

**THE ENGLISH-INDONESIAN TRANSLATION OF
“CHICKEN SOUP FOR THE TEACHER’S SOUL” IN
THE VIEW OF SKOPOS THEORY**

A THESIS

By:

**Yanny Indrawati, S.Pd
8212706006**



**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
SEPTEMBER 2008**

**THE ENGLISH-INDONESIAN TRANSLATION OF
 “CHICKEN SOUP FOR THE TEACHER’S SOUL” IN
 THE VIEW OF SKOPOS THEORY**

A THESIS

Presented to Widya Mandala Catholic University Surabaya
 in partial fulfillment of the requirement for
 the Degree of
 Magister in Teaching English as a Foreign Language



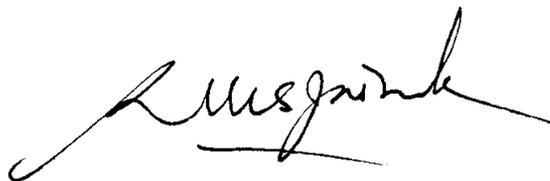
No. INDUK	
TGL TERIMA	21.04.2009
B. I	BI
REVISI	
No. BUKU	
Di P. KE	

By
 Yanny Indrawati S.Pd
 8212706006

ENGLISH EDUCATION DEPARTMENT
 GRADUATE SCHOOL
 WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
 2008

APPROVAL SHEET**(I)**

This thesis entitled “**The English-Indonesian Translation of “*Chicken Soup for the Teacher’s Soul*” in the View of Skopos Theory**” prepared and submitted by Yanny Indrawati (8212706006) has been approved to be examined by the Board of Examiners.



(Prof. Dr. Wuri Soedjatmiko)
Thesis Advisor

APPROVAL SHEET

(II)

This thesis entitled “*The English-Indonesian Translation of “Chicken Soup for the Teacher’s Soul” in the View of Skopos Theory*” prepared and submitted by Yanny Indrawati (8212706006) has been approved and examined by the Board of Examiners.



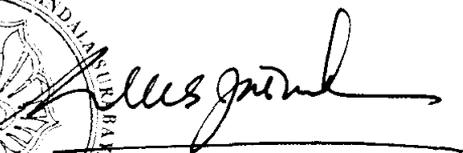
(Prof. Eugenius. Sadtono, Ph.D)
Chair



(Prof. Dr. Wuri Soedjatmiko)
Secretary



(Dr. Bartholomeus Budiyo)
Member



(Prof. Dr. Wuri Soedjatmiko)
Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, September 27, 2008



Yanny Indrawati S.Pd
(8212706006)

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

The writer would like to thank the following persons and institution for their help and assistance so that the writer can finish her study.

1. Prof. Dr. J.S. Ami Soewandi, the Rector of Widya Mandala Catholic University
2. Prof. Dr. Wuri Soedjatmiko, the Director of the Graduate School as well as the writer's advisor, who has encouraged and guided her until the final stage.
3. Prof. E. Sadtono, Ph.D, and Dr. B. Budiyo, in which both of them as the writer's examiners have given many inputs to improve her thesis.
4. All the lectures of MPBI, in which the writer learns many valuable lessons.
5. All the teachers, who have spent their time to be the writer's respondents
6. Dawn Kirk and Burton Earl, Americans, who have willingly shared about the American culture and some English expressions.
7. PT. Gramedia Pustaka Utama, which has given a replacement book of the defected Chicken Soup for the Teacher's Soul.
8. All the members of MPBI batch IX, who have given many ideas to improve the writer's thesis writing.
9. The writer's family and friends, whose names cannot be mentioned one by one here, who have continuously encouraged her in finishing this thesis

Finally, the writer believes that this thesis would have never been completed as it should be without the help of those people above.

Yanny Indrawati S.Pd

ABSTRACT

ABSTRACT

Indrawati, Yanny. 2008. "The English-Indonesian Translation of "*Chicken Soup for the Teacher's Soul*" in the View of Skopos Theory". Thesis. Program Studi Pascasarjana Magister Pendidikan Bahasa Inggris, MPBI. Universitas Katolik Widya Mandala, Surabaya.

Key words: skopos, translational action, translational brief

In translation, there are many theories offered. The Skopos theory of translation is said as the most accountable theory for all observed translation types (Colina, 2003: 11). This Skopos theory gives focus on the purpose of the translation (Nord as quoted in Munday, 2001: 78). It means that the quality of the translation depended on the fulfillment of the intended purpose.

