A BRIEF REPRESENTATION OF GRAMMATICAL EQUIVALENCE IN TRANSLATED SIGNBOARDS IN A UNIVERSITY IN JEMBER

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Abstrak
Tujuan utama penelitian ini adalah untuk menyajikan persamaan tatabahasa pada papan nama terjemahan yang terdapat di Universitas Jember dengan rumus pola frase nomina yang dibuat oleh peneliti serta jenis teknik penerjemahannya. Penelitian kualitatif deskriptif ini menggunakan data berupa dokumen dengan gambar papan nama pada dinding gedung kampus dan trotoar kampus. Berdasarkan teori Sneddon tentang frasa nomina pada bahasa Indonesia beserta 18 teknik penerjemahan Molina dan Albir, hasil temuan tersebut dibagi menjadi beberapa kategori. Temuan tersebut merupakan pola frase kata benda, yang dikelompokkan menjadi pra-modifikator, pasca-modifikator, dan lain-lain. Sedangkan teknik penerjemahannya meliputi adaptasi, amplifikasi, peminjaman, calque, dan reduksi.
Kata Kunci: papan nama, frasa nomina, teknik penerjemahan

Abstract
This research's main goal is to present the grammatical equivalence in translated signboard found in Jember University with noun phrases pattern formula conducted by the researcher and the type of translation techniques. This descriptive qualitative research uses data in a form of documents with pictures of signboards in the campus building walls and campus sidewalks. Based on Sneddon's theory on Indonesian noun phrases along with Molina and Albir's 18 techniques of translation the results for the findings are classified into some categories. Those are the pattern of the noun phrase, which are divided into pre-modifier, post-modifier, and miscellaneous. Whereas the techniques of translation, there are adaptation, amplification, borrowing, calque, and reduction.
Keywords : signboard, noun phrases, translation techniques

1. PENDAHULUAN

To inform an individual about certain situations or circumstances in times and common places such as on to the walls, hung upon metal beams, and screwed on top of the door frames are the functions of the signboards. Signboards, or also known as signages are graphic displays that purpose to convey certain information to the audience or the person who reads it (Guo, 2012a). It is a representation of a particular object; an expression, information, or laws; such as road signs. In restaurants or cafes, signboards are often used to promote new products the owner is selling to the public. Not only that, signboards are a form of communication; a medium to projectile information which the receiver can make cognitive decisions based on the information provided.

Public signs are defined as words or drawings that are placed in a public place and are used to give information, suggestion, and warn people as Kang & Zhang stated in their journal. Lu He-fa in Jingjing (2011) public signs have four main functions which are contradictory to each other. Those are (1) Information Function; it conveys information and does not ask people to do something such as Waiting Room, Library Room, and ATM Corner; (2) Suggestive/Reminder Function; it reminds or suggests people about what they have to do in related specific signs, such as Be Careful, Caution! Wet Floor, and

Maximum Height; (3) Restriction Function restricts people from doing something without them feel dictated, for example, Staff Only, Two-Wheels Only, and Right Lane for Cars; and the last one (4) Coercive/Imposing Function which requires people to obey and act to the present regulation, as to example, No Smoking in This Area, No Entry.

In classifying the type of signboards, there is research conducted by Nababan et al. (2016) which deals with the accuracy of the signboard translation in school in Surakarta. In their research, there are also several kinds of research with the similar topic *public signs* which were conducted within the context of translating Chinese into English. In one of the research, one study about translating public signs by using Skopos's approach presented by Hua in 2007 in Nababan et al (2016) and the linguistic features of the signboards by Kang & Zhang conducted in 2008 in Nababan et al. (2016). There are a few similar studies found in Indonesia concerning public signs, in this context, signboards. Therefore it is an opportunity to be taken to research the same topic. Even though it covers on the small scale of the area, the researcher sees this as small but potential research.

In the journal article about the translation of school signboards, they analyzed the quality of the translated texts. *Ruang Multimedia* is translated into the Teaching and Learning Media Room. It could be left like such, however it could also be translated into Multimedia Room, as a simple translation. In their article, they made quite a few explanations on the translated texts, however, the theories they use do not seem to support their argument on defining the inaccuracy of the texts. It seems suitable if their arguments are linked by more theories available.

To begin with, translation is the communication of meaning from an SL (Source Language) in equivalence of Target-Language (TL) text. Translation is an activity of enormous importance in the modern world and it is a subject of interest not only to linguists, professional and amateur translators, and language-teachers but also to electronic engineers and mathematicians (Catford, 1965). Every transcript such as books and letters has been translated by specialists from various points of view. It depends on the faithfulness of the rendering of whether words and ideas are presented.

Grammar in linguistics set of structural rules governing the composition of clauses, phrases, and words in a natural language. The term refers also to the study of such rules and this field includes phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics.

The term "grammar" can also describe the rules which govern the linguistic behavior of a group of speakers. For example, the term "English grammar" may refer to the whole of English grammar; that is, to the grammars of all the speakers of the language, in which case the term encompasses a great deal of variation; it applies with the Indonesian grammar as well. Alternatively, it may refer only to what is common to the grammars of all or most English speakers, or in adjoining cases, Indonesian speakers. A description, study, or analysis of such rules may also be referred to as grammar. A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar". A fully explicit grammar that exhaustively describes the grammatical constructions of a particular speech variety is called descriptive grammar. This kind of linguistic description contrasts with linguistic

prescription, an attempt to actively discourage or suppress some grammatical constructions, while codifying and promoting others, either in an absolute sense or about a standard variety. For example, some prescriptivists maintain that sentences in English should not end with prepositions, a prohibition that has been traced to a translator and poet, John Dryden with his poems whose unexplained objection to the practice perhaps led other English speakers to avoid the construction and discourage its use. Yet, preposition stranding has a long history in Germanic languages like English, where it is so widespread as to be a standard usage.

Outside linguistics, the term grammar is often used in a rather different sense. It may be used more broadly to include conventions of spelling and punctuation, which linguists would not typically consider as part of grammar but rather as part of orthography, the conventions used for writing a language. It may also be used more narrowly to refer to a set of prescriptive norms only, excluding aspects of a language's grammar that are not subject to variation or debate on their normative acceptability.

Fluent speakers of a language variety or lect have a set of internalized rules which constitute its grammar. The vast majority of the information in the grammar is –at least in the case of one's native language – acquired not by conscious study or instruction but by hearing other speakers. Much of this work is done during early childhood; learning a language later in life usually involves more explicit instruction. Thus, grammar is the cognitive information underlying language use.

Jember has a few universities that might happen to have signboards that have the translation of the ST (Source Text). In this opportunity, the translation is analyzed as there must be some translations that do not meet the accuracy of the TT (Target Text).

