# Chapter II

# Literature Review

## 2.1 Translation Studies

### 2.1.1 Definitions of Translation

Larson (1984: 3) defines the translation as the form changing from the source language text (SLT) to the target language text (TLT) with the meaning maintained constantly. Nida and Taber say (1969: 12) that translation includes reproducing the SLT in the TL with the closest natural equivalent of the SLT message, initially in terms of meaning and followed by in terms of grammatical structure. It means that there should be a match between the SLT and TLT in both, the meaning and the structure. Bassnett (1991: 3) conveys that the translation is perceived as secondary activity as a 'mechanical' rather than a 'creative' process. Here Bassnett wants to state that the translation process is not about creating, but recreating the message of the SLT into the TLT

Moreover, Newmark (1988: 3) also states the definition of the translation as "rendering the meaning of a text in another language in the way that the author intended the text". This definition from Newmark clearly emphasizes that the translator, must not change anything to the text. What he or she needs to do is only transferring and rendering the SLT to TLT based on the original author intention. Based on the theorists' definitions of translation, the translation is the process of

reproducing the message of the SLT in the TLT without involving the translator's ideas or attitudes toward the text.

## 2.1.2 Principles of Translation

Alan Duff (1989: 10), in his book entitled *Research Books for Teachers*, proposes six principles of translation. These translation principles are very useful for the translator to guide him or her in doing the translation project. The translator should pay attention to these six principles in order to make a good translation product which exactly re-expresses the messages of the SLT. Here are the six principles of translation:

a. Meaning

The translation product should re-present the exact meaning or intention of the original author. The translator should not add, omit, or change any information to the TLT if that addition, omission, and change could affect the original meaning of the SLT. The translator should be as transparent as possible in translating the text. Thus, when the TLT readers read the text in their language, they will have the same comprehension as the SLT readers while reading the text in the original language.

b. Form

The form of the translation product or the translated text should be as closed as the original one. The form is also important to get the big attention

since the ideas was put in order in the original text. The author of the original text may have his or her personal intention in placing the important message as he or she wishes. For example, if the author put the message or the main idea in the front of the paragraph, he or she probably wants to emphasize of what he or she wants to communicate with the readers.

However, there are sometimes differences in the grammatical structure of one language in with another language, such as English and Indonesian language. Thus, it requires the changing of the form or the grammatical structure. Nida and Taber (1982: 34) also propose that "grammatical structure has meaning" which means that grammatical structure has a tight relation to the meaning. A meaningful sentence may have the correct grammatical structure. Even, Nida and Taber add, that from the grammatical structure the readers could guess the meaning. In this case, the grammatical structure of English and Indonesian language is different. Thus, the translator should be able to restate the meaning in acceptable form of the target language.

c. Register

Register is also called as degree of formality. It is the variety of language which is used based on the situation or the occasion. In particular text, such in legal document, the use of the register will be needed, as the example Dear Sir, Yours Faithfully, and Sincerely Yours. In translating the legal document, the translator should also consider the appropriate register which can be used appropriately in the target language.

d. Source language influence

      This principle could directly relate to the naturalness of the translation product. The translation product can be seemed unnatural because the translator uses many loanwords from SL translating the text. It means that the translator uses many foreign terms or borrows the source language words in translating the text. Therefore, the influence of the source language is greatly seen in the TLT.

e. Style and clarity

      Duff says that the translator should not change the style of the original author in translating the text. The translator could not include his or her own style in translating the text. It will cause subjectivity and change the author's intention of the text. But, if the text is full of the tedious repetitions, for the readers' sake, the translator may correct it as natural as possible in the target language.

f. Idiom

      Idiomatic expressions such as figurative languages, proverbs, and sayings are notoriously untranslatable. There are several ways, according to Duff (1989: 11), to translate the idiomatic expressions if they can not be translated directly: 1) retain the original word by using the inverted commas, 2) retain the original expression with the literal explanation in the brackets, 3) use a close equivalent, and 4) use a plain prose translation.

As stated above, the principles of translation is very important. Those six principles keep the translator to be straight on the right track in translating a text by regarding both, SLT and TLT and also guide the translator in producing a good translation.

