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APPENDICES

A. Appendix 1: Questionnaire of Need Analysis for Students

ANALISA KEBUTUHAN

(PERTANYAAN UNTUK MAHASISWA)

Kuesioner Analisa Kebutuhan ini bertujuan untuk mengetahui kebutuhan dalam belajar pembelajaran Translation bagi mahasiswa dan dosen agar dapat dikembangkan menjadi materi pembelajaran bagi mahasiswa. Jawaban Anda sangat membantu dalam mendesain materi yang dapat memenuhi kebutuhan mahasiswa dan dosen. Kerahasiaan identitas dan jawaban Anda sangat terjamin. Terima kasih atas kerjasama Anda.

1. Nama Lengkap :
2. Nomor Stambuk:
3. Jenis Kelamin :
4. Email :
5. Tahun Angkatan :

Jawablah sesuai dengan pengalaman Anda. Pilihlah salah satu jawaban yang sesuai dengan kondisi Anda. Bagaimana keunggulan dan kelemahan anda dalam keterampilan Bahasa Inggris.

- 1 = Sangat Lemah
- 2 = Lemah
- 3= Sedang
- 4= Baik
- 5= Sangat Baik

No	Skill Bahasa	Sangat lemah	Lemah	Sedang	Baik	Sangat Baik
1	Mendengar (Listening)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Berbicara (Speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Membaca (reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Menulis (Writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Kosa Kata (Vocab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Pengucapan (Pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Pengetahuan Translation
 Sangat lemah Lemah Sedang Baik Sangat baik
9. Pengetahuan saya tentang budaya dalam menerjemahkan
 Sangat lemah Lemah Sedang Baik Sangat baik
10. Apakah Anda berminat mempelajari translation?

- Ya, sangat berminat Ya Tidak terlalu berminat Tidak berminat sama sekali
11. Seberapa pentingkah translation untuk masa depan Anda?
 Sangat penting Penting Tidak penting
 12. Saya tahu kenapa saya harus belajar translation Ya Tidak
 13. Saya memiliki cita-cita ketika saya lulus nanti Ya Tidak
 14. Saya ingin menjadi mahasiswa yang berwirausaha yang produktif dan inovatif dalam mengelola keahlian saya dalam Bahasa Inggris Ya Tidak.
 15. Saya ingin menjadi mahasiswa yang berwirausaha yang mampu memanfaatkan keahlian translation sebagai support income Ya Tidak
 16. Konten dalam pembelajaran translation sebaiknya mendukung kebutuhan mahasiswa dalam berwirausaha Ya Tidak
 17. Mahasiswa Sastra Inggris Unifa mampu melaksanakan wirausaha dalam memberdayakan keahlian Bahasa Inggris khususnya menerjemahkan Ya Tidak.
 18. Berilah tanda centang (√) pada kotak berikut sesuai dengan prioritas Anda terhadap konten pada pembelajaran translation.

Materi	Tidak Penting	Penting	Sangat prioritas
Translation strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abstract/ article Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common problems in translating text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translating cultural specific terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Appendix 2: The general outline of questions for the semi-structured interview:

(For lecturer)

a. Informasi Umum

1. Nama Dosen
2. Jenis Kelamin
3. Usia
4. Mata Kuliah yang diampu

b. Pertanyaan Utama

1. Apakah pembelajaran translation dibuat berdasarkan analisis kebutuhan mahasiswa?
2. Apakah pembelajaran translation dilaksanakan sesuai dengan syllabus?
3. Apakah anda setuju dengan pembelajaran translation yang diintegrasikan dengan edupreneurship?
4. Topik apa sajakah yang perlu mahasiswa pelajari dalam pembelajaran translation yang diintegrasikan dengan edupreneurship?
5. Adakah materi/bahan ajar yang digunakan dalam pembelajaran translation?
6. Apakah anda setuju jika pembelajaran translation diarahkan terhadap kebutuhan dunia kerja?
7. Apakah tujuan khusus pembelajaran translation di Prodi Sastra Inggris Unifa?
8. Kemampuan translation yang bagaimana yang diprioritaskan oleh Prodi untuk dikuasai mahasiswa?
9. Apakah penting untuk mendesain materi/bahan ajar pembelajaran translation?
10. Kesulitan apa yang anda alami dalam mengajar translation di Prodi Sastra Inggris Unifa?
11. Kesulitan apa yang sering mahasiswa lakukan yang anda temukan dikelas translation pada Prodi Sastra Inggris Unifa?

C. Appendix 3. The general outline of questions for Graduates

a. Informasi Umum

1. Nama Alumni
2. Jenis Kelamin
3. Usia
4. Tahun Lulus

b. Pertanyaan Utama

1. Do you think that the university degree is important for a translator?
2. Do you consider theoretical concepts of translation to be necessary for students?
3. Is there any hand book and subjects, materials or courses which focus on the demands of translation business? Do you believe there should be?
4. If you are working at this moment, is translation needed in your work place?
5. How do you motivate yourself to improve? Please list the most useful tips you recommend?
6. In terms of physical environment, facilities, number of students and size of classes, what changes you think are necessary?
7. What do you think students lack at the end of the program?
8. Is there any specific subject or materials which you believe are to be added or omitted from the program?
9. What are some frequent difficulties that students have come up with?
10. In what places do (did) you look for a job?

D. Appendix 4. The semi-structured interview for translator agency

a. Informasi Umum

1. Nama
2. Jenis Kelamin
3. Usia
4. Nama Perusahaan

b. Pertanyaan Utama

1. Could you tell me your educational background?
2. When do you start doing translating? Do you still remember the feelings?
3. What difficulties do you have when you are translating?
4. What kinds of text does your office always have to be translated?
5. In your opinion, what abilities and skills should translator have? And why?
6. Tools to use and process of translating
7. How often does your office accept translating project from customers?
8. Talking about rates or payment, is translation reference rate guided from your own office policy or by government? Don't you mind telling me the rates mam/ sir?
9. How do you promote your office to public to announce your translation service?
10. How do you motivate students to be a translator?

E. Appendix 5: Pre-test for students

Pretest

Subject : Translation I

A. Translate the following text into English.

Cerita Tentang Kekuatan Mimpi Seorang Wirausaha

Dikutip dari buku Kecerdasan Entrepreneur karya Aribowo Suprajitno Adhi dan Sri Bawono terbitan Elex Media Komputindo.

Hidup tidak akan berarti tanpa memiliki tujuan atau alasan yang jelas. Betapa benarnya pernyataan ini, karena tanpa tujuan yang jelas, hidup tidak akan ke mana-mana. Demikian juga jika ingin menjadi wirausaha yang sukses, kita harus memiliki tujuan hidup atau impian-impian sehingga dapat bekerja keras untuk mewujudkannya.

Tujuan dan misi hidup kita merupakan pondasi awal untuk menjadi seorang wirausaha yang sukses. Dengan memiliki tujuan hidup yang jelas, kita dapat memiliki semangat dan sikap mental yang diperlukan dalam membangun sebuah usaha yang memberi nilai tambah bagi kehidupan kita.

Keberhasilan dan kesuksesan menjadi wirausaha selalu berawal dari impian. Namun, tidak semua orang berhasil mewujudkan impiannya. Hal ini tergantung pada bagaimana kita bisa mengarahkan impian pada kenyataan yang kita harapkan. Orang yang berhasil mewujudkan impiannya adalah orang yang menyelaraskan antara impian dan tindakan.