This study aims to present the grammatical equivalence that is found in the signboard in the universities and the factors that determine the grammatical equivalence in the translation. By that, it should help the translation-making process have enough amount of consideration. The international-based school has to be at least precise at giving a decent and accurate translation. Giving awareness in the process of translation is not as easy as copying and pasting the ST (Source Text) into a translating machine may enhance the skill of a translator or perhaps the society's enlightenment.

METODE

Regarding the main purpose and the title of this study, the data derived from signboards in a University in Jember, based on 18 translation techniques (Molina & Albir, 2002) and Indonesia noun phrase theory (Sneddon, 1996). With a simplified and a modification of the speech pattern formula, the data categorization is presented into several different patterns. Note that there are schematic explanations for the noun phrases displayed. Whereas the translation techniques category is arranged into several techniques based on Molina and Albir's category of translation techniques.

THEORETICAL FRAMEWORK

Signboards Fuctions

Signboards are functional and as said before that signage have more than it is than just words in material object. In this particular study, a journal made by Minghe Guo (Guo, 2012b) of an Analysis on the English-translation Errors of Public Signs classifies that there are four functions of public signs from Dai Zongxian and Lv Hefa. Those functions are:

- Directing

Public signs have the power of directing, but so do signboards. Directing here means to provide detailed information or a certain service for people that has no restrictive or compulsory meanings. Directing aims at indicating the content of the service rather than forbidding or requiring people to perform any action. In certain circumstances, it simply just denotes what kind of service is being offered, what, or where it is. Examples of this phenomenon are as follows:

> **EXIT**
>
> **Casher** (*Kasir*)
>
> **Business Hours: 09:00-16:00** (*Jam Kerja: 09:00-16:00*)

These examples of public signs provide information and services as well as show what it is without having an attitude towards the receptors.

- Prompting

Prompting means the public signs remind the receptors to pay attention to a particular fact before they take any kind of action. It tells people what to do, but serving as a reminder in a warning tone in some situations. Take these as an example:

> **Caution: Wet Floor** (*Hati-hati Lantai Basah*)
>
> **Occupied** (*Sedang Dipakai*)
>
> **Reserved** (*Sudah Dipesan*)
>
> **Road Works Ahead** (*Ada Perbaikan Jalan*)

- Restricting

Public signs restrict the behavior or actions people should keep in mind. The words used in these signs most of the time are simple, direct, or even comparatively harsh, yet it will not make the receptor feel offended, thus the use of the proper language. This can be found in these examples:

> **Staff Only** (*Selain Petugas Dilarang Masuk*)
>
> **Stand in Line** (*Antre/ Mohon Antre*)
>
> **Keep Right** (*Tetap di Jalur Kanan*)

These public signs put on demands and restrictions on the relevant addresses that are expected to obey the rules, especially in public.

- Compelling

This type of public sign demands the people to do something or not to do something, meaning it forbids them to do certain things. The word choices used for this kind of sign is particularly brief and compelling without any possibility for consultation and compromise. The sentences usually have negative words such as "no", "do not", or "forbidden". Example:

> **No photographing** (*Dilarang memotret)*
>
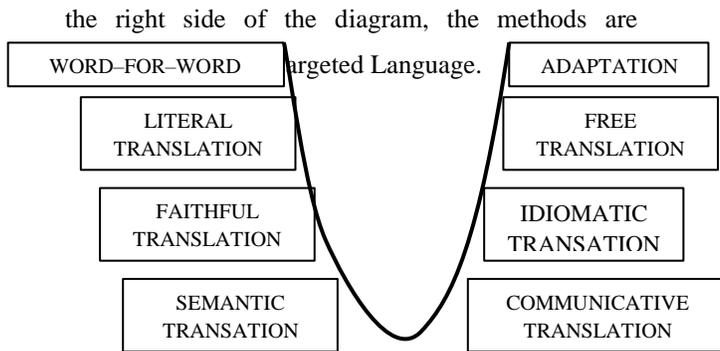> **No littering** (*Dilarang buang sampah sembarangan)*
>
> **Do not touch** (*Dilarang menyentuh*)
>
> **Narcotics and or any kind of psychotropic are strictly forbidden**

These signs use force in the warnings to make sure the information from the sign is accepted and obeyed no matter what.

Translation Method

To make it easier to understand the theory of translation according to Newmark (1998), he made a diagram as seen below. He called it the flattened V diagram. On the left side of the diagram, the translation methods are emphasized on the Source Language. On

the right side of the diagram, the methods are targeted Language.

WORD–FOR–WORD	ADAPTATION
LITERAL TRANSLATION	FREE TRANSLATION
FAITHFUL TRANSLATION	IDIOMATIC TRANSLATION
SEMANTIC TRANSATION	COMMUNICATIVE TRANSLATION

Picture 2.1 Peter Newmark's Flattened V Diagram

From the picture above it can be concluded that there are two types of texts which it emphasizes. Those are the type where the source language is emphasized and the other is where the targeted language is emphasized (Newmark, 1998).

a. Source Language (SL) Emphasis

1. Word-for-word translation

Word-for-word translation is the closest to the source-language text. The organization of the source language is kept intact, meaning the words from SL are translated with the most basic meaning outside of the context. Words that have cultural meaning are translated literally. This type of method is used to describe the mechanism of the SL, or in some cases, words that are almost impossible to be translated for the sake of the first step of translation. For an example:

SL: I like gardening

TL: **Saya suka berkebun**

For cultural words, such as *tempe, bajaj,* or, *ojek*, is translated as it is, or not at all.

2. Literal translation

It is also known as linear translation. This method of translation converts the source text's grammatical construction into the closest targeted language equivalents, while the texts are translated outside of the context. This type of translation can help to solve a problem in a pre-translation process. For example:

SL: Jill is under the weather

TL: **Jill sedang di bawah cuaca**

Looking at the product of the translation, the translated words sound a little off, since those words are translated in their literal equivalence. Under the weather means ill or unwell, so if a person is or feeling under the weather, he/she is or feels ill or unwell; it does not mean that the person is positioned under the weather. In the process of translation, this method is far beyond the context. This method is executed from word-to-word and then the translated version apt the TL's grammatical structure.

