READABILITY OF ENGLISH–INDONESIAN TRANSLATION OF ENID BLYTON'S *FIVE ON A TREASURE ISLAND*

a final project

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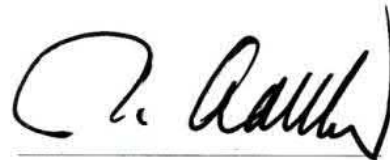   Dr. Issy Yuliasri, M.Pd
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DECLARATION OF ORIGINALITY

I, Shinta Arifa Musti, hereby declare that this final project entitled READABILITY OF ENGLISH–INDONESIAN TRANSLATION OF ENID BLYTON'S FIVE ON A TREASURE ISLAND is my own work and has not been submitted in any form for another degree or diplomat at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text in accordance with ethical standard and is given in the bibliography.

Semarang, April 30 , 2019

Shinta Arifa Musti

MOTTO AND DEDICATION

Your expression is the most important thing you can wear (Sid Ascher)

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Writer

ABSTRACT

This study aimed to disclose the readability of the story of *Five on a Treasure Island* both in the source text and in their back-translation text as well as the comparison between them. The data of the study was the story of Five on a Treasure Island along with the translation in Indonesian. From the data (ST) the writer took approximately 3000 words. The translation of the data (TT) then was back-rendered utilizing *Google Translate* resulting back-translation texts (BT). From the analysis and calculation, it was obtained that the readability in the source text was not too disparate to each other. This fact was underpinned by the results of grade-level scores from each formula. Gunning Fog labelled the readability of the source text as easy to read with the text scale 5.4 while Flesch-Kincaid marked the grade level at 3.3. The lowest grade was revealed from Automated Readability Index with the scale of 2. This scale was equivalent to the first and second graders. On the contrary, Dale-Chall Formula showed the highest with the grade level of 5 to 6. Although the average reading age for the source text was eight years old, all formulas disclosed that the text was highly readable. In terms of the second aim of the study, it was found that the readability scores of the back-translation texts had a tendency to be higher than the source texts. The Gunning Fog gained 0.1 increase to be 5.5. Aiming at the same growth was Automated Readability Index. Following ARI was Flesch-Kincaid Grade Level with the growth of 0.2. Dale-Chall Formula, on the other hand, managed to raise its score from 5.1 to 5.5 or increased by 0.4. A higher growth score was gained by The SMOG Index and FORCAST Formula with the score of 0.5 making them to 4.6 and 8.8 respectively. Based on the result of the study, it is distinct that the readability in the source text is not too disparate to each other. However, the result in the back-translation texts tends to be higher than those in the source texts, thus resulting the grade level differences as well as the average age of reading level.

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CHAPTER I

INTRODUCTION

Chapter one marks the beginning of this study. It consists of six main parts namely background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study and outline of the report.

1.1 Background of the Study

In this modern civilization, we have entered the most crucial yet the most important era of human life. Technology has been the epoch-making knowledge that ends the conventional era and gives a profound influence on people's lives. It brings so many changes in nearly every part of our culture and social activities such as in the way we buy things, use public transport, communicate with friends, read books and etc. In addition, the fact that internet has been proliferating throughout the globe enables people to collect information from around the world and also to communicate with people from other languages. Despite this ease of life, there are also obstacles and wall of difficulties in such communication because people are using different languages and forms. From the problem arising in communication, especially in the written form, people widely use translation as one of the solutions available because it plays a decisive roles in bridging this language barrier.

Translation is transferring messages from one language to another. According to Catford, (1965), "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)"(p.20). People who do not have the ability or knowledge to understand other language other than their mother language, will find it difficult to comprehend the meaning, messages or what is written of a certain information.

Another issue emerging from the bottom is readability. Defining "readability" is not an easy task because various definitions of readability have been proposed by many eminent scholars. As cited in Najafi (2010), Klare (1963) defines readability as: "ease of understanding or comprehension due to the style of writing" (p.1). Klare"s (1963) definition of readability is more related to the issue of comprehensibility rather than readability itself. According to Dubay (2004, p.7), "readability is what makes some texts easier to read than others". This study, therefore, will try to explain the readability of English – Indonesian translation Blyton's Five n A Treasure Island.

1.2 Reasons for Choosing the Topic

Many aspects need to be taken into account when translating a text from English into Indonesian so that the results of the translation will not confuse the readers. Readability is one of the aspects to determine whether or not a text or a book is well-translated and readable for its own level of age. Take an example of a text which is well-translated but hard for the readers to catch the meaning or the

essential of it because the translators badly choose the words or use too many sophisticated and advanced words. This problem will not appear if the translators also reconsider and double-check their dictions before make their work published.

In translation, difficulties often occur when sentences are translated literally and they cannot convey the true meaning of the writer. An utterance is usually used when the translation starts from a word, a phrase, a sentence, or a paragraph. When someone translates a sentence, there could be many word options available. One must decide which word having the same meaning or close relation. There are also many techniques and methods in translation that help translator translate easier. Not only the outcome of the source text that is considered, but also the readability of the result. Indonesian people sometimes hardly understand the meaning of some sentences because the translators only translate them literally. As a result, they found themselves in a difficult position when there are no options left provided that they do not translate both the utterances and the meaning. People who read their work will possibly fall into confusion. That is the reason why the researcher considers to take readability into account.

Considering the phenomena related to the translation of English-Indonesian and the readability, the researcher is interested in analysing the readability in the story of *Five on a Treasure Island.*

1.3 Statement of the Problem

Based on the background above, the problems are formulated as follows:

1. How is the readability of the story of *Five on a Treasure Island* in source text?

2. How is the readability of the story of *Five on a Treasure Island* in back-translation text?

3. How is the comparison of the readability between source text and back-translation text?

1.4 Objectives of the Study

The objectives of the study are as follows:

1. To show the readability of the story of *Five on a Treasure Island* in source text.

2. To show the readability of the story of *Five on a Treasure Island* in back-translation text.

3. To show the comparison of the readability between source text and back-translation text.

1.5 Significance of the Study

1. Lecturers

   This research is expected to be useful for the lecturer as an additional reference in teaching English translation especially in translating stories.

2. Other researchers

   The researcher hopes this research will help and give beneficial in giving information, and will be useful for those who want to conduct a further research on translation in the future.

3. Students

   This research is expected to be useful to give the students more knowledge about English stories translation.

1.6 Outline of the Report

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is the introduction. It contains the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the report. Chapter II is review of the related literature, which presents a review of the previous studies and review of theoretical study. The latter provides theories that support this study such as definition of translation, translation process, and readability. Chapter III is research methodologies. It comprises research design, object of the study, role of the researcher, types of data, instrument of collecting data, procedure of collecting data, procedure of analysing data, and technique of reporting data. Chapter IV is the results of the study in which general description and the results of data analysis are discussed. Chapter V leads to the conclusions and suggestions on the basis of the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theories which are used to conduct this research. It consists of review of the previous studies, review of theoretical studies, and theoretical framework.