## 2.1.3 Process of Translation

Larson (1984: 3) states that the process of the translation begins "from the form of first language into the form of the second language". In transferring the original language to the target language, the message should be carefully kept. It is illustrated in diagrams below:
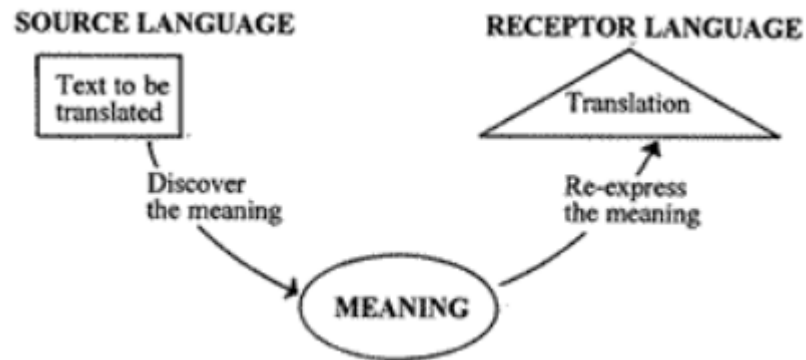


Figure 2.1 Diagram of Translation Process by Larson (1984: 3)

In the diagram, it is clearly seen that the translator should transfer the meaning from the source language (SL) to the target language (TL). Firstly, the translator discovers the meaning of the SLT. This process can be done through the reading and comprehending activities of the SLT. Secondly, after getting the meaning, the

translator should re-express it into the receptor or target language (TL). This process can be done by finding the equivalence of the SL in the TL. There is no place for the translator to express his own idea in the translated text. Therefore, translation product should be as precise as the original one.

Nababan (1999: 24) defines the translation process as the series of activity or steps which are done by the translator when he or she translates the SLT to the TLT. The translator should be careful in deciding and doing those steps because one single mistake in a step can affect the other steps and the quality of the product. Suryawininata (1987: 80), cited in Nababan (2009; 25), proposes a diagram that represents the translation process:
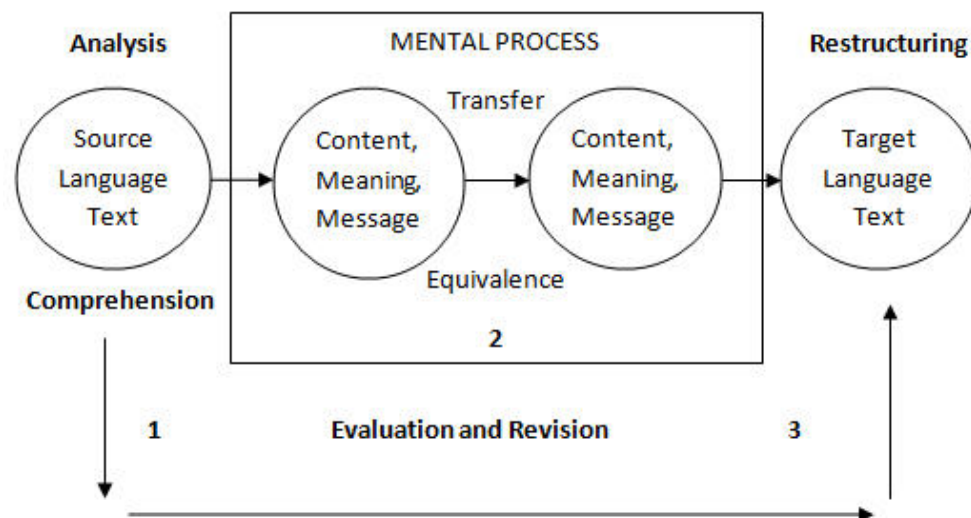


Figure 2.2 Diagram of Translation Process by Suryawininata (1987: 80) cited in Nababan (1999: 25)

Nababan explains those three steps of translation process, which are also proposed by Nida and Taber (1982: 33);

1. Analyzing the Source Language Text (SLT)

    The initial process which will be done by the translator is reading the SLT. This kind of activity aims to get a good comprehension of SLT. The translator may read the source language text several times in order to have a deeper and better of the source text. The translator's comprehension should include the aim of the of the author of the SLT in writing the text, the style of the author in writing the text, and, the most important is, the message which the author wants to convey in the text itself. Nababan also adds that reading the other materials, especially contains the socio-cultural aspect as the extra-linguistic aspect, is also important. The socio-cultural context of the SLT and the language itself could not be separated and socio-cultural aspect takes part in building and developing the text. Larson (1984: 48) also has the same idea, "the translator should begin by reading the text several times then by reading the other materials that may help in understanding the culture or language of the source text".

    The analysis of the SLT by the translator includes the analyzing of the linguistics aspect such as the word, phrase, clause, and sentence structures. It is considered as the important aspect to be analyzed because it directly relates to the form of the text and how the text is wrapped. The analysis of

the complex sentence structure also helps the translator in identifying the clauses which build that complex sentence. Thus, it is easy for the translator to catch the meaning and restate it in the simple sentence in his or her translation product.

