CHAPTER I
INTRODUCTION, REVIEW
OF RELATED LITERATURE, AND
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This chapter presented the underlying aspects, which were principal in this study. They consisted of the introduction, review of some related literatures, and the research method used in this study.

1.1 Introduction

This subchapter intended to introduce the basic points, which were used as the writer's and the readers' guideline on this study.

1.1.1 Background of the Study

"Where would we be without translators?" This anonymous quotation at Sofer's *The Translator's Handbook* (1999: 20) probably sounds exaggerated. It was hard to believe and people might wonder or even argue about it. However, the appreciation of the translator's works eventually occurred when the awareness of the existence of human being, which spread to every part of the world, and the nature of human desire to cope with everything in their life with their limitation, began to take place into one's thought. This was because their works can broaden our horizon not only limited to out society or culture, but also beyond other nations and cultures. Even more We could read and understand the Bible or Qur'an in our own language (Sofer, 1999: 20, 25). Through their works,

translators could open people's horizon to the entire world. They were the bridge from our world to other world, from two different cultural communities and linguistics (Peng, n.d).

As Peng (n.d) mentioned that the translator functions as a 'bridge', Sadtono (1985: 6) similarly stated that the translator's main role was to reproduce the same meaning of the source text (ST) to the target text (TT). It did not mean that the translator could unduly translate the source language to another language as long as the meaning remains. In translating, they should also consider the cultures (Colina 2003: 16 & Peng, n.d), histories (Sadtono, 1985: 18) and ideologies (Li, 2004) that might influence the source texts' writing and the target texts' acceptance/understanding. Such attempts were carried out in order to make the language sounds natural and communicative to the readers. In other words, the translators were required to produce the translation with the same meaning with the original text, and slight adjustment was allowed as to make the meaning comprehensible with the target reader due to huge difference in culture and history that might lie between the languages (Sadtono, 1985: 18).

Therefore to be a professional translator, it did require hard effort. It was not merely translating one language to other language, but also taking consideration of other aspects that might influence the texts. Being bilingual was not enough to be a translator (Kaya, 2007). Unfortunately many of them were not aware of this importance. As a result, the translation might confuse the target readers and even worse gave wrong interpretation. The following prescription of

Tung Shueh Pills (Ta Ang Pharmaceutical Company) was quoted below as an example:

> ST: Adults use 4 pills each time, children (below 15 years of age to 8 years of age) use 2 pills each time, and take three times a day. Use with warm water after meal.
>
> TT: Untuk orang dewasa sehari 4 butir. Anak – anak (di bawah umur 4 sampai dengan 15 tahun) sehari 2 butir. Makan 3 x sehari. Di minum dengan air hangat sesudah makan.

Consuming the above medicine might not give the expected result if the consumers did not consult a *sinshe*[1]. They can get the wrong information from the TT above just because of the erroneous of the translation. As to cope with such matters, it was worth to give space in the communicative function in the translation so that the target text readers could understand well the information. To fulfill this communicative function, Sadtono (1985: viii, 18) added that besides informative value, there were other factors that need to be accounted as follows,

> expressive, which focuses on the characteristic of the source text; imperative, which tries to influence the readers/interlocutors' behavior; emotive, which tries to influence the readers/interlocutors' emotion; and phatic, which intends to relate the message's sender and the addressee.

Then, it was obvious to say that being a translator was not as easy as it looked like. They should have the understanding of this communicative function in translating a text.

Concerning this communicative requirement, in Colina (2003: 11), the Skopos theory was proposed as a good model. It was explained that this theory could help the readers to understand the target text well; it gave focus on the target

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[1] Sinshe: Chinese medical doctor

reader's need to understand the text (Colina 2003: 10 & Hatim 2001: 76). Without specifically saying the theory, Sadtono (1985: viii) & Newmark (1998: 47) also said similarly that this communicative function would enable the translators to produce a comprehensible target text. Therefore, it was needless to say what Colina (2003: 11) asserted that this theory "can account for all observed translation types".

The data was taken from anthology text genre i.e. Chicken Soup for the Soul® series. As mentioned in its website, the purposes of these Chicken soup books were to encourage the readers, motivate and even rekindle the readers' spirits; therefore since the first series of this book was published, it had become favorite one, bestsellers and continued to receiving many awards. Aware of the people's needs of such book, the authors, Jack Canfield and Mark Victor Hansen, began to produce other series of Chicken Soup such as *A Second Helping of Chicken Soup for the Soul, Chicken Soup for the Teenage Soul, for the Woman's Soul, for the College Soul, for the Mother's Soul, for the Nurse' Soul, for the Teacher's Soul,* and many more. Those series had become popular and translated into many languages including Indonesian.

