

**RENCANA PEMBELAJARAN SEMESTER  
PROGRAM STUDI MAGISTER SASTRA– UNIVERSITAS GUNADARMA**

5/02/2023

<b>Kode dan Nama MK</b>		Linguistik untuk Penerjemahan
<b>SKS dan Semester</b>	SKS    2	Semester    2
<b>Prasyarat</b>	-	
<b>Status Mata Kuliah</b>	<input checked="" type="checkbox"/> Wajib <input type="checkbox"/> Pilihan <input type="checkbox"/> Matrikulasi	
<b>Dosen Pengampu</b>		
<b>Capaian Pembelajaran Mata Kuliah</b>	Sikap	<ol style="list-style-type: none"> <li>1. Mahasiswa/i bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;</li> <li>2. Mahasiswa/i menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika;</li> <li>3. Mahasiswa/i berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila;</li> <li>4. Mahasiswa/i berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;</li> <li>5. Mahasiswa/i menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;</li> <li>6. Mahasiswa dapat bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</li> <li>7. Mahasiswa/i taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara;</li> <li>8. Mahasiswa/i menginternalisasi nilai, norma, dan etika akademik;</li> <li>9. Mahasiswa/i menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya, dan;</li> <li>10. Mahasiswa/i menginternalisasi semangat kemandirian, kejuangan dan kewirausahaan.</li> </ol>
	Ketrampilan Umum	<ol style="list-style-type: none"> <li>1. Mampu melakukan validasi akademik atau kajian sesuai bidang keahliannya dalam menyelesaikan masalah di masyarakat atau industri yang relevan melalui pengembangan pengetahuan dan keahliannya;</li> <li>2. Mampu menyusun ide, hasil pemikiran, dan argumen saintifik secara bertanggung jawab dan berdasarkan etika akademik, serta mengkomunikasikannya melalui media kepada masyarakat akademik dan masyarakat luas;</li> <li>3. Mahasiswa mampu mengidentifikasi bidang keilmuan yang menjadi obyek penelitiannya dan memposisikan ke dalam suatu peta penelitian yang dikembangkan melalui pendekatan interdisiplin atau multidisiplin;</li> <li>4. Mahasiswa mampu mengambil keputusan dalam konteks menyelesaikan masalah pengembangan ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora berdasarkan kajian analisis atau eksperimental terhadap informasi dan data;</li> <li>5. Mahasiswa mampu meningkatkan kapasitas pembelajaran secara mandiri.</li> </ol>
	Pengetahuan	<ol style="list-style-type: none"> <li>1. Mahasiswa/i menguasai pengetahuan tentang permasalahan di bidang keilmuan melalui aktivitas penalaran dalam proses pembelajaran dan penelitian yang sistematis untuk dapat</li> </ol>

		<p>menyelesaikan permasalahan tersebut melalui pendekatan inter atau multidisipliner yang sesuai dan dapat dipertanggungjawabkan.</p> <p>2. Mahasiswa/i menguasai pengetahuan tentang permasalahan di bidang keilmuan melalui aktivitas penalaran dalam proses pembelajaran dan penelitian yang sistematis untuk dapat menyelesaikan permasalahan tersebut melalui pendekatan inter atau multidisipliner yang sesuai dan dapat dipertanggungjawabkan.</p> <p>3. Mahasiswa/i menguasai pengetahuan tentang metode dan falsafah di bidang keilmuan, melalui aktivitas penalaran dalam proses pembelajaran dan penelitian yang sistematis untuk dapat mengelola riset serta pengembangan yang bermanfaat bagi masyarakat dan keilmuan secara nasional dan internasional.</p>
	<p>Ketrampilan Khusus</p>	<p>(1) Mampu melakukan kajian komprehensif tentang teori-teori linguistik utama (misalnya: tata bahasa, sintaksis, semantik, dan pragmatik) yang memiliki kaitan langsung dengan bidang studi penerjemahan;</p> <p>(2) Mampu melakukan kajian bagaimana teori-teori linguistik tersebut digunakan untuk menjelaskan praktik penerjemahan; dan</p> <p>(3) Mampu melakukan analisis terhadap isu-isu penerjemahan dari sudut pandang teori-teori linguistik dengan mengacu pada contoh-contoh otentik.</p> <p>(4) Mampu mengembangkan pemahaman yang lebih baik mengenai hubungan yang saling berkaitan antara linguistik dan penerjemahan serta merumuskan strategi penerjemahan yang efektif dengan menggunakan teori-teori linguistik yang relevan.</p> <p>(5) Mampu mengidentifikasi dan memahami konsep dan teori linguistik dasar yang relevan dengan penerjemahan.</p> <p>(6) Mampu menganalisis pengaruh linguistik terhadap penerjemahan dan hubungannya.</p> <p>(7) Mampu menerapkan berbagai teori linguistik dalam praktik penerjemahan dan membentuk rasional terhadap pendekatan penerjemahan dalam praktik penerjemahan.</p> <p>(8) Mampu menganalisis dan mengidentifikasi masalah dasar dari berbagai jenis teks terjemahan dengan menggunakan teori-teori linguistik yang terkait.</p> <p>(9) Mampu merumuskan strategi penerjemahan yang efektif dan menyajikan solusi yang dapat diterapkan menggunakan teori-teori linguistik terkait yang dapat diterapkan.</p>
<p><b>Deskripsi Umum (Silabus)</b></p>	<p>Mata kuliah ini mempelajari konsep dasar ilmu linguistik, ilmu penerjemahan, keterkaitan ilmu linguistik dan penerjemahan, serta teori konstruktif untuk pemahaman, interpretation, dan deskripsi penerjemahan.</p> <p>Karena penerjemahan berkaitan dengan "makna" dan berhubungan dengan dua bahasa yang berbeda, maka pengetahuan tentang linguistik dapat memberikan</p>	