Suatu impian akan dapat dicapai jika kita tidak terlena dan selalu hidup dalam dunia impian. Kita diharapkan untuk mau mengubah sikap dan tindakan kita menuju impian yang dicita-citakan. Jika saat ini kondisi dan keadaan kita jauh dari impian yang kita cita-citakan, kita harus mengubah perilaku dan tindakan kita untuk mencapainya. Kita tidak dapat mengharapkan hasil berbeda dengan melakukan hal yang sama. Dengan kata lain, kita harus keluar dari zona nyaman dan mulai melakukan hal-hal yang dapat membantu kita mencapai impian kita.

Banyak wirausaha sukses yang mengawali langkah keberhasilannya dengan bermimpi. Salah satunya adalah Soichiro Honda, pendiri dan pemilik perusahaan Honda. Pada waktu Honda masih duduk di bangku sekolah, Honda bukanlah siswa yang pandai. Pada saat guru menerangkan pelajaran, Honda sering melamun dan berkhayal tentang berbagai macam penemuan yang cemerlang, terutama yang banyak berhubungan dengan mesin, karena Honda sangat menyukai bidang permesinan.

Oleh karena kebiasaannya bermimpi di kelas tersebut, Honda sempat dikeluarkan dari sekolah. Namun, ia tidak menghentikan semangatnya untuk mewujudkan semua impiannya. Termasuk membuat mesin kendaraan bermotor. Hingga saat ini Honda dapat memperlihatkan dirinya pada dunia bahwa ia adalah salah satu contoh orang yang sangat berhasil mengubah semua impian menjadi kenyataan. Dan

sampai saat ini Honda terus-menerus melakukan inovasi-inovasi baru melalui impian-impian barunya dan terus melakukan kampanye The Power of Dreams melalui berbagai media massa ke seluruh dunia.

Kisah Honda memberikan pelajaran cukup menarik yang dapat kita petik bahwa setinggi apapun mimpi kita, jika benar-benar yakin dengan bahwa mimpi itu akan berhasil dan mau berusaha keras untuk mewujudkannya, pastilah suatu saat mimpi tersebut akan menjadi kenyataan.

Namun catatan besarnya, impian saja tidak cukup! Aksi nyata merupakan hal yang sangat penting bagi seorang wirausaha. Keberanian untuk memulai mewujudkan impian melalui tindakan yang penuh kedisiplinan, pantang menyerah, dan fokus adalah sifat-sifat yang dimiliki seseorang wirausaha sukses. Tanpa tindakan nyata, seseorang tidak akan pernah menjadi wirausaha sukses yang mampu mewujudkan impian-impian.

B. Entrepreneur and Reading comprehension.

Answer the questions:

1. What do you learn from Honda's story?
2. Which part of story do you like? Why?
3. What story inspired you to do something inspiring?
4. Which success story inspires your future work?
5. What is your dream?

C. Vocabularies: Word Choice

Topic: Talking about work (casual)

Choose the best (most logical) response to complete each of the following sentences:

1. I get along well with most of my _____ (*colleagues/employees*) (= co-workers).
2. I got a _____ (*premonition/promotion*) last year.
3. He's not very _____ (*producing/productive*). He just chats to his friends on Facebook all day.
4. I'm pretty _____ (*content/contained*) (= happy) with the way things are going.
5. Everyone seems to have gotten a _____ (*raise/boost*) (= an increase in salary) except me.
6. We don't have _____ (*assess/access*) to that information.

7. The ____ (*upper/up*) management people are not very well liked by the rest of us.
8. I'm taking a week _____ (*off/of*) to go on vacation.
9. The work load isn't too _____ (*dense/heavy*).
10. They provide us with a good benefits _____ (*pack/package*).

D. Grammar

Translate the sentences below into English language

1. Suatu impian dapat dicapai jika kita tidak terlena dan selalu hidup dalam dunia impian.
2. Kita diharapkan untuk mau mengubah sikap dan tindakan kita menuju impian yang dicita-citakan.
3. Pada waktu Honda masih duduk di bangku sekolah, Honda bukanlah siswa yang pandai.
4. Pada saat guru menerangkan pelajaran, Honda tidak mendengarkan penejelasan guru.
5. Honda sering melamun dan berkhayal tentang berbagai macam penemuan yang cemerlang.

F. Appendix 6: The result of Pre-test and Post-test

A. PRE-TEST SCORE

No	Name	Translation	70%	Entrepreneur and Reading comprehension	10%	Vocabulary	10%	Grammar	10%	Score	Average Score
1	Student 1	58	40.6	80	8	90	9	20	2	59.6	56,515
2	Student 2	50	35	90	9	80	8	0	0	52	
3	Student 3	53	37.1	80	8	100	10	0	0	55.1	
4	Student 4	55	38.5	60	6	80	8	0	0	52.5	
5	Student 5	65	45.5	80	8	70	7	20	2	62.5	
6	Student 6	60	42	70	7	40	4	0	0	53	
7	Student 7	50	35	70	7	70	7	20	2	51	
8	Student 8	58	40.6	80	8	90	9	0	0	57.6	
9	Student 9	60	42	60	6	60	6	0	0	54	
10	Student 10	62	43.4	80	8	60	6	0	0	57.4	
11	Student 11	50	35	70	7	80	8	0	0	50	
12	Student 12	60	42	90	9	80	8	20	2	61	
13	Student 13	52	36.4	70	7	60	6	20	2	51.4	
14	Student 14	60	42	80	8	70	7	20	2	59	
15	Student 15	64	44.8	90	9	80	8	20	2	63.8	
16	Student 16	62	43.4	90	9	80	8	20	2	62.4	
17	Student 17	50	35	80	8	70	7	0	0	50	
18	Student 18	65	45.5	90	9	80	8	20	2	64.5	
19	Student 19	60	42	80	8	80	8	20	2	60	

20	Student 20	55	38.5	70	7	80	8	0	0	53.5	
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B. POST-TEST SCORE

No	Name	Translation	70%	Entrepreneur and Reading comprehension	10%	Vocabulary	10%	Grammar	10%	Score	Average Score
1	Student 1	80	56	80	8	90	9	80	8	81	81,805
2	Student 2	75	52.5	90	9	80	8	80	8	77.5	
3	Student 3	72	50.4	80	8	100	10	70	7	75.4	
4	Student 4	78	54.6	90	9	80	8	80	8	79.6	
5	Student 5	85	59.5	80	8	90	9	80	8	84.5	
6	Student 6	82	57.4	90	9	80	8	80	8	82.4	
7	Student 7	70	49	80	8	70	7	60	6	70	
8	Student 8	77	53.9	90	9	90	9	70	7	78.9	
9	Student 9	83	58.1	80	8	80	8	80	8	82.1	
10	Student 10	86	60.2	90	9	90	9	80	8	86.2	
11	Student 11	78	54.6	90	9	80	8	70	7	78.6	
12	Student 12	85	59.5	90	9	100	10	90	9	87.5	
13	Student 13	76	53.2	90	9	90	9	80	8	79.2	
14	Student 14	84	58.8	90	9	90	9	80	8	84.8	
15	Student 15	86	60.2	90	9	100	10	80	8	87.2	
16	Student 16	87	60.9	90	9	100	10	90	9	88.9	
17	Student 17	78	54.6	90	9	80	8	80	8	79.6	
18	Student 18	88	61.6	90	9	100	10	80	8	88.6	