Being a graduate student of the English Education Department, who was learning to be a professional teacher/educator, the writer took this chance to study the translation of the most suitable series of Chicken Soup i.e. "*Chicken Soup for the Teacher's Soul*". The stories in this series seemed to disclose many aspects of teachers' courageous and successful experiences, such as their efforts to help low ability students, their apprehension towards particular students, their tiresome and

calling in this job, their greatness and perseverance in directing the students to achieve their goals, their faithfulness toward the students' ability and still many more. All of those stories attempted to encourage, motivate the educators in their profession.

Therefore taking this topic for this study was like "killing two birds with one stone". First was finding how the translation of *Chicken Soup for the Teacher's Soul* was in the view of Skopos theory. The other one was simultaneously giving insights to the readers of this study, which were mostly educators or educator candidates.

1.1.2 Research Questions

The writer used the model of Skopos theory as quoted in Colina (2003: 11) that Skopos theory "can account for all observed translation types". Thus, the research problems in this study are as follows:

1) Did the Indonesian translation of *Chicken Soup for the Teacher's Soul* apply the Skopos theory?

2) How do the translational action and translation brief lead the translator in applying the Skopos theory?

1.1.3 Purpose of the Study

In line with the problems stated above, the purposes of this study were:

1) to find how an inspirational book such as "Chicken Soup for the Teacher's Soul" was translated in Indonesia

2) to find the effects of the translational action and translation brief on the translation in area of Skopos theory.

3) to find the importance of Skopos theory in producing a purposefully communicative translation

1.1.4 Theoretical Framework

Since this study was intended to find whether the translation of *Chicken Soup for the Teacher's Soul* was in line with its purpose (Skopos), the theoretical framework of this study would be about the methods and approaches of translation and the Skopos theory in general. The discussion would also be devoted to Holz-Mäntärri's, Nord's, and Reiss-Vermeer's theory as their theories emphasized the translation function, which were the focus of Skopos theory.

1.1.5 Significance of the Study

This study was expected to give some contributions for publishers, translators, the translation course designers including teachers, students of the translation course, and for further research

a) for publishers: to understand what was needed to make the translation version in purposefully communicatively to the readers

b) translators: to understand what should be considered to ease the target readers acceptance towards the texts' purposes

c) for translation course designers including the teachers: to understand what would be needed to be taught to achieve purposefully communicative translation.

d) for students of translation course: to understand what was crucial point to make a purposefully communicative translation

e) for further research.: This study analyzed the translation of "The Chicken Soup for the Teacher's Soul" in the view of Skopos theory within the context of appropiateness with the target reader's mindset. Other studies might analyze the translation in the view of the Skopos Theory for those texts which are inappropriate with the target reader's mindset

1.1.6 Limitation and Delimitation

In this study, the writer concentrated on the Indonesian translated version. This was because the original text was in English. In this case, it was from English to Indonesian.

The data was taken from a bestseller book i.e. Chicken Soup for the Teacher's Soul. In analyzing the data, the writer focused on the Skopos theory, which emphasized the translation purpose. It did not cover the analysis of Nord's detailed text analysis nor Halidiyan register discourse. The data had been specifically based on Reiss and Vermeer's criteria of Skopos theory. Since the time was limited, the writer only analyzed texts that were appropriate for the target readers' setting and point of view. This data was purposefully selected to minimize the influence of the culture.

1.1.7 Definition of the Key Terms

In order to avoid confusion, misunderstanding and to have the same idea/perceptions, the writer clarified some key terms that would be used mostly in this study.

1)   Skopos

→ comes from a Greek word, which means purpose, goal (Hatim, 2001: 74)

Skopos Theory

→ is a part of a theory in translational action (Vermeer in Venuti, 2000: 221). The action here is defined further as having a purpose – an aim of translation.

2)   Translation

→ is a product/result of a text-processing activity, by means of which a source-language text is reversed into a target-language text in which both of them communicate the same message (Koller as quoted in Hatim, 2001: 27 and http://en.wikipedia.org/wiki/Translation).

3)   Communicative Translation

→ is one method in translation that attempts to render the exact contextual meaning of the original in such a way that both content and language area readily acceptable and comprehensible to the readership (Newmark, 1998: 47).

4) Translational Action

→ is a concept in communicative theory that attempts to produce functionally communicative TT with suitable culture to the receiver (Munday, 2001: 77).

5) Translation Brief

→ is the instructional features provided by the translation client/the initiator/the commissioner for the translator's reference/guideline (Hatim, 2001: 77; Colina, 2003: 19)

6) Translation Client/The Initiator/The Commissioner

→ is the one who decides what the Skopos of a particular translation will be or the one who initiates the process of translation (Hatim, 2001: 77)

7) Source Text (ST)

→ is the original written text which will be translated (Munday, 2001: 77)

8) Target Text (TT)

→ is the written text which is made based on a source text (Munday, 2001: 77)

9) Chicken Soup for Soul series

→ are anthologies compiled and written by Jack Canfield and Mark Victor Hansen, who hold the record in The Guinness Book of World Records for having the most books on the New York Times bestseller list at one time (Chicken Soup website).