2. Transferring the Message

After analyzing the SLT which is the analysis of the linguistic and the extra-linguistic aspect, the translator has had the better and deeper comprehension to the text. Now, the translator duty is to transfer the content, messages, and the meaning from SLT to the TLT. The translator should be able to find the appropriate dictions, the equivalent ones, for the SLT in the TLT. Nababan calls this as the "mental process" because this process occurs in the translator's mind. After that, the translator re-expresses the ideas of the SLT to the TLT.

3. Restructuring

Reconstruction is the equilibrium of the stylistic form of the text in order to be accepted by the readership of TLT. The form of the translation product should be appropriate to the basic principle of the target language. The translator should also regard to whom this text is translated, who are the readership of this text. Thus, the translator can manage the use of the language in the TLT and the text (TLT) could be easily understood by the TLT readership.

## 2.2 Assessing the Quality of Translation Product

### 2.2.1 Purposes on Translation Assessment

Machali (2009: 143) conveys that the assessment of the translation quality is very important for two reasons. Firstly, to make a dialectic relationship between the translation theories and the translation practices, and secondly, to determine the standard and the criteria in assessing the translator's competence. Newmark (1988: 185) conveys almost similar aims of the translation assessment. They are to improve the translator's skill, to broaden the readers' and translator's knowledge about both, the SL (source language) and TL (target language), and to sort out the translator's and readers' understanding about translation. Determining the translation criteria or translation assessment also aims to know the strengths and the weaknesses of the translation itself (Nababan 1999, 84). This result of the translation assessment will indirectly reflect the capability of the translator in mastering and understanding the SLT and translating it into TLT.

Nababan (1999: 85) also adds that the translation assessment will give the advantages for three participants. The first is for the translator himself. Based on the result of the translation assessment, the translator could hopefully accept the critics and the suggestions that come to his or her translation product. The translator should take it positively that from that critics and suggestions, he or she will be able to improve his or her ability in translating the text. He or she may

kindly introspect himself or herself for all the mistakes and will not do the same faults as before.

The second advantage is aimed to the publisher. From the translation assessment, the publisher can use the translation assessment review to make a consideration whether this translation product is ready to be published to the readers or not. This aim directly relates to the benefit and the profit of the publisher itself. The last one is addressed for the readers. This assessment may help them to choose the qualified translation product and their money will be not wasted away because they buy a good and readable translation.

### 2.2.2 On Translation Assessment

Machali (2009: 143) differentiates two kinds of translation assessment, the general assessment and the specific assessment. Machali (2009: 143) says that the general assessing instruments of translation can be applied in two common methods proposed by Newmark, semantic translation which is very much alike with formal equivalent from Nida and communicative translation which is almost similar with dynamic equivalent from Nida (Munday, 2001: 44). The specific one is able to be applied in the certain texts, for instance the law document and poetry. In doing the translation assessment, there are some steps to be done. Firstly, there are some aspects which need to be identified for the assessment. Machali (2009: 145) identifies some aspects which as considered as necessary to be assessed: 1) the reproduction of the meaning includes the linguistic, semantic, and pragmatic

equivalences; 2) the expression; 3) the terminology; 4) the spelling. After identifying the aspects of the translation assessment, there are a number of criteria needed to be the measurers of those factors. Machali (2009: 153) on a table states the criteria to assess those factors are the accuracy, the naturalness, the clarity, and the readability. She puts them in a table below:

| Aspect | Criteria |
|---|---|
| I. The accuracy of reproduction of meaning<br><br>  1. Linguistics aspects<br>    a. Transposition<br>    b. Modulation<br>    c. Lexicon<br>    d. Idiom | Correct, clear, natural |
|   2. Semantics aspects<br>    a. Referential meaning<br>    b. Interpersonal meaning<br>      i. Language style<br>      ii. Other interpersonal aspects (as connotation-denotation) | Deviate? (local/total)<br><br>Change (local/total) |
|   3. Pragmatic aspects<br>    a. Equivalence the kind of text (including the intention of the writer)<br>    b. The harmony of meaning in the level of sentence with the level of text | Deviate? (local/total)<br><br>Inharmonic? (local/total) |
| II. The Naturalness of the expression | Natural/unnatural? |
| III. The Terminology | Correct, standard, clear |
| IV. The Spelling | Correct, standard |

Table 2.1 Criteria of Assessment Proposed by Machali (2009: 153)

Local means only several sentences of the whole text. However, total relates to almost 75% or more sentences of the whole text. After doing this step of assessment, it comes to the final to categorize the result of the assessment into translation quality. Translation quality starts from 'an almost perfect translation' with the point range 86-90, 'a very good translation' with the point range 76-85, 'a good translation' with the point range 61-75, 'an enough translation' with the point range 46-60, and 'a bad translation' with point range 20-45.

