TRANSLATING AN E-BOOK ENTITLED SOFTWARE ENGINEERING A PRACTITIONER'S APPROACH: THE SEVENTH EDITION ON CHAPTER 10

A FINAL PROJECT REPORT

by

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POLITEKNIK NEGERI JEMBER
2023

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Presented as one of the requirements for the completion of the study in
A-Three-Year Diploma Program at English Study Program
Language, Communication, and Tourism Department
Politeknik Negeri Jember

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THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY
POLITEKNIK NEGERI JEMBER
LANGUAGE, COMMUNICATION, AND TOURISM DEPARTEMENT

TRANSLATING AN E-BOOK ENTITLED SOFTWARE ENGINEERING A PRACTITIONERS APPROACH THE SEVENTH EDITION ON CHAPTER 10

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MOTTO

"Learn to give thanks for the good things in your life. Learn to be strong from the bad things in your life."

(B.J Habibie)

DEDICATION

I dedicated my final project to myself, parents, Mrs. Neny and Mr. Theresia, also grandparents, for giving me their prayer, financial support, and love so that I can came to the stage of this final project. You are a blessing for me. I appreciated your best assistance until this last stage of my college. I realized that I cannot be in this stage by single-handed and hopefully, I can fulfill the expectation of my lovely family.

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Jember, July 10th, 2023

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SUMMARY

Translating an E-book Entitled Software Engineering a Practitioners Approach The Seventh Edition On Chapter 10, Shafira Arraafi Putri, F31201322, 2023, 49 pages, English Study Program, Politeknik Negeri Jember, Adriadi Novawan, S.Pd., M.Ed (Supervisor).

The need for translation from a foreign language into Indonesia is still high until currently. In the educational context, more of the reference is written in English. Therefore translation activities can support the teaching and learning process, especially in helping the student to understand the references deeply.

Translation can be interpreted as conveying meaning from the source to the target language. Related to the translation, there is a process of translation, technic of translation, and validation of translation. The process of translation is a procedure of technical steps used to transfer the meaning of a text in one language into another (source language to target language). The translation process is how the translator produces a text from one language into another text in another equivalent language. Different from the translation process, there is a translation technique. Translation techniques are more specific and directly related to practical steps and problem-solving in translation. There is a translation validation to ensure the translation has fulfilled the relevant results. Then, after doing the process and technique, we need validation. Validation is verification activities about the correctness of the data under study, valid or not, and against an instrument. The translator or writer needs to carry out the process of testing the text that has been translated.

From the explanation mentioned above, this proposal intends to translate the book entitled "Software Engineering a Practitioner's Approach: The Seventh Edition on Chapter 10" by using a process from Nida and Taber and combining it with the tecnique by Molina and Albir.

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CHAPTER 1. INTRODUCTION

1.1 Background

Globalization shows the existence of broad-mindedness, competition, and interdependence between countries. For example, information can pass through regional, national, racial, religious, and cultural boundaries, which impacts the interaction process between language and culture. In the era of free competition, mastery of information and technology is an essential requirement for the survival of a nation. The existence of the necessity to transfer data from the source language (foreign language) and scientific technology makes translation skills and activities needed. Based on the 2022 EPI report, Indonesia is ranked 81 out of 111 countries, or down one rank compared to its position last year. Singapore still ranks first in Asia, while Indonesia ranks 15th out of 24 countries. Various parties have acknowledged and felt the importance of translation in transferring science and technology, especially for developing countries in English. The facts show that most of the reference books used in the learning process in Indonesia's institutions are written or published in English. Then, the ability to read English texts among students in Indonesia tends to be limited. Therefore, translating English source books into Indonesian is necessary for academics (Hanifah, 2016). Thus, translation activities from foreign languages, especially English into Indonesian or vice versa, become increasingly crucial for developing technology, information, and communication.

Several sources provided in English are available at institutions in Indonesia, one of which is the Politenik Negeri Jember which has 8 majors and 32 study programs. Information Technology Department is one of the majors in it that divided into three study programs, Informatics Engineering study program (TIF), Informatics Management study program (MIF), and Computer Engineering study program (TKK) that study about software and hardware in computers. In assisting the teaching and learning process, most references or sources are in English and provided in printed and electronic books (E-books). It is a problem in this

department. Based on the preliminary study conducted by the writer by interviewing a lecturer majoring in Information Technology, translation is needed to be applied to one of the supporting handbooks used by lecturers and students during the learning process (Appendix 1). He also said that this book has already been translated in previous time, so he asked the writer to continue translate this book on the next chapter. The book is titled "Software Engineering Practitioner's Approach: The Seventh Edition" which is the English version. From the interview results, it was found that students needed helps in understanding the book's contents. Students often use Google Translate to translate sentences or words that needed to be understood, but the results were sometimes not relevant to the context. Therefore, based on evidence the writer decided to take a final project namely translation. The writer continued to translate this book and focuses on Chapter 10.

1.2   Objective

The objective of this final project was to translate a handbook that used by student and lecturers of Information Technology Department entitled "Software Engineering a Practitioner's Approach: The Seventh Edition" Chapter 10 by Roger S. Pressman from English into Indonesia. This book is focuses in Informatics Engineering and Computer Engineering study program and uses in all semester.