2.1   Review of the Previous Studies

There are some research that have been conducted previously related to this field of study.

Asih (2009) concerned the collocation strategy that found in J.K Rowling's novel entitled "Harry Potter and the Goblet of Fire". Because some people still get confused to understand the meaning when English learners find collocations, it made her to find out more on what strategies should be used in order to make a good collocation translation out of the novel written by an English author. From the result of her study, some points have been drawn. There are three strategies when translating the English collocations: (1) Translation by using a collocation of similar meaning, (2) Translation by changing meaning, (3) Translation by paraphrasing.

Saputra (2009) analyzed minor sentences in the story of Donald Duck in Walt Disney's the very best of Donald Duck Comics. This is a descriptive research one. The research has some purposes of the study, (1) To describe the

way the minor sentences are translated into Indonesian, and (2) To describe the types of translation used in Walt Disney's Bilingual Comic *The Very Best of Donald Duck Seventh Edition.*

Hartono (2009) shows the problems in translating figurative languages (metaphors, similes, personifications, etc.) and idiomatic expressions because they should reproduce in the target language (TL) the closest natural equivalence of the source language (ST) message, firstly in terms of meaning and secondly in terms of style accepted socio-culturally. Other problems come from the translation document (e.g. an English novel translated into *Bahasa Indonesia*) and readers of the translated novel. The translation document (Objective Factor) has mistakes in equivalence of words. Some expressions are not translated into the acceptable ones in the target language. The readers of translated novel (Affective Factor) are often confused on what they are reading because some sentences are not understandable. The solution of those problems is to provide the novel translators some practical guidance of translating a novel in order to produce the high quality of translation product.

Ria (2009) described the idiom found in C. Plaisted's *E-Love*. In the conducting the research, the writer used descriptive analysis since the purpose of the study is to describe the forms, meaning, and strategies used in translating the idioms in the novel. These strategies based on Baker, M: (1) using idiom of similar meaning and form, (2) using an idiom of similar meaning but dissimilar form, (3) translation by paraphrase, (4) translation by omission. The result of the study shows that there are 168 idioms in the novel. 81 idioms are translated using

similar meaning and form. 47 idioms are translated using similar meaning but dissimilar form. 34 idioms are translated by paraphrasing. 6 idioms are translated by omission. Based on the result of the study, the writer concluded that there are four strategies used in translating the idiomatic expression in the novel. The most strategy used is using the idiom of similar meaning and form.

Hilmah (2009) investigated what kind of strategies used by the translator in translating English simile into Indonesian. The objective of the study is to describe the strategies used by the translator in translating English simile into Indonesian. The research problem is about what strategies used in translating English similes in the Stephanie Meyer's Twilight into Indonesian? This is a qualitative research describing the strategies used in translating English simile into Indonesian. The data were taken from the English and Indonesian version of Twilight by Stephanie Meyer.

Prasetyo (2010) describes how shifts occurred in English-Indonesian translation in Terence Blacker's You're Nicked Ms. Wiz and the translation entitled *Kau Tertangkap* Ms. Wiz. The results showed there were 702 data occurring in this research and both. Level-shift occurred in 8 data. Category-shift was elaborated into four sub-types. Structure-shift occurring in this research was 296 data. Class-shift occurring in this research was 28 data. Unit-shift occurring in this research was 301 data. Intra-system-shift occurring in this research was 69 data. Based on the result, both level and category shift occur in various ways. Level-shift occurs when English modals and auxiliaries are translated into words in Indonesian. Structure-shift occurs in forms of the changing of sentence form,

split of sentence and the changing of word order. Class-shift occurs in forms of the shifts of adjective to noun, adjective to verb, adverb to adjective, noun to verb and noun to adjective. Unit-shift occurs in forms of the shifts of sentence to phrase, clause to phrase, clause to word, phrase to sentence, phrase to clause, phrase to word, word to phrase and morpheme to word. And intra-system-shift occurs in this research in forms of the changing from plural words into singular words and vice versa.

Mujiyanto (2011) studied about Non-equivalence in The English to Indonesian Translation of Behavioral Clauses. The study discussed about the problems of non-equivalence in translation of behavioral clauses. There are two objectives of the study, (1) how such formal non-equivalence appears in the translation of behavioral clauses and (2) how to achieve functional equivalence through the presence of formal non-equivalence. He concluded that Behavioral clauses are generally restructured the whole clause elements in patterns which are appropriate with the ones employed in the source language. Thus, the formal as well as functional equivalence at clause level is achieved simultaneously. Functional equivalence can also be achieved by restructuring the structures of the source language in such a way resulting in formal shift or non-equivalence. In this case, Behavioral clauses, Material clauses, or Verbal clauses depending on referential characteristics of the process. The flexibility in the placement of clause elements in the target language has made it possible to hypothetically restructure source language clauses either through the process of permutation or inversion.

Azizah (2012) concerned two objectives in this descriptive-qualitative research, namely: (1) to describe the translation methods used in the Bilingual Course Book of Geography for Grade XI of Senior High School in delivering the materials, (2) to determine, classify, and count the dominant methods used in the Bilingual Course Book of Geography for Grade XI of Senior High School. The analysis showed in Bilingual Course Book of Geography for Grade XI of Senior High School four translation methods were used to translate the materials from Indonesian (SL) into English (TL).Those are word-for-word translation, literal translation, faithful translation, and free translation.

Efendi (2012) describes the strategies used by the translator in translating the advertising headlines as found in Youtube's website. There are 86 advertising headlines as sample data from English into Indonesian. The study focuses on the classification of word level equivalence that in translating a source text (in the case English) to a target language (Indonesian) we can use some strategies to get the closest equivalent word so that natural and acceptable translation can be achieved. The finding of the analysis are follows: The strategies used by the translator to overcome the problems in translating advertising headlines are translation by paraphrase using unrelated words (39,53%), translation by paraphrase using a related word (22,09%), translation by omission (15,12%), translation by a more specific word (10,47%), translation by a more general word (6,97%), translation by a more neutral word/less expressive word (4,65%), and translation using a loan word (1,16%). Suggestions drawn from this study is that to produce a good and natural translation, translators should constantly make

choices of the most suitable strategies that can overcome the problems and difficulties of translation problems of non-equivalence in the level of word.

Kolahi (2012) compared the readability level of English textbooks of translation and their Persian translations using Gunning Fog Index. His research showed that from 284 sample texts were chosen randomly and examined in terms of readability levels; 142 sample texts from English textbooks of translation and 142 sample texts which were the translations of the respective English sample texts. Based on the outcomes of the research the average Fog Index of English textbooks of translation was 16.4 while the average Fog Index of their Persian translations was 20.1. This means that Persian textbooks of translation are 3.7 grade levels above their English originals in terms of readability level. The higher the Fog Index, the less readable the text is. The findings of the study showed that translation textbooks which have been translated into Persian are less readable than their English originals.