This translation assessment from Machali is summarized by Truly Armendo Pasaribu in his blog. He mentions three major aspects to assess the translation product, they are accuracy, naturalness, and readability. Accuracy relates to the referential meaning, naturalness relates to the style and the choice of words, included the idiom, and readability relates to the packaging of the TLT, included the spelling.

Other translation assessment ways are proposed by Larson and Nababan. Larson (1984: 485-487) and Nababan (1999: 86) state that the assessment translation focuses on three points, the accuracy, the clarity, and the naturalness. In analyzing the SL, the translator may do the mistake in understanding and interpreting the meaning and the author's intention in writing the text. Therefore, accuracy point deals with the examination meaning equivalence between SLT and the TLT. The clarity relates to the communicative aspect to the text. It may be accurate but still incommunicative to the readers, there is laid the point of clarity.

The last point is naturalness. It deals with the idiomatic form of the TLT. Here are

Larson's six ways in testing or assessing the translation (1984: 489):

1. Comparison with the source text: the aim is to make sure that there is no omission, addition, and changing information from SLT to TLT. It is usually done by the consultant or the translator by having a draft which has been typed in double spacing and wide margins to write the new suggestion, ideas, and comments after comparing activity.

2. Back translation to the source language; the aim is to know what is being communicated in this text. It is done by having someone else who is bilingual to translate back the translated version to the source text. the focus here is on the meaning equivalence, not the naturalness.

3. Comprehension check: the aim to see is whether or not the translation is understood correctly by the readers or the speakers of the TL. It is done by having people to read the translation product. After finishing, they are asked to retell the content of the translation product. They will be also asked several questions about it and they have to answer.

4. Naturalness testing: the aim is to see if the form of the translation product is natural and appropriate. It is done by the reviewers (Larson, 1984: 497). They read the translation in case of looking for ways to improve the naturalness and

the style. Therefore, it is necessary to explain to the about the principle of translation, especially in idiomatic translation.

5.  Readability testing: the aim is to know whether the translation product is readable and easily understood by the TLT readership. It is done by asking someone to read a part of a translated text (a complete one) aloud. The tester should pay attention the problem which may occur to the readers while they are reading the text.

6.  Consistency check: the aim is to check the consistency of lexical and grammatical level. The lexical relates to the meaning equivalent and the grammatical relates to the use of the language or the packaging of the text, such as punctuation, the name of the places, and the use of the capital letter.

Jenny Williams and Andrew Chesterman (2002) differentiate three general approaches of translation quality assessment. First is the source-oriented which is based on the relation between SLT and TLT. "It sets up the definition of required equivalence and classifies the various kinds of deviance from this equivalence" (Willian and Chesterman 2002: 8). Second is target-language oriented which is basically related to the target language only. It uses different text from the TL as the comparison for the translated text. This way is used as the degree of the naturalness. The third is the translation effect. It assesses how the translated text (TLT) gives the impact to the TLT readership. Newmark (1988: 148) also

proposes three aspects of translation assessment: 1) the standard of referential and pragmatic accuracy; 2) the dramatically mood changing; 3) the devotion of the translator to the message, sense, and spirit. Moreover Newmark (1988: 186) states several steps in criticizing the translation:

1. A brief analysis of SL emphasizing on the intention and functional aspect: this analysis includes the author's purpose, his attitude, the characterization of the readership, indication of category and the text type.

2. The analysis of translator's interpretation of the SL's text purpose, his or her translation method, and translation's readership: it can be seen from the quality of the language used by the translator, the occurrence of misinterpretation by omitting, adding, or changing the certain section of the text.

3. The comparison of the selective and representative details between SL to TL: the comparison include the title, structure, paraphrasing and sentence connectives, shift, metaphor, cultural words, ambiguity, language level, sound effect, etc. It is also called as the heart of the critique.

4. The evaluation of the translation: the evaluation will be based on the SLT and the TLT for the referential and the pragmatic accuracy of translation. Here, it is necessary to assess the translated text (TLT) as a piece of work or

independent work. The result should be neat, natural, readable, and acceptable.

Nida and Taber (1969: 170-172) wrap the translation assessment in the term of practical test. These following tests are used as the instrument to assess the quality of translation:

1. Reactions to the alternatives: in this test, the participants are supplied by two different translated text, one is from the exact source (SLT), another is from another source. After reading, the participants will be asked which one is 'sweeter' or 'plainer' which means giving more impact to them. The understandable and not understandable aspect also can be seen in this test.