1.3   Significances

This final project could be beneficial to the following parties:

1.3.1   For The Information Technology Department

The product of this final project could be used as reference for courses in this department for lecturers and students. Students also find it easier to understand the book's contents in the Indonesian version to apply in both practical and theoretical classes.

1.3.2   For The Writer

Translating this e-book entitled "Software Engineering of a Practitioner Approach: The Seventh Edition" help improve the writer's ability in develop writer's skills in reading, speaking, and writing. In addition, by doing the translation, the writer can also develop her ability such as translating, understanding, and analyzing.

1.3.3   For English Study Program

The students in English Study Program can use the report of this final project as a reference for their final projects who want to translate a book for their final project.

CHAPTER 2. LITERATURE REVIEW

In this chapter, the writer explained the meaning and form of translation, the process of translation, and the technique of translation.

2.1   What is Translation

Translation can be interpreted as conveying meaning from the source language to the target language. Nida and Taber, Peter Newmark, and Hatim and Munday have definitions related to translation. Nida and Taber (1974) stated translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style; in this case part of form. They explicitly state that translation is closely related to the problems of language, meaning, and equivalence. In addition, Newmark (1988) defined translation as rendering the meaning of a text into another language in the way that the writer intended the text. This definition stresses rendering the meaning of the source language text into the target language text as what is intended by the writer. Hatim and Munday (2004) defined translation as the process of transferring a written text from a source language (SL) to the target language (TL). They emphasize translation as a process.

According to Wuryantoro (2018), there are several terms related to translation: 1) the term closest natural equivalent is terms that cannot be separated in translation. The translation reproduces the equivalent in the target language, both equivalent meaning and style or form. So the meaning of closest natural equivalent is that the equivalent meaning in the form of the target language text must be natural and as close as possible to the meaning and text of the source language 2) the term message is the message contained in the source language text. The writer must have a message or mandate to convey to the reader either implicitly or explicitly. In the context of translation, the translator must be able to reproduce or divert the message into the target language without reducing or exaggerating the message the original author has conveyed in the source language. If something is reduced or

scattered, the translation results are considered inaccurate because the level of accuracy is one of the criteria for a good translation 3) the term meaning is a top priority in translation. Because in the translated text, the meaning must match the source language text, be consistent and stay the same 4) the term style is the style or form of the translated text. The style or form of the translated text must match the source language text. In a sense, if the source language text is narrative, then the form of the translated text must also be narrative. So the translator must be able to create the style or shape of the translated text based on the style or form of the text being translated.

From the explanation mentioned above, translation reproduces equivalent or transferring the written text from the source language to the target language. Transferring the content is equivalent, has the same meaning, conveys the same message, and performs the same function.

2.2   The Process of Translation

In translation, two languages are involved: the source language and the target language. The source language is the language that is translated into another language. The target language is also known as the receptor language. For example, translating from English to Indonesian, English is the source language, and Indonesian is the receiving or target language. On the other hand, we also know the term reproduce. Reproduce is reproduction of a text from source language to target languge (Wuryantoro, Nida and Taber, Newmark).

In the translation refers to three things, namely: 1) the process of translating that occurs in mind, then 2) the product or result of translation, and 3) abstract concepts related to the processes and products of translation (Bell, 1991, p. 13). The process of translation is a procedure of technical steps used to transfer the meaning of a text in one language into another (source language to target language). The translation process is the whole process of how the translator produces a text from one language into another text in another equivalent language. Nida and Taber (1974) categorize the process into three stages: (1) Analysis, where the surface structure is analyzed in terms of grammatical relationships, word meanings, and

word combinations, (2) Transfer, where the material being analyzed is transferred in the mind of the translator from language A to language B to be processed into a translated text, (3) Restructuring, in which the material being transferred is restructured so that the final message can be fully received in the recipient's language.

In addition, according to Newmark (1988) regarding operational translation procedures. It starts with choosing an approach method. Second, translating with four more or less conscious levels in mind: (1) the level of the SL text, the level of language, where the translator starts and which he continually (but not constantly) returns to; (2) the level of objects and events, the referential level, real or imaginary, which must progressively be visualized and constructed, and which are an essential part, first of understanding, then of the process of reproduction;(3) the cohesive level is more general and grammatical in nature, namely exploring the flow of thought, tone of feeling (positive or negative) and various presuppositions of the SL text This level includes comprehension and reproduction: it presents the overall picture, which we may have to adapt to the language level; (4) the level of naturalness, the similarity of language according to the writer or speaker in a particular situation. Finally, there is the revision procedure, which may be concentrated according to the situation. This procedure constitutes at least half of the complete process.

2.3   Technique of Translation

Different from the translation process, Ridwan (2013) mentioned translation techniques are more specific and directly related to practical steps and problem-solving in translation. These practical problems related to linguistic issues include (1) text functions, (2) style of language, (3) functional variety, (4) dialects, and (5) particular problems that need practical handling, such as idioms and metaphors.