19	Student 19	83	58.1	90	9	90	9	80	8	84.1
20	Student 20	80	56	100	10	80	8	60	6	80

G. Appendix 7: Prototype 1: Framework Course Design

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
1	Introduction: Translation and Dream	<p>a. Students are able to understand the introduction to the theory of translation.</p> <p>b. Students are able to understand the process of translating text.</p> <p>c. Students are able to comprehend the reading passage through literal and inferential questions</p> <p>d. Students could get inspired story to pursue future dream work from the reading passage.</p> <p>e. Students could reflect on the value of translation as an entrepreneurial opportunity.</p> <p>f. Students are able to identify the synonyms and find new vocabularies</p> <p>g. Students are able to distinguish between active and passive of past simple tense.</p> <p>h. Students are able to translate a text from</p>	<p>a. What is translation?</p> <p>b. The process of translation</p>	<p>1 Dream: A Ten Year Dream (Real Life Story)</p> <p>2 Discussion on inspiring stories</p>	<p>a. The use of active simple past tense</p> <p>b. The use of passive simple past tense.</p> <p>c. Identify more sentences from reading text</p> <p>d. Synonyms and Find out the new words</p>	<p>Translation, Grammar, Reading, writing, and Vocabulary study.</p>	<ul style="list-style-type: none"> • https://whatshisaid.com/2013/02/26/ang-lee-a-never-ending-dream/ • Bassnett, S. (2005). <i>Translation Studies</i> (Third Edit). Taylor & Francis. • Hartono, R. (2017). <i>Pengantar Ilmu Menerjemah (Teori dan Praktek Penerjemahan)</i>. Cipta Prima Nusantara. • Newmark, P. (1988). <i>A Textbook of Translation</i> (First). Pearson Education Limited. • Ngozi, P. (2016). The Importance of Linguistics to Translation. <i>Cahiers Ivoiriens de Recherche Linguistique</i>, August, 103–108.

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
		source language to the target language.					
2	Direct translation and self-motivated	<p>a. Students are able to understand translation techniques</p> <p>b. Students are able to define and identify the types of direct translation technique.</p> <p>c. Students are able to comprehend the reading passage through literal and inferential questions.</p> <p>d. Students understand the role of self-motivation being an entrepreneur in translation field.</p> <p>e. Students have the opportunity to motivate themselves by sharing their strategies through small group discussions.</p> <p>f. Students are able to define the synonyms from reading passage.</p> <p>g. Students are able to translate Indonesia reading text to English Language.</p>	Translation Techniques: Direct translation techniques	<p>a. Self-Motivation: The role of self-motivation: being an entrepreneur in the translation field.</p> <p>b. A closer look to entrepreneur: Small group discussion</p>	<p>a. The use of present simple tense</p> <p>b. The use of present continuous</p>	Translation, Grammar, Reading, writing, Phrases, and vocabulary study.	<ul style="list-style-type: none"> Hartono, R. (2020). <i>Translation Technique & Methods</i> (O. T. Team (ed.); First). LPPM UNNES Press. Molina, L., & Albir, A. hurtado. (2002). Translation Techniques Revisited : A Dynamic and Functionalist Approach. <i>Translators' Journal</i>, 47(December), 498–512. https://doi.org/10.7202/008033ar https://sasing.unifa.ac.id/pages/visi-dan-misi Kemendikbud. (2013). <i>Modul Pembelajaran Kewirausahaan</i>.

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
		h. Students are able to understand of present simple and present continuous.					
3	Indirect translation techniques and Culture (1)	<p>a. Students are able to understand four indirect translation techniques, namely: transposition, modulation, compensation, and adaptation.</p> <p>b. Students are able to comprehend the reading passage through literal and inferential questions.</p> <p>c. Students understand the cultural values, nuances, and context of a course text into the target language.</p> <p>d. Students are able to mitigate the potential misunderstandings or misinterpretations caused by cultural differences.</p> <p>e. Students are able to define the synonyms of the vocabulary in reading passage.</p>	Indirect translation (1): Transposition, Modulation, Compensation, Adaptation	<p>a. Views on Multiculturalism.</p> <p>b. A closer look to culture and translation.</p>	Linking words	Translation, Grammar, Reading, and Vocabulary study.	<ul style="list-style-type: none"> • Hartono, R. (2017). <i>Pengantar Ilmu Menerjemah (Teori dan Praktek Penerjemahan)</i>. Cipta Prima Nusantara. • Newmark, P. (1988). <i>A Textbook of Translation (First)</i>. Pearson Education Limited.

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
		<p>i. Students are able to understand the linking words.</p> <p>j. Students are able to translate Indonesia reading text to English Language.</p>					
4	Indirect translation techniques (2) and Communication	<p>a. Students are able to understand the eight techniques of translation</p> <p>b. Students understand the role of effective communication skills in entrepreneur activities as translator.</p> <p>c. Students are able to comprehend the reading passage through literal and inferential questions.</p> <p>d. Students are able to play a role play in translation entrepreneurship activities.</p> <p>e. Students are able to translate an English Text to Indonesia language text.</p> <p>f. Students are able to study about synonyms and find new words.</p> <p>g. Students are able to</p>	Indirect translation techniques (2): Discursive creation, established equivalence, generalization, amplification, particularization, reduction, substitution, description.	<p>a. Communication and Interpersonal Skill: Communication.</p> <p>b. Role play as having effective communication in translation entrepreneurship activities.</p>	Present perfect Tense	Translation, Grammar, Reading, and Vocabulary study.	<ul style="list-style-type: none"> • https://etranslationservices.com/backup2022/the-language-translator-as-an-effective-communicator/ • Hartono, R. (2017). <i>Pengantar Ilmu Menerjemah (Teori dan Praktek Penerjemahan)</i>. Cipta Prima Nusantara. • Molina, L., & Albir, A. hurtado. (2002). Translation Techniques Revisited: A Dynamic and Functionalist Approach. <i>Translators' Journal</i>, 47(December), 498–512. https://doi.org/10.7202/08033ar

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
		understand present perfect tense.					
5	Translation Methods and Leadership	<p>a. Students are able to understand four methods of translation</p> <p>b. Students are able to comprehend the reading passage through literal and inferential questions.</p> <p>c. Students understand the concept and importance of leadership in entrepreneurship and translation field.</p> <p>d. Students are able to discuss the successful entrepreneurial leaders in a small group.</p> <p>e. Students are able to find new vocabularies and tabulate them into part of speech.</p> <p>f. Students are able to understand present perfect and past simple.</p> <p>g. Students are able to translate Bahasa Indonesia to English.</p>	<p>Translation Method on Source Language</p> <p>Emphasis: word-for-word, literal translation, faithful, and semantic.</p>	<p>a. Leadership: Memiliki jiwa kepemimpin.</p> <p>b. Entrepreneurs hip on leadership</p>	Present perfect vs past simple	Grammar, Translation, Reading, writing, and Vocabulary.	<ul style="list-style-type: none"> • Newmark, P. (1988). <i>A Textbook of Translation</i> (First). Pearson Education Limited. • Hartono, R. (2020). <i>Translation Technique & Methods</i> (O. T. Team (ed.); First). LPPM UNNES Press. • Takdir, D., AS, M., & Zaid, S. (2015). <i>Kewirausahaan</i> (U. Kalsum (ed.); 1st ed.). Wijaya Mahadi Karya.
6	Translation	a. Students are able to	Translation	a. English and	Phrase	Grammar,	• Newmark, P. (1988). <i>A</i>

