka: 1. <i>Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company</i>	3%
2	1 Being able to apply linguistic concepts such as phonetics, syntax, semantics, and discourse analysis in English translation	Use language effectively in various context, including social, academic, and professional setting	Kriteria: 1. written Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Class group discussion 2 x 50		Materi: sentence types, sentence order, class words, language function, transitive Pustaka: 6. <i>Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge</i>	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	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Class group discussion 2 x 50		Materi: register, standard English, figure of speech Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	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	Kriteria: written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing Collaborative learning 2 x 50		Materi: translation equivalence, translation shift, translation qualities, translation techniques Pustaka: 6. Hatim, Basil, and Jeremy, Munday. (2004). <i>Translation: an Advanced Resource Book</i> . London: Routledge	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	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	lecturing collaborative learning 2 x 50		Materi: cultural specific items, translating culture, types of cultural domains Pustaka: Baker, M. 2018. <i>In Other Words: A Coursebook on Translation</i> . London: Sage Publication	5%
6	being able to reflect on the effectiveness of different translation techniques and strategies in achieving equivalence in translating cultural-specific items translation	Demonstrates an ability to adapt and adjust their translation techniques and strategies to meet the needs of different cultural contexts and audiences.	Kriteria: written Bentuk Penilaian : Penilaian Portofolio	lecturing collaborative learning, reflective writing 2 x 50			3%
7	Being able to create translation brief and style for cultural items translation	Enable to determine the audience and the purpose effectively.	Kriteria: Kebenaran isi dan kualitas penerjemahan Bentuk Penilaian : Aktifitas Partisipasif	small group discussion 2 x 50		Materi: types of audiences and skopos theory Pustaka: 1. Albir, Hurtado, A (ed). (2017). <i>Researching Translation Competence by PACTE .GROUP</i> . Amsterdam: John Benjamins Publishing Company	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 2.2) Uses feedback from peers and lecturer to refine and improve translation processed and product	Kriteria: written Bentuk Penilaian : Aktifitas Partisipasif	lecturing, collaborative learning 2 x 50		Materi: Cat-tools and using machine translation systems Pustaka: 6. Hatim, Basil, and Jeremy, Munday. (2004). <i>Translation: an Advanced Resource Book</i> . London: Routledge	5%

9	being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback	Provide clear and specific feedback to peers in a constructive and respectful manner. Complete the assigned task on time.	Kriteria: Kebenaran isi dan kualitas penerjemahan Bentuk Penilaian : Aktifitas Partisipasif	demonstration		Materi: sentence types, sentence order, class words, language function, transitive Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	3%
10	being able to use translation tools and resources to improve translation quality and efficiency	1. • Select appropriate translation resources based on the specific needs of a project and the target audience 2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	Kriteria: Kebenaran isi dan kualitas penerjemahan Bentuk Penilaian : Aktifitas Partisipasif	Demonstration		Materi: all Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage 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 2. • Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and lecturer to improve the translation competence	Kriteria: spoken and written Bentuk Penilaian : Praktik / Unjuk Kerja	small group discussion and collaborative learning 2 x 50		Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence Pustaka: 7. <i>Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 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>Kriteria: Kebenaran isi dan kualitas penerjemahan</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	demonstration		<p>Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence</p> <p>Pustaka: 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>Kriteria: Kebenaran isi dan kualitas penyampaian</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	collaborative learning 2 x 50		<p>Materi: • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence</p> <p>Pustaka: 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	<p>• Reflect on personal strengths and weaknesses and how they relate to a career in translation</p>	<p>Kriteria: Kebenaran isi dan kualitas penerjemahan</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	demonstration		<p>Materi: all</p> <p>Pustaka: 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>Kriteria: Kebenaran isi dan kualitas penerjemahan</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	demonstration		<p>Materi: all</p> <p>Pustaka: 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	Kriteria: Kebenaran isi dan kualitas penerjemahan Bentuk Penilaian : Tes	Project		Materi: All Pustaka: <i>Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication</i>	25%
----	---------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	---------	--	---------------------------------------------------------------------------------------------------------------------------------------	-----

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	65%
2.	Penilaian Hasil Project / Penilaian Produk	5%
3.	Penilaian Portofolio	3%
4.	Praktik / Unjuk Kerja	2%
5.	Tes	25%
		100%

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.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.