2. Explaining the content: it needs three participants of TL readership. The first person is to read the TLT, second one is to listen and retell the content to the third person, and the third person is to listen and retell to the tester about the content of the translated text. What should be paid attention are the "lexical modification, the extend read in redundancy, the meaning distortion, and syntactic alteration". Those things reflect the understandable.

3. Reading the text aloud: this test is useful to assess the readability of the translated text or TLT. When the participant reads aloud, pay attention at the problems may occur, such as hesitation, stumble, and word and grammatical substitution.

4. The publication of the sample material: it is used to measure the acceptability of the TLT. It is done by spreading the TLT to the random participants and look at their attitude toward the text.

Said, in his study, combines several steps in assessing translation. First, the accuracy test which aims to check the equivalent meaning transferred from the SLT to the TLT. Second, the readability test which aims to state how easily written text can be read and understood by the readership. Third, the naturalness check which aims to check how the translator conveys the meaning of the SLT, is it natural or not. Fourth, the comprehensibility test which aims to analyze the clarity of the referential meaning that affects to the readers' comprehension. Fifth, back translation which aims to identify the message is communicated well to the TLT readership. Sixth, the consistency test which aims to check the technical elements of the TLT from the SLT, such as repetition of the keywords.

Those steps are done for assessing the translation as a product, not a process. The experts above may propose some different translation assessments. The accuracy and the naturalness have become the concerns of many studies of translation before. However the assessment of the readability of the translation product has been rarely done. Therefore, the writer chooses this aspect to be discussed in her study.

## 2.3 Readability Aspect of Translation Assessment

### 2.3.1 Assessing Readability

Assessing the readability becomes as important as assessing the naturalness, clarity, and accuracy of the translation. Here, the readability of a translation product holds an important role in the acceptance of the readership of the target language text (TLT). The readability was formerly used by the reading theorists to measure the ease level of the written material to be read. However, the translation field of study adapts the readability from those reading theorists to measure the readability of the translation products nowadays. Here are some theorists who propose the readability.

   a. Flesch Formula

Flesch Formula was introduced by Rudolph Flesch in 1984. He was an author and a writing consultant. He also published more than 20 popular books and studies about readability of English usage (Dubay, 2004: 24). Some of them are *The Art of Plain Talk, The Art of Readable Writing, and The Art of Clear Thinking*.

Rudolph Flesch proposed a reading ease measurement and it is considered as the oldest and the simplest readability formula among others. To measure the readability of a text by using this formula, the text should at least consist of 100 words. The number of 100 words is chosen

because it is considered representative enough to be the sample of a text that will be measured. If the words are less than 100, the calculation may be invalid. Here is the formula:

RE = 206.835 – (1.015 x ASL) – (84.6 x ASW)

**RE** = Readability Ease

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

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

The output, i.e., RE is a number ranging from 0 to 100. The higher the number, the easier the text is to read.

• Scores between 90.0 and 100.0 are considered easily understandable by an average 5th grader.

• Scores between 60.0 and 70.0 are considered easily understood by 8th and 9th graders

It is important to remember that this formula is aimed to be applied in English text. Therefore, this formula seems suitable for English text only. Furthermore, the minimum number of words in the text is 100 words. Less than that is not valid and unable to be measured. A source says that this formula is best to use in the school text. Furthermore, Flesch also listed the range or the level of readability as followed

| Range of Level | Readability result |
|---|---|
| | |

| 90 – 100 | Very Easy |
|----------|-----------|
| 80 – 89 | Easy |
| 70 – 79 | Fairly Easy |
| 60 – 69 | Standard |
| 50 – 59 | Fairly Difficult |
| 30 – 49 | Difficult |
| 0 – 29 | Very Confusing |

Table 2.2 the readability range or level based on Rudolph Flesch Formula

This readability range or level makes the user or the researcher easy to determine the level of the readability.

b.  The Dale-Chall Formula

This formula is introduced by Edgar Dale and Jeanne Chall in the 1984. Dale was a professor of education at Ohio State University. Chall was the founder-director of the Harvard Reading Laboratory for 20 years.  She was also known as the reading consultant for serial TV *Sesame Street and The Electric Company.*

Both of them were inspired by the Flesh Formula from Rudolph Flesh and created the Dale-Chall Formula. This formula is aimed

for adults and children above 4<sup>th</sup> grade, as the development of Flesch Formula. Their formula is unique. They use the number of sentences and the count of the 'hard word' in measuring the readability. The hard words here means that the word which does not appear in their familiar word list. This list consists of words which are considered as the familiar for 4<sup>th</sup> grade above. In 1995, they developed their familiar word lists into 3000 words. The formula is stated bellow

| **ADJUSTED SCORE** | **GRADE LEVEL** |
| --- | --- |
| 4.9 and Below | Grade 4 and Below |
| 5.0 to 5.9 | Grades 5 - 6 |
| 6.0 to 6.9 | Grades 7 - 8 |
| 7.0 to 7.9 | Grades 9 - 10 |

| 8.0 to 8.9 | Grades 11 - 12 |
| 9.0 to 9.9 | Grades 13 - 15 (College) |
| 10 and Above | Grades 16 and Above (College Graduate) |