Based on Molina and Albir (2002), categorize translation techniques into 18 techniques and divided into 2 groups, direct and indirect. In direct consist of borrowing, calque, and literal translation. In indirect consist of adaptation, amplification compensation, description, discursive creation, established

equivalent, generalization, linguistic amplification, linguistic compression, modulation, particularization, reduction, substitution, transposition, and variation. Molina and Albir (2002) mentioned that these translation techniques have five characteristics, including 1) influences the result of translation, 2) are classified by comparison to the source language text, 3) are at the micro level, 4) are not related to each other but is based on a specific context, and 5) are functional.

In contrast to Molina and Albir, Newmark (1988) classifies it into eight techniques: source language-oriented and target language-oriented techniques. Newmark (1988) notes that eight bare commits to user methods in the translation are classified into two groups. The first group (translation word-for-word, literal, faithful, and semantic) is a method that emphasizes SL. In contrast, the second group (translation adaptation, free, idiomatic, and communicative) is a method that emphasizes language targets. Also, Newmark mentioned the procedure of translation that there are 17 procedures, there are transference, naturalization, cultural equivalent, functional equivalent, translation label, recognized translation, descriptive equivalent, componential analysis, synonymy, through translation, shifts or transpositions, modulation, compensation, paraphrase, reduction and expansion, couplets, and notes.

Table 2. 1 Techniques of Molina and Albir and procedures of Newmark

No	Molina and Albir (2002)	Newmark (1988)
1.	**Adaptation**, replace SL cultural element with TL cultural element	**Cultural Equivalent**, near translation of a SL cultural term into a TL cultural term.
2.	**Reduction**, reduce SL information term in the TL	**Reduction and Expansion,** using more words to re-express the meaning of a SL word due to the lack of a precise equivalent in the TL
3.	**Borrowing**, take a word straight from the SL	**Naturalization,** transfers and adapts the source language, to normal pronunciations, then transfers and adapts it to normal word formations
4.	**Modulation**, change the point of view or focus	**Modulation**, a shift in meaning
5.	**Calque**, literal translation of SL word	**Recognized Translation**, use of an authorized translation of an institutional word

From Table 2.1, the writer needed to see the translation from two aspects, namely process and product and must be equipped with skills in transferring source and target languages, knowledge of translation topics, and application of personal knowledge and skills. The writer must also understand the differences in process, procedure, and technique. In the table above, the writer provided five examples of techniques often used in translating. According to Molina and Albir, these five examples are techniques, but according to Newmark, it is a procedure. Therefore, it returns to the writer's knowledge and decisions regarding the translated product.

2.4 Validation of Translation

Validation is verification activities about the correctness of the data under study, valid or not and against an instrument. According Nida and Taber (1969) also tested the results of their translation to determine the quality of the translation, namely using the cloze test technique (cloze technique), which asks the reader to respond with alternative answers/translations (reaction to an alternative), explanation techniques to colleagues (explaining the contents), reading the text aloud, and publishing the draft of the translation results (publication of sample material). However, they did not include it in the translation process. In principle, the testing technique proposed by Nida and Taber above is based on: 1) accuracy (correctness), readers can understand like the original text (loyalty to the original text), 2) ease of understanding, and 3) involving experience or opinions of people to complete the information of the translation results.

Larson (1984) mentions three primary reasons for testing an interpretation. It is to check the exactness, clarity, and intuitive nature. According to Larson (1984), there are five ways of trying an understanding: 1) Comparison with the source language to check for equivalent of data substance. 2) Back-translation by inquiring somebody who is bilingual in SL and TL to translate the translated content back into the SL. 3) Comprehension test by inquiring individuals to clarify the substance of the interpretation. 4) Naturalness test by having commentators study and make comments and suggestions to make strides in the expectation and

precision of the interpretation. 5) Coherence test by asking individuals to study out loud and examine any places where the peruser delays.

In addition, Newmark (1988) proposed criteria based on the translated text type. A good translation must fulfill the intent of the kind of the original text. For example, informative text must provide facts that can be accepted. Then the vocative text is measured by success. For example, advertisements must be translated to have the same impact as the original text and others. If observed, criteria based on the type of text are offered because Newmark realizes that translation quality standards are relative and depend on the stylistics of each text. So, the test proposed by Newmark also leads to reader responses. It can be seen that this accuracy is measured from the reader's response, but there is no standard measure in seeing the reader's response.

CHAPTER 3. METHODS

In this chapter the writer explained the method that was used to complete her final project about translation. This chapter contains a short description of the product, time and place, tools and materials, as well as the steps for making the product.

3.1 Short Description of the Product

The product of this final project is the translation E-Book of the English version into Indonesian where this is a handbook in the form of an e-book from the Information Technology Department. This e-book is entitled Software Engineering a Practitioner's Approach: The Seventh Edition Chapter 10.

Table 3. 1 Short Description of Product

No		Source of Translation
1	Type of Translation Source	E-book in Information Technology Department
2	Title	Software Engineering a Practitioner's Approach: The Seventh Edition on Chapter 10
3	Topic	Component Level Design
4	Years of Publication	2010
5	Name of Author	Roger S. Pressman, Ph. D
6	Name of Publisher	McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc.
7	City of Publicity	New York, United States

3.2 Duration and Location

The duration of the final project took around 7 months. It started from January 2023 until July 2023. The writer decided Jember as the place to conduct the final project.