Based on Colina's, the writer wondered about the Skopos' perspective in the translation of one of the best-seller books i.e. *Chicken Soup for the Teacher's Soul*. The sampling was taken purposefully in accordance with the target reader's setting. The total sampling was 20 out of 94 texts. Using qualitative research, those 20 texts were analyzed within Skopos theory to find out whether the text was in line with the purpose (Skopos) and how the translational action and translation brief in Skopos theory lead the translator in translating.

Since this study analyzed the data from the point of view of the Skopos theory, the writer brought up the theory itself along with its arguments, the translational action and translational brief.

To support and validate the writer's analysis and findings, she used investigator triangulation. The writer distributed 20 questionnaires to 20 teachers ranging from elementary to high school. Based on the finding of the questionnaires, 19 out of 20 respondents appeared to well understand and were inspired by the text.

The writer found out that most text (19 out of 20 texts) could support the intended Skopos. It indicated that the Skopos did not explicitly state or in other words it is against what Vermeer (in Munday, 2001: 79) said that the Skopos is a crucial element in the translation. Though in such condition, the translator as well as the target readers could perceive the purpose of the texts very well because they had been knowledgeable about the texts. That is why the Skopos, the translational action, translation brief are not necessarily stated.

Therefore, to avoid confusion, it is suggested that a preface in the translation version be provided and have the students of translation course know about texts that would be translated.

However, this study is not exhaustive. It did not cover the texts that were not suitable with the TT readers' setting nor discussed the influence of time and place difference of ST and TT. It would give more ideas to know how the implementation of Skopos theory is in other issues.

TABLE OF CONTENTS

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION, REVIEW OF RELATED LITERATURE, AND RESEARCH METHODOLOGY.....	1
1.1 Introduction.....	1
1.1.1 Background of the Study.....	1
1.1.2 Research Questions.....	5
1.1.3 Purpose of the Study.....	5
1.1.4 Theoretical Framework.....	6
1.1.5 Significance of the Study.....	6
1.1.6 Limitation and Delimitation.....	7
1.1.7 Definition of the Key Terms.....	8
1.2 Review of related literature.....	10
1.2.1 Previous Studies.....	10
1.2.2 Methods in Translation.....	13
1.2.3 Approaches in Translation.....	14
1.2.4 Reiss-Vermeer’s Hierarchical Order of the Skopos Theory	15
1.2.4.1 The Skopos Theory (Rule #1).....	16
1.2.4.2 Reiss’ Language Function (Rule #2).....	17
1.2.4.2.1 Expressive Function.....	18
1.2.4.2.2 Informative/Referential Function.....	18

1.2.4.2.3 Vocative/Operative Function.....	19
1.2.4.3 Irreversibility of TT to the ST (Rule #3).....	20
1.2.4.4 Coherence Rule (Rule #4).....	21
1.2.4.5 Fidelity Rule (Rule #5).....	21
1.2.5 Translational Action (proposed by Holz-Mänttari).....	22
1.2.6 Translation Brief (based on Nord).....	23
1.2.7 Argument against Skopos Theory	25
1.3 Research Method.....	27
1.3.1 Research Design	27
1.3.2 Research Instrument	28
1.3.3 Source of Data	30
1.3.4 The Procedure of Collecting the Data	30
1.3.5 The Procedure of Analyzing the Data	31
1.3.6 Triangulation	32
CHAPTER II: REISS-VERMEER'S HIERARCHICAL ORDER ANALYSIS...34	
2.1 The Skopos	34
2.2 Language Functions' Relevancy of the ST and TT	63
2.3 Irreversibility of TT to the ST	71
2.4 Coherence Rule	76
2.5 Fidelity Rule	81

CHAPTER III: TRANSLATIONAL ACTION AND TRANSLATION BRIEF..	88
3.1 Translational Action	88
3.2 Translation Brief.....	90
CHAPTER IV: FINDINGS, TRIANGULATION AND DISCUSSION.....	93
4.1 Findings	93
4.1.1 The Skopos	93
4.1.2 Language Function of the TT	95
4.1.3 Irreversible TT to the ST	95
4.1.4 Coherence Rule	96
4.1.5 Fidelity Rule	97
4.2 Triangulation	98
4.3 Discussion.....	101
CHAPTER V: CONCLUSION AND SUGGESTIONS.....	103
5.1 Conclusion.....	103
5.2 Suggestions.....	104
BIBLIOGRAPHY.....	106
APPENDIXES.....	108
Texts Description in Chicken Soup for the Teacher’s Soul.....	108
The Source Data in Chicken Soup for the Teacher’s Soul	113
Kuesioner.....	118

LIST OF TABLES

Table 3.1 Translational Action	88
Table 3.2 Translation Brief.....	90
Table 4.1 Questionnaire Result.....	99