Table 2.3 the readability range or level based on Dale-Chall Formula

That formula and the table of level or grade of readability make the researcher easy to categorize in what level readability of a text occur.

c. The Gunning Fog Formula

This formula is attributed to Robert Gunning who was graduated from Ohio State University. He thought that much of the reading problems, especially for newspaper and business documents, were full of fog and unnecessary complexity. Gunning founded the first consulting firm specializing in readability in 1944. He spent the next few years testing and working with more than 60 large city newspapers and popular magazines. In 1952 he published a book entitle *The Technique of the Clear Writing* and created a fog index. The formula is stated bellow

Grade Level = 0.4 (ASL + PHW)

Where:

ASL = Average Sentence Length

PHW = Percentage of the Hard Word. it is identified by finding a word which has 3 or more syllables but not the proper noun, combination of easy words or hyphenated words, and two syllables verb with –es and – ed endings.

d.  Fry Readability Graph

This formula was proposed by Edward Fry and published in 1977 in the "Journal of Reading" magazine. It was actually created in 1968. As the other formulas, this readability measurement tool is also based on the average sentence length and the percentage of the hard words which is determined by the number of syllable that constructs the word. Here is the Fry Readability
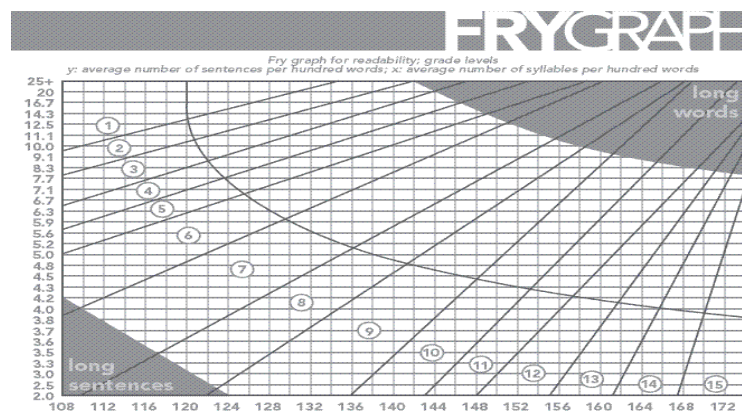


Figure 2.2 Diagram of Translation Process by Suryawininata (1987: 80) cited in

Nababan (1999: 25)

In the graph above, it is clearly seen that the graph consists of three main elements. The first one is the list of the horizontal numbers which indicates the number of syllables. The second one is the list of

vertical numbers which indicates the number of sentences. The last one is the numbers which are plotted in the center of the graph. Those numbers indicates the grade level of the text and the readership. For example if the text which is measured is plotted in the number 8 area, the readership of the text could be the grade 8 readers.

Basically, the use of this formula is same as the other formulas. The researcher should count the number of words which 100 words is the minimum, the number of sentences, and the number of syllables. After getting those data, the number of sentences and the number of the syllables could be plotted in the graphic and it will show the intersect between them in the certain area. If the intersect is in the gray area, then the text is considered invalid.

The calculation of the high text level such as book using this graph needs to be done about three times. The first is done with the front part of the book, the second part is with the center part of the book, and the last one is with the last part of the book. The way of calculating is just the same as above. It is done in order to get the valid data of the readability of the book.

It is important to remember that most of these formulas are made to be applied in English text. Thus, it may be inappropriate if these

readability measuring tools are applied in other language. Fortunately, there are some experts in Indonesia who have adapted this Fry Readability Graph to be used in Indonesian text. If the basic calculation is only counting the number of words, sentences, and syllables, here there is an additional step. The researcher should multiply the number of syllables with 0.6. 0.6 is gotten from 6:10 where the 10 English syllables are assumed as same as the 6 Indonesian syllables. English syllables are mostly the single ones. Many English words which only 1 syllable, for example *house* and *drink*. Meanwhile in Indonesian language, many words consist of 2 or more syllables, for example '*rumah*' and '*minum*'.