3.3 Tools and Material

3.3.1 Tools

The writer used several tools that help the writer do her projects like:

a. A laptop

A laptop was used to type the translation results.

b. Mobile phone

Mobile phone was used as a tool to help writers find translation theories and the meaning of the word from the internet (online dictionary).

c. Dictionary

Dictionary was used to look up the meaning of foreign words.

d. Writing equipment

The writer used several writing instruments, such as a pen, pencil, highlighter, and book. It helps to keep some notes by the writer.

3.3.2 Material

The material for this final project was taken from an e-book entitled "Software Engineering a Practitioner's Approach: The Seventh Edition". Therefore, the writer only focuses on translating Chapters 10 of this e-book.

3.4 Steps for making the Product

The writer has explained the translation procedure in Chapter 2. The writer decided to use the translation process by Nida and Taber (1974) where there were three stages to this process.

3.4.1 Analysis

In this stage, the writer focused on achieving and understanding the whole product's contents. There were two steps in this stage that the writer applied. First, the writer used skimming to read the entire text from the source language. The aim was to find out the text and the information and meaning of the text. Then, the writer focused on underlining, taking notes, and getting the main idea and whole concept. Second, the writer also used scanning techniques. The scanning technique is a fast

and accurate reading technique to get specific information from an extended reading. Usually, this technique was used when we have already known the reading and wanted to reconfirm it. Here, the writer focused on vocabulary, technical words, and grammar which focused on the type and structure of grammar of the source language and the grammar used in translating into the target language. After the analysis, the writer found the text's characteristics to determine the strategies and techniques that must be used.

3.4.2 Transferring

This stage was a continuation of the previous stage. At this stage, there were two steps, including 1) the writer focused on transferring language A to language B, from English to the recipient's language. In translating this language, the writer used techniques from Molina and Albir. These techniques include adaptation, amplification, borrowing, calculation, compensation, discursive description, creation, fixed equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation. The writer used translation techniques according to the needs of the sentence. The translation process based on the results of the previous analysis stage 2) then the writer focused on finding the meaning of technical words using printed and online dictionaries.

3.4.3 Restructuring

This stage was crucial in the translation process. This stage aimed to review the results of the transfer. The writer used her perception to translate sentences into the target language and choose the proper diction to make sentences according to the grammar and structure of the recipient's language. At this stage, what had been done was to ask for help from expert in the information technology department to verify the translated content and language. The writer also asked the proofreader for help to ensure that there were no typos, inconsistent use of specific terms, or correcting sentences that were difficult to understand (not according to PUEBI for Indonesian). The proofreader also helped correct and provide alternative

suggestions when there were sentences that could be more standard and effective, as well as the need for coherence and cohesion between paragraphs. Then, the writer edited the results that have been verified and proofread. After that, the writer double-checked the product translation results, re-read, and focused on the product that has been translated.

3.4.4 Testing

To ensure the translation had fulfilled the relevant results, the translator or writer needed to carry out the process of testing the text that had been translated. The final step was to provide the translation results in a PDF and distribute the questionnaire (questions in Appendix 2) to students majoring in Information Technology to clarify whether it was appropriate and could be understood and accepted by Information Technology students. After distributing the questionnaires and receiving responses from students majoring in Information Technology, whether or not the results of this book's translation were natural, the writer revised the product again.

CHAPTER 4. RESULT AND DISCUSSION

In this chapter, the writer described the results of translating an e-book Software Engineering a Practitioner Approach: Seventh Edition Chapter 10 by Roger S. Pressman, which is used as a handbook by lecturers and students in the Information Technology Department to support learning process. The writer discussed in detail related to the translation process and translation techniques to implement in this project.

4.1   Result

The book "Software Engineering a Practitioner Approach: Seventh Edition Chapter 10" on Component Level Design, was translated from English into Indonesian. The writer followed processes from Nida and Taber (1974) and also adopted some techniques from Molina and Albir (2002). The process steps and procedures were below.

4.1.1   Analysis Process

In this analysis, the writer focused on reading the e-book from chapter 10 about products by skimming. Skimming aimed to get the chapter's overall concept, get its main idea, and make it easier for the writer to analyze between grammar structures and tenses. The result of the skimming process was that the writer got the main content of chapter 10, which explains designing a component in a programming context. After doing skimming, the writer used scanning techniques to underline technical words and found their meanings using printed and online dictionaries. The writer also analyzed grammar and vocabulary. The example of the technical words that showed in Table of 4.1.