→ are the most phenomenal book series, which released the first time in USA on early 1990s and kept improving until now. Up to January

2006, there were 105 series launched. They are also translated into more than 50 languages and have made international publishing history (http://halamanganjil.blogspot.com/2007/04/menemukan-spirit-menulis-anwar-holid.html)

Chicken Soup for the Teacher's Soul

→ is one of the Chicken Soup for the Soul series that is intended for teachers/ educators as a tribute and encouragement to revitalize weary educators, to inspire and renew the passion for changing the students' lives (Crosby, n.d).

1.2 Review of Related Literature

In an attempt to find the answer of the research question and sub-questions, this subchapter was devoted to review some previous studies that were related with the topic discussed and some related literature. It dealt with the methods in translation and mostly with the Skopos theory.

1.2.1   Previous Studies

Before conducting the study, it was essential to have a review of some previous translation studies in order to determine several aspects that need to be considered. In his study, Li (2004) attempted to find the relationship between ideology and translation from the perspective of Target Language (TL) reader responses. The TL readers here were assumed to be willing readers and had the freedom to choose any books they liked. The reason given was because reader's

responses were difficult to be studied reliably and would not be practicable when they were forced to read certain text. Therefore, Li found the data from personal testimonials toward particular and popular texts in published books and magazines.

Translation texts, which had the same or similar ideology with the readers, were easily accepted. Meanwhile, the translation with a different ideology would tend to be written based on the translator's system or ideology (Lefevere as quoted in Li, 2004). In this sense it could be assumed that the translator was following the functional approaches in translation, where the TT was adapted to make it acceptable for the TT readers. If the translation had different ideologies from TL readers, it could be seen as a threat to the identity of a culture (Li, 2004). Translation with different ideology might be welcomed by some TL readers when it came in at the right place and the right time such as when the culture was on crisis or in attempt to renew or reform new ideology (Li, 2004).

Based on the findings, Li (2004) concluded that the translator should consider whether the translation was accepted in the point of view of the readers' ideology. If the readers' ideology/culture was in crisis, the translation ideology requested by the translation client/commissioner might be used as a weapon to reform the target language's ideology. Instead of discussing the ideology, the writer of this study saw the effect of the translation purpose (Skopos) in Chicken Soup for the Teacher's Soul translation version.

Since many bible translations were on the basis of *microstructure*[2] level while the ST were on the *macrostructure*[3] levels, Dooley (2005) questioning how and why such concept appeared and what the effects on the translation and its readers were.

Through the discourse analysis, Dooley analyzed the syntactic restructuring of the Word of God. The translation was found to naturally following the target language patterns because the reader was more confident in the translation, and they were compatible with the author's intended mental representation. Within this finding, he suggested that if the source-language patterns give problems for readers, they need to be adjusted within the target-language patterns, in which it may require to undergo some modification due to special characteristics that occurred in the source text.

As a conclusion, Dooley (2005) mentioned three priorities in translating Bible. The first and most priority was the translator had to know how natural the target language works. The second priority was the recognition of source text micro-level patterns as this was a good evidence to know the author's intended mental representation. Third was the awareness to differentiate the source text patterns and target-language patterns on macro-levels.

In this study, the writer did not focus on the discourse analysis as had been done by Dooley (2005). In fact, the writer studied whether the translation of

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[2] Microstructures are the structure of word, clauses, sentences or turns in conversation that simultaneously formed the macrostructure (http://en.wikipedia.org/wiki/Macrostructure)
[3] Macrostructures are the overall or global meaning or topic (http://en.wikipedia.org/wiki/Macrostructure)

"Chicken Soup for the Teacher's Soul" was translated naturally and compatible within the translation purpose (Skopos).

1.2.2   Methods in Translation

Actually, there were several methods used in translation. However, Newmark (1998: 47) only proposed two methods of translation which he considered to be appropriate in translating any text. They were semantic and communicative translation. Both of them were claimed to be able to fulfill the aims of translation i.e. accuracy and economy (Newmark 1998: 47). However, there was a big difference between them.

According to Newmark (1998: 47-48), semantic translation attempts to create the syntactic and semantic structure of the target text as close as to the original as possible. It tried to maintain the original contextual meaning and culture. In dealing with specific/cultural terms, it helped the reader with providing the connotation only. Therefore, the target text would sound to be over translated because of the complexity of the language in the target text. Newmark concluded that this method emphasized the source text as it tried to be as faithful as possible to the source text.

