

## Translation Methods Used in Preface of English Textbook

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### ABSTRACT

Translation plays a vital role in modern world. By the aid translation, people are able to overcome communication boundaries. Translating English textbook is one of the applications of translation. This research is descriptive qualitative research which aims to describe translation methods used by author in translating preface of Work in Progress English textbook. The researcher classified the data by using the theory of Newmark, (1988) which divided translation method into eight categories. This research reveals that the translation methods used in translating English textbook are free, semantic, faithful, communicative, and literal translation. The highest frequency of translation method used by the author in translating preface is free and semantic translation. The lowest frequency is literal translation.

**Keywords:** translation; textbook; English; preface; method

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### INTRODUCTION

As globalization advances, an increasing number of individuals recognize the imperative of acquiring proficiency in foreign languages (Sabitovich, 2020). In today's job market, there is a requirement for job seekers to communicate proficiently in English (Mohammad et al., 2022). Every language possesses unique attributes, including its manner of speech, pronunciation, arrangement of sentences, and structural patterns (Malabar et al., 2023). Understanding different languages and cultures fosters a global perspective and instills values of global citizenship. Moreover, individuals who are proficient in multiple languages have enhanced access to information, education, and employment opportunities in today's globalized world and workforce (Stein-smith, 2017). Understanding foreign languages provides individuals with the chance to navigate the vast sea of knowledge effortlessly, exploring uncharted territories, encountering diverse cultures and perspectives, staying informed about global events, and making informed decisions in a timely manner (Sabitovich, 2020).

Translation has become inevitable in the contemporary world (Saroukhil et al., 2018). Individuals worldwide should view translation as a vital tool that enables them to stay abreast of

the advancements brought about by globalization. In this era of globalized knowledge, which transcends spatial and temporal boundaries, translation serves as an indispensable ally in facilitating understanding and communication across cultures (Benmokhtari, 2021). Furthermore, translation serves as a primary channel for conveying and spreading information and knowledge (Akpaca et al., 2020).

Translation involves substituting written content from one language (source language - SL) with equivalent written content in another language (target language - TL) (Catford, 1978). In the other perspective, translating serves as a cross-cultural communication method aimed at surmounting linguistic obstacles and connecting diverse cultural backgrounds (Sutanto et al., 2016). Furthermore, translation involves the transfer of the significance or message from one language into another (Astuti & Suhendar, 2019).

In the art of translation, there are several methods needed. As stated by Newmark, (1988), the methods in translation are: 1) Word-for-word translation; 2) Literal translation; 3) Faithful translation 4) Semantic translation; 5) Adaptation 5) Free translation; 6) Idiomatic translation; 7) Communicative translation.

There were many researches about English translation (Febryanto et al., 2021; Putri & Dewi, 2021; Syakur & Sulistyarningsih, 2022; Savitri et al., 2022; Susanti et al., 2021). Most of the researches investigate the translation of book, thesis abstract, and novel. The research on English textbook translation is still limited.

Textbooks are primarily created to provide structured and comprehensive information about a specific subject. They contain factual and authoritative content, presenting facts, concepts, theories, and principles in a systematic manner. Textbooks are integral to the educational process, serving as comprehensive, authoritative, and structured resources that teach specific subjects. Rahmawati et al., (2021) state that a textbook is a written material employed by students to gain knowledge in a specific academic field. It is crafted by experts in alignment with the prescribed curriculum and is intended for classroom use. Furthermore, Sari, (2019) also states that a textbook is a formally published printed resource that functions as a reference and guide for both teachers and students. It includes exercises and serves various formats such as schoolbooks, course books, workbooks, or subject books.

An English textbook entitle *Work in Progress* has been used for English teaching and learning. This textbook has published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The publishing purpose of this textbook is to aid teacher in implementing Merdeka curriculum specifically in English language teaching. This textbook is for eleventh grade students on senior high school. The textbook has two versions; Teacher's and Student's textbook. The teacher's textbook is written in Indonesian while the student's textbook is written in English.

The main focus of this research was to analyze the preface section of the textbook. Furthermore, the researchers formulate a research question: What are the translation methods used in the preface of English textbook? The researchers compare the Indonesian version of the preface to the English version. The researchers analyzed the translation method used by the author in writing the preface in the student's textbook by using the theory of Newmark, (1988).

## **METHOD**

This research is descriptive qualitative research to identify translation technique used by author in Work in Progress teacher's and student's English textbook. The collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest is referred to as qualitative research (Gay et al., 2012; Creswell, 2012).

The object of this research is the preface section of the Work in Progress teacher's and student's textbook. The teacher's book is written in Indonesian while the student's book is written in English. The researchers used some supporting instrument such as documentation. The researcher applied the qualitative data analysis procedure as proposed by Miles & Huberman, (1994) encompass data reduction, data display, and drawing conclusion.

In collecting the data of this research, the researcher collected preface text from teacher's and student's English textbook then put them into a table. The researcher then reduced the data and classify them based on translation method theory proposed by Newmark, (1988). As the final procedure, the researchers display the data in a table and draw conclusion based on the data.