Table 4. 1 The example of finding the meaning of spesific words

No	Technical Word	Meaning	Source
1.	Component-level design occurs after the first <u>iteration</u> of architectural design has been completed.	Proses Iterasi/Perulangan	Page 276 Line 1
2.	As part of the design elaboration, all <u>interfaces</u> that enable the classes to communicate and collaborate with other design classes must also be defined.	Antarmuka/Interfaces	Page 277 Line 32
3.	To illustrate this process of design elaboration, consider software to be built for a sophisticated <u>print shop</u>.	Percetakan	Page 278 Line 1
4.	For example, assume that the <u>SafeHome</u> security function makes use of a Detector class that must check the status of each type of security sensor	SafeHome	Page 283 Line 7

In Table 4.1, the writer shows four examples of technical words. The writer translated these technical terms into acceptable Indonesian. The first was "Interfaces." In Indonesian, it means "antarmuka." Sometimes it is also common to keep the word "Interfaces" in English. The second was the word "Print shop" consisting of "print" in Indonesia "cetak" and "shop" in Indonesia is "toko". However in this sentence "Print shop" means "percetakan". The third was the "Iteration Process." Like interfaces, iteration Process is sometimes rarely interpreted in Indonesian because it is also included in the book's contents. However, the word has an Indonesian equivalent, "Proses Iterasi," which also means "Proses pengulangan" in KBBI. The last was "SafeHome." If translated in Indonesian, it means "keselamatan rumah," which does not fit the context. SafeHome is a software system for maintaining security, so this word is not equivalent and is still translated in English. The writer also underlined grammatical structure in this phase. The examples of the analyzed grammatical structure can be seen in Table 4.2 below.

Table 4. 2 The Example of Grammatical Structure

No	Sentences		Structure of Grammar	Source
	Source Language	**Target Language**		
1.	The intent is to translate the design model into operational software.	Tujuannya adalah untuk menerjemahkan model desain ke perangkat lunak operasional.	Subject Eng : The Intent Ind : Tujuan Verb Eng : translate Ind : menerjemahkan Object Eng : design model into operational software Ind : model desain ke perangkat lunak operasional SL : Present Tense TL : Passive sentence	Page 277
2.	I examine three important views of what a component is and how it is used as design modeling proceeds.	Saya mengecek tiga pandangan penting tentang apa itu komponen dan bagaimana komponen itu digunakan sebagai hasil pemodelan desain.	Subject Eng : I Ind : Saya Verb Eng :examine Ind :mengecek Object Eng : three important views Ind : tiga pandangan penting SL : Present Tense, active sentence TL : Active sentence	Page 277
3.	A flowchart, like an activity diagram, is quite simple pictorially.	Bagan alur, seperti diagram aktivitas, cukup sederhana secara gambar	Noun phrase	Page 299

| 4. | A parameter is tested by successive decisions until a true condition occurs and a case part processing path is executed. | Suatu parameter diuji dengan keputusan-keputusan yang berurutan sampai terjadi kondisi yang benar dan bagian kasus jalur pemrosesan dijalankan. | Object
Eng : A parameter
Ind : Suatu parameter

Verb
Eng : is tested
Ind : diuji

Complement
Eng : by successive decisions until a true condition occurs and a case part processing path is executed.
Ind : keputusan-keputusan yang berurutan sampai terjadi kondisi yang benar dan bagian kasus jalur pemrosesan dijalankan.

SL : Present tense, passive voice
TL : Passive sentence | Page
300 |

Table 4.2 shows an example of the grammatical structure from the source language to the language the writer found in Chapter 10 of this book. Grammatical aspects in translation (especially sentence structure) do not always have to be the same (between SL and TL). We know the term tenses in English, but in Indonesian, it is not. In English, there are four tenses: present, past, future, and past future. The four kinds of tenses are still divided into 16 tenses. The use of the verb in each tense is different. The verb consists of V1, V2, V3, and V-ing. The use of verbs also depends on the context of the sentence, as in example no. 4. The use of "to be 1" or "is" followed by "V3 indicates a passive sentence. In contrast to Indonesian, where there is no type, it is explained using descriptions. However, in Indonesian, there are active sentences where the verb will be added "me-" and passive sentences will be added "di-"

Then, for example, the number 3 is an example of a phrase. The above phrases are noun phrases. In Indonesian, phrases are categorized into six categories: prepositions, noun phrases, verbal phrases, adjective phrases, numeric phrases, and

conjunction phrases. In English, there are 11 phrases: noun phrases, adjective phrases, adverbial phrases, prepositional phrases, conjunctional phrases, interjectional phrases, absolute phrases, appositive phrases, participle phrases, gerund phrases, and infinitive phrases. The phrase itself is defined as a unit in the form of a combination of two or more words that are non-predicative or do not have a predicate and have one grammatical meaning or meaning that can change according to the context.

4.1.2 Transferring Process

The second process, according to Nida and Taber, is transfer. The writer translated the source language to the target language in this step. The writer translated the text using a dictionary, thesaurus, and machine translation, namely Google Translate. The writer adopted the translation technique from Molina and Albir (2002) to support the translation process. Below are examples of the translation technique that the writer used.