3. Faithful translation

In faithful translation, the translated word it produces tries to reenact the contextual meaning but is restricted to the grammatical structure of the SL. The cultural words in this translation are thoroughly translated, but the 'abnormality' of the translation is disregarded. This method tries to stay faithful to the meaning and the goal of the TL, thus it tends to sound rigid and odd. It could be done in the first step of the translation process. For example,

SL: I don't think it's a good idea

TL: **Saya tidak berpikir bahwa itu adalah ide yang baik**

Though it is good in a term of faithfulness, it is not in a term of translation. With the internal meaning of the SL, the TL version sounds a bit uncommon and stiff. It will be much more pleasing to hear or read if it is

polished. Then it will turn out like "**Saya tidak yakin itu ide bagus".**

4. Semantic translation

As far as the description of the semantic, as it favors more to the aesthetic side of the translation, this method is different from literal translation and it is more reasonable. Aside from that, this method translated texts which have a few cultural words into more neutral and functional texts (Newmark, 1998). Compared to faithful translation, semantic translation is much more fluid, while faithful translation is bound to SL. Take this as an example:

SL: Do not cross the line

TL: **Dilarang melewati batas**

This translation is quite informative and functional. There is no ambiguity thus making the reader fully understand the intention of the text. There is another example:

SL: Carlos is a tough nut to crack

TL: **Carlos (itu) sulit dimengerti**

This translation contains an idiomatic meaning and cultural context, where tough nut to crack means someone very difficult to understand.

b. Targeted Language (TL) Emphasis

1. Adaptation

Adaptation is the freest (Newmark, 1998) form of translation and it is the closest to the TL. This translation often occurs in literary artwork such as a play or poetry. The elements of the artwork remain unchanged; such as the theme, characters, and the plot. The cultural texts from SL are converted into the cultural sense in TL. In some cases of scientific work, logics are left untouched, while some examples are cut down, even eliminated depends on the necessity. For example:

SL: He has a golden heart

TL: **Dia sangat baik**

This does not mean he particularly has a heart made of gold; it means that he has a very kind and good nature towards other people. Therefore, in the translation, TL says 'Dia sangat baik' instead of 'Dia memiliki sebuah hati emas'.

2. Free translation

A free translation is a remake of the SL without seeing the original. It is particularly a paraphrase of the text; whether shorter or much more redundant than the original. It might also occur in the same language, which is called 'intra-lingual'. This method is considered prolix or pretentious, it is barely a translation. Take this as an example:

SL: Joe's dog had babies

TL: **Anjing peliharaan Joe melahirkan beberapa anak anjing.**

From this example, it can be concluded that the translated version has much more words than the original text. By adding a few more words, the text explains itself, making it more descriptive than the SL.

3. Idiomatic translation

This method of translation tries to make another meaning of the SL, but with a distorted meaning by using colloquialism and/or idioms in the TL. This method is considered lively and natural by Seleskovitch and Stuart Gilbert (Newmark, 1998). Here is an example of this explanation,

SL: Cry me a river, would ya?!

TL: **Aku sama sekali tidak peduli!**

This translation changes the entire structure and words from the SL making a new text but with the same meaning in the context. Cry me a river means sarcastically to weep excessively over a person or a thing in the presence of another person hoping he/she gains sympathy. In the TL, the words have been

changed entirely, but the meaning is still the same, where he/she does not respond the way the person they are talking with wants; hence the lack of sympathy.

 4.   Communicative translation

This translation tends to make the contextual meaning from the SL in a way that the content of SL and TL are accepted and agreed in readership. This translation focuses on readability and naturalness, thus it is freer and prioritizes the effectiveness of the message which is communicated. This translation emphasizes the communicative function (as the term suggests) of a translation and the communicative potential translation activities. Here's the example,

SL: Road work ahead

TL: **Awas ada perbaikan jalan**

There is a fine line between semantic and communicative translation since they are almost similar to each other. The semantic method emphasizes the linguistic level of the text's maker, while the communicative method emphasizes the linguistic level of the reader. Also, the semantic method favors more to the expressiveness of the text, while the communicative method lies in the informative texts.

Translation Techniques

Translation technique is a way of translating a text from Source Language (SL) into Targeted Language (TL) in word, phrase, clause, or sentence level. There still is some misunderstanding on the terms translation method and technique due to it overlapping in describing it. Molina and Albir (2002) suggest a summarized translation technique, which then is classified into 5 basic characteristics, those are:

a.   The technique affects the production of the translation

b.   They are grouped by comparing the SL with the TL

c.   The technique affects the micro-unit text

d.   The techniques are, by nature, contextual and discursive

e.   The techniques are functional

Knowing the 5 characteristics they promote, Molina and Abir propose 18 techniques of translation. These types of techniques can be seen below along with their explanations and examples,

•   Adaptation

Adaptation replaces cultural and/or social elements in the SL with one from the TL, which is acceptable for the reader in the TL. This technique is similar to Newman's method of idiomatic translation about cultural reference. For example,

SL: I think he's stoned

TL: **Aku rasa dia teler**

•   Amplification

This technique paraphrases a piece of information that was implicit into more explicit in the TL. It is the opposite of the reduction of the text. Or in other cases, it tries to introduce another detail that is not in the SL by adding more words. Some may add footnotes of the SL text to make more explanation to the reader about the particular SL text. Example:

SL: He was born in Jakarta

TL: **Jakartalah di mana tempat dia dilahirkan**

•   Borrowing

This is a type of translation technique where it takes the SL's word or text into the TL. There are two types of borrowing; those are pure borrowing where the word or text did not undergo some changes, for example, *keyboard* (English) and *keyboard* (Indonesian) and then there is natural borrowing,

which naturalizes the SL's word or text by the rules in TL, i.e. the spelling. For example *bottle* (English) and *botol* (Indonesia)

- Calque

This is the literal translation within a word or a phrase from SL to TL and it could be lexical or structural (Molina & Albir, 2002). For example,

SL: You can use the eggshell as a mini-pot

TL: Kamu bisa pakai c**angkang telur** itu sebagai **pot kecil**

- Compensation

This technique introduces the SL's stylistic effect or element of information in the TL's position because it cannot be placed in the same position as the SL. Some parts of the SL are simply disassembled in the process of translation. For example:

SL: A long furred Canadian vixen has entered her nest in the woods

TL: **Rubah itu telah masuk ke dalam sarangnya di dalam hutan**

Commonly, *vixen* does not have a gender expression in the TL, thus it is simply put as *rubah* to generalize the subject.

- Description

This technique changes the term from it the SL into the TL by describing it. This technique is used when the description of the term does not exist in the TL. For example,

SL: He came back to the **chapel** once he got rid of the body

TL: Dia kembali ke **tempat ibadah kecil** itu lagi setelah membuang jasadnya

- Discursive creation

Discursive creation is used to establish a temporary equivalence that is unpredictable and out of context. This technique usually used in translating

movie titles and book to sound interesting enough for the readers, for example, SL's **trophy wife** is TL's istri muda typically for a status symbol for an older man

- Established Equivalent

The technique applies the recognized term or expression in dictionary or language use as equivalence in the TL in terms of meaning and style. As a simple example is the phrase **white diamond** in SL is **berlian putih** in TL.