	pemahaman yang lebih ilmiah dan sistematis kepada para mahasiswa tentang penerjemahan dan proses penerjemahan.			
<b>Metode Pembelajaran</b>	1. Ceramah/Kuliah Pakar	√	4. Praktik Laboratorium	-
	2. Problem Based Learning/FBD	√	5. Self-Learning (V-Class)	-
	3. Project Based Learning		6. Lainnya:	-
<b>Pengalaman Belajar/Tugas</b>	a. Tayangan Presentasi	√	c. Online exercise/kuiz (V-class)	-
	b. Review textbook/Jurnal	√	d. Laporan	√
<b>Referensi</b>	<ol style="list-style-type: none"> <li>1. Baker, Mona. (1992). <i>In Other Words: A Coursebook on Translation</i>. England: Clays Ltd, St Ives PLC.</li> <li>2. Bell, Roger T. (1994). <i>Translation and Translating</i>. Longman Group UK Ltd</li> <li>3. Hickey, Leo. (ed.) (1998). <i>The Pragmatics of Translation</i>. Clevedon: Multilingual Matters. Trosborg, Anna. (1997). <i>Text Typology and Translation</i>. Amsterdam: John Benjamins.</li> <li>4. Baker, Mona. (2010) <i>Critical readings in translation studies</i>. London ; New York: Routledge. Boase-Beier, Jean. (2006). <i>Stylistic approaches to translation</i>. Manchester: St. Jerome</li> <li>5. Catford, John C. (1965). <i>A Linguistic Theory of Translation</i>. London: Oxford University Press. Fawcett, Peter D. (1997). <i>Translation and language: linguistic theories explained</i>. Manchester: St. Jerome Pub.</li> <li>6. Hatim, Basil, &amp; Ian Mason. (1997). <i>The Translator as Communicator</i>. London: Routledge. Tabakowska, Elżbieta. (1993). <i>Cognitive Linguistics and Poetics of Translation</i>. Tübingen : G.Narr.</li> <li>7. Maeve Olohan. (2004). <i>Introducing Corpora in Translation Studies</i>. London and New York: Routledge.</li> </ol>			

Week/ Meeting	Expected End-Competence	Criteria and Indicator	Learning Material(s)	Method of Learning	Learning Hours	Technique of Assessment	Source of Learning
1	Students have the capacity and competence to explain and elaborate the introduction and overview of linguistics and translation.	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Introduction and overview: linguistics and translation.	1	2 x 50 minutes	Students are able to explain/ summarize linguistics and translation.	1,2
2	Students have the capacity and competence to explain and elaborate Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	1,2	2 x 50 minutes	Students are able to comprehend the concept of Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	1
3	Students have the capacity and competence to explain and elaborate Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	1,2	2 x 50 minutes	Students are able to comprehend the concept of Meaning, semantics and translation. Key Concepts: lexical relations (hyponymy, synonymy, antonymy) reference theory, componential analysis	1,3
4	Students have the capacity and competence to explain and elaborate the concept of Grammar, syntax and translation. Key Concepts: tense and aspect grammatical categories	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Grammar, syntax and translation. Key Concepts: tense and aspect grammatical categories	1,2	2 x 50 minutes	Students are able to comprehend Grammar, syntax and translation. Key Concepts: tense and aspect grammatical categories.	1,3