Table 4. 3 Techniques that The writer used

No	Technique	Source text	Target text	Source
1.	Establish Equivalent	Quick look	Ulasan Singkat	Page 276
2.	Reduction	An alternative approach is to represent the component-level design using some intermediate (e.g., graphical, tabular, or text-based) representation that can be translated easily into source code.	Sebuah pendekatan alternatif untuk mewakili desain tingkat komponen menggunakan beberapa representasi menengah (misalnya, grafis, tabular, atau berbasis teks) yang dapat diterjemahkan dengan mudah ke dalam kode sumber.	Page 277, line 9
3.	Literal translation and Transposition	I examine these design guidelines and the methods available for achieving them	Saya memeriksa pedoman desain ini dan metode yang tersedia untuk mencapainya	Page 277, line 17

4.	Borrowing, compensation, and transposition	A <u>component</u> is a modular building block for <u>computer software</u>	*Komponen* adalah sebuah blok bangunan modular untuk perangkat lunak komputer	Page 277, line 19
5.	Transposition	Component-level design begins at this point	Desain tingkat komponen dimulai pada titik ini	Page 279, line 1
6.	Borrowing	Like <u>object</u>-oriented <u>components</u>, <u>traditional</u> software components are derived from the <u>analysis mode</u>	Seperti <u>komponen</u> berorientasi <u>objek</u>, komponen perangkat lunak <u>tradisional</u> diturunkan dari <u>mode analisis</u>	Page 279, line 37
7.	Compensation	Although component-level design principles provide useful guidance, components themselves do not exist in a <u>vacuum</u>	Meskipun prinsip-prinsip desain tingkat komponen memberikan panduan yang berguna, komponen itu sendiri tidak ada dalam <u>satu bidang</u>	Page 285, paragraph 2, line 1

Based on the table above, the writer used several techniques: borrowing, literal translation, transposition, establishing equivalent, reduction, and compensation. However, the most frequently used technique was literal translation, namely translating word for word. Borrowing is a translation technique done by borrowing words or expressions from SL. For example, "component" became "komponen." Transposition is often also called a shift technique that changes the position or arrangement of words, such as "design guidelines" to become "pedoman desain." Establish Equivalent is a translation technique using terms or expressions commonly known as equivalents in the TL, such as "quick look" became "ulasan singkat." Reduction is reducing the number of elements that form the SL. Compensation is a standard lexical transfer operation where those meanings of the SL text, which are lost in the translation process, are rendered in the TL text in some other place or by some other means, like "vacuum" became "satu bidang." Sometimes one sentence can consist of several techniques.

4.1.3 Restructuring Process

The third translation process in Nida and Taber's 1974 procedure is restructuring. In this process, the product had been translated into the target language, namely Indonesian, and the writer focused on restructuring the translation results based on revisions from the proofreader and Information Technology students, focusing on the translation results and the source text. Feedback from the proofreader was to make sentences more complex and easier to understand. While from the students they suggested that the writer chose the right words to be used in the product. After this process, the product was available in printed and PDF format. One example of the restructuring process was the review and revision from the proofreader.

Table 4. 4 The example of review and revision from the proofreader

| No	Source Language	Meaning		Source
		Before revising	After Revising	
1	Component-level design occurs after the first <u>iteration</u> of architectural design has been completed.	Desain tingkat komponen terjadi setelah <u>proses Iterasi</u> pertama dari desain arsitektur telah selesai.	Desain tingkat komponen yang telah dilakukan <u>perulangan</u> setelah proses pertama dari desain arsitektur telah selesai.	Page 276, paragraph 1, line 1
2	"Depend on abstractions. Do not depend on <u>concretions</u> [Mar00]"	"Tergantung pada abstraksi. Jangan bergantung pada <u>betton</u> [Mar00].	"Tergantung pada abstraksi. Jangan bergantung pada <u>kelas</u> [Mar00].	Page 284, paragraph 2, line 1
3	Although component-level design principles provide useful guidance, components themselves do not exist in a <u>vacuum</u>	Meskipun prinsip-prinsip desain tingkat komponen memberikan panduan yang berguna, komponen itu sendiri tidak ada dalam <u>ruang hampa.</u>	Meskipun prinsip-prinsip desain tingkat komponen memberikan panduan yang berguna, komponen itu sendiri tidak ada dalam <u>satu bidang</u>.	Page 285, paragraph 2, line 1
4	One approach might be to reexamine the design classes and	Pendekatan mungkin untuk memeriksa kembali kelas -	Pendekatan mungkin untuk memeriksa kembali kelas - kelas desain dan	Page 292, paragraph 2, line 4

define a new class **WorkOrder** that would take care of all activities <u>associated</u> with the assembly of a work order.	kelas desain dan menentukan kelas **WorkOrder** yang baru akan menangani semua aktivitas yang <u>berasosiasi</u> dengan perakitan perintah kerja.	menentukan kelas **WorkOrder** baru yang akan menangani semua aktivitas yang <u>terkait</u> dengan perakitan perintah kerja.

Table 4.4 shows that each word has many meanings and is used according to the context of the sentence. For example, "concretion" in sentence no. 3. The writer initially interpreted the word as "betton" in Indonesian. However, the word in the target language did not fit the context. Then the writer also looked for other meanings in the dictionary and got another meaning, namely "konkresi," which means "kelas." The writer also received suggestions to change the word from the proofreader. Then, the writer took the word class as a correction from the previous word because it followed the context of the sentence.