Fahrudin (2012) uses this study as the main reference in finding readability. The study aimed to know and measure the readability level of the reading texts in the English textbook entitled "Look Ahead 2" Published by Erlangga. The finding shows that from 6 units that divided into 23 reading texts in the English textbook, all the text are readable and suitable for the eleventh grade of Senior High School, but there two texts more proper used in senior high school that are entitled Proverbial Value and Can AFI Guarantee One to be a Talented Singer, where both the text are fairly difficult.

Damayanti (2012) analyzes types of themes, theme equivalence, theme shifts in the Indonesian-English translation of thesis abstracts. The data consist of 10 thesis abstracts and their translation into English, taken from Postgraduate Program of Semarang State University from the last two years (2010-2011). The result shows that topical theme dominates the entire texts at 80.16% (198 out of 247) in ST and 79.56% (222 out of 279) in TT. Interpersonal theme is not found both in ST and TT. Most topical themes are in participants, followed by circumstance and process. The textual theme in both texts is adjunct conjunctive. Most of the themes (70.2%) are considered non shift or equivalent. The theme shift occurs through three processes: (1) by changing the grammatical function within the theme (11.7%), (2) by adding more themes (14.7%) and (3) by deleting themes (3.4%). It is suggested for a translator to have complete mastery over the grammatical structure of both the SL and TL and also being aware of the notions and application of shifts and equivalence.

Hartono (2012) reports the problems and solutions of novel translation particularly translation of idioms, metaphors, similes, personifications, and alliterations from English into Indonesian. Those problems are taken from three main factors that consist of objective factor, generic factor, and affective factor. This qualitative study is based on the holistic criticism approach, it is found that idioms were translated by using idiomatic translation method while metaphors, similes, personifications, and alliterations were translated by using literal translation method. Idioms were translated accurately, while metaphors, similes, personifications, alliterations were not accurate yet. Based on the naturalness

level, the translation of idioms is natural, while metaphors, similes, personifications, and alliterations are not natural yet. The researcher suggests that the novel translator has to use the Tripartire Cycle Model when she translates a novel from English into Indonesian.

Trisna (2012) analyzed similes on the Lemony Snicket's novel entitled "The Ersatz Elevator". The objectives of this analysis are to find out how many similes are translated from English into Indonesian and to find out the strategies used in translating them. The result shows that the translator, in translating those similes, used five strategies. There were 63 literal translations that dominated the result of analysis of the data (71.60 %). The second place was taken by the replacement of the vehicle with different vehicle which amount is 13 (14.78 %). The rest were in order; omission of the simile 7 (7.95 %); retention with same vehicle and explication of similarity features 3 (3.40 %); and the last was reduction of the simile, if idiomatic, to its sense 2 (2.27 %); while replacement of the vehicle with a gloss got zero result. In conclusion, there are six potential strategies to translate similes as suggested by Pierini (2007). Meanwhile, the translator only used five strategies to translate the whole 88 similes in the novel entitled "The Ersatz Elevator". The most frequently used strategy is literal translation while replacement of the vehicle with a gloss is never used.

Marfu (2012) analyzed of accuracy, naturalness, and readability of chapter's summary in bilingual textbook 'Mathematics' for Junior High School grade VII 1st semester. The results of this research showed that most of sentences in the target text communicate the same meaning as the source text in which the

meanings are conveyed accurately into the target sentence that is 85.99% of the whole data; most of translation of chapters' summary in bilingual textbook "Mathematics" is easy to read in natural target language grammar and style. It means that it is naturally following the rule of English and using mathematic terms that is 79.74% of the whole data, and even though some sentences need to be read more than once, the readers or the assessors understand the translation of chapters' summary in bilingual textbook "Mathematics" which means that they are readable. It is 82.01% of the whole data which is readable.

Akhiroh (2013) analyzes and describes translation technique, and its influence on the quality of the translation of international news in *Seputar Indonesia* daily. This research uses a purposive sampling technique. It was identified the following translation techniques: Deletion, Addition, Modulation, Transposition, Established Equivalent, Particularization, Generalization, Borrowing, Reduction, Amplification, and Calque. Some techniques give positive effect on translation quality, while some others do not. The improper use of deletion and addition techniques reduce the accuracy, thus reducing the quality of the translation. The decision to use certain techniques is influenced by several factors, those are rules of journalism, the ideology of media, and media policies. The quality of the translation is described as follow: accurate for 34 (40%) translation, accurate with thematic differences for 6 (7%) translation, less accurate for 40 (46%) translation, and inaccurate for 6 (7%) translation.

Mulyatiningsih (2013) find the types of collocations used in the novel and to examine what translation strategies were employed. In respect of her finding,

there were seven types of collocations based on Benson and Ilson (1997). The highest occurrence was type 1, combination of verb (creation/action) + noun/pronoun/prepositional phrase, with a percentage of 58.68%. In addition, there were seven out of nine of translation strategies by Suryawinata which were applied to the literary work, i.e. borrowing, cultural equivalent, descriptive equivalent, synonym, addition, omission, and modulation. By the analysis, the researcher deduced that a less accurate could be accepted by the readers. Furthermore, the strategies were well applied because the translation result was acceptable although less accurate. From thirty four data analyzed, the highest occurrence strategy was cultural equivalent times). The best score in accuracy was borrowing, whereas the best score in acceptability were addition and omission. Nonetheless, considering the number of application of translation strategies, cultural equivalent was deemed the best translation strategy inasmuch as it was the highest usage of strategy in the novel.

Yulianti (2013) describes the use of transposition, modulation, and naturalization in translating "Qomic Quran" from Indonesian to English. This final project is concerned with analysis of translation procedures (transposition, modulation, naturalization) on Qomic Quran translated from Indonesian into English. The results of analysis found that transposition, modulation and naturalization in the source text as the data occur in various ways. The conclusion of this analysis is translation procedures is a subject that will be faced not only by the student of English Department but also by translator when she or he translates a text from source language to target language. Errors in translating process will

be a serious problem because it will make the readers confused and give the wrong explanation about English from the related book.

Yuliasri and Hartono (2014) studied about translation techniques and equivalence in the Indonesian translation of humor in *Harry Potter and the Sorcerer's Stone*. This study was intended to reveal the translation techniques used by the Indonesian translator in translating the novel and how they result in the equivalence of the humor.