Communicative translation stood on the other extreme (Newmark, 1998: 47). It focused on the target text. Therefore, it attempted to bring the same effect to the source text (ST) readers as to the target text (TT) readers. In this respect, the translator should be able to make the language of the TT perceived smoothly and acceptably to the target readers. Certainly the content should also be

comprehensible for them. It was because it changed the original language in such a way (Newmark, 1998: 243) that it would not be perceived as a "translation". In this method the translator should write naturally in his own language. Then, as the Skopos theory gave emphasis on the TT's purpose, it could be said that the Skopos theory was following the communicative translation, but in a quite different way as it was explained further in part 1.2.4.1 about the Skopos theory.

1.2.3 Approaches in Translation

In translation studies, there was a crucial issue in determining the type of correspondence between ST and TT (Colina, 2003: 9). In regards to this issue, Colina (2003: 9-10) brought up two approaches in the translation. First was accounted with the relationship obtaining between ST and TT or called as translation processes, and second was with the goal for existing processes or called as translation theories.

The translation processes by Nord (in Colina, 2003: 10) was distinguished into documentary and instrumental. Documentary translation focused in producing the TT similarly with the ST, so the readers of the TT could take a look on what the source writer wanted to communicate to the source readers by his/her writing. In other words, this documentary translation preserved the originality of the ST. Contrary to the documentary, the instrumental translation focused in adapting the ST in the TT setting so that it would be communicatively perceived by the readers.

House (in Colina, 2003: 10) viewed the translation processes within their product. Nearly the same with Nord, House named the two types into covert and overt translation. Covert translation was similar with Nord's, i.e. documentary, in which it tried to maintain the originality of the ST in the TT setting/culture. While overt translation was quite similar with Nord's instrumental, the ST was adjusted in order to make it communicative to the TT readers.

In order to solve this issue, Skopos theory was seen as "the most adequate" to every translation types and to investigate the appropriateness in communicative translation (Colina, 2003: 11). The following part discussed more on the Skopos theory hierarchical order by Reiss and Vermeer.

1.2.4 Reiss-Vermeer's Hierarchical Order of the Skopos Theory

Though this theory emphasized the translation purpose, Reiss and Vermeer (in Munday 2001: 79) also proposed some basic rules for the theory. The following rules were arranged in a hierarchical order based on its importance in the Skopos theory.

1. The TT is determined by its Skopos

2. The language functions of the TT should be relevant to the source language in the context of each culture.

3. The text of the TT is not necessarily reversible to the source text.

4. The TT must fulfill the coherence rule i.e. interpretable with the TT's receiver situation

5. The TT must fulfill the fidelity rule i.e. coherent with the ST in the area of the information given in the TT is reliable with the ST.

The rules above are part in the order of importance. Rule #1 is more important than rule #2, and the least important is rule #5

1.2.4.1 The Skopos Theory – Rule #1

The word Skopos comes from a Greek word, which means "purpose" or "goal" (Hatim 2001: 74). It was named and introduced by Hans J. Vermeer accordingly as a technical term representing the purpose of a translation (Munday, 2001: 78-79). It was the focus of Skopos theory that caused a difference from the communicative translation. Communicative translation was merely focusing on the target text. Meanwhile, Skopos theory focused on the translation purpose. The purpose might be either on the source text or on the target text. This was as what Nord (quoted in Garzone, n.d) asserts,

> "The Skopos of a particular translation task may require a 'free' or a 'faithful' translation, or anything between these two extremes depending on the purpose for which the translation is needed ... There may be cases where relative literalism is precisely what the receiver (or the client or the user) needs ..."

This meant that the Skopos theory was neither source oriented nor target oriented. Its flexibility depended on the purpose that shaped the required target text.

Then, in this context of Skopos theory, the translation goal/purpose should be seriously taken into consideration in the process of creating the Target Text. "It is the most important criterion for the translation" (Nord as quoted in Munday, 2001: 78). This goal/purpose of any translational action as Vermeer in

Venuti (2000: 221) informed, should be negotiated with the client who commissioned the action. Similarly, Nord (2003) in Karoubi mentioned that the expectation of the translation clients gave the most decision in translation process including the translation strategy.

Assuming that the clients might have different purposes for the same text, then under the Skopos theory a particular purpose might require a particular strategy respectively in the translation process. This task was made to help the receivers in comprehending the translation text as what it was expected. Consequently there might be several translations for the same text depending on the purpose/receiver (Nord as quoted in Hatim, 2001: 77; Munday, 2001: 80 & Colina, 2003: 83). Though several translations of the same text could be created, based on the Skopos theory still, the success of each translation was decided whether the translation / TT could be accessed by the target readers of each translation, which did not share the same culture and language that shape the ST (Colina, 2003: 25).

1.2.4.2 Language Functions – Rule #2

Toward the second rule above, Reiss (quoted in Munday, 2001: 73-75 & Colina, 2003: 14) and Nord (quoted in Colina, 2003: 14) borrowed and affirmed Buhler's classification of language. All of them agree that the three language functions of Buhler, which are said able to represent all language functions, are necessary to be identified in translation. Those three language functions were

expressive function, informative/referential function and vocative/operative function (Buhler in Newmark, 1998: 39).