- Generalization

Generalization tries to use terms in a more common or neural way in the TL. For example, the term **pent, loft**, or **crib** in SL can be translated into **tempat tinggal** in TL.

- Linguistic amplification

This technique of translation is done by adding some linguistic factors into the TL; this technique is commonly used in consecutive translating and a voiceover (dubbing) on a show. For example'

SL: Oh, give me a break!

TL: **Oh, ayolah!**

- Linguistic compression

Linguistic compression synthesizes linguistics elements becoming simpler and easier to understand. As an example, the SL's *get on with it!* becomes *cepatlah!* in TL. It is commonly used in making a subtitle or simultaneous interpreting

- Literal translation

This technique translates terms, words, or expressions each for every word. It is a technique that has something in common with the word-for-word translation method as explained before. For example:

SL: I'm very tired

TL: **Saya sangat lelah**

- Modulation

This translation technique tries to change the focus or the point of view in a cognitive level related to the TL. For instance, **I'll fix you a drink** in SL becomes **Aku akan buatkan minuman untukmu** in TL. In literal translation, it may sound like **aku akan memperbaiki minuman**, but that is not what it means. It means one will get or make the other person a beverage.

- Particularization

Particularization is a technique where the translator uses a much more concrete, specific, or as the name suggests, particular term. This technique is the opposite of the generalization technique. For example, a **jewelry** SL may be translated into **anting-anting** in TL in this sentence: Rona kept the jewelry in the box.

- Reduction

Reduction means to reduce or some part, in this case reducing some terms or some expressions. It is the opposite of the amplification technique; it simply suppresses the additional explanation in the SL, thus the TL becomes shorter than the SL. For example,

> SL: I guess you wondered where I've been
>
> TL: Kamu mencariku?

- Substitution

This technique changes the linguistics and paralinguistic factors such as intonations or particular gestures from SL. For example, putting your palm together then slightly bow means that you are showing gratitude towards the person you are talking to.

- Transposition

Transposition is a type of technique where the grammatical category is changed in the translation; it is similar to category shifting, structure, and unit. For instance, there is a translation where the SL says **I run down the alley,** then in the TL, it translated into **aku berlari menelusuri gang**. The term run down did not translate into berlari ke dalam, instead, it translated into menelusuri, where the preposition in the phrase disappear and became just a noun in the TL. A similar definition is also stated by Newmark (1998), as he stated transposition is a shift.

- Variation

Variations is a translation technique where it changes the linguistic and paralinguistic features which affect the linguistic variation, such as style, textual tone shifts, social and geographical dialect. For instance, "**don't y'all ever get tired?"** with all of the social dialect it has, if translated into TL become "pernah nggak sih kalian merasa capek banget?"

Phrases

A phrase is a sequence of words that functions in the same way as a noun, adjective, and/ or adverb. The phrase holds a word of the class to which is equivalent; they are called the head. According to Sneddon (1996) in Indonesian noun phrases, there are some other distinctive types, which can be seen below.

Some theories define moderately regarding phrases used in the language. These phrases are used commonly on the daily basis. Phrase per se is a combination of two or more words which stand together and create meaning; most likely to form into a component of a clause. Since the gathered data is mostly in a form of phrases, the following theory would only fit in analyzing the data.

- Demonstrative

The nouns in demonstrative are followed by *ini, itu, tersebut,* and *tadi*. Respectively, those are "this", "that", "already mentioned", and "recently mentioned". These are the examples:

this table **meja ini**

this paper **kertas ini**

that tree **pohon itu**

those people **orang-orang itu**

Demonstrative nouns can occur with all classes of nouns

- Quantifiers

  This noun occurs with a number and there are several types of quantifier, including definite and indefinite numbers.

- Numbers

  As the name suggests, numbers phrases come along with numbers, either definite or indefinite.

  two people **dua orang**

  four horses **empat kuda**

- Classifiers

  Classifiers are optional and rarely occur in a phrase, and are typically perceived by a number.

  He is a teacher **Dia seorang guru/Dia guru**

  A flower **setangkai bunga**

- Partitives

  Partitive indicates a particular amount of something. It often confuses with classifiers, though there is a clear distinction: classifier group nouns based on some perceived intrinsic characteristic, whereas partitives group nouns depend on how they are measured or processed. Thus in **sebuah apel** the 'buah' is a classifier, while in **sekotak apel**, 'kotak' is the partitives.

- Diminutives and honorifics

  These types occur right before the head noun as an attitude on the part of the speaker, typically of affection or respect.

  Bolang **Si Bolang**

  Fox **Si Musang**

- Modifying

  A modification gives more specific information about the head noun. This type of phrase is the most common phrase in Indonesian grammar. As common as it gets, modifying has a wide range of relationships between two nouns. It can also indicate what the head is made of, where it comes from, what it does, where it is, what it is for, and so on. The example can be found almost everywhere. The following examples speak a number of the relationships:

  Book shop **took buku**

  Coffee table **meja kopi**

  Ground beef **daging cincang**

  Clay pot **pot gerabah**

- Possessors

  A possessor follows the headword. It can be a noun or a pronoun:

  My shirt **baju saya**

  Hans's book **buku Hans**

- Adjectives in the noun phrase

  An adjective immediately follows the phrase head

  A small hut **pondok kecil**

  Green table **kursi hijau**

- Modifying verbs

  Modifying verb immediately follows the head noun and describes what the noun is used for. For example,

  Bedroom **kamar tidur**

  Work desk **meja kerja**

  Waiting room **ruang tunggu**

- Attributive verbs

  The relationship between the head noun and attributive verb is that the subject and the verb in a clause. For example:

Armed robbers **perampok bersenjata**

Nutritious vegetables sayur-sayuran **sayur-sayuran bergizi**

The Preposition *of*

In terms of qualifying the modifiers, there is a relationship that helps in categorizing the phrases. Intrinsic relation is determined by the entities that are related; the two noun phrases. Those phrases are expressed by the preposition *of*, which has a function none other than relating the noun phrases (Radden & Dirven, 2007). There are some common types of intrinsic relations which can be illustrated below,

- Part/whole relation

For instance, *at the end of a tunnel* is a perfect noun phrase to describe the whole/part relation. Parts and whole are complementing each notion. Part here is related to a whole, therefore we cannot fathom apart as an end without thinking the whole to which the part belongs. Let's put it this way: Imagine someone stated "*Wait for us until we come to the end*" and we did not know what the person is talking about, we would likely more to reply "*to the end of what?*" exactly.