Lestianawati, Hartono and Sofwan (2014) analyzed the translation techniques as proposed by Molina and Albir (2002) used by the sixth semester students of the English Department in translating news item texts from English into Indonesian. It also measures the translation quality related to the aspect of accuracy, clarity, and naturalness. And the last, it implies the students' problems in translation. The findings indicate that, after analyzing and interpreting 225 sentences, literal translation is dominantly used as a technique in translating the source text with the highest used technique in which 149 of 225 sentences applied the technique. In relation to the translation quality, 155 sentences were found as accurate, 172 sentences were clear and 164 sentences were natural with the scoring rate of 2.1, 2.3, and 2.25 points in average. The questionnaire and interview result revealed that incommunicative or incorrect translation happened due to students' unawareness about the context and the lack of the adequate knowledge about it. Some students also had less understanding about translation techniques.

Rahmawati (2015) explains the techniques used by the translator in translating Divergent. The result of the study shows that there are 12 techniques found in the data. They are, namely, adaptation, amplification, borrowing, calque, discursive creation, established equivalent, generalization, linguistic compression, literal, particularization, reduction, and transposition. The total data are 671 direct speeches of Divergent. The total techniques of the data found are 671. The percentage of each techniques are as follows: (1) borrowing occurs 132 times and represents 19.7%, (2) literal occurs 119 times and represents 17.73%, (3) generalization occurs 97 times and represents 14.46%, (4) established equivalent occurs 94 times and represents 14.01%, (5) amplification occurs 76 times and represents 11.3%, (6) particularization occurs 52 times and represents 7.75%, (7) linguistic compression occurs 43 times and represents 6.41%, (8) reduction occurs 35 times and represents 5.22%, (9) transposition occurs 12 times and represents 1.79%, (10) adaptation occurs 5 times and represents 0.74%, (11) calque occurs 3 data and represents 0.45%, (12) discursive creation occurs 3 times and represents 0.45%.

Widiyanto (2014) describes the strategies used by translator to deal with non-equivalence at word level in the comic translation of Lucky Luke: *Ghost hunt*. The method used in this study is descriptive qualitative method. He finds out that the translator is used translation using a loan word or loan word plus explanation which appears in 9 words or phrases or clause or 31, 03 %. The 17, 24 % data were translated by more neutral/ less expressive word and 13,79 % of data

were translated by paraphrase using unrelated word, 10,34 % of data were translated by a more general word (super ordinate).

Religia (2015) analyzed data involved collecting data, analyzing data descriptively, assessing the readability scores, and comparing the readability score between FOG Gunning and Respondents Rating. This findings of the study disclosed that there were only eleven techniques used in the text. The quantity details of each technique were as follows; Literal 51 times (45.1%), Borrowing 23 times (20.4%), Reduction 11 times (9.7%), Established Equivalent 8 times (7.1%), Transposition 5 times (4.4%), Modulation and Adaptation 4 times each (3.5%), Amplification 3 times (2.7%), Particularization 2 times (1.8%), and the last were Discursive and Calque 13 with the Index score of 7.992 which meant that the text was adequately readable for 7th and 8th grade. Moreover, respondents rating fell into three categories which were 3 score for easy to read, 2 score for not too easy to read, and 1 score for hard to read. The detailed data were as follows: from 20 respondents, there were 864 of score 3, 361 of score 2, 75 of score 1. Each rating contained 65 complex sentences and the total number of complex sentences were 1300. This study came to the conclusion that the analysis using FOG Gunning and Respondents Rating yielded similar results to which the text is readable for most readers.

Hidayat (2015), analyzed the Readability Level of Reading Texts in the English textbook entitled *Bahasa Inggris* SMA/MA/MAK For Grade XI Semester 1 published by The Ministry of Education and Culture of Indonesia". In this study, there were two results that writer can conclude: (1) based on The Flesch

Reading Ease Formula, the texts are standard with score 69.392. It means that reading texts are appropriate for eleventh grade students; (2) the questionnaire found that the reading texts in "Bahasa Inggris SMA/MA/MAK for Grade XI Semester 1" are difficult to read by the respondents. In short, the result between Flesch Reading Ease Formula calculations is different with students' opinion as the book user. Therefore, the teacher should give more guidance in reading session.

Gustin (2015) describes the strategies used by the translator in subtitling clauses as found in Maleficent and investigates the translation readability level in the Indonesia subtitle of Maleficent. This study used qualitative approach to describe the results of the analysis of subtitling strategies. The findings of the strategy analysis are as follows: translation by paraphrase (18.16%), translation by using transfer (34.78%), translation by imitation (11.76%), translation by condensation (6.9%), translation by decimation (2.3%), and translation by using deletion (26.1%). Based on the result of each strategy, the translation by using transfer was the most used in this study. From the result of readability test which conducted by 15 informants, the writer can draw a conclusion that the translation of Maleficent movie categorized as very readable translation. The calculation of score for each datum is 3.345, with the distribution; 3.033 (90.67%) very readable data, 280 (8.37%) data are readable enough, and 32 (0.96%) data are categorized as unreadable translation.

Ardhani (2015) analysed the translation strategies used by the translator in translating idiomatic expressions in English text of The Secret Life of Ms. Wiz.

The writer uses Baker's translation strategies to analyse the translation strategies in this novel. This study uses qualitative approach to describe the results of the analysis of translation strategies in The Secret Life of Ms. Wiz novel. In gathering the data, the writer uses several steps. They are observing, collecting, identifying, comparing, and analysing. After evaluating the data, the writer presents the finding by using the qualitative method. There are 120 data analysed are found from English into Indonesian. The findings of the analysis are as follows: Translation strategies found in the novel are: idiom with similar meaning and form (16.7%); idiom with similar meaning but dissimilar form (33.3%); translation by paraphrase (38,3%); translation by omission (0.8%); and literal translation (10,8%).The translator uses various translation strategies to translate idiomatic expressions in this novel in order to give acceptable translation from the source language text into the target language text. Based on the result of each strategy, the translation strategies by paraphrase is the most used strategy in this study.

Ulum (2016) discussed the translation techniques used in English pop song lyrics of Slank's Album and analyzed how the gain and loss occur in the song lyrics. The result of the study showed that there were 76 lyrics found in 5 songs. In addition, from eighteen translation techniques proposed by Molina and Albir's (2002: 509-511), there were only nine translation techniques found in this study. They were literal translation with the frequency of 24 times (21.05%), amplification with the frequency of 22 times (19.29%), modulation with the frequency of 20 times (17.54%), reduction with the frequency of 11 times

(9.65%), borrowing with the frequency of 10 times (8.80%), linguistic amplification with the frequency of 8 times (7.01%), generalization with the frequency of 7 times (6.14%), discursive creation with the frequency of 7 times (6.14%), and particularization with the frequency of 5 times (4.38%). The gain and loss occurred for 86 times and 28 times. They were word gain with the frequency of 33 times (38.37%), phrase gain with the frequency of 17 times (19.77%), clause gain with the frequency of 36 times (41.86%), word loss with the frequency of 9 times (32.14%), phrase loss with the frequency of 6 times (21.43%) and clause loss with the frequency of 13 times (46.43). The resulted gain also had a great number compared to the resulted loss. It is suggested that the translator should be careful in translating song lyric since he has to consider the lyric and the rhythm of the music to make a good harmony. Moreover, he has to deal with the gain and loss of each lyric that can cause the difference of meaning.