1.2.4.2.1 Expressive Function

Besides using facial expression/gestures, people may express their feeling, emotion through the language. This is because language has what it was called as expressive function. Expressive function in the language helped people or the originator of the language to express what they had in their mind (Buhler in Newmark, 1998: 39). Therefore, it would be difficult to know or at least to predict what they has in their mind before they produces the "language". It is a "sender-oriented" (Reiss & Nord in Colina 2003, 14). In this regards, before transferring the SL to TL, the translators should understand the intended meaning/purpose of the writer/speaker in producing the "language". This could be achieved by identifying the personal components and characteristic of the text such as the collocation, idiom, metaphors, etc (Buhler in Newmark, 1998: 40). This understanding helps the translator to transmit what it is called by Reiss (in Munday, 2001: 75) "the aesthetic and artistic form" in the TT.

1.2.4.2.2 Informative/Referential Function

The idea of the informative/referential function relies on the knowledge of the external situation/reality/facts outside the language (Buhler in Newmark, 1998: 40; Reiss & Nord in Colina, 2003: 14). For example, a police report, or a medical report has the function to inform the readers about facts or objects; a

history textbook has the function to inform the readers about learning (Reiss & Nord in Colina, 2003: 14). As translating is a process of changing a text into another language (Oxford, 2005) the content of the text should be the same. This was similar with Reiss (in Munday, 2001: 75), who asserts that the content of an informative text should be transmitted entirely in the translation without redundancy.

1.2.4.2.3 Vocative/Operative Function

Vocative/Operative function gives the most intention on the readership/the addressee (receiver/readership/addressee-oriented) in order to make them act, think, feel in a particular way as intended by the text (Buhler in Newmark, 1998: 41; Reiss & Nord in Colina, 2003: 14). In more detail, Reiss & Nord in Colina (2003: 14) divides this function into 4 subfunctions as follows:

a)   advertising subfunction: to make someone buy a product due to good qualities or needs of the buyers

b)   illustrative subfunction: to help someone understand a new concept and incorporate it into his/her world of experience/knowledge

c)   persuasive/argumentative subfunction: to argue a particular issue

d)   directive subfunction: to help someone in doing something by providing clear, effective and accurate instructions such as in recipe.

In attempt to give the same (operative) effect to the target text readers, Reiss (in Munday, 2001: 75) suggests to adapt the text.

From those four subfunctions, Chicken Soup for the Teacher's Soul tended to have the last three (b, c, and d). Based on the Skopos, Chicken Soup for the Teacher's Soul was expected to open the hearts and rekindle the spirits of educators. The new concept, or persuasion, or direction in the texts could lead the readers (educators) to a new paradigm in their role as teachers/educators. More or less, those three subfunctions were suitable to the expectation of the authors as well as the Skopos.

Even though most text included all of those three main language functions, some might be purely conveying one of those functions or emphasizing one of them (Newmark, 1998: 42). For example, an informative text might have a vocative function; an expressive text might carry informative function. Those three language functions, which were borrowed from Buhler by Reiss were said as "the most convenient way in looking at a text for translation" (Newmark, 1998: 44). However, there were some cases that the function of the TT differs from the ST (Reiss in Munday, 2001: 75). Upon this, Reiss gave an example of Jonathan Swift's *Gulliver's Travels* that was originally written as operative text but nowadays it was translated as expressive text. It was back again to "what the purpose of the translation was".

1.2.4.3 Irreversibility of TT to the ST – Rule #3

As mentioned in Munday (2001: 79), irreversibility was not necessary in the Skopos. It indicated that the TT should focus on its purpose neglecting it might not be able to be reversed/retranslated again to the ST. On the contrary, this

irreversibility might have difference reference with back-translation. Back-translation, as it was mentioned in Downing & Bogoslaw (2003), referred to retranslation of a translation text into the orginal language texts by a different translator. It was often cited as a method of checking the quality of the original source language. However, in back-translation, the correct translation might seem invalid or incorrect. It was because the translation process involved many choices and decisions that could be made easier if it was placed in a context of purpose (Downing & Bogoslaw, 2003). Therefore, the Skopos theory allowed the possibility of irreversibility TT to the ST.

1.2.4.4 Coherence Rule – Rule #4

As every text was mostly written for particular readers, the coherency should be considered (Vermeer in Venuti 2000: 227). In other words, the target text should be translated in such a way to make it coherent for the TT receivers within their circumstances and knowledge (Munday, 2001: 79). Therefore as to achieve the purpose of translation, it required that the text must be interpretable with the target readers' situation (Munday, 2001: 79).

1.2.4.5 Fidelity Rule – Rule #5

Fidelity was defined in http://encyclopedia.thefreedictionary.com/ translational as "the extent to which a translation accurately renders the meaning of the source text without adding to or subtracting from it, and without intensifying or weakening any part of the meaning". It indicated that the

translation should be faithful to its source text. In the context of Skopos theory,

this rule was placed as the least important. It was because in some cases the

purpose of the translation might not go along with the faithfulness of the text.