A text is not always consisting of 100 words or more. Sometime it has less than that. Therefore in this readability measuring tool, there is a conversion for the text which has words less than 100. Here is the Conversion List of Fry Readability Graph

| The Number of Words | Multiplying the number of Syllables and Sentences to |
|:---:|:---:|
| 30 | 3.3 |

| 40 | 2.5 |
|----|-----|
| 50 | 2.0 |
| 60 | 1.67 |
| 70 | 1.43 |
| 80 | 1.25 |
| 90 | 1.1 |

Table 2.4 the conversion list for Fry Readability Graph

Those numbers which are used to multiply the number of sentence and syllables function to make the syllables and the sentences equal with the 100 words text. Therefore, if there is any text in Indonesia Language which has less than 100 words, the steps bellow can be applied:

1. Counting the number of words and make it even proximately. For example 62 to 60 and 78 to 80.

2. Counting the number of sentences and multiplying it to the appropriate number in the conversion list.

3. Counting the number of syllables and multiplying it to the appropriate number in the conversion list.

4. Multiplying the result of the syllables above to 0.6.

5. Plotting the result on the graph.

**2.3.2 Internal Factors of Readability**

The internal factors of readability refer to the factors which come from the text itself. Nababan adapts these theories from reading theorists such as Rudolf Flesch. Here, he adapts these theories to be applied in the translation field of study since translation study is closely related to the reading activities. The translator needs to read the source text and the readers of the target text read the translation product. Here, the internal factors of readability will be discussed.

a. The average sentences length

The average sentence length refers to the amount of sentences in a text. (Nababan, 71). He adopts the readability level based on this criterion from Rudolf Flesch as stated in the table bellow

| Readability level | Numbers of word per sentence |
|---|---|
| Very easy | <8 |

| | |
|---|---|
| Easy | 11 |
| Almost easy | 14 |
| Standard | 17 |
| A little bit hard | 21 |
| Hard | 25 |
| Very Hard | >29 |

Table 2.4 the readability level based on the numbers of word per sentence

It is clearly seen that the average sentence length is determined by the number of words. if the sentence contains many words, it can be seen that the sentence is long. Based on the table, if the sentences is long, or contains many words, then the readability is also low. It means the sentence is hardly understood.

A text consists of sentences which are built up by words. The author of the text should be smart enough to put the effective words thus the text can be accepted and read by the readerships. The same thing should also be done by the translator. The translator should be able to choose the appropriate words to make the sentence and build the text. not only the diction but also the effectiveness of the words the translator should pay attention to. Here, the average sentence length relates closely to the

translation product or the target language text (TLT). The translator's duty is to reproduce the equal, acceptable, and readable translated text for the readership of the TLT without including his or her own idea on the text. Thus, the translator has to be able to maintain not only the meaning and the message within the text but also the package including the length of the sentence in order to be able to be easily read.

b.  The number of new words

The use of the new words refers to the use of words which the readers do not exactly know the meaning. The readers probably know a meaning of a word but they probably do not know its synonym since it is rarely used. This factor also makes the readability level low. When the readers who do not know a meaning of a word usually will stop to ensure what they are reading and find out the meaning by inferring (Nababan, 1999: 65). This process will obstruct the reading activity and make the readability level low.

An author of a text and also a translator should know their readership. After that, he or she can choose the appropriate dictions for his or her text. The readers can easily read and understand the meaning of the text. However, if they choose the unfamiliar words, the readers may feel difficult while reading the text because of the new words. special case for

the translator, besides recognizing his or her readership, he or she should also consider about the appropriateness of the words use. He or she may select the familiar words for his or her readership, but he or she may not also let those selected words destroy the meaning and the message of the original text. As stated by Baker (2004: 3) translation is not a creative process. The translator should recreate the equal products to the original in the target language.

c. The use of complex sentence

Complex sentence is a sentence which contains more than one idea. It is usually harder to be understood than the simple sentence because several ideas are united in a sentence. In Bahasa Indonesia, the complex sentence is called as *kalimat majemuk*. That complex sentence has some characteristics such as combining and expanding one or more its elements, producing a new sentence pattern, having the change of intonation, and having more than one subjects and predicates (Suhertuti dkk, 2011: 59).

In Bahasa Indonesia, complex sentence s divided into two types: *kalimat majemuk setara* and *kalimat majemuk bertingkat* (Seni Handayani dkk, 2012: 63). In *kalimat majemuk setara* there are at least two clauses which are independents. This type is also called as the compound sentence. In this type, both clauses can stand alone if they are separated.

On the other hand, *kalimat majemuk bertingkat* should have at least one dependent clause and one independent clause. Thus, if those clauses will never be complete if they are separated.