Ezzati (2016) examined some obstacles in non-equivalence at grammatical level, and then researches the problems to find equivalence at word level and proposes theoretical strategies and techniques to deal with such difficulties from English translation into Persian. Considering the fact that finding equivalence at grammatical and word level plays a pivotal role in translation, this paper aims to research some difficulties in these areas such as: voice, gender, tense and aspect, person, at grammatical level and culture specific- concepts, and difference in expressive meaning at word level. Moreover, the study's theoretical framework is based on Baker (2011). The findings indicate there are a number of elements which should be considered by translators in order to translate a text at

grammatical and word level such as, enough information about the culture of the both languages and research linguistic and stylistic aspects of languages

Lestari (2016) found and described the translation techniques that were applied in translating culture-specific items (CSI) in Agustina Reni Eta Sitepoe's Indonesian translated novel of Alice's Adventure in Wonderland entitled *Petualangan Alice*; Alice di *Negeri Ajaib* and explained the readability of culture-specific items (CSI) in this translated novel. She found 12 translation techniques applied in translating the culture-specific items from Alice's Adventure in Wonderland novel into its 2010 Indonesian translated novel by Agustina Reni Eta Sitepoe. Established equivalent translation technique is the highest frequency of translation technique that is applied in this novel. It can be concluded that the readability of culture-specific items in Agustina Reni Eta Sitepoe's Indonesian translated novel of Alice's Adventure in Wonderland is readable

Mujiyanto (2016) in Comparing the Readability Levels of a Source Text and Its Back-Translations intended to compare English texts and their two versions of back-translation from Bahasa in order (1) to show their similarities as well as differences in readability levels, (2) to point out the reasons for such existence, and (3) to assess the equivalence in readability between the source texts and their translation in Bahasa by utilizing the results of rendering the translation in Bahasa back to English employing Google Translate.

Roihanah (2016) focused on the analysis on the translation quality of kids' song lyrics in Barney and Friends the Emperors Contest episode. The object of this study are to find out the accuracy, the acceptability, and the readability of the

translation of the kids' favourite songs which are translated in Indonesian. Theory of translation quality which the researcher used is from Nababan, he assesses the quality of translation by three aspects. They are accuracy, acceptability and readability. The result of the study found that in the term of accuracy, there were 127 data (78.52 %) were accurate, 28 data (17.2 %) were less accurate, and 8 data (4.28 %) were inaccurate. In the term of acceptability, there were 157 data (96.32 %) were acceptable, 1 data (0.62 %) was less acceptable, and 5 data (3.06 %) were unacceptable. In the term of readability, there were 126 data (77.3 %) were readable, 16 data (9.82 %) were less readable, and 21 data (12.88 %) were unreadable. Finally, the translator should be aware in translating a text. They should know there are some points that must be completed to make a good translation. It is hoped that this research would be useful for English Department Students to give references about translation quality studies and knowledge and benefit for the readers who has interesting in translation quality studies.

Astuti (2016) explained the results of implementing the techniques in the English to Indonesian subtitles of Frozen as the manifestation of foreignization and domestication, loss and gain of the translation. The method of collecting data in this study was through observing by note-taking technique. Documentary study guides were used as the instruments. The collected data were analysed descriptively using qualitative method. There were forty three data of cultural words and eleven techniques of translating cultural words identified in the subtitles. The most tendency application of ideology of translation in translating the cultural words related to English cultural words was domestication. The next

orientation used in the translation of the cultural words was followed by foreignization. The last tendency was partial foreignization and partial domestication. Based on the result of the research, the factors leading to the applications of foreignization and domestication were cultural differences, linguistic differences, and the subtitler's preference. It is necessary for the subtitler to be more creative, have good understanding about politeness and wide knowledge of both the source and target language, and recommended to realize the effective translation work.

Miladiyah (2017) investigated what structure shifts may occur in their writing. The object of this study was the result of students' writing English-Indonesian translation of narrative text in SMP N 14 Semarang. The objectives of this study were to (1) analyse the profile of the structure shifts and (2) figure out the most dominant structure a shift that occurs in students' writing narrative text. There were four types of grammatical changes related to the structure-shifts: changing the sentence form, combination between two sentences or clauses, split of sentence, and word order. In short, it can be seen from the analysis data that there are 47 structure shifts which can be categorized into 4 types of structure shifts. The research study about structure shifts that had been done on the students' writing English-Indonesian translation of narrative text showed that the translator of the text had been doing the process of translating the meaning from the source language to the target language properly, although there are still some part that is not conveyed yet. It is known from the structure-shifts that occur in the process of translating and most of them are word order.

Setiawan (2017) analyzed translation techniques used by Danan Priyatmoko in translating The Lost Boy novel written by Dave Pelzer. The data were taken from the original English novel published by Health Communications, Inc in 1997 and the Indonesian translation published by *Gramedia Pustaka Utama* translated by Danan Priyatmoko in 2001. All the data collected were analyzed by using translation techniques proposed by Molina and Albir (2002). The result of the study showed that there are sixteen translation techniques found in the data. They are adaptation (1.10%), borrowing (13.81%), calque (1.47%), compensation (6.62%), discursive creation (5.70%), established equivalent (1.74%), linguistic amplification (12.70%), linguistic compression (1.38%), literal translation (32.96%), modulation (2.48%), particularization (1.84%), reduction (9.30%), generalization (2.02%), transposition (2.39%), amplification (0.46%), and re-creation (3.95%). The most dominant translation technique used is literal translation with (32.96%). It is followed by borrowing (13.81%), linguistic amplification (12.70%), reduction (9.30%), compensation (6.62%), discursive creation (5.70%), recreation (3.95%), modulation (2.48%), transposition (2.39%), generalization (2.02%), particularization (1.84%), established equivalent (1.74%), calque (1.47%), linguistic compression (1.38%), adaptation (1.10%) and amplification (0.46%).

Afifah (2017) describes the quality of both professional translation and machine translation of Doyle's S. The results of the study showed that there were 50 sentences from both PT and MT from similar source text taken from Doyle's S. Holmes the Sign of the Four to assess their accuracy and rated by three expert

of English language who is the native speaker of Bahasa also 43 paragraphs from both PT and MT from similar source text taken from Doyle's S. Holmes the Sign of the Four to assess its readability by twenty college student of UNNES with different study program who is the native speaker of Bahasa. The result of the study show that the percentage of accuracy level of PT is 66% very accurate, 30% accurate, 4% quite accurate, and 0% for less accurate and inaccurate and the readability level of PT is 55,82% very readable, 39,53% readable, 4,65% quite readable and 0% for less readable and unreadable. While, The percentage of accuracy level of MT show that 32% is very accurate, 22% is accurate, 32% is quite accurate, 14% is less accurate, and 0% inaccurate and the readability level of MT is 9.30% very readable, 46,51% readable, 39,53% quite readable, 4,66% less readable. In terms of similarity and difference in accuracy and readability of both data, it is found that for the accuracy there is 32% similarity and 68% difference and for readability show that 25,59% is similar and 74,41% is difference. The translation quality with the highest accuracy was professional translation, followed by machine translation. Also, the readability level was mostly highest in the professional translation and lower in this machine translation.