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
	Method (2) and Business Opportunity	<p>understand four method of translation</p> <p>b. Students are able to identify the method used in source language.</p> <p>c. Students are able to translate the proverbs.</p> <p>d. Students are able to understand business opportunity as a sworn translator.</p> <p>e. Students are able to comprehend the reading passage through literal and inferential questions.</p> <p>f. Students are able to practice the business opportunity in a small group project as translator.</p> <p>g. Students are able to translate an English text to Bahasa Indonesia.</p> <p>h. Students understand the phrase of English.</p>	<p>Methods (2) on Target Language</p> <p>Emphasis: adaptation, free translation, idiomatic translation, and communicative .</p>	<p>Indonesia Proverbs.</p> <p>b. Comprehending the reading passage</p>		<p>Reading, writing, and Vocabulary study.</p>	<p><i>Textbook of Translation</i> (First). Pearson Education Limited.</p> <ul style="list-style-type: none"> • Hartono, R. (2020). <i>Translation Technique & Methods</i> (O. T. Team (ed.); First). LPPM UNNES Press. • Machali, R. (2009). <i>Pedoman Bagi Penerjemah</i>. PT. Grasindo. • https://indonesiavisas.com/sworn-certified-translation/
7	Scientific writing	<p>a. Students are able to understand the form of scientific writing</p> <p>b. Students are able to</p>	<p>a. Abstract of journal article.</p> <p>b. Poor</p>	<p>a. Identifying and comparing the target language from</p>	<p>Grammar: Comparison</p>	<p>Vocabulary study, Grammar, Reading,</p>	<ul style="list-style-type: none"> • https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
		<p>identify the elements of article journal</p> <p>c. Students are able to comprehend the reading passage through literal and inferential question</p> <p>d. Students are able to engage in a team discussion about the abstract journal article</p> <p>e. Students are able to analyze the result of translation.</p> <p>f. Students are able to understand the grammar of Comparison</p> <p>g. Students are able to transfer an English text to Bahasa Indonesia.</p> <p>h. Students are able to practice and enrich the vocabulary through vocabulary exercise.</p>	written source content	<p>the text.</p> <p>b. A closer look on working in small group.</p> <p>c. Individual work.</p>		and translation.	<ul style="list-style-type: none"> • https://www.teachmint.com/glossary/a/academic-journal/

No	Unit Title	Sub- Learning Objective	Translation Topics	Entrepreneur Reading Comprehension	Language Focus	Language Skill	Source
8	Problems in Translation	<p>a. Students are able to understand the common translation problems.</p> <p>b. Students are able to understand the job of being a translator.</p> <p>c. Students are able to understand the theory and practice of Clause.</p> <p>d. Students are able to choose the most equivalent words.</p> <p>e. Students are able to transfer an English text to Bahasa Indonesia.</p>	<p>a. Identifying translation problem</p> <p>b. What does a translator do?</p> <p>c. Practice of Translation.</p> <p>d. What is a clause?</p>	Vocabulary Building: Word Choice	Grammar: Clause	Vocabulary, Grammar, Reading	<ul style="list-style-type: none"> • Napu, N., & Hasan, R. (2019). Translation Problems Analysis of Students ' Academic Essay. <i>International Journal of Linguistics, Literature and Translation (IJLLT)</i>, 2(September), 1–11. https://doi.org/10.32996/ijlt.2019.2.5.1 • https://www.careerexplorer.com/careers/translator/

H. Appendix 8: Angket Untuk Kelayakan Bahan Ajar (Validator Ahli Materi)

ANGKET UNTUK KELAYAKAN BAHAN AJAR

(Validator Ahli Materi)

Pendahuluan

Bapak/Ibu yang terhormat,

Angket ini ditujukan untuk mengetahui pendapat Bapak/ Ibu tentang “**Edupreneurship Integration and Translation Course Book**”. Aspek penilaian materi modul ini dari komponen penilaian aspek kelayakan isi, penyajian bahan dan penilaian bahasa oleh BSNP. Penilaian, saran dan koreksi dari Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas modul ini. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terima kasih.

Terimakasih atas kerjasamanya.

A. Data Diri

1. Nama Ahli :
2. Institusi :
3. Bidang keahlian :

B. Petunjuk

1. Mohon untuk memberikan penilaian tentang validasi atau tidaknya bahan ajar berikut dengan memberikan tanda centang ✓ ataupun tanda silang ✗ pada indikator berikut dengan nilai 4 = Sangat Bagus, nilai 3= Bagus, nilai 2 = cukup, dan nilai 1= tidak bagus

Indikator Penilaian	Butir Penilaian	Penialain			
		1	2	3	4
Kesesuaian materi dengan SK dan KD	1. Kelengkapan Materi				
	2. Keluasan Materi				
	3. Kedalaman Materi				
Keakuratan Materi	4. Materi dalam buku ini menarik				
	5. Keakuratan konsep dan definisi				
	6. Keakuratan Prinsip				
	7. Keakuratan fakta dan data				
	8. Keakuratan contoh				

	9. Keakuratan gambar, diagram dan ilustrasi				
	10. Kekuratan notasi, symbol, dan ikon				
	11. Kekuratan acuan pustaka				
Pendukung Materi Pembelajaran	12. Penalaran (<i>reasoning</i>)				
	13. Keterkaitan				
	14. Komunikasi (<i>write and talk</i>)				
	15. Penerapan				
	16. Kemenarikan materi				
Kemutakhiran materi	17. Mendorong untuk mencari informasi lebih jauh				
	18. Kesesuain materi dengan perkembangan ilmu				
	19. Gambar, Penyajian dan ilustrasi actual				
	20. Menggunakan contoh kasus di dalam dan di luar Indonesia				
	21. Kemutakhiran pustaka				
Variabel	Analisis Aspek Kelayakan Penyajian	Penialain			
		1	2	3	4
Teknik Penyajian	1. Konsistensi sistematis sajian dalam kegiatan belajar				
	2. Keruntutan penyajian				
Pendukung Penyajian	3. Contoh-contoh soal dalam setiap kegiatan belajar				
	4. Soal latihan pada setiap akhir kegiatan belajar				
	5. Kunci jawaban soal latihan				
	6. Umpun balik soal latihan				
	7. Pengantar				
	8. Glosarium				
	9. Daftar Pustaka				
	10. Rangkuman				
Penyajian Pembelajaran	11. Keterlibatan peserta didik				
Kelengkapan penyajian	12. Bagian pendahuluan				
	13. Bagian isi				
	14. Bagian penyudah (akhir)				
Variabel	Analisis Aspek Penilaian Bahasa	Penialain			
		1	2	3	4
Lugas	1. Ketepatan struktur kalimat				
	2. Keefektifan kalimat				
	3. Kebakuan istilah				
Komunikatif	4. Keterbacaan pesan				
	5. Ketepatan penggunaan kaidah bahasa				
Dialogis dan	6. Kemampuan memotivasi pesan				

interaktif	atau informasi				
	7. Kemampuan mendorong berpikir kritis				
Kesesuaian dengan tingkat perkembangan peserta didik	8. Kesesuaian perkembangan intelektual peserta didik				
	9. Kesesuaian dengan tingkat perkembangan emosional peserta didik				
Keruntutan dan keterpaduan alur pikir	10. Keruntutan dan keterpaduan antar kegiatan belajar				
	11. Keruntutan dan keterpaduan antar paragraf				
Penggunaan istilah, symbol, atau ikon	12. Konsistensi penggunaan istilah				
	13. Konsistensi penggunaan symbol atau ikon				

C. Komentar dan Saran

1.
.....
2.
.....
3.
.....