The use of complex sentence will certainly affect the readers reading activity. If there is too much information in a sentence, the readers may confuse and not focus to what they are reading. They tend to reread, remember, and understand that information which will obstruct the reading activity. Thus, the author, as well as the translator better simplify the sentence in order to make it easily to be read.

d. The use of foreign words and cultural words

Foreign and cultural words are two different things. Foreign word refers to the word which comes from the other languages while cultural word refers to the local word which comes from the certain ethnic in a country, such as '*monggo*' and '*saget*' which mean '*please*' and '*be able to*'. Many texts are produced to be read by the people in the entire world. If the translator of the text uses the unfamiliar word, such as a certain cultural word, the text will be unreadable easily. Here, Newmark, adapted from Nida, shares some criteria of the cultural word (1988: 95). First, Ecology, which deals with the geographical features and ecological features, such as *tundras* or *tundra* and *paddy* or *padi*. The second is

Material Culture. This criterion deals with the things such as food, clothes, houses and towns, and transportation. The examples are *ravioli, kimono, palazzo, and rickshaw*. Third is Social Culture which deals with things related to social cultural life. The fourth is Organization, Customs, Activities, Procedures, and Concepts. Those things above deal with the political administrative, religious, and artistic. The last one is Gesture and Habit.

e. The use of ambiguous words and sentences

The ambiguous words or sentences are used probably unintentionally by the author of the text. It can raise the misinterpretation by the readers. The ambiguous sentence, or called as *kalimat taksa*, has double meaning which can make the readers get confuse while reading. As cited in Nababan, the example is

*They are broiling hens.*

This sentence is ambiguous. They in the sentence could refer to the people who are boiling hens or could refer to the hens themselves. So, in Indonesia Language, the meaning of the sentence could be

- ✓ *Mereka sedang memanggang ayam*

- ✓ *Mereka (ayam-ayam) itu adalah ayam panggang.*

f. The unfinished sentences

The unfinished sentence means the sentence which is made by the author has not been finished yet. The elements of the sentence are not completed. For example as cited in Nababan (1999: 70): *Komponen sintaksis tata bahasa , dan khususnya kaidah-kaidah struktur frasa dan kaidah-kaidah penyelinap bahasa yang kreatif.*

The example above shows only the noun phrase which is expanded and functions as a subject. The readers will definitely confuse if they find too many mistakes such as the example above.

## 2.3.3 External Factors of Readability

Readability should not be done in the formal situation. As long as the reader can concentrate while reading the TLT and the tester can observe completely, the readability test has been done. The factors of the readability of the text are not only from the internal text such as proposed by Nababan (1999). Larson (1984: 500) also states that the external factors of the text are also take part in determining the readability aspect. Those external factors relate to the packaging of the text, such as the size of type, font type, margin size and the spacing between lines, misspelling, and the punctuation.

Related to those criteria of the external factor, Kamil Rusli Abdullah, the Mercu Buana University lecturer, in his unpublished module entitle *Huruf dan*

*Tipografi*, states about those criteria. He assumes that the normal size of type is above 9 point. If a text uses size of type 9 point below, the text could be difficult to read. He also mentions that the manual user guide text should use the clear font type in order to be easily read by the readers. The characteristics of the font should be clear and unhooked, unlike *Times New Romance* and *Andalus*. It should be like Tahoma, Arial, and Calibri. He also reminds that the manual user guide is a text which consists of important information to help the user find out how to operate the stuff. The use of *allcap* on the title is also important in emphasizing the content. In the margin matter, he states that the normal amount of word per line is about 5 to 7 words. If it is smaller, it will give the narrow view and if it is longer, it will give the impact of the sight which has to work harder with the wider range. Those impacts will make the readers' eyes become tired instantly. The number of letters in a word also takes part in this margin size. The same condition also occurs in the line spacing. If the line spacing is very small, it will disturb the way of the readers' eyes working. Finally for the misspelling and the punctuation, the text should consist of minimum mistake of misspelling and punctuation. The misspelling and punctuation mistake affect the readers' reading activity which give the impact to the readers' comprehension.

Larson (1984:500) also states "a text is readable because it is good writing, has a pleasing style, has a good rhythm, and moves along at the acceptable pace".

Thus, it is necessary to know by asking from the reader about the problem he or she faces.

## 2.4 Theoretical Framework

The writer conducts this study to measure the readability id Indonesian Version of iPhone 4 Quick Start Manual User Guide and identify the internal and external factors of readability that occur in the Indonesian Version of iPhone 4 Quick Start Manual User Guide. The readability will be measured by using the Conversion of Fry Readability Graph since the data which will be measured is less than 100 words. The internal factors will be classified using Nababan's theory and the external factors will be classified using Larson's theory.