2.2 Review of the Theoretical Studies

Consisting of theories related to the topic including the definitions of translation, translation process, translation method, literary translation and readability.

2.2.1 Definition of Translation

Experts have define and interpret translation in a various way. Larsson (1998) states that "translation is basically a change of form". In translation, the form of

the source language is replaced by the form of the target language. (p.3) Larson (1984) also defines "translation consists of transferring meaning of the source language into the target language. (p.3)

Hatim and Mason (1997) define translation as one of the form of communication that bridging the distinction of culture and language as well as act of communication for different purpose and readers. (P.1)

Nida and Taber stated (in Untari, (2004) "translation consist of reproducing in the receptor language the closest material equivalent of the source language message, first in terms of meaning and secondly in terms of style." (p.16)

2.2.2 Translation Process

In translation process, the way to transfer language from SL into TL is by considering the style of language. It can't be separated. Nida and Taber in Silaen (2009) explain that the process of translating consists of reproducing the closest natural, first in terms of meaning and secondly in the terms of style in the receptor language, equivalent to the source language message. They explain the translation procedures as follows:

(1) Analysis: analyzed in terms of the grammatical relationship and the meaning of words and combinations of words.

(2) Transfer: transferred in the mind of the translator from source language to target language.

(3) Restructuring: restructured in order to make final message fully acceptable in the target language in the term of the lexicon, grammatical structure, and its cultural context. Larson (1984: 476) suggests that process of translation can be diagrammed as follows:

```
┌─────────────────────────────────────────────────────────────┐
│   Source language                      Target Language       │
│          ↘                                   ↗               │
│   Text to be translated                 Translation          │
│              ↘                             ↗                 │
│   Discover the meaning            Re-express the meaning      │
│                  ↘        MEANING      ↗                     │
└─────────────────────────────────────────────────────────────┘
```
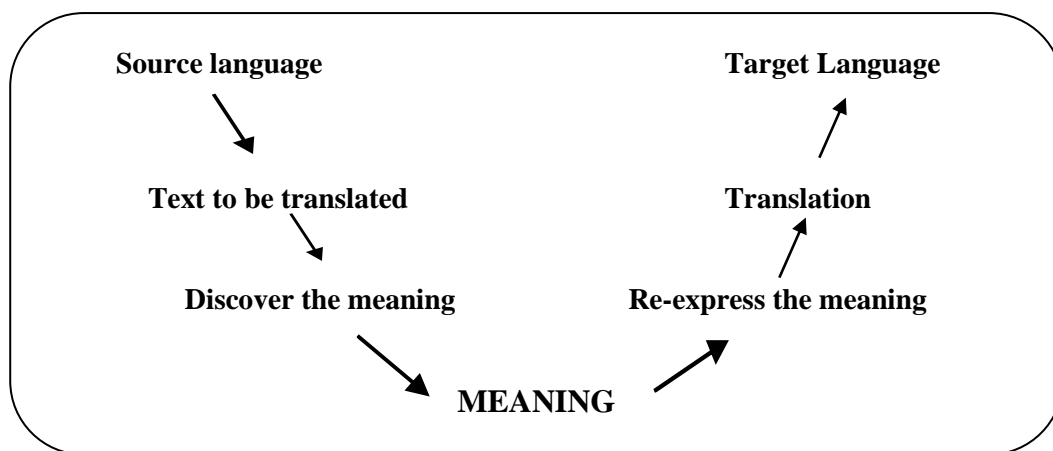
Figure 2.1 Translation Process by Larson

2.2.3 Translation Method

Machali (2000) stated in *Pedoman Bagi Penerjemah* that the term method can be defined as a way of doing something, especially in accordance with a definite plan, which means the way to do something especially the thing related to certain plan. (p.48)

Molina and Albir (2002) define translation method as a method which is done considering to the translator's purpose. There are some translation methods according to them, communicative-interpretative (idea), literal (linguistic transcordification), free (modification of semantic and communicative), and phylosogyst (academic translation).

Newmark (1988) explains eight methods of translation. Those methods of translation can be simplified as follows:

> **SL Emphasis**   **TL**
>
> **Emphasis**
>
> Word-for-word Translation   Adaptation
>
> Literal Translation   Free Translation
>
> Faithful Translation   Idiomatic Translation
>
> Semantic Translation   Communicative Translation
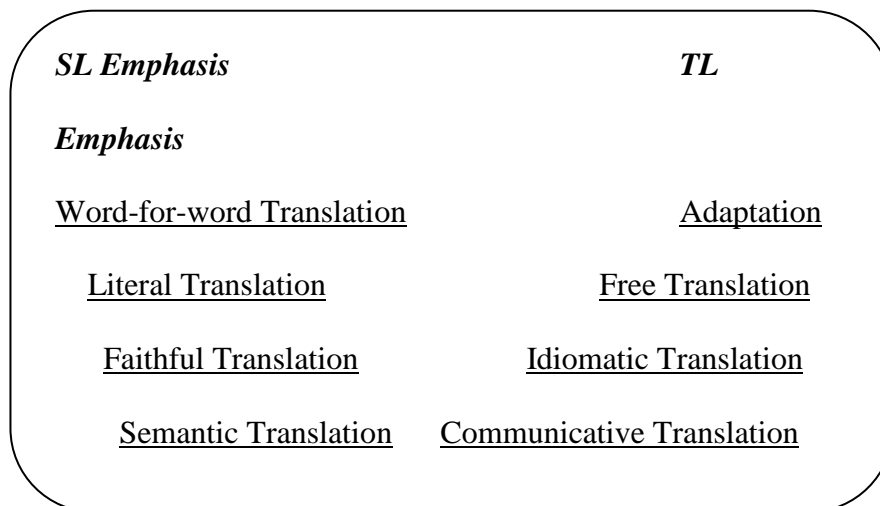
Figure 2.2 Translation methods by Newmark

Next, Newmark in Hartono (2009:17) has grouped them in two big categories. The first one is based on Source Language (SL) namely Word-for-word Translation, Literal Translation, Faithful Translation, and Semantic Translation. The second one is on Target Language (TL) such as are Adaptation, Free Translation, Idiomatic Translation, and Communicative Translation.

2.2.4 Literary Translation

2.2.4.1 Definition

Literary translation refers to the translation of esthetically oriented texts of literary works of art. It differs from other types of texts because it neither directly refers to nor attempts to generate objects in reality.