D. Kesimpulan

Secara Umum, Bahan Ajar Bahasa Inggris berikut dinyatakan sebagai berikut;

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan membutuhkan sedikit revisi
3. Dapat digunakan dengan membutuhkan banyak revisi
4. Tidak dapat digunakan.

Makassar, 2022

Validator

()

Name and signature

I. Appendix 9: Angket Untuk Kelayakan Bahan Ajar (Validator Ahli Media)

ANGKET UNTUK KELAYAKAN BAHAN AJAR

(Ahli Media)

Pendahuluan

Bapak/Ibu yang terhormat,

Angket ini ditujukan untuk mengetahui pendapat Bapak/ Ibu tentang “**Edupreneurship Integration and Translation Course Book**”. Aspek penilaian materi modul ini dari komponen penilaian aspek kelayakan isi, penyajian bahan dan penilaian bahasa oleh BSNP. Penilaian, saran dan koreksi dari Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas modul ini. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terima kasih.

Terimakasih atas kerjasamanya.

A. Data Diri

1. Nama Ahli :
2. Institusi :
3. Bidang keahlian :

B. Petunjuk

1. Mohon untuk memberikan penilaian tentang validasi atau tidaknya bahan ajar berikut dengan memberikan tanda centang ✓ ataupun tanda silang✗ pada indicator berikut dengan nilai 4 = Sangat Bagus, nilai 3= Bagus, nilai 2 = cukup, dan nilai 1= tidak bagus

Indikator Penilaian	Butir penilaian	Penialain			
		1	2	3	4
Ukuran Buku	1. Kesesuaian ukuran modul dengan standar ISO				
	2. Kesesuaian ukuran dengan materi isi buku				
Desain Sampul	3. Penampilan unsur tata letak pada				

Buku	sampul muka, belakang dan punggung secara harmonis memiliki irama dan kesatuan (unity) serta konsisten.					
	4. Menampilkan pusat pandang (center point) yang baik					
	5. Komposisi dan ukuran unsur tata letak (judul, pengarang, ilustrasi, logo, dll) proporsional, seimbang dan seirama dengan tata letak isi (sesuai pola)					
	6. Warna unsur tata letak harmonis dan memperjelas fungsi					
	7. Ukuran huruf judul buku lebih dominan dan proporsional dibandingkan ukuran buku, nama pengarang					
	8. Warna judul buku kontras dengan warna latar belakang					
	9. Tidak terlalu banyak kombinasi jenis huruf					
	10. Menggambarkan isi/ materi ajar dan mengungkapkan karakter objek					
	11. Bentuk, warna, ukuran, proporsi obyek sesuai dengan realita					
	Desain isi buku	12. Penempatan unsur tata letak konsisten berdasarkan pola				
		13. Pemisahan antar paragraph jelas				
14. Bidang cetak dan margin proporsional						
15. Margin dua halaman yang berdampingan proporsional						
16. Spasi antara teks dan ilustrasi sesuai						
17. Penempatan judul kegiatan belajar, sub judul kegiatan belajar, dan angka halaman/ folio tidak mengganggu pemahaman						
18. Penempatan hiasan/ ilustrasi sebagai latar belakang tidak mengganggu judul, teks, angka halaman						
19. Penempatan judul, subjudul, ilustrasi, dan keterangan gambar tidak mengganggu pemahaman						
20. Tidak menggunakan terlalu banyak jenis huruf						

21. Penggunaan variasi huruf (<i>bold, italic, all capital, small capital</i>) tidak berlebihan				
22. Lebar susunan teks normal				
23. Spasi antar baris susunan teks normal				
24. Spasi antar huruf (kerning) normal				
25. Jenjang/ hierarki judul-judul jelas, konsisten dan proporsional				
26. Tanda pemotongan kata (hyphenation)				
27. Mampu mengungkapkan makna/arti dari objek				
28. Bentuk akurat dan proporsional sesuai dengan kenyataan.				
29. Penyajian keseluruhan ilustrasi serasi				
30. Kreatif dan dinamis				

C. Komentar dan Saran

1.
.....
2.
.....
3.
.....

D. Kesimpulan

Secara Umum, Bahan Ajar Bahasa Inggris berikut dinyatakan sebagai berikut;

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan membutuhkan sedikit revisi
3. Dapat digunakan dengan membutuhkan banyak revisi
4. Tidak dapat digunakan.

Makassar, 2022

Validator

()

Name and signature

J. Appendix 10: Questionnaire for Practicality for Lecturer

ANGKET PRAKTIKALITAS

(Untuk Dosen)

Angket ini bertujuan untuk mengetahui kepraktisan materi pembelajaran Translation yang terintegrasi Eduprenurship yang dikembangkan. Terimakasih.

A. Identitas Diri

- 1) Dosen Matakuliah :
- 2) Kelas yang di Ajar :

B. Pertanyaan/ Pernyataan

Petunjuk: Bapak/ Ibu dosen dimohon untuk memberikan pendapat tentang kepraktisan materi pembelajaran yang dikembangkan ini dengan memberikan tanda centang (√) pada kotak di bawah skor yang dipilih. Ada 4 kriteria yang diberikan, yaitu; jika nilai 4 = Sangat Setuju (SS), nilai 3= Setuju (S), nilai 2= Tidak Setuju (TS), Nilai 1= Sangat Tidak Setuju (STS).

No	Komponen yang dinilai	Skor Jawaban			
		4	3	2	1
A	Easy to understand				
1	Isi materi membantu mahasiswa memahami teori Translation				
2	Isi materi membantu mahasiswa memahami nilai-nilai entrepreneurship dalam pembelajaran Translation				
3	Isi materi membantu mahasiswa memahami struktur bahasa Inggris (structure)				
4	Isi materi membantu mahasiswa menambah kosakata baru				
5	Isi materi membantu mahasiswa mempraktekkan keterampilan menerjemahkan.				
B	Interest to learn				
6	Desain tampilannya menarik untuk dilihat				
7	Isi materi dilengkapi dengan foto, ilustrasi, dan gambar yang sesuai dengan materi				
8	Materi yang dipaparkan dapat menambah minat belajar				
9	Materinya mengasyikkan dan menghibur				
10	Topik materi yang di integrasikan pembelajaran entrepreneurship.				
C	Presentation of Course material				
11	Teks dan jenis tulisan yang mudah dibaca				
12	Penyajian gambarnya rapi dan teratur				
13	Penyajian materinya menarik				
14	Penggunaan bahasa yang digunakan mudah dipahami dan komunikatif				

D	The Use of Material				
15	Memuat latihan yang jelas dan sederhana				
16	Mudah digunakan dalam pembelajaran mandiri				
17	Memuat materi yang mudah di aplikasikan/ dipraktekkan				
18	Bisa dibawa kemana saja/ mudah di akses				

K. Appendix 11: Questionnaire for Practicality for Students

ANGKET PRAKTIKALITAS

(Untuk Mahasiswa)

Angket ini bertujuan untuk mengetahui kepraktisan materi pembelajaran Translation yang terintegrasi Eduprenurship yang dikembangkan. Terimakasih.