1.2.5 Translational Action (proposed by Holz-Mänttäri)

Taking up the concepts of communicative theory and purposeful action

theory, Holz-Mänttäri proposed the translational action, which considered

translation as "purpose-driven" (Munday, 2001: 77). This translational action, as

Munday (2001: 77) asserted, tried to produce a functionally communicative TT

with the suitable culture to the receiver. To fulfill this communicative TT, it

required a series of roles as quoted below from Munday (2001: 77)

✓ The initiator: those who have the necessity of the translation. The initiator

might be a company or an individual.

✓ The commissioner: the individual/representative who contacts and negotiates

with (p.80) the translator

✓ The ST producer: the person(s) within the company who write(s) the ST under

publication of a particular company. In the TT production, they – the writer(s)

and the company are not directly involved.

✓ The TT producer: the translator, who produces the TT in different language

with the ST.

✓ The TT user: the person who uses the TT; for example as teaching material or

sales literature

✓ The TT receiver: the final recipient of the TT; for example the students in a

TT user's class or clients reading the translated sales literature

Those translational actions lead to the translation brief, which was usually

proposed by the translation client/the initiator/the commissioner.

1.2.6   Translation Brief (based on Nord)

In the Skopos theory, translation brief played a crucial role in shaping the

target text (Hatim, 2001: 78). It consisted of the situational features, which needed

to be considered by the translator (Hatim, 2001: 77; Colina, 2003: 19). The

following was the information that was needed to be included in the translation

brief based on Nord as quoted in Munday (2001: 82):

- The text purposes of the ST and the text functions which are wished for TT

- The addressees including both the sender and the recipients of ST and TT.

- The time and place of the ST and TT reception

- The medium of the ST and TT (whether it is in written or oral)

- The motive of the ST production and the reason it is translated.

Knowing the above information would help the translators to "prioritize what

information to be included in the TT" (Munday, 2001: 82-83).

The following was an example of an advertisement, which was requested

to be translated in the hope of giving chances for Indonesian women to work in

overseas.

VACANCY

Nanny Brussels   End of 2007   £350+
Live in nanny required for 2 children aged 2 years and 9 months
in Brussels. An energetic, enthusiastic and flexible person who
drives and enjoys travel would be suitable. Monday-Friday, 5
hours each day (varies when traveling) Separate accommodation
located 5 mins from work. Must like dogs. (Quote REF 037)

source: **http://www.1st-agency.co.uk/vacancies.php**

Referring to request, the relevant translation brief would be as follows:

Translation Brief based on Colina (2003: 19) and Munday (2001: 82)

SOURCE TEXT	TRANSFER	TARGET TEXT
Purpose of ST to inform, to advertise to the potential employee	⸺▶	Purpose of TT: to inform, to advertise to the potential employee
Addressees of ST: women, who interested to work as nanny	⸺▶	Addressees of TT: Indonesian women, who interested in working overseas
Time of Reception of ST: Until end of 2007	⸺▶	Time of Reception of TT: Until end of 2007
Place of Reception of ST: English speaking world	⸺▶	Place of Reception of TT: Indonesia
Medium of Transmission of ST: written	⸺▶	Medium of Transmission of TT: written
Motive for Production of ST: to find some potential applicants	⸺▶	Motive for Production of TT: to find some potential applicants

Through this provided translation brief, the translator would be able to decide the

features that need to be adapted/prioritized/eliminated in order to make the

translation communicative to the target readers. The translation would be likely as

follows:

1.2.7   Arguments against Skopos Theory

Further to this "purpose" idea from the Skopos theorists that "any action has a purpose and a translation is an action that has a purpose", Vermeer (in Venuti 2000: 221 – 228), elaborated two major arguments, which occurred as follows.

1. "Not all actions have an aim"; some have no aim as in some literary texts. It was because of the human imperfection to explicitly state the aim.

2. "Not every translation can be assigned a purpose"; some translations did not have goal-oriented. This argument was made mostly to refer to the literature text and deal with the following point specification of objections:

   argument (a)
   that the translator did not have any specific goal, function or intention in mind: he just translated "what is in the source text"

   argument (b)
   that a specific goal, function or intention would restrict the translation possibilities, and hence limit the range of interpretation of the target text in comparison to that of the source text

   argument (c)
   that the translator had no specific addressee or set of addressees in mind

Toward the first argument, Vermeer stated that even literary texts had goals/functions. In this regards, he gave simple but obvious example i.e. as a

rhyme suddenly (without any intention) occurred in someone's mind and it was written down, revised, re-written on and on until it became a sonnet, then, it surely could be said as an action with a purpose though in the beginning it was started without any purpose. From this Vermeer's example, it was reasonable to say that the first argument was unacceptable because sonnet, which belonged to a literary text, also had a purpose though it began without a purpose. It was the purpose of making a sonnet that creates actions. This reason had made Vermeer to claim that "if no aim can be attributed to an action, it can no longer be regarded as an action" (p.224).

