

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Inggris						Kode Dokumen																																																																																			
RENCANA PEMBELAJARAN SEMESTER																																																																																										
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																																																																																		
Interpretating Practice		7920202351	Mata Kuliah Pilihan Program Studi		T=2	P=0	ECTS=3.18	7 13 Desember 2025																																																																																		
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																				
		Silvy Cinthia Adelia, S.S., M.A.		Dr. Widyastuti, M.Pd.		ALI MUSTOFA																																																																																				
Model Pembelajaran	Case Study																																																																																									
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																									
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																								
	CPL-8	Mampu menghasilkan terjemahan dan alih bahasa teks lisan serta tertulis secara memadai dari Bahasa Inggris ke Bahasa Indonesia dan sebaliknya																																																																																								
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan																																																																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																									
	CPMK - 1	Analyze and apply logical, critical, and systematic thinking in performing different modes of interpretation																																																																																								
	CPMK - 2	Demonstrate interpreting competence between English and Indonesian in both directions.																																																																																								
	CPMK - 3	Deliver oral interpretation for specific audiences and reflect critically on performance for continuous improvement.																																																																																								
	Matrik CPL - CPMK																																																																																									
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Deskripsi Singkat MK	The Interpreting Practice course equips students with practical skills in oral translation between English and Indonesian. The main focus includes consequential and simultaneous interpreting techniques, memory development and concentration, mastery of specialized field vocabulary, and ethics of the translator profession. Through real-life simulation situations such as conferences, business negotiations, and medical settings, students will practice managing pressure, maintaining accuracy of meaning, and conveying messages clearly and culturally accordingly. The aim is to prepare graduates to be able to act as professional interpreters in various contexts of cross-language communication.																																																																																									
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	1. Gillies, A. (2017). Note-taking for consecutive interpreting: A short course. Routledge. 2. Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters. 3. Gillies, A. (2019). Consecutive Interpreting: A Short Course (1st ed.). Routledge.																																																																																									
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	1. Journals 2. Youtube Channel						
Dosen Pengampu	Silvy Cinthia Adelia, S.S., M.A.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Students can explain the definition, scope, and basic principles of interpretation and distinguish it from translation. 2.Students can identify situations where interpretation is used in professional contexts.	Students explain the differences between interpretation and translation clearly.	Kriteria: Accuracy of explanation, clarity of examples, and ability to respond to questions. Bentuk Penilaian : Aktifitas Partisipatif	Interactive lecture, group discussion, demonstration 2 x 50 minutes		Materi: Konsep dasar interpretasi simultan dan konsekutif, Perbedaan dan aplikasi masing-masing teknik, Teknik dasar dalam interpretasi (note-taking, memory retention, paraphrasing), Konteks komunikasi lisan yang umum (presentasi, percakapan, pidato) Pustaka: <i>Handbook Perkuliahan</i>	1%
2	1.Students can explain the definition, scope, and basic principles of interpretation and distinguish it from translation. 2.Students can identify situations where interpretation is used in professional contexts.	Students explain the differences between interpretation and translation clearly.	Kriteria: Accuracy of explanation, clarity of examples, and ability to respond to questions. Bentuk Penilaian : Aktifitas Partisipatif	Interactive lecture, role-play simulation, case study 2 x 50 minutes		Materi: Konsep dasar interpretasi simultan dan konsekutif, Perbedaan dan aplikasi masing-masing teknik, Teknik dasar dalam interpretasi (note-taking, memory retention, paraphrasing), Konteks komunikasi lisan yang umum (presentasi, percakapan, pidato) Pustaka: <i>Handbook Perkuliahan</i> Materi: Lecture notes and readings Pustaka: Gillies, A. (2017). <i>Note-taking for consecutive interpreting: A short course.</i> Routledge.	2%