A. Identitas Diri

1) Nama :

2) NIM :

B. Pertanyaan/ Pernyataan

Petunjuk: Mahasiswa dimohon untuk memberikan pendapat tentang kepraktisan materi pembelajaran yang dikembangkan ini dengan memberikan tanda centang (√) pada kotak di bawah skor yang dipilih. Ada 4 kriteria yang diberikan, yaitu; jika nilai 4 = Sangat Setuju (SS), nilai 3= Setuju (S), nilai 2= Tidak Setuju (TS), Nilai 1= Sangat Tidak Setuju (STS).

No	Komponen yang dinilai	Skor Jawaban			
		4	3	2	1
A	Easy to Understand				
1	Isi materi membantu Anda memahami jenis teori Translation				
2	Isi materi membantu Anda memahami nilai-nilai entrepreneurship dalam pembelajaran Translation				
3	Isi materi membantu Anda memahami struktur bahasa Inggris (Structure)				
4	Isi materi membantu Anda menambah kosakata baru				
5	Isi materi membantu Anda mempraktekkan keterampilan menerjemahkan				
B	Interest to learn				
6	Desain tampilannya menarik untuk dilihat				
7	Isi materi dilengkapi dengan foto, ilustrasi, dan gambar yang sesuai dengan materi				
8	Materi yang dipaparkan dapat menambah minat belajar				
9	Materinya mengasyikkan dan menghibur				
10	Topik materi yang di integrasikan pembelajaran entrepreneurship.				
C	Presentation of Course material				
11	Teks dan jenis tulisan yang mudah dibaca				
12	Penyajian gambarnya rapi dan teratur				
13	Penyajian materinya menarik				
14	Penggunaan bahasa yang digunakan mudah dipahami dan komunikatif				

D	The Use of Material				
15	Memuat latihan yang jelas dan sederhana				
16	Mudah digunakan dalam pembelajaran mandiri				
17	Memuat materi yang mudah di aplikasikan/ dipraktekkan				
18	Bisa dibawa kemana saja/ mudah di akses				

L. Appendix 12: Result Data of course Book Practicality from Students and lecturer

The result of course book Practicality from students and lecturer

No	Respondent	Questionnaire																			
		Easy to Understand					Interest to learn					Presentation of course material				The use of material					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1	Students 1	4	3	4	3	4	4	3	3	3	4	4	4	3	3	3	4	3	3		
2	Students 2	4	4	4	4	4	3	4	4	4	3	4	3	4	3	3	3	4	4		
3	Students 3	4	3	3	4	4	2	2	2	2	3	3	3	3	3	4	3	3	4		
4	Students 4	4	3	4	4	3	3	3	4	4	3	4	4	4	4	4	4	4	4		
5	Students 5	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	4		
6	Students 6	4	3	3	4	4	4	4	4	4	3	4	4	4	3	4	3	4	4		
7	Students 7	3	3	4	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3		
8	Students 8	4	4	4	4	4	4	4	4	3	4	3	3	4	3	4	3	3	3		
9	Students 9	4	3	4	4	4	3	3	3	3	3	4	3	3	4	4	3	4	4		
10	Students 10	4	3	3	4	3	3	3	3	3	3	4	3	3	3	4	3	3	3		
11	Students 11	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	4	3		
12	Students 12	4	4	4	4	4	3	3	3	3	3	4	4	4	3	4	3	3	4		
13	Students 13	4	3	4	4	4	3	3	4	3	3	4	4	4	4	3	3	3	3		
14	Students 14	4	4	4	3	4	3	3	3	3	4	3	4	4	3	4	4	4	4		
15	Students 15	3	3	3	4	4	3	3	3	3	4	3	4	3	3	4	4	3	3		
16	Students 16	3	3	3	3	4	3	4	4	3	3	3	3	4	3	3	3	3	3		
17	Students 17	3	4	3	3	4	4	3	3	3	4	4	4	4	4	4	4	3	4		
18	Students 18	3	3	3	4	3	3	4	3	3	4	3	3	3	4	4	4	4	4		
19	Students 19	3	3	3	4	4	4	4	3	3	3	4	3	4	3	4	4	4	3		
20	Students 20	3	3	3	3	4	4	4	3	4	4	3	4	4	4	3	3	3	3		
21	Dosen	4	4	4	4	4	3	3	4	3	4	4	3	4	4	4	4	4	4		
TOTAL SCORE		144	230				68	69	69	66	71	75	73	75	70	76	71	72	74	1302	
Average Score		85.7	91.26				80.95	82.14	82.14	78.75	84.52	89.29	86.9	89.29	83.33	90.48	84.52	85.71	88.1	1282.93	85.52
The score for every component		88.49					81.67					87.2				87.2					

M. Appendix 13: Questionnaire for Applicability (Observation) for Students

LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJARAN

Hari/ Tanggal :

Pertemuan Ke- :

A. Tujuan: Tujuan penggunaan instrument ini adalah untuk mengetahui tingkat keterlaksanaan pembelajaran menggunakan materi yang dikembangkan ke dalam materi pembelajaran.

B. Petunjuk:

Objek pengamatan adalah mahasiswa dalam melaksanakan pembelajaran di kelas dengan perangkat pembelajaran yang disediakan dengan cara memberi tanda (√) jika aspek yang dinilai terlaksana atau tidak.

Kegiatan	Kegiatan Mahasiswa Meeting 1,3,& 5	Terlaksana	
		Ya	Tidak
Pendahuluan	Menjawab salam		
	Menjawab absensi mahasiswa		
	Menyimak tujuan pembelajaran yang disampaikan dosen		
Inti	Translation and Entrepreneur		
	Mendengarkan penjelasan teori translation		
	Mendengarkan contoh pada penjelasan		
	Menggunakan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)		
	Mendengarkan penjelasan nilai-nilai entrepreneurship dalam dunia pendidikan yang terdapat pada teks bacaan		
	Mengerjakan latihan yang ada pada bacaan teks		
Penutup	Menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini		
	Menerima tugas dirumah secara individu/ kelompok		
	Mengakhiri perkuliahan dengan menjawab salam		

Kegiatan	Kegiatan Mahasiswa Meeting 2, 4, & 6	Terlaksana	
		Ya	Tidak
Pendahuluan	Mengucapkan salam		
	Mengabsensi mahasiswa		
	Menyampaikan tujuan pembelajaran		
Inti	Translation and Entrepreneur		
	Mendengarkan penjelasan secara ringkas teori translation dan nilai-nilai entrepereneurship pada pertemuan sebelumnya		
	Berdiskusi akan hasil terjemahan bersama dosen		
	Menggunakan waktu untuk tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)		
	Vocabulary and Structure		

	Mendengarkan penjelasan akan materi dan latihan vocabulary		
	Mendengarkan penjelasan materi structure		
	Mengerjakan latihan structure		
Penutup	Menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini		
	Menerima tugas dirumah secara individu/ kelompok		
	Mengakhiri perkuliahan dengan menjawab salam		

C. Catatan Pengamat

Makassar,
Pengamat

2023

N. Appendix 14: Questionnaire for Applicability (Observation) for Lecturer

LEMBAR OBSERVASI KETERLAKSANAAN PEMBELAJARAN

Hari/ Tanggal :

Pertemuan Ke- :

A. Tujuan: Tujuan penggunaan instrument ini adalah untuk mengetahui tingkat keterlaksanaan pembelajaran menggunakan materi yang dikembangkan ke dalam materi pembelajaran.