- Relational term

While most relations are all expressed by verbs, adjectives, prepositions, and conjunctions, a small number of nouns are also related to an intrinsic relation. For instance, in the phrase *the father of the groom*; the word *father* intrinsically relates to another entity, in this case, the son. Other relational nouns are *secretary, neighbor, speaker, wedding, portrait, bibliography, interaction,* and *future.* The intrinsic of the phrase is based on the relational noun.

- Reified thing

The intrinsic-ness of the relation in the phrase *the review of the journal* is due to the abstract noun *review*. In the same way that *reviewing* the *journal*; requires both elements, which is the reviewer and the journal, meaning there are two participants. The subject *reviewer* is automatically understood while the *journal* is more of a salient participant, which is explicitly expressed. The phrase is related to the reified thing 'review' by the preposition *of*. As much as nouns such as *mother*, abstract nouns are relational terms, but the entities they intrinsically relate to are participants of a situation.

- Identifying relation

Identifying relation is a relation that solely describes that "A is B". Let's use the phrase *the issue of abortion.* The phrase itself can be paraphrased into *the issue is abortion* or *abortion is the issue* if it is reversed. These types of relationships are characterized by a connection between entities that are related to each other. Therefore they can be only restrictive due to their intrinsic nature.

HASIL DAN PEMBAHASAN

Grammatical Pattern

The analysis of the grammatical equivalence pattern in the translated signboard found on the campus of the University of Jember is the type of phrases in the Source Language (SL). As seen in the table the source texts are mostly in phrases. The pattern of these phrases is in a type where a noun meets with another noun. The analysis will be divided according to the position of the modifying noun, or to put it simply, the same pattern, and note that the agglomeration in the analysis is emphasized on the TL. Here is the basic guide code for the first analysis:

| Head (H) + Modifier (M)	(H) is for head of the noun (M) is for modifier of the noun
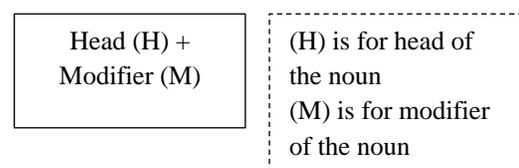
In terms of grammatical equivalence, language has different rules and systems; every language has different ways of arranging word by word to be phrases, sentences, or even paragraphs. According to Huddleston (2002), the pre modifier positions the modifier of the head noun before it. Note that most of the phrases which consist of the noun and the noun adjunct are to be mentioned, where the adjuncts are structurally dispensable.

The SL of the data is in Indonesian **UPT Perpustakaan** which is a head-noun put together with a modifying noun. The head noun of the phrase is **Perpustakaan** and the modifying noun is **UPT;** note that UPT is an abbreviation or an acronym for Unit Pelaksana Teknis, which is a noun phrase of its own and it is independent; meaning it can stand on its own without the modifying noun, but without the modifying noun it doesn't sound quite right. Let's see it with the guide code below,

UPT	Perpustakaan
H	M
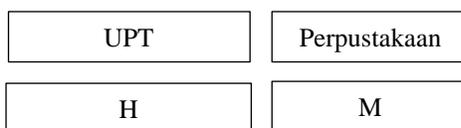
Then if it is translated into the TL it becomes Central Library which is a modifying noun and the head noun respectively. Let's see it in the form below,

Central	Library
M	H
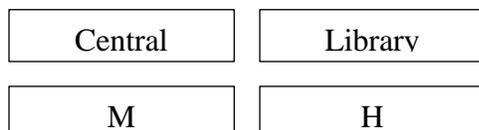
This finding is interesting due to the SL and the TL's pattern is different, where the SL, the Modifying noun is a noun while in the TL the modifying noun is an adverb. From the SL it was not stated in the sign that there an emphasis on the adverbial of the head noun, rather than only giving the illustration of the noun.

There is another data from the SL that uses the phrase UPT and the pattern of the SL; it is **UPT Agroteknopark** and the TL is Agroteknopark Unit as seen below,

UPT	Agroteknopark
H	M

Agroteknopark	Unit
M	H
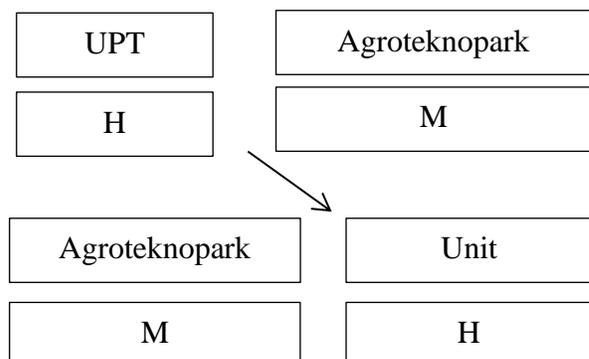
Next is **Jurusan Ilmu Ekonomi**. The TL of the SL is Economics Department**.** The composition of the SL is a noun and a noun phrase of Ilmu Ekonomi. The head noun of the phrase is Jurusan and the modifying noun of the phrase is Ilmu Ekonomi. Ilmu Ekonomi is a noun phrase of its own where the head noun is Ilmu and the modifying noun is Ekonomi. Now if we see it in a form it will look like down below

Jurusan	Ilmu	Ekonomi
H	M	
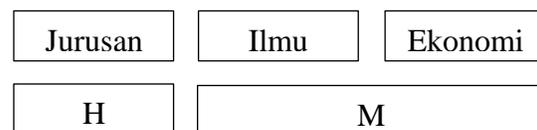
Then, the translated version of the SL consists of the modifier and the head as seen below

| Economics	Department
M	H
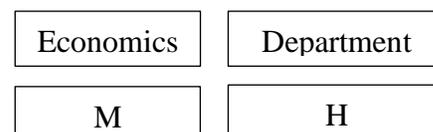
The reason why Economics is being the modifier and Department is the head depends on the context of the translation. If we eliminate Department from the phrase, it cannot modify the head noun Economics because Department is the division as it is also the

building of the major in a university, unless if Economics is the subject of a study then it does not matter if the head noun is nonexistent. The same goes for **Jurusan Manajemen** in the SL and its TL Management Department**.**

Jurusan	Manajemen
H	M
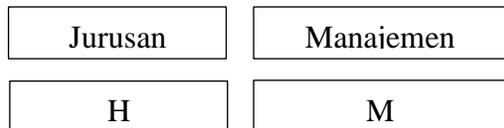
Department is the head of the phrase which explains *jurusan* the modifier of the phrase.