From the explanation above, the form of one language with another is not always the same. As a translator, the writer must be able to find equivalence in translation. The parameters must have the same meaning as the source and target languages. Therefore, in translation, many adjustments are made to achieve equivalence. Translators sometimes have to make many changes in form to keep the meaning equivalent.

4.1.4   Testing

The last process from Nida and Taber was testing. At this stage, the writer made a questionnaire in a Google form. The writer distributed the translation results and the Google form link to students majoring in IT. Its function was to confirmation related the level acceptance of the translation produced by the writer is good and can be accepted and understood by readers. The percentage of the number of students who filled out was processed, and if results were found, that could have been more optimal, the writer made revisions so that the translation would be better.

I can understand the results of this translation.
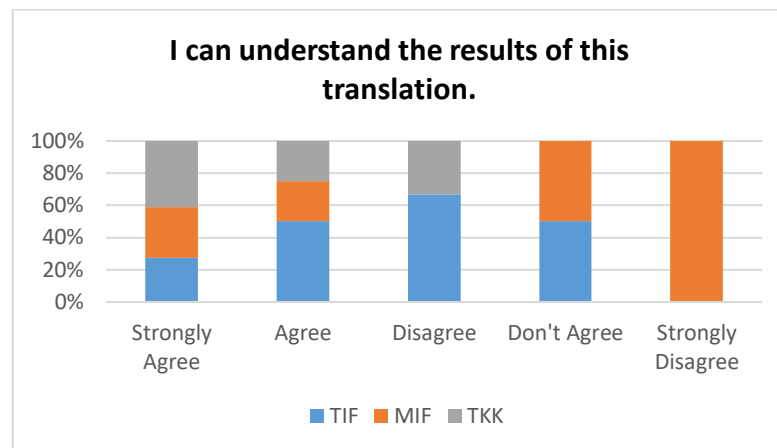
Picture 4. 1 Precentage of Student's Understanding

The diagram above represents the percentage of students who understood the translation results of this product. From the 31 students wh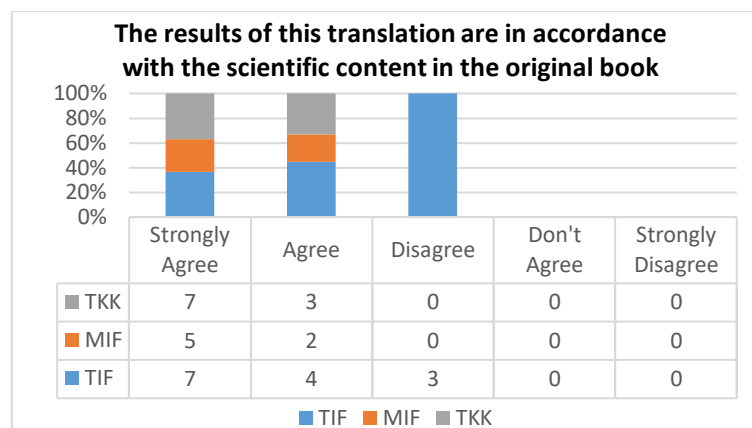o filled out this questionnaire, 22 students, or 71%, understood the results of this book, and 1 student, or 3.2%, needed help to understand this book. Most likely, based on the the writer's perspective students who needed help to understand this book was students who had not or received material on this product's results, namely chapter 10.

I did not find any discrepancies in reading the translation results.

	Strongly Agree	Agree	Disagree	Don't Agree	Strongly Disagree
TKK	8	0	1	0	1
MIF	2	1	1	1	2
TIF	5	4	2	2	1
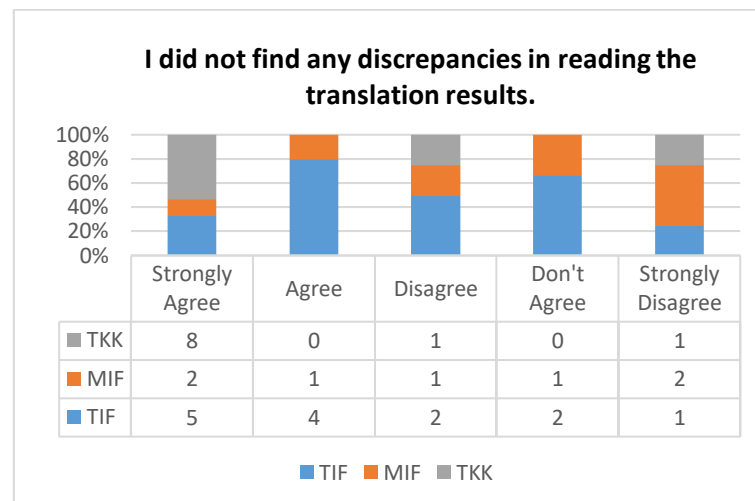
Picture 4. 2 Precentage Of Naturalness On The Translation Result

The diagram above shows the percentage of students who found irregularities in the translation results. 15 students out of 31, or 48.4%, did not find any inappropriate sentences or word in the translation results. 4 students out of 31 students, or 12.0%, found many inappropriate sentences or word in the translation

results. It was related to the knowledge of each individual about vocabulary and opinions or perceptions of each individual.