B. Petunjuk:

Objek pengamatan adalah Dosen dalam melaksanakan pengajaran di kelas dengan perangkat pembelajaran yang disediakan dengan cara memberi tanda (√) jika aspek yang dinilai terlaksana atau tidak.

Kegiatan	Kegiatan Dosen Meeting 1,3,& 5	Terlaksana	
		Ya	Tidak
Pendahuluan	Mengucapkan salam		
	Mengabsensi mahasiswa		
	Menyampaikan tujuan pembelajaran		
Inti	Translation and Entrepreneur		
	Memberikan penjelasan teori translation		
	Memberikan contoh pada penjelasan		
	Memberikan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)		
	Menjelaskan penjelasan nilai-nilai entrepreneurship dalam dunia pendidikan yang terdapat pada teks bacaan		
	Memberikan latihan yang ada pada bacaan teks		
	Meminta mahasiswa menerjemahkan teks bacaan dari Bahasa sumber ke Bahasa target		
Penutup	Meminta mahasiswa menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini		
	Memberikan tugas dirumah secara individu/ kelompok		
	Mengakhiri perkuliahan dengan memberi salam		

Kegiatan	Kegiatan Dosen Meeting 2, 4, & 6	Terlaksana	
		Ya	Tidak
Pendahuluan	Mengucapkan salam		
	Mengabsensi mahasiswa		
	Menyampaikan tujuan pembelajaran		
Inti	Translation and Entrepreneur		
	Menjelaskan secara ringkas teori translation dan nilai-nilai entrepreneurship pada pertemuan sebelumnya		
	Berdiskusi akan hasil terjemahan mahasiswa		
	Memberikan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)		

	Vocabulary and Structure		
	Menjelaskan akan materi dan latihan vocabulary		
	Menjelaskan materi structure		
	Meminta mahasiswa mengerjakan latihan structure		
Penutup	Meminta mahasiswa menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini		
	Memberikan tugas dirumah secara individu/ kelompok		
	Mengakhiri perkuliahan dengan memberi salam		

C. Catatan Pengamat

Makassar,
Pengamat

2023



O. Appendix 15: Result Data of Course Book Applicability (Lecturer)

THE RESULT OF APPLICABILITY

Kegiatan	Kegiatan Dosen Meeting 1,3,& 5	Meeting			
		1	3	5	Total
Pendahuluan	Mengucapkan salam	√	√	√	3
	Mengabsensi mahasiswa	√	√	√	3
	Menyampaikan tujuan pembelajaran	√	√	√	3
Inti	Translation and Entrepreneur				
	Memberikan penjelasan teori translation	√	√	√	3
	Memberikan contoh pada penjelasan	√	√	√	3
	Memberikan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)	√	√	-	2
	Menjelaskan penjelasan nilai-nilai entrepreneurship dalam dunia pendidikan yang terdapat pada teks bacaan	√	√	√	3
	Memberikan latihan yang ada pada bacaan teks	√	√	√	3
	Meminta mahasiswa menerjemahkan teks bacaan dari Bahasa sumber ke Bahasa target	√	√	√	3
Penutup	Meminta mahasiswa menjelaskan/menyimpulkan materi yang telah didapatkan hari ini	√	-	√	2
	Memberikan tugas dirumah secara individu/kelompok	√	√	√	3
	Mengakhiri perkuliahan dengan memberi salam	√	√	√	3
Total		12	11	11	34
Average		100	91.66	91.66	283.3
Total Score		94.44			

Kegiatan	Kegiatan Dosen Meeting 2, 4, & 6	Meeting			
		2	4	6	Total
Pendahuluan	Mengucapkan salam	√	√	√	3
	Mengabsensi mahasiswa	√	√	√	3
	Menyampaikan tujuan pembelajaran	√	√	√	3
Inti	Translation and Entrepreneur				
	Menjelaskan secara ringkas teori translation dan nilai-nilai entrepereneurship pada pertemuan sebelumnya	√	-	√	2
	Berdiskusi akan hasil terjemahan mahasiswa	√	√	√	3
	Memberikan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika	√	√	√	3

	ada)				
	Vocabulary and Structure				
	Menjelaskan akan materi dan latihan vocabulary	√	√	√	3
	Menjelaskan materi structure	√	√	√	3
	Meminta mahasiswa mengerjakan latihan structure	√	√	√	3
Penutup	Meminta mahasiswa menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini	√	-	√	2
	Memberikan tugas dirumah secara individu/ kelompok	-	-	-	0
	Mengakhiri perkuliahan dengan memberi salam	√	√	√	3
Total		11	9	11	31
Average		91.66	75	91.66	258.3
Total Score		86			

	Meeting 1, 3, & 5	Meeting 2, 4, & 6
Score	94.44	86
Grand Average Score Applicability of Course Book for Lecturer	90.2	

P. Appendix 16: Result Data of Course Book Applicability (Students)

THE RESULT OF APPLICABILITY

Kegiatan	Kegiatan Mahasiswa Meeting 1,3,& 5	Meeting			
		1	3	5	Total
Pendahuluan	Menjawab salam	√	√	√	3
	Menjawab absensi mahasiswa	√	√	√	3
	Menyimak tujuan pembelajaran yang disampaikan dosen	√	√	√	3
Inti	Translation and Entrepreneur				
	Mendengarkan penjelasan teori translation	√	√	√	3
	Mendengarkan contoh pada penjelasan	√	√	√	3
	Menggunakan waktu untuk Tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)	-	-	-	0
	Mendengarkan penjelasan nilai-nilai entrepreneurship dalam dunia pendidikan yang terdapat pada teks bacaan	√	√	√	3
	Mengerjakan latihan yang ada pada bacaan teks	√	√	√	3
Penutup	Menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini	√	-	-	1
	Menerima tugas dirumah secara individu/ kelompok	√	√	√	3
	Mengakhiri perkuliahan dengan menjawab salam	√	√	√	3
Total		10	9	9	28
Average		90.90	81.81	81.81	254.52
Total Score		84.84			

Kegiatan	Kegiatan Mahasiswa Meeting 2, 4, & 6	Meeting			
		2	4	6	Total
Pendahuluan	Mengucapkan salam	√	√	√	3
	Mengabsensi mahasiswa	√	√	√	3
	Menyampaikan tujuan pembelajaran	√	√	√	3
Inti	Translation and Entrepreneur				
	Mendengarkan penjelasan secara ringkas teori translation dan nilai-nilai entrepreneurship pada pertemuan sebelumnya	√	-	√	2
	Berdiskusi akan hasil terjemahan bersama dosen	√	√	√	3
	Menggunakan waktu untuk tanya jawab atau diskusi terhadap materi yang kurang jelas (jika ada)	√	-	-	1

