

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------|-----------------|---------------------------------|-----------------------------------------------------|-----------|---|----|----|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
|  | <p style="text-align: center;"><b>Universitas Negeri Surabaya</b><br/> <b>Fakultas Bahasa dan Seni</b><br/> <b>Program Studi S1 Sastra Inggris</b></p>                                                                                                                                                                                                                                                            |                                                                                                    |                   |                                                                                    |                 |                                 | <p style="text-align: center;">Kode<br/>Dokumen</p> |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>RENCANA PEMBELAJARAN SEMESTER</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                              | Rumpun MK                                                                                          | BOBOT (sks)       |                                                                                    |                 | SEMESTER                        | Tgl Penyusunan                                      |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Translation And Interpretation                                                    | 7920202223                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                    | T=2               | P=0                                                                                | ECTS=3.18       | 7                               | 23 Januari 2026                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                    | Koordinator RMK   |                                                                                    |                 | Koordinator Program Studi       |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |                   |                                                                                    |                 | ALI MUSTOFA                     |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Model Pembelajaran                                                                | Case Study                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">CPMK</div> |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">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> </table>                                        |                                                                                                    |                   |                                                                                    |                 |                                 | CPMK                                                | Minggu Ke |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| CPMK                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                  | 3                 | 4                                                                                  | 5               | 6                               | 7                                                   | 8         | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Deskripsi Singkat MK                                                              | This course guides students to be able to apply the concept of translating documents and interpreting either in English into Bahasa Indonesia or vice versa. It provides the students with knowledge of translating short poems, news, legal documents and interpreting. This course will be conducted through brief presentation by the lecturer, T-S discussion, S-S discussion, and practices by the students. |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | 1. Corsellis, Ann. 2008. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan.<br>2. Quan, C.K. 2008. Translation and Technology. Hampshire: Palgrave Macmillan.<br>3. Nolan, James. 2005. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd.                                                                                                                     |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|                                                                                   | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Dosen Pengampu                                                                    | Hujuala Rika Ayu, S.S., M.A.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |                   |                                                                                    |                 |                                 |                                                     |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| 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                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |                   |                                                                                    |                 |                                 | 0%                                                  |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| 2                                                                                 | To understand the preparation/anticipating the speaker                                                                                                                                                                                                                                                                                                                                                            | To explain the manner in front of the public                                                       |                   | Small group discussion<br>2 X 45                                                   |                 |                                 | 0%                                                  |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| 3                                                                                 | to understand the concept of interpreting numbers                                                                                                                                                                                                                                                                                                                                                                 | to explain the concept of interpreting numbers                                                     |                   | contextual instructionsmall group discussion<br>2 X 50                             |                 |                                 | 0%                                                  |           |   |    |    |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

|    |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  |    |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------|--|--|----|
| 4  | to understand the concept of translating word orders/word clusters                                                                      | 1.to explain the concept of translating word orders/clusters<br>2.to exemplify word orders/clusters                                                                                                   |  | small group discussion<br>contextual<br>2 X 50                |  |  | 0% |
| 5  | to understand the concept of diction/registers in translation/interpreting                                                              | to discuss the concept of diction/registers                                                                                                                                                           |  | small group discussion<br>contextual<br>2 X 50                |  |  | 0% |
| 6  | to apply the concept of diction/registers in the sentences                                                                              | to solve questions on register/dictions                                                                                                                                                               |  | small group discussion<br>contextual<br>instruction<br>2 X 50 |  |  | 0% |
| 7  | To understand kinds of figures of speech, their definitions, applications in sentences, and how to translate them into Bahasa Indonesia | 1.To explain kinds of figures of speech and their definitions<br>2.To discuss the context of figures of speech in sentences<br>3.To explain how to translate figures of speech into Bahasa Indonesia. |  | small group discussion<br>contextual<br>instruction<br>2 X 50 |  |  | 0% |
| 8  |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 9  |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 10 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 11 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 12 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 13 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 14 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 15 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |
| 16 |                                                                                                                                         |                                                                                                                                                                                                       |  |                                                               |  |  | 0% |

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|----------|------------|
|    |          | 0%         |

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.