CHAPTER V
CONCLUSION & SUGGESTIONS

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In this chapter, the writer brought in the conclusion and some suggestions that came across during the process of accomplishing the study. In the first part i.e., conclusion, some principal points in the previous chapters would be conveyed. Meanwhile, the second part, suggestions would bring some suggestions that mainly dedicated to the improvement of English teaching especially translation teaching and pedagogy and for further research as well.

5.1 Conclusion

Skopos, as it was defined in chapter 1, means "purpose". In the translation theory it indicated that the translation should follow the purpose that was intended for. This was the basic measurement of the translation. In the analyzed texts, the Skopos of the translation was not mentioned explicitly; consequently, it was assumed to be the same as the ST i.e., to open the hearts and rekindle the spirits of educators. However, 19 out of 20 texts analayzed was found to fulfill the Skopos. It indicated that the Skopos was not necessarily stated in the translation in order to make the translation purposefully communicative.

In addition, the translational action and translation brief were not compulsory either. This was against to what Munday (2001: 77) asserted that those information produced a purposefully communicative translation. Without

stating the translational action and translation brief, it was found that the texts were able to achive the Skopos as well.

Based on the analysis, there were two major reasons of the Skopos achievement in the texts. They were the appropiateness translated texts with the target readers' mindset and the knowledgeable of the target readers towards the texts.

5.2 Suggestions

Transferring idea in a written language was not easy. Either the content or the writer's purpose (idea) of the writing should be clearly perceived to its readers. When it came to translation, the same things should happen also. The purpose of the "act" of translating was truly expected could go to the translation's readers. In line with this expectation to accomplish the purpose (Skopos) and part 1.1.5, significance of the study, some suggestions were brought up for the English teaching particularly translation and for further research.

For the publishers or translators, the writer suggested that to avoid confusion for readers/especially translation version readers, a preface of the translation version was written to give the readers a guideline in reading the texts.

For English teaching in the context of translation, it was important to be knowledgeable about the subject that would be translated. Therefore, it was suggested that in order to be a good translator, he/she should familiar with the subject that would be translated. The familiarity would help the translators in.

determining what aspects that needed to be prioritized to achieve a purposeful communicative translation.

The writer realized that this study was not thoroughly complete yet. It did not cover the texts that were not suitable with the TT readers' setting. Even more, this study did not discuss about the effect of the time and place of reception difference that might influence the translation. Therefore, it might give different perspectives towards the Skopos theory if some further study would give some spaces on analyzing the remaining 74 texts or even considering on studying the influence of time and place difference to achieve a purposeful communicative translation. Or even other ideas to understand such issues in other/particular (translation) texts/books.

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