	Vocabulary and Structure				
	Mendengarkan penjelasan akan materi dan latihan vocabulary	√	√	√	3
	Mendengarkan penjelasan materi structure	√	√	√	3
	Mengerjakan latihan structure	√	√	√	3
Penutup	Menjelaskan/ menyimpulkan materi yang telah didapatkan hari ini	-	√	-	1
	Menerima tugas dirumah secara individu/ kelompok	-	-	-	0
	Mengakhiri perkuliahan dengan menjawab salam	√	√	√	3
Total		10	9	9	28
Average		83.33	75	75	233.33
Total Score		77.77			

	Meeting 1, 3, & 5	Meeting 2, 4, & 6
Score	84.84	77.77
Grand Average Score Aplicability of Course Book (Students)	81.30	

Q. Appendix 17: Weekly Lesson Plan

WEEKLY LESSON PLAN

Subject : Translation

Topic : Translation Introduction and Dream

Meeting : 1

Sub-CLO : At the end of this lesson, the students are able to:

1. Students are able to understand the introduction to the theory of translation.
2. Students are able to understand the process of translating text.
3. Students are able to comprehend the reading passage through literal and inferential questions
4. Students could get inspired story to pursue future dream work from the reading passage.
5. Students could reflect on the value of translation as an entrepreneurial opportunity.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Explain on the root knowledge of translation subject	Listen and pay attention
Explain toward what is translation	Listen and pay attention
Explain the process of translating the text	Listen and pay attention
Tell to students to ask and discuss the theory of translation	Create the questions and open the discussion
Explain the value of entrepreneur through the reading passage	Listen and pay attention
Tell the students to read the reading passage	Read and comprehend the reading
Tell to the students to answer the questions in the reading passage	Write the answer toward questions in the course book
Give students homework on translating the reading passage	Listen and pay attention

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement

WEEKLY LESSON PLAN

- Subject : Translation
 Topic : Translation Introduction and Dream
 Meeting : 2
 Sub-CLO : At the end of this lesson, the students are able to:
1. Students are able to identify the synonyms and find new vocabularies
 2. Students are able to distinguish between active and passive of past simple tense.
 3. Students are able to translate a text from source language to the target language.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Discuss on translation homework	Listen and discuss
Tell to the students to compare their works	Discuss their works
Tell the students to highlight the new words from reading passage and get the meaning from the highlight words	Do the task
Tell the students to identify the new vocabularies in reading passage	Find out the new vocabularies according to the students
Asking the students to answer and create sentence on the new vocabularies	Create sentence towards new vocabularies
Explain the grammar: past simple active and passive	Listen and pay attention
Tell to the students to express their obstacles during translating the task	Talk and share the problems

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement

WEEKLY LESSON PLAN

Subject : Translation
 Topic : Direct Translation Techniques and Self-Motivation
 Meeting : 3
 Sub-CLO : At the end of this lesson, the students are able to:

1. Students are able to understand translation techniques
2. Students are able to define and identify the types of direct translation technique.
3. Students are able to comprehend the reading passage through literal and inferential questions.
4. Students understand the role of self-motivation being an entrepreneur in translation field.
5. Students have the opportunity to motivate themselves by sharing their strategies through small group discussions.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Explain on the translation techniques – direct techniques	Listen and pay attention
Explain on types of translation technique types	Listen and pay attention
Tell to the students to create examples on types of translation techniques	Create the examples
Tell to students to answer the questions on translation techniques and discuss together	Answer the questions and discuss
Explain on students learner outcomes after graduation from English Literature study program	Listen and pay attention
Tell students to read the reading passage	Read the reading passage
Ask students to ask the questions and open discussing on future work through reading passage	Ask and discuss
Ask students to translate the reading from Indonesia language to English language	Listen and pay attention

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement

WEEKLY LESSON PLAN

- Subject : Translation
 Topic : Direct Translation Techniques and Self-Motivation
 Meeting : 4
 Sub-CLO : At the end of this lesson, the students are able to:
1. Students are able to define the synonyms from reading passage.
 2. Students are able to translate Indonesia reading text to English Language.
 3. Students are able to understand of present simple and present continuous.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Discuss on translation homework	Listen and discuss
Tell to the students to compare their works	Discuss their works
Tell the students to highlight the new terms from reading passage	Do the task
Tell the students to identify the new vocabularies in reading passage	Find out the new words according to the students
Asking the students to answer and create sentence from the new term	Create sentence towards new terms
Tell students to identify the word, phrase or sentence into types of direct translation from the reading passage	Answer and analyze the questions
Explain present simple and present continuous	Listen and pay attention
Ask the students to identify their entrepreneur potential	Do the task
Ask the students to do essay of an autobiography	Do and discuss
Open discussion on students' future work	Discuss

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement

WEEKLY LESSON PLAN

- Subject : Translation
 Topic : Indirect Translation Techniques and Culture
 Meeting : 5
 Sub-CLO : At the end of this lesson, the students are able to:
1. Students are able to understand four indirect translation techniques, namely: transposition, modulation, compensation, and adaptation.
 2. Students are able to comprehend the reading passage through literal and inferential questions.
 3. Students understand the cultural values, nuances, and context of a course text into the target language.
 4. Students are able to mitigate the potential misunderstandings or misinterpretations caused by cultural differences.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Explain on the five kinds of indirect translation techniques	Listen and pay attention
Tell the students to create examples per types of indirect translation techniques	Create the examples and discuss
Ask students to ask the questions to the unclear theory	Discussion
Tell the students to do exercise of indirect translation techniques	Answer the exercise
Ask students to choose the correct words in vocabulary building exercise	Answer the vocabulary exercise
Explain on homework of translating the reading passage	Listen and pay attention

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement

WEEKLY LESSON PLAN

- Subject : Translation
 Topic : Indirect Translation Techniques and Culture
 Meeting : 6
 Sub-CLO : At the end of this lesson, the students are able to:
1. Students are able to define the synonyms of the vocabulary in reading passage.
 2. Students are able to understand the linking words.
 3. Students are able to translate Indonesia reading text to English Language.

TEACHING LEARNING ACTIVITIES

a. Pre-Teaching (15 minutes)

Lecturer Activities	Students Activities
Greets and roll-calls the class	Reply the greeting and respond the call
Tell the students about the sub-course learning outcomes	Pay attention

b. Whilst-teaching (120 minutes)

Lecturer Activities	Students Activities
Discuss on translation homework	Listen and discuss
Tell to the students to compare their works	Discuss their works
Tell the students to highlight the new terms from reading passage	Do the task
Ask the students to share their experiences on translating Makassar dialect into English	Talk and share
Explain grammar: Linking words	Listen and pay attention
Tell the students to do exercise of grammar	Do the exercise

c. Post-teaching (15 minutes)

Lecturer Activities	Students Activities
Recheck the students understanding by asking the previously explained subject	Answer the given questions
Closing statement	Listen to the lecturer on closing statement