2.2.4.2 Components of Literary Work

Literary work contains several elements or components that build the framework of a literary text. Without it, it will has no taste. The components are:

(1) Theme, the story's ideas. It is the component which bring the main background of the literary text and sometimes there is author's attitude towards those ideas.

(2) Conflict, the reason why the characters or participants of the story are fighting for. The clashing between protagonist and antagonist.

(3) Characterization, components that construct the each characters with each and different nature. It can range to their beliefs, ideals, weaknesses, strengths, virtues, talents. Classifications of types of characters include: protagonist, antagonist, stereotype, flat, static, and dynamic.

(4) Setting, it refers to time and place. Time: day, night, year, era, age. Place: city, village, forest, country, etc. There are other situational setting like, rainy or sunny, stark or barren landscape.

(5) Style, the way the writer chooses to arrange his sentence structure as well as the words or diction he chooses. It can be simple, poetic, colloquial, humorous, etc.

(6) Tone, the author's attitude towards what he/she is writing into your attitude like, joyful, melancholy, angry, peaceful, mysterious, or scary.

(7) Figurative language, it is a language using words or expression with a meaning that is different from the literal interpretation such as, metaphor, simile, allusion, etc.

(8) Point of view, the way narrator looks the story whether the narrator as the main character or side character.

2.2.5 Back Translation

Technically, back translation is used to compare the translated document with the original for accuracy and quality. It is used to help in the evaluation of the compatibility of meaning between the source and target languages. The implementation of back-renderings in this study produced back-translation texts which were assumed to be representative of the target texts so that comparing the back-translation results to the source texts would likely provide information about the nature of both the source texts and the target ones. "In order to see whether an equivalent is natural or directional, the simplest test is back-translation. This means taking the translation and rendering it back into the source language, then comparing the two source-language versions" (Pym, 2010:30)

The results were then fairly edited for punctuation, spelling, grammar, and untranslatability before being put side by side with their respective source texts. Below is the image illustrasting the back-translation process quoted form Yu et al (2003).
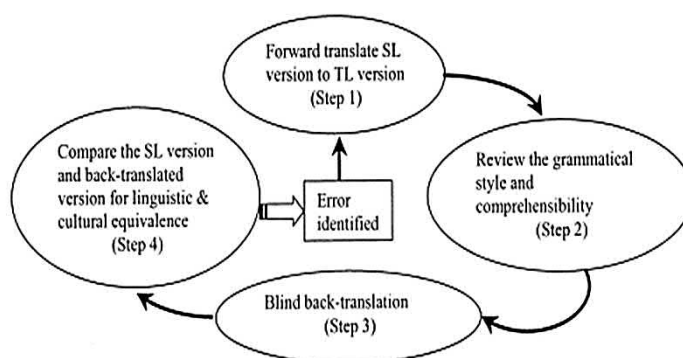

Figure 2.3 Back-translation Process

2.2.6 Readability

2.2.6.1 Definition

Readability is the ease of understanding or comprehension of the text. There are some definitions of readability based on the experts that are taken from many resources. Dubay stated that readability is what makes some texts easier to read than others do. It is often confused with legibility, which is a concern with typeface and layout.

Readability as it is applied to language concerned with the comprehensibility or understandability of a piece of written text. The creator of the SMOG readability formula G. Harry McLaughlin defines readability as: "the degree to which a given class of people find certain reading matter compelling and comprehensible." This definition stresses the interaction between the text and a class of readers of known characteristics such as reading skill, prior knowledge, and motivation. In line with this Richards and Schmidt said readability is how easily written materials can be read and understood. Readability depends on many factors, including (a) the average length of sentences in a passage, (b) the number of new words a passage contains, (c) the grammatical complexity of the language used.

Based on some definitions, readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. In other words, readability means how much of the idea and the language presented in the text are comprehend by the reader, that determines of success in reading.

2.2.6.2 Readability Assessment Formulas

There are six readability assessment formulas that the writer used in this study. They are FOG Gunning's Readability Index, Automated Readability Index (ARI), Flesch-Kincaid Grade Level Readability Formula, Simple Measure of Goggledygook (SMOG) Readability Formula, The FORCAST Formula, and Dale–Chall Readability Formula.

2.2.6.2.1 FOG Gunning's Readability Index

Gunning (1952) in *The Technique of Clear Writing*, published a readability formula developed for adults, the FOG-Index, which became popular because of its ease of use. Gunning's Fog Index is one of the best known indices that measure the level of reading difficulty of any document. It uses two variables, average sentence length and the number of words with more than two syllables for each 100 words. The formula is as follows:

Steps:

(1) Take a segment of text at least 100 words long,

(2) Divide the number of words by the number of sentences.

(3) Complex words are words that have at least three syllables and count them.

(4) Divide the number of words with at least three syllables by the total number of words.

(5) Multiply the number from step 4 by 100 and add to the number from step 2.

(6) Multiply the number from step 5 by 0.4.

The publication of such formulas conveniently marks the end of the first 30 years of classic readability studies. The table below is a FOG Gunning's Index of readability.

Table 2.1 FOG Gunning's Readability Index

Fog Index	Reading level by grade
17	College graduate
16	College senior
15	College junior
14	College sophomore
13 (More Difficult Reading)	College freshman
12	High school senior
11	High school junior
10	High school sophomore
9 (Easier Reading)	High school freshman
8	Eighth grade
7	Seventh grade
6	Sixth grade

2.2.6.2.2 Automated Readability Index (ARI)

The Automated Readability Index (ARI) is an approximate representation of the U.S. grade level needed to comprehend the text. It relies on characters per word instead of syllables per word which distinguishes this measurement from other types of readability measurements. It is easier to calculate accurately since determining the number of characters is easier than determining syllables. It is typically higher in value than the Kincaid and Coleman-Liau measures, but lower than the Flesch.

The formula used for determining the ARI is

$$ARI = 4.71 \left(\frac{characters}{words} \right) + 0.5 \left(\frac{words}{sentences} \right) - 21.43$$

As a rough guide, US grade level 1 corresponds to ages 6 to 8. Reading level grade 8 corresponds to the typical reading level of a 14 year-old US child. Grade 12, the highest US secondary school grade before college, corresponds to the reading level of a 17 year-old. Unlike the other indices, the ARI, along with the Coleman-Liau, relies on a factor of characters per word, instead of the usual syllables per word. Although opinion varies on its accuracy as compared to the syllables/word and complex words indices, characters/word is often faster to calculate, as the number of characters is more readily and accurately counted by computer programs than syllables. In fact, this index was designed for real-time monitoring of readability on electric typewriters.

2.2.6.2.3 Flesch-Kincaid Grade Level Readability Formula

Originally, Rudolph Flesch is the co-author of this formula along with John P. Kincaid, that's why it is so called Flesch-Kincaid Grade Level Readability Test. In 1976 the US Navy modified the Reading Ease formula to produce a grade-level score by applying the Flesch Grade-Scale formula, or the Kincaid formula. John P. Kincaid was assisted by Fishburne, Rogers, and Chissom, in his research.