Management	Department
M	H
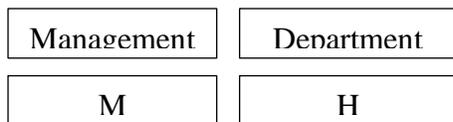
Kantor Pusat holds the same pattern as H + M where the head of the phrase is Kantor and the modifying noun is *pusat* if we put it in the form, it can be seen as below

Kantor	Pusat
H	M
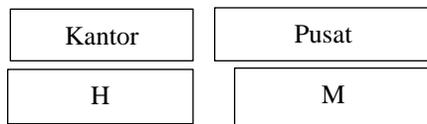
While the TL holds the inverse pattern of the SL, which is M + H and it can be seen below,

| Head	Office
M	H
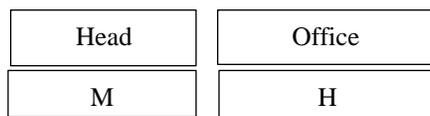
We can see that the pattern in the source language which is H + M is not the same in the targeted language which is M + H

The next data are **Rusunawa Putra** and **Rusunawa Putri.** The catch is Rusunawa is another abbreviation of Rumah Susun Sederhana Sewa which means a building where usually students live on campus. **Rusunawa** is the head of the phrase while the modifiers are Putra and Putri. The translated version of the sign stated that it is a homestead from the

enlightenment earlier; therefore the TL of the sign stated Male Student Homestead and Female Student Homestead**.** The pattern can be seen below,

Rusunawa	Putra
H	M

Male	Student	Homestead
M		H
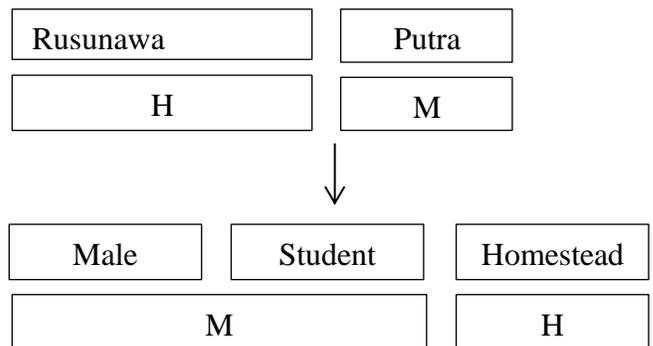
And as for the Female Student Homestead, it would be as seen below,

Rusunawa	Putri
H	M

Female	Student	Homestead
M		H
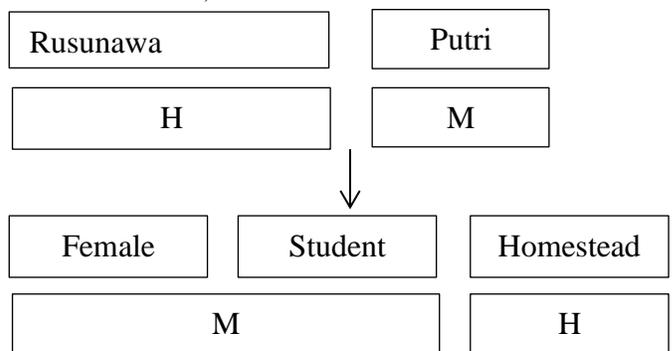
Next, there is a group of phrases from the data which have the same head nouns which are used in the same pattern, however, the modifier varies.

Doctorate Degree

Magister Degree

Bachelor Degree, and

Diploma Degree have the same head nouns, which is *degree* is the academic rank conferred by a university; it is usually accomplished after the completion of an examination of a course of certain study to honor the

students. The modifying nouns; which are *doctorate, magister, bachelor,* and *diploma* explain the head nouns *degree*. Those are the TL of the phrases, what about the SL? The SL phrases are:

Program Doktor,

Program Magister,

Program Sarjana, and

Program Ahli Madya. From what we can see, the head nouns are *program* while the nouns which explain or modify the head nouns are *doktor, magister, sarjana,* and *ahli madya* as we can see below,

Program	Doktor
H	M

| Doctorate	Degree
M	H
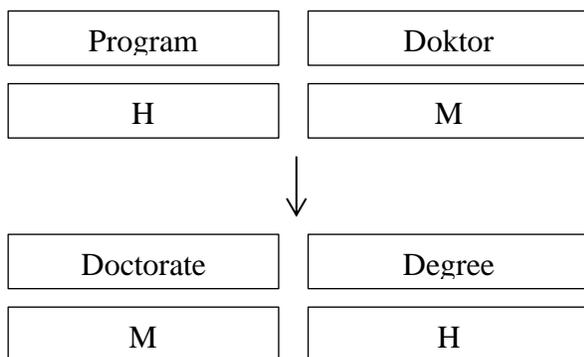
but there is a single noun phrase in this group that has a slightly different pattern in the translation; it is the phrase *program ahli madya* and its translation *diploma degree.* The SL shows that the phrase has another phrase as the modifier.

Program	Ahli	Madya
H	M	

Diploma	Degree
M	H
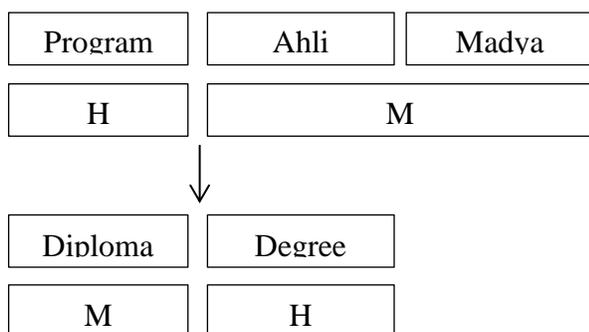
The complex phrase of *ahli madya* consists of two adjectives that function as the modifier of the head noun *degree*. If we are to remove one of the complex phrases, namely *madya,* it will certainly become a different meaning and will also not be equivalent to the TL. The same circumstance applies to the other, but put together it makes a meaning which a vocational degree awarded to the graduate. Those who bear this degree have practical skills more than theoretical ones.

There are another couple of phrases from the data with a similar pattern which determines the head noun and the modifying noun. The SL of the phrases is **Ilmu Ekonomi** and **Ekonomi Syariah** whilst the translated version is Development Economics and Sharia Economic**.** In the TL the head is easily recognized and it is, no doubt, *economics* if the context is already known before seeing both SL and the TL of the phrase. The head noun *economics* is related to the modifiers as it is the term of the major. We can see it in a form below,

Ekonomi	Syariah
H	M

Sharia	Economics
M	H
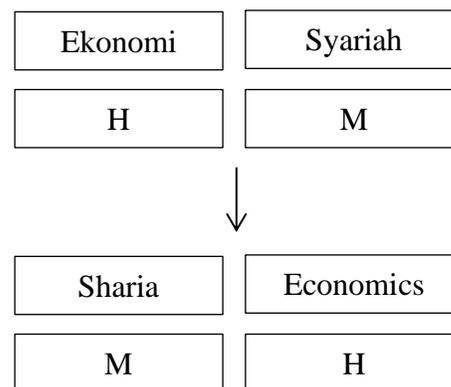
We can see that the modifiers explain a detailed major in the subject of the main study. As can be seen, the adjunct noun *sharia* is an Islamic canonical law based on the teaching of the Quran also romanized as Koran or Al-Qur'an, while *economics* mainly talks about financial matters. Together, *sharia economics* is a major that studies economic issues in society and has been imbued with Islamic virtues. On the other hand,

development would certainly run around the issues of the per capita and the income of the economy in the certain region along with its growth of the census.