## **FINDINGS**

The researchers classified the methods by using theory of Newmark, (1988) in translating the preface of the teacher's and student's book, then calculate the frequency of each method as follow:

TABLE 1. Frequency of Translation Methods

No	Translation Methods	Frequency
1	Free	3
2	Semantic	3
3	Faithful	2
4	Communicative	2
5	Literal	1
	Total	11

Table 1 shows the most frequent translation methods used by the author are free and semantic translation. It is followed by faithful and communicative translation. The lowest frequency of translation method is literal translation. In total, there are 11 data of the translation methods.

## **DISCUSSION**

The first translation method used by the author is free translation. In free translation, the essence of the content is conveyed without adhering strictly to the original style or form. Typically, it results in a paraphrase that is considerably longer than the original text (Newmark, 1988).

TABLE 2. Datum 7

Number of Datum	Indonesian	English
7	Kemampuan literasi multimodal ini adalah literasi yang diyakini sebagai literasi abad ini.	This ability, multimodal literacy, is the literacy that is believed to be of the important features of this century.

Based on the table above, the English translation (TL) is longer than the Indonesian (SL). The Indonesian version “*Kemampuan literasi multimodal ini adalah literasi yang diyakini sebagai literasi abad ini.*” Is translated into “*This ability, multimodal literacy, is the literacy that is believed to be of the important features of this century.*” The author translated the phrase “*“This ability, multimodal literacy,..”*” as the translation of “*Kemampuan literasi multimodal ini .....*”. The author paraphrased the SL into the TL without following the grammatical structure of the SL. The author also paraphrased the translation from “*.....adalah literasi yang diyakini sebagai literasi abad ini.*” into “*is the literacy that is believed to be of the important features of this century.*” The author also added the phrase “*important features of*” to the TL translation in translating the sentence.

The second translation method is semantic translation. This method of translation prioritizes the aesthetic appeal of the source language text, ensuring that the beautiful and natural sounds are preserved in the target language rendition. It may involve sacrificing literal meaning in favor of maintaining harmony, avoiding any dissonance, wordplay, or repetition that could disrupt the final version (Newmark, 1988).

TABLE 3. Datum 5

Number of Datum	Indonesian	English
5	Selain menghadapi tantangan yang disebabkan pandemi itu,...	In addition to face the challenges caused by the pandemic, ....

Table 3 shows that the word “*Selain*” (SL) is translated into “*In addition to*” (TL) instead of “*Besides*”. This is the aim of semantic translation to create beautiful and natural sound of the TL.

The third translation method used in preface of the English textbook is faithful translation. A faithful translation strives to capture the exact contextual meaning of the original text while adhering to the grammatical structures of the target language. It transfers cultural nuances and maintains the level of grammatical and lexical distinctiveness (departure from source language norms) present in the original text. The aim is to remain completely true to the intentions and expression of the source language writer (Newmark, 1988).

TABLE 4. Datum 8

Number of Datum	Indonesian	English
8	Menjawab tantangan ini, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, merancang dan memberlakukan Kurikulum Merdeka.	Responding to this challenge, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, designed and implemented the Kurikulum Merdeka.

Based on Table 4, the sentence “*Menjawab tantangan ini, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, merancang dan memberlakukan Kurikulum Merdeka.*” Is translated into “*Responding to this challenge, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, designed and implemented the Kurikulum Merdeka.*” It shows that the author preserved the contextual meaning of SL and reproduce it into TL by preserving the grammatical structure.

The next translation method is communicative translation. Communicative translation aims to convey the precise contextual meaning of the original text in a manner that ensures both the content and language are easily understandable and acceptable to the intended readership (Newmark, 1988).

TABLE 5. Datum 2

Number of Datum	Indonesian	English
2	Kelas harus berpindah dari ruang sekolah ke ruang maya dalam aplikasi seperti Zoom dan Google Meet.	Classes have disruptively been made to move from school rooms to virtual spaces within apps such as Zoom and Google Meet.

Based on the table 5, it can be seen that the author translated the SL into SL to improve the readers’ understanding. The phrase “have disruptively been made” is added to make the sentence to be more comprehensible.

The final method used by the author is literal translation. In this method, grammatical structures from the source language (SL) are transformed into their closest counterparts in the target language (TL), while individual lexical terms are translated separately, without consideration of their context (Newmark, 1988). In addition, The translator endeavors to preserve the essence of the source language by transforming its structure into the desired structure of the target language (Yusuf & Fajri, 2021).

TABLE 6. Datum 4

Number of Datum	Indonesian	English
4	.... tuntutan untuk menyesuaikan apa yang kita ajarkan .....	..... the demand to adapt what we teach .....

Based on the table 6, the words in SL are translated singly into TL. The word “*tuntutan*” is translated into “*the demand*”, “*untuk*” is translated into “*to*”, “*menyesuaikan*” is translated into “*adapt*”, “*apa*” is translated into “*what*”, “*kita*” is translated into “*we*” and “*ajarkan*” is translated into “*teach*”.

### CONCLUSION

The translation methods used in translating English textbook are five translation methods. They are free, semantic, faithful, communicative and literal translation. These methods aim to provide clear translation in the English version of the textbook. Among the methods used in translating the textbook, semantic, faithful, and literal translation focused on the source language. The other two translation methods (free and communicative translation) are focused on the target language. Theoretically, this research illustrates that there are various methods of translation in translating preface of English textbook. This research gives contribution to the new research on English textbook used during the implementation of Merdeka curriculum.

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