The formula is: FKRA = (0.39 x ASL) + (11.8 x ASW) - 15.59 Where,

FKRA   = Flesch-Kincaid Readability Age

ASL   = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW   = Average number of Syllable per Word (i.e., the number of syllables divided by the number of words)

How to score:

(1) Calculate the average number of words used per sentence.

(2) Calculate the average number of syllables per word.

(3) Multiply the average number of words by 0.39 and add it to the average number of syllables per word multiplied by 11.8.

(4) Subtract 15.59 from the result.

2.2.6.2.4 Simple Measure of Goggledygook (SMOG) Readability Formula

This formula was developed by Harry McLaughlin Ph.D in 1969. The index is an estimate of the number of years of United States education needed to fully comprehend the text. There is a method to determine the reading level of your written materials. This method is especially useful when you are revising existing patient/family education materials and may not have access to the original Microsoft Word document.

How to use SMOG formula:

(1) Count 10 consecutive sentences near the beginning, middle, and end of your material (30 total sentences).

(2) Count every word with three or more syllables in the 30 sentences, even if the same word appears more than once.

(3) Add the total number of words counted. Use the SMOG Conversion Table to find the grade level.

(4) If your material has fewer than 30 sentences, follow the instructions for "SMOG on Shorter Passages" and use SMOG Conversion Table II.

Word Counting Rules:

(1) Sentence is any string or words ending in a period, exclamation point or question mark.

(2) Words with hyphens count as one word.

(3) Proper nouns are counted.

(4) Read numbers out loud to decide the number of syllables.

(5) In long sentences with colons or semicolons followed by a list, count each part of the list with the beginning phrase of the sentence as an individual sentence.

(6) Count abbreviations as if they were not abbreviated.

(7) Do not count verbs ending in "ed" or "es" that make the word have a third syllable.

Table 2.2 SMOG's Word Counting Level

(For longer materials) Word Count	Grade Level
0 - 2	4
3 – 6	5
7 – 12	6
13 – 20	7
21 – 30	8
31 – 42	9
43 – 56	10
57 – 72	11
73 – 90	12
91 – 110	13
111 – 132	14
133 – 156	15
157 – 182	16
183 – 210	17
211 – 240	18

2.2.6.2.5 The FORCAST Formula

In 1973, a study commissioned by the US military of the reading skills required for different military jobs produced the FORCAST formula. Unlike most other formulas, it uses only a vocabulary element, making it useful for texts without complete sentences. The formula satisfied requirements that it would be:

(1) Based on Army-job reading materials.

(2) Suitable for the young adult-male recruits.

(3) Easy enough for Army clerical personnel to use without special training or equipment.

The formula is:

Grade level = 20 − (N / 10)

Where N = number of single-syllable words in a 150-word sample.

The FORCAST formula correlates 0.66 with comprehension as measured by reading tests.

2.2.6.2.6 Dale–Chall Readability Formula

The Dale–Chall readability formula is a readability test that provides a numeric gauge of the comprehension difficulty that readers come upon when reading a text. It uses a list of 3000 words that groups of fourth-grade American students could reliably understand, considering any word not on that list to be difficult. The formula for calculating the raw score of the Dale–Chall readability score is given below:

0.1579 (<u>difficult words</u> x100) + 0.0496 (<u>words</u>   )

        words   sentences

If the percentage of difficult words is above 5%, then add 3.6365 to the raw score to get the adjusted score, otherwise the adjusted score is equal to the raw score.

Table 2.3 Dale–Chall's Readability Score

Score	Notes
4.9 or lower	easily understood by an average 4th-grade student or lower
5.0–5.9	easily understood by an average 5th or 6th-grade student
6.0–6.9	easily understood by an average 7th or 8th-grade student
7.0–7.9	easily understood by an average 9th or 10th-grade student
8.0–8.9	easily understood by an average 11th or 12th-grade student
9.0–9.9	easily understood by an average 13th to 15th-grade (college) student

2.3   Theoretical Framework

Previously, other researches have been conducted related to translation studies and readability in the literary text. The researcher chose this topic because there are some problems occurred that is the complexity.

The researcher studied the sentences and analysed the translations and their back-translations in Enil Blyton's Five on a Treasure Island while assessing

the readability level at the same time. The readability is taken into account in order to assess the readable level of the translation. There are many formulas available such as Flesch-Kincaid (Kincaid, 1975), Automated Readability Index (Kincaid, 1975), Gunning Fog (Gunning, 1952), and SMOG (McLaughlin, 1969). However, the researcher emphasizes the FOG Gunning's Index as the main formula in this research because of its ease of use.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of the study. It presents the conclusions of the study and encompasses some suggestions as encouragement for further study, especially for those who are desirous to conduct researches with similar topic.

1.1 Conclusions

Based on the result of the study, it is distinct that the readability in the source texts and in the target texts is not too disparate to each other. Though the result in the back-translation texts tends to be higher than those in the source texts, the reading ease levels between the source texts and their back-translation texts are fairly similar. It can be inferred that the translation in the target texts is equivalent to the source texts.

The translation of English text into Indonesian generally results in readability ease. However when it comes to the literary text the result can be different. It usually relies upon the translator's way of translating the text. The fact that the readability score in the back-translation texts is higher than those in the source texts denotes that the translator might produce longer or more complex words. In addition the translator's diction, strategy, technique and style might also emphasize the contrast between the readability of the source texts and the target texts.

From the discussion, the fact that the result of the back-translation texts have the same sentence length and similar meaning indicates that google translate used word-per-word or literal translation. Although the result of back-translation texts merely depend on the target texts, the meaning does not really change compared to those in the source text.

1.2 Suggestions

Based on the conclusions, several helpful suggestions are given as follows:

First, translation results in the target text can be vary from one translator to another depending on the strategy and technique they use. The writer suggested that the translator use the correct strategy and technique especially when translating literary works since it focuses more on meaning rather than equivalence. The translators' choice will lead to the result of the readability of the text.

Second, during the process of completing this research, the writer encounters several theories and arguments about readability. There are many other readability formulas and indices that other researchers can employ. The writer suggested that other researcher use other formulas. This variation will give English learners more references about readability. The researchers can also analyze the academic text instead of literary text. In addition, the researchers can compare the readability with the comprehensibility of the text and entail the readers' participation through questionnaire in order to support the study.

Third, Students should learn about theories of translation and improve their knowledge about translation quality assessment not only readability but also accuracy and acceptability. Students should also learn them independently, without the constraint of the department's syllabus. Students should not be hesitant to conduct a self-study or research in their own in order to make a profound impact on other students or researchers. By doing so, it is hoped that varied studies will be made in the future.

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