As for the second argument, Vermeer disagreed with each specification of objection. In details, he proved that any kind of text have their purposes. In argument a. above, Vermeer gave his example that an advertising text should be able to advertise. The successful of an advertisement translation was measured by how smoothly the apparatus were assembled, handled and maintained. This should be the translator's goal. Another example given was Newspaper report. The translation purpose was to inform the readers, thus it should be comprehensible to the target language readers. In terms of "fidelity" requirement to the source text, Vermeer said that this was "a goal in itself" (p.226).

Argument (b) mentioning that Skopos would restrict its possibilities of interpretation of a literary text might tend to be true. However, Vermeer also mentioned that "a translation realizes something different, not something more or less". In this sense, Skopos did not attempt to limit the overall interpretation of a

text, it still "preserved the breadth of interpretation" in an attempt to create "*one possible interpretation*" (p.227).

In argument c, Vermeer did not deny that a text-producer and a translator in many cases were not thinking of a specific addressee(s). However, it was also mentioned that this was not the basic problem because when one was expressing oneself in a comprehensible way; it must be "orientating oneself towards a certain restricted addressees" (p.227) even though it was done unconsciously. It was certainly there. Therefore, the problem mentioned that that the addressees were still indeterminate. Though the Skopos did not exist, it could be determined indirectly since publishers are at some extend knowledgeable.

1.3   Research Method

As to achieve the purpose of this study, this subchapter presented the research method, which was used in conducting the study. It discussed the following points: the research design, research instrument, source of data including the data collection procedure, and the data analyzing procedure, and the triangulation to support the findings.

1.3.1   Research Design

To find the view of the Skopos theory towards the Indonesian translation of *Chicken Soup for the Teacher's Soul*, the writer of this study mainly analyzed the data using Skopos theory. As the process of analyzing relied on texts, the writer used qualitative study. Qualitative study, as defined by Creswell (1998: 15)
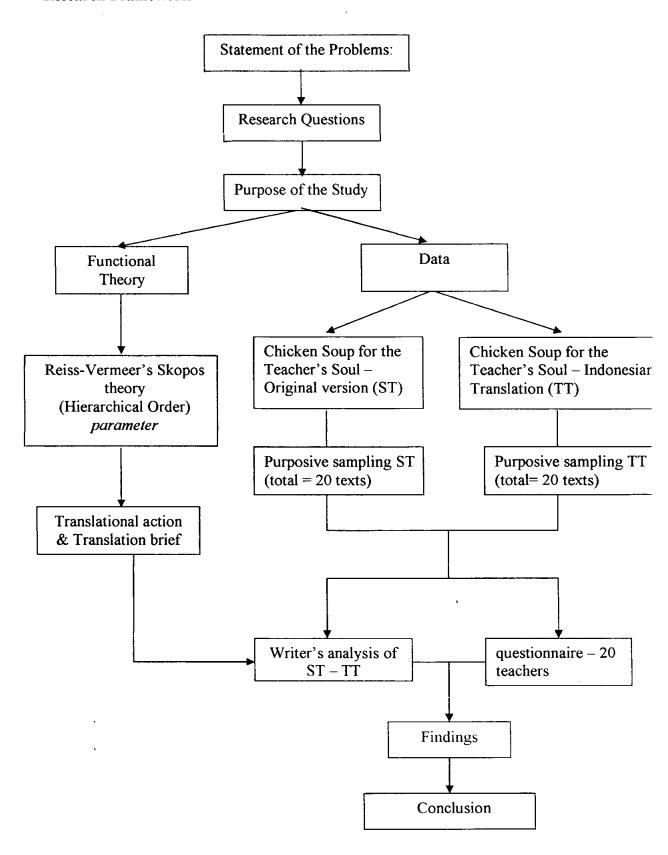
was a process of understanding a social or human problem, where the researcher built a complex, holistic picture, analyzed word and conducted the study in a natural setting. In order to answer the research questions, the writer took the data from the "Chicken Soup for the Teacher's Soul". The following framework was presented to have a better outlook on the design of this research, which would help the writer to analyze the object of the study.

1.3.2 Research Instrument

As Patton (1990: 14) stated that qualitative research required the researcher as the instrument to analyze the data, the writer in this study, who acted as the researcher, would eventually take the role to analyze and interpret the data. This was similar as Creswell (2003: 182) asserted that the qualitative research required the researcher to interpret the data. Therefore, this study would rely mostly on the writer's skills, ability and competence in analyzing the data.