3	1.Students can orally render short texts with appropriate meaning transfer and minimal hesitation 2.Students can maintain fluency while reading and interpreting simultaneously.	Able to orally render short texts with appropriate meaning transfer and minimal hesitation	Kriteria: Accuracy of meaning, fluency, intonation, and delivery. Bentuk Penilaian : Aktifitas Partisipasif	Demonstration by lecturer, guided practice in pairs, peer feedback 2 x 50 minutes		Materi: Note taking Pustaka: <i>Gillies, A. (2017). Note-taking for consecutive interpreting: A short course. Routledge.</i>	5%
4	1.Students can orally render short texts with appropriate meaning transfer and minimal hesitation 2.Students can maintain fluency while reading and interpreting simultaneously.	Able to maintain fluency while reading and interpreting simultaneously.	Kriteria: Accuracy of meaning, fluency, intonation, and delivery. Bentuk Penilaian : Aktifitas Partisipasif	Demonstration by lecturer, guided practice in pairs, peer feedback 2 x 50 minutes		Materi: Exercise in Interpreting Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	5%
5	Students can demonstrate strategies (chunking, anticipation, reformulation).	strategy application	Kriteria: Correct use Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Demonstration, group practice		Materi: Strategies in interpreting Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	5%
6	Students can evaluate and apply strategies to solve challenges (speed, register, culture).	Able to evaluate and apply strategies to solve challenges (speed, register).	Kriteria: appropriateness Bentuk Penilaian : Aktifitas Partisipasif	Simulation, peer feedback		Materi: Techniques in interpreting Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	5%
7	Students can perform sight translation & basic interpreting strategies.	oral interpretation	Kriteria: accuracy, fluency, delivery. Bentuk Penilaian : Aktifitas Partisipasif	Role-play performance		Materi: Exercises Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	5%
8	Students can perform sight translation & basic interpreting strategies.	oral interpretation	Kriteria: accuracy, fluency, delivery. Bentuk Penilaian : Tes	Role-play performance		Materi: Interpreting record Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	15%

9	design and employ effective note-taking symbols and structure for consecutive interpretation	Able to do note taking	Kriteria: Efficient and functional notes Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Workshop, simulation		Materi: Note taking Pustaka: <i>Gillies, A. (2017). Note-taking for consecutive interpreting: A short course. Routledge.</i>	5%
10	design and employ effective note-taking symbols and structure for consecutive interpretation	Able to do note taking	Kriteria: Efficient and functional notes Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Workshop, simulation		Materi: Note taking Pustaka: <i>Gillies, A. (2017). Note-taking for consecutive interpreting: A short course. Routledge.</i>	5%
11	Students can perform basic simultaneous interpretation in short segments.	Able to do basic simultaneous interpretation	Kriteria: Smooth and faithful delivery Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, guided simulation		Materi: Simultaneous Interpreting Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	5%
12	deliver interpretation in specific field (e.g., tourism/business) demonstrating terminology mastery	Contextual accuracy, terminology	Kriteria: Context-appropriate delivery Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Field simulation, case practice		Materi: Exercises on both consecutive and simultaneous interpretation Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	7%
13	Students can improve interpreting accuracy & terminology use in specialized fields.	Fluency, self-correction, consistency	Kriteria: Improved fluency and accuracy Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Case-based simulation		Materi: Some Techniques Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	7%
14	evaluate interpreting performance and implement self-improvement strategies	Evaluation and self-feedback	Kriteria: Constructive reflection, growth evidence Bentuk Penilaian : Aktifitas Partisipasif	Practice, peer review, reflection		Materi: Reflective and self improvement Pustaka: <i>Nolan, J. (2012). Interpretation: Techniques and exercises (Vol. 4). Multilingual Matters.</i>	7%

15	analyze own interpreting strengths and weaknesses through reflective report	Able to analyze own interpreting strengths and weaknesses through reflective report	Kriteria: Insightful evaluation and clarity Bentuk Penilaian : Aktifitas Partisipatif	Reflection workshop		Materi: Simultaneous Interpreting Pustaka: Nolan, J. (2012). <i>Interpretation: Techniques and exercises</i> (Vol. 4). <i>Multilingual Matters</i> .	1%
16	Students can perform full interpreting task (consecutive & simultaneous) for specific audiences and submit reflection.	interpreting performance reflection	Kriteria: accuracy, fluency, professionalism, critical analysis. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project		Materi: Interpreting record Pustaka: Youtube Channel	20%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	41%
2.	Penilaian Hasil Project / Penilaian Produk	36.5%
3.	Penilaian Portofolio	2.5%
4.	Praktik / Unjuk Kerja	5%
5.	Tes	15%
		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 prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 15 Desember 2025

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN 0023069001