5	Students have the capacity and competence to explain and elaborate the concept of Grammar, syntax and translation. Key Concepts: tense and aspect grammatical categories	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Grammar, syntax and translation.Key Concepts: tense and aspect grammatical categories	1	2 x 50 minutes	Students are able to comprehend Grammar, syntax and translation.Key Concepts: tense and aspect grammatical categories.	2,4,8
6	Students have the capacity and competence to explain and elaborate Grammar, syntax and translation.Key Concepts: tense and aspect grammatical categories	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Grammar, syntax and translation.Key Concepts: tense and aspect grammatical categories	1,2	2 x 50 minutes	Students are able to comprehend Grammar, syntax and translation.Key Concepts: tense and aspect grammatical categories.	4,5,6
7	Students have the capacity and competence to explain and elaborate Cohesion and coherence	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Cohesion and coherence	1,2	2 x 50 minutes	Students are able to comprehend the Cohesion and coherence	4,5,7
8	Students have the capacity and competence to explain and elaborate Cohesion and coherence	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Cohesion and coherence	1,2	2 x 50 minutes	Students are able to comprehend the Cohesion and coherence	8,9,10
9-10	Students have the capacity and competence to explain and elaborate Systemic functional linguistic approach. Key concepts: transitivity , modality, and thematic structure	Students' active participation in engaging themselves in reaching the understanding of	Systemic functional linguistic approach. Key concepts: transitivity , modality, and thematic structure	1	2 x 50 minutes	Students are able to comprehend and elaborate Systemic functional linguistic approach.	11,12

		the learning materials				Key concepts: transitivity , modality, and thematic structure	
11-12	Students have the capacity and competence to explain and elaborate Systemic functional linguistic approach. Key concepts: transitivity , modality, and thematic structure	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Systemic functional linguistic approach. Key concepts: transitivity , modality, and thematic structure	1,2	2 x 50 minutes	Students are able to comprehend and elaborate Systemic functional linguistic approach. Key concepts: transitivity , modality, and thematic structure	12,13,14
13-14	Students have the capacity and competence to explain and elaborate Discourse/text type analysis and translation. Key concepts: register, genre and text types	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Discourse/text type analysis and translation. Key concepts: register, genre and text types	1,2	2 x 50 minutes	Students are able to comprehend Discourse/text type analysis and translation. Key concepts: register, genre and text types	15,16
15-16	Students have the capacity and competence to explain and elaborate Pragmatics and Translation. Key Concept: presupposition, conversational Implicature Gricean Maxims, speech acts, hedges, politeness	Students' active participation in engaging themselves in reaching the understanding of the learning materials	Pragmatics and Translation. Key Concept: presupposition, conversational Implicature Gricean Maxims, speech acts, hedges, politeness	1,2	2 x 50 minutes	Students are able to comprehend Pragmatics and Translation. Key Concept: presupposition , conversational Implicature Gricean Maxims, speech acts, hedges, politeness	17

## Assignment 1

**Subject** : Linguistik dalam Penerjemahan **Credit** : 2  
**Program** : Magister Program of English Literature **Meeting** : 6

### A. Aim:

Students have the capacity and competence to comprehend linguistics in translation and elaborate it in the global context.

### B. Description of assignment :

- a. Object of assignment  
Article/Essays regarding the role of linguistics in translation
  
- b. Method of composing the assignment
  - Students review and summarize
  - Present the review and summary in the class
  
- c. Output of assignment:
  - Summary
  - Powerpoint slides with font Arial size 16

### C. Assessment

- Precision in reviewing and summarizing the object of assignment
- Performance in presentation

## Assignment 2

**Subject** : Linguistik dalam Penerjemahan **Credit** : 2  
**Program** : Magister Program of Literature **Meeting** : 11

### B. Aim:

Students have the capacity and competence to comprehend the role of linguistics in translation and elaborate with current issues.

**B. Description of assignment :**

- a. Object of assignment  
Article/ essays regarding linguistics in translation
- b. Method of composing the assignment
  - Students review and summarize
  - Present the review and summary in the class
- c. Output of assignment:
  - Summary
  - Powerpoint slides with font Arial size 16

**C. Assessment**

- Precision in reviewing and summarizing the object of assignment
- Performance in presentation