The second instrument was a questionnaire distributed to 20 teachers. Each of those was given 1 out of 20 texts. The result was to validate the writer's findings (see triangulation 1.3.6).

Research Framework

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                    ┌─────────────────────────┐
                    │ Statement of the Problems:│
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                                ▼
                    ┌─────────────────────────┐
                    │   Research Questions     │
                    └─────────────────────────┘
                                │
                                ▼
                    ┌─────────────────────────┐
                    │   Purpose of the Study   │
                    └─────────────────────────┘
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Statement of the Problems:

Research Questions

Purpose of the Study

Functional Theory

Data

Reiss-Vermeer's Skopos theory (Hierarchical Order) *parameter*

Chicken Soup for the Teacher's Soul – Original version (ST)

Chicken Soup for the Teacher's Soul – Indonesian Translation (TT)

Purposive sampling ST (total = 20 texts)

Purposive sampling TT (total= 20 texts)

Translational action & Translation brief

Writer's analysis of ST – TT

questionnaire – 20 teachers

Findings

Conclusion

1.3.3 Source of Data

The data of this study was taken from a Non Fiction book – "Chicken Soup for the Teacher's Soul" with Jack Canfield & Mark Victor Hansen as editors. This was an anthology, which was written by a wide range of teachers, counselors, educational consultants, former students, with a purpose to encourage, and motivate teachers/educators in their professions (Chicken Soup website).

1.3.4 The Procedure of Collecting the Data

To get the appropriate data, the writer used the purpose sampling:

1) Read the whole book twice to get the gist of the book.

2) Selected the texts that were appropriate with the target readers' setting and those which mostly refer to problems faced by teachers. The total was 20 out of 94 texts (see appendix 1) The remaining 74 texts were disregarded due to five reasons. First was the untranslatable words/language such as "carrying a baby"[4] (p.21), and "were" (p.72) in "Not was. Say were!"[5] Second was the difference education system like washing machine at school, classroom on wheel[6], providing cassette and walkman to students. Third was the unrelated texts to the students' problem that mostly faced by the teachers such as the effort to be a teacher, the student's expectation to the teacher. Fourth was

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[4] In English, it has two different meanings i.e, to bring a baby and to be pregnant. Meanwhile in Indonesia. it only refers to bring a baby. Therefore in the translation text, the original phrase was stated in italics.

[5] It is about tenses. There is no tenses in Indonesia

[6] A school bus along with some teachers that travel to several poverty areas to teach some students there.

particular topic such sports[7], religion[8], and special education[9]. Fifth was the scarcely/cultural situation such as making a room in a hospital like a Disneyland, closing one's business to be a teacher, a standardized requirement to work as a school custodian, etc.

3) Read those 20 texts for at least three times. First reading to get the understanding, second to critically read to interpret the text according to the parameters; and third to write her responses in the form of notes in the separate sheets.

4) Group each notes based on Reiss-Vermeer's criteria to make them easier to be analyzed

1.3.5 The Procedure of Analyzing the Data

Referring to the research framework, the procedure of analyzing the data was as follows:

1) To have better understanding of the Skopos perspective towards the translation, the writer made an assumption of the purpose. This assumption was made as the Skopos was the focus of the study. (Munday, 2001:77 & Hatim, 2001: 78).

2) The writer read the stories in the original text (English) and tried to have an in-depth understanding on them. Here, the writer stood as the reader of the ST and made the interpretation as the reader of the ST.

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[7] for example about baseball in which it is not quite familiar in Indonesia school.
[8] for example about Christmas tradition that might be different
[9] It is about students with special needs which mostly require specific teachers

3) The same thing was done for the translation texts (Indonesian). But in this stage, the writer stood as the readers of the TT and had the interpretation as the reader of the TT.

4) The texts then were analyzed based on Reiss-Vermeer's hierarchical order to find whether they were in line with Skopos or not.

5) Questionnaires were distributed to teachers. The responds of the questionnaires were then compared to the writer's analysis.

6) The findings were set up through translational action and translation brief as those were the fundamental of the Skopos theory. This was used to answer the research questions stated in the beginning of the study

1.3.6 Triangulation

To minimize the subjectivity and to enrich the findings, the writer used triangulation. Triangulation was used to investigate the same phenomenon in order to have a better understanding (Berg, 2004: 5). There were four types of triangulation as categorized by Denzin (in Berg, 2004: 5). Those were data triangulation, investigator triangulation, theory triangulation and methodological triangulation. Data triangulation meant that the investigation of the same phenomenon was using multiple data. Investigator triangulation used multiple investigators, theory triangulation used multiple theories, and methodology triangulation used multiple methodologies.

In this research, the writer used investigator triangulation. She chose teachers as the investigator of the data as the texts were specifically written for

teachers/educators. The questionnaires were distributed to collect the investigator responses. Then, the findings of the questionnaire (triangulation) were analyzed and assembled to the writer's findings to answer/support the research questions.