The last grammatical equivalence of the translation of the phrase is **Administrasi Keuangan** or in its TL Financial Administration**.** The head noun of the phrase is *administrasi* and in the TL the head noun is *administration,* while the modifiers are *keuangan* and *financial* as we can see in the form below,

Ekonomi	Syariah
H	M

Sharia	Economics
M	H
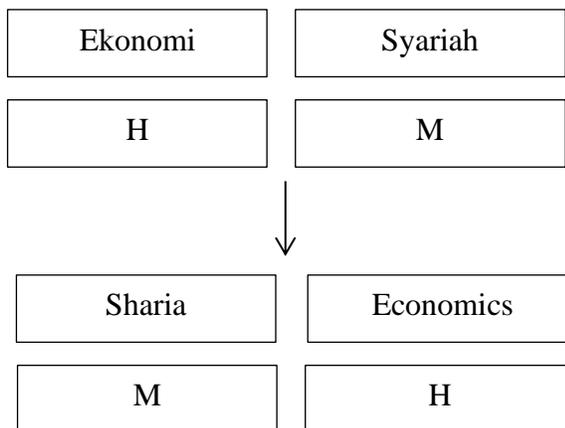
Here we are talking about the pattern of the phrases which have modifying nouns that come before the head nouns. In here, we discuss the phrases which have modifiers that come after the nouns they modify. The interesting part, the data in this category have the pattern in which the preposition *of* is applied. In the theoretical framework, it is stated that the preposition *of* is an exception when comes in term of noun phrases. The data gathered from the translated signboards show that the TL applied the preposition in its phrases. Let's have a look at the data and begin with the first datum.

The first datum in the SL of the phrase says **Fakultas Pertanian** and in the TL says **Faculty of Agriculture.** The head noun of the phrase is *faculty* while the modifying noun is *of agriculture* while the SL holds the same pattern; the head of the noun is

fakultas and the modifier is *pertanian*. We can see the form below,

Fakultas	Pertanian
H	M

| Faculty	of Agriculture
H	M
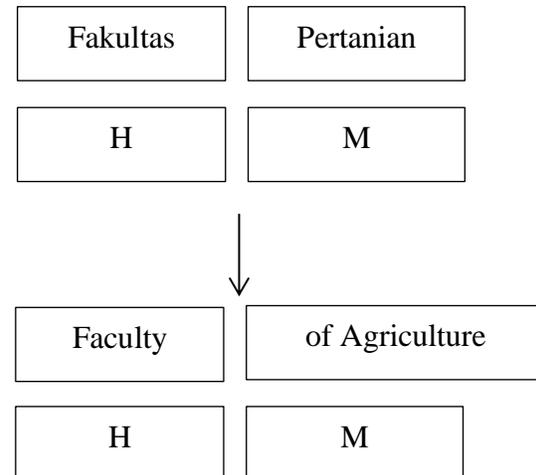
The same goes for these data:
Fakultas Teknik/Faculty of Engineering,
Fakultas Keperawatan/ Faculty of Nursing,
Fakultas Kedokteran/ Faculty of Medicine,
Fakultas Hukum /Faculty of Law and
Manajemen Perusahaan/ Management of Company

A similar pattern applies to these data, but the modifying nouns in the SL are in a form of another complex phrase. Those data are Fakultas Kedokteran Gigi/ Faculty of Dentistry**, Fakultas Ilmu Budaya**/ Faculty of Humanities as we can see down below,

Fakultas	Kedokteran	Gigi
H	M	

Faculty	of Dentistry
H	M
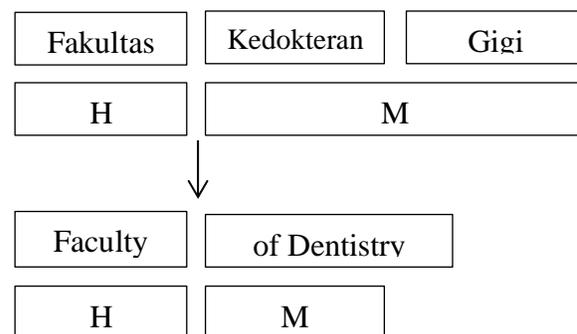
The modifier phrase consists of two nouns; *kedokteran* and *gigi.* If we exclude one of the nouns, *gigi* the other noun will still can stand alone on its own, but the phrase will change into *fakultas kedokteran;* meaning the *faculty of medicine.* This means that the SL of the phrase cannot be separated because it will be resulting in a different meaning in the TL. This issue appears also in the phrase Fakultas Ilmu Budaya/ Faculty of Humanities in the signboard, however the noun *ilmu* dependent on the following noun *budaya.*

Next data are most likely similar to previous data, but in the TL, the following modifying noun consists of much more complex noun phrases such as:

Fakultas Kesehatan Masyarakat/Faculty of Public Health**,**

Fakultas Ekonomi dan Bisnis/ Faculty of Economics and Business**,**

Fakultas Teknologi Pertanian/ Faculty of Agricultural Technology**,**

Fakultas MIPA/ Faculty of Mathematics and Natural Sciences, and

Fakultas Ilmu Sosial dan Ilmu Politik/ Faculty of Social and Political Sciences**.** The first datum analysis is almost similar to the explanation in the previous paragraph regarding omitting one of the words in the modifying phrase. The phrase cannot stand alone as an individual word. Let's see it in the form below,

Fakultas	Kesehatan	Masyarakat
H	M	

$\downarrow$

| Faculty	of Public Health
H	M
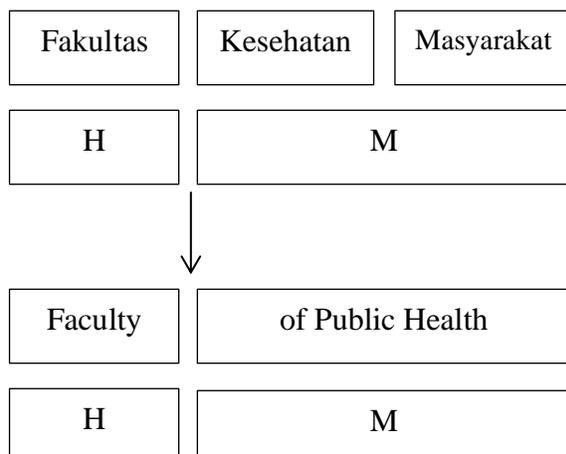
The adjective *public* means something related to people in general, while *health* means the condition of the body to the degree it is free from illness. This phrase's head nouns are *health* and *kesehatan* respectively and the modifiers explain the head to know the full meaning of the phrase. This happens to the phrase *agricultural technology*, except the modifying is a noun instead of an adjective.