The results of this translation are in accordance with the scientific content in the original book

	Strongly Agree	Agree	Disagree	Don't Agree	Strongly Disagree
TKK	7	3	0	0	0
MIF	5	2	0	0	0
TIF	7	4	3	0	0

Picture 4. 3 Precentage Of Opinion Of The Content

The diagram above shows the of the translation results, where 19 students out of 31, or 81.3%, stated that this translation was good enough.

4.2   Discussion

4.2.1   Strengths

The strength of this product is that this product uses procedures proposed by translation experts in the translation process, namely the translation process of Nida and Taber, complemented by Molina and Albir techniques which has systematic process that consist of analysis, transferring, restructuring, and testing. This book is equipped with flowcharts and diagrams to make it easier for readers to understand the contents of the material. In the process of translation, the writer also adjusted the layout according to the original book, which made this product proper with the original book This product also meets professional translation standards because proofreaders and experts in Information Technology have checked it. This product has also been validated based on the percentages from distributing questionnaires to students majoring in IT to find out how much they understand the translation of this book, especially in the chapter 10. Because the checking and validation process takes quite a long time, readers such as students majoring in IT

who use this book either as a reference book or a book to support learning will find it easier to read and understand the product.

4.2.2   Weaknesses

This product has several weaknesses, but the most obvious is that it was not created by a professional translator. During the translation process, there were some differences of opinion on how to translate certain terminology between proofreaders and IT students. In this case, the writer decided on one of the options based on consultation with the supervisor. In addition, the writer sent a questionnaire to IT students to see the quality of the translation results. In this case the data obtained from the student's questioner reveal confirmation on the naturalness of translation result but not in depth perspective about it. Even though this product was not translated by a professional translator, this product has gone through a rigorous checking process by proofreaders and Information Technology experts.

4.2.3   Challenges

The challenge faced by the writer was that the writer needs to increase his knowledge in the field of information technology. The writer found terms in the world of IT and expressions that the writer needs enough time to study and study from various sources with the help of Google, dictionaries, and several book references. The writer must also be creative in processing the source language into the target language because sometimes words, phrases, or expressions have no equivalent. In addition, because this translation was not direct and follows the expert's theory, translating this product was complicated and must comply with the translation theory.

The writer must also be patient, waiting for the results of corrections from proofreaders and lecturers who are experts in information technology. However, on the other hand, it was challenging to provide new knowledge for the writer outside the fields controlled by the writer and to train the writer's creativity in processing words and sentences.

CHAPTER 5. CONCLUSION AND SUGESSION

5.1   Conclusion

This report aims to report the results of the translation of books used by lecturers and students majoring in IT as learning support and reference books. This book is titled "Software Engineering a Practitioner's Approach: The Seventh Edition", which focuses on chapter 10. Chapter 10 discusses about Component Level Design. The writer needed six months to complete this project. The results of the translation of the book were as many as 36 pages in Indonesian, which initially consisted of 36 in English. This book was translated using Nida and Taber's theory, which consists of four steps: analysis, transferring, restructuring, and testing. First, the analysis process is the process of understanding the overall content of the translated chapter by skimming and scanning it. Second is the process of transferring, where the process of transferring from the source language to the target language. Third is the restructuring process, which composes sentences from the source language whose sentence structure was adapted to the target language. In this process, translators ask proofreaders for help and consult IT lecturers who understand the contents of this book, especially in the translated chapters. In translation, Nida and Taber's theory was complemented by techniques from Molina and Albir, namely adaptation, literal translation, and borrowing. Adaptation replaces the source language cultural element with the target language cultural element. The literal translation is translating word for word. Borrowing is taking a word straight from the source language. The product result was translated into Indonesian and packaged in PDF files. What has been obtained by the writer is expected to provide impact and benefits to lecturers and students, especially in the Information Technology department, and be useful for writers in the future.

5.2   Suggestions

After completing the entire project of translating an e-book entitled Software Engineering Practitioners Approach, the seventh edition in chapter 10, the writer has some suggestions for the following parties:

5.2.1 For Information Technology Students

The writer advises students to improve their language competence and reading skills. Also increase their vocabulary so they can easily understand the contents of the e-book.

5.2.2 For English Study Program Students

The writer suggests that subsequent English Study Program students who want to translate their final assignment must first learn the basic concepts of translation, followed by the processes and procedures of translation. Students also have to explore more and learn which translation tools or machines can support them in translating a text and adding vocabulary related to specific topics to be translated. Make sure the book does not have another language version of the book. In essence, students have to dig a lot about things not given in the curriculum in the course and be as creative as possible in implementing them. Choosing a translation will provide many benefits that can be useful in the future.

5.2.3 For Translation Class Lecturers

The writer suggests to the lecturers in the translation class to provide experimental exercises by finding the equivalent of the text to be translated and comparing it with the original equivalent, and explaining grammar in translating from the source language to the target language so that the translation results are more accurate.

5.2.4 For English Study Programs

The writer suggests providing several sources, such as books, journals, articles, premium translation applications, and digital platforms, that can be used as tools to support knowledge in translation.

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