The next couple of phrases comes with a little bit more complex than the other since it has the conjunction *and* in the modifiers. Here are the data which have the 'extra' conjunctions:

Fakultas MIPA/ Faculty of Mathematics and Natural Sciences

Fakultas Ilmu Sosial dan Ilmu Politik/ Faculty of Social and Political Sciences

and as the function suggests, conjunction in the modifier joins two words; *mathematics* and *natural* as well as *social* and *political.* While the other phrase which still in the modifier position; *natural-sciences* and *political-sciences* have their modifier which is *sciences* which means the particular area of the study or branch of knowledge. This can be shown in a form below,

Fakultas	MIPA
H	M

$\downarrow$

Faculty	of Mathematics	and	Natural Sciences
H	M		
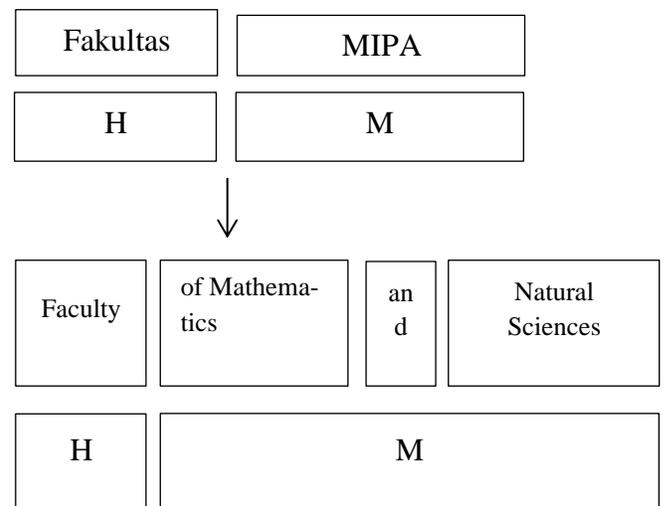
In the TL the modifier of the phrase; MIPA is an abbreviation of *Matematika dan Ilmu Pengetahuan Alam* and the translated version is stated as it is in the SL.

The last datum is of a similar pattern to other data discussed before, except the TL equivalent applies an article at the beginning of the phrase; nonetheless, it does not make any considerable changes on the meaning. It is **Fakultas Keguruan dan Ilmu Pendidikan**/ The Faculty of Teacher Training and Education**.** The only change on the TL which makes it distinct from the previous explanations is the article *the*. The article defines the specific noun used right after it, thus *faculty of teacher training and education* is the specific noun and in this case the noun phrase in the sign. The article also limits the meaning of the noun in one particular thing; the *faculty* is the noun. The sign says that the faculty is for *teacher training and education* area of the major.

The last two of the datum are of the same pattern as before; those are:

Lab. Zoologi/ **Sub. Lab. of Zoology** and

Lab. Botani/ **Sub. Lab. of Botany**

Before we get into the grammatical explanation, the abbreviations of the TL on the signboards are both *subdivisions* and *laboratory;* as in the SL, it is *laboratorium.* We can see the scheme down below,

Lab.	Zoologi
H	M

Sub. Lab.	of Zoology
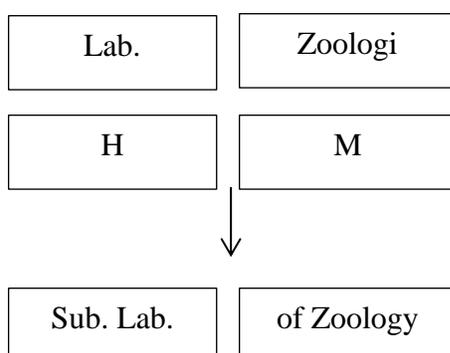
As we can see, the modifier of the phrase lies on the second box, and for the head noun is **l**aboratorium – *subdivision laboratory.* The same goes for the second one, but the modifier lies on the *botani - of botany.*

Lastly, the function of the preposition is to indicate a particular example belonging to the class denoted by the preceding noun; in this case, the head noun. As stated before, which the preposition *of* is to relate the two noun phrases, and it identifies the relation between them. From all the data stated before, all the modifiers identify the noun and/or noun phrases.

This next discussion deals with data that do not belong in the previous categories which are pre modifier and post modifier. That being so, the rest of the data collected are stated as such:

Ilmu Ekonomi/ Economics

Manajemen/ Management

Akuntansi/ Accounting

Kesekretariatan/ Secretary

As these data do not include in one of the categories stated before, the pattern on the translations does not appear as H and M, instead of a mere translation technique which will be relevant in the next discussion of the translation technique used in the signboards. Instead, as *economics* falls into the nominalization category which suffix –s takes part in this category, *management* and accounting are the exact translation of its English equivalent, and lastly, *secretary* falls into the affix category, where the Indonesian equivalent *kesekretariatan* has affix applied as the design below explains,

Ke	sekretariat	–an

the prefix ke– followed by the syllable *sekretariat/secretariat* from the noun *sekretaris/secretary* then followed again by the prefix –an.

The technique of the Translation

This discussion differentiates the translation techniques of the translation of the signboards. There are roughly 6, which used to group the data. Those are **adaptation, amplification, borrowing, calque,** and **reduction**.

- **Adaptation technique**

Adaptation is the closest translation. In this context the data which uses this technique eliminates the word-to-word element due to the usage of the term in the SL seemingly does not fit in the TL, therefore a term from TL is applied to put a better understanding of information in the signboard. Ruang Laboran/ Teknisi - **Laboratory Administration** is one of the data examples which uses adaptation. To be fair *teknisi* when translated becomes *technician* surely, but the term does not appear in the TL; it is *administration* instead. *Technician* and *administration* mean the same, one being "the person who's responsible" and the other being "the person who overlooked certain practice in the particular subject". The TL seemed to choose the term *administration* more than *technician* as it is more commonly used in the area of the campus.

The other 3 data which happen to use adaptation technique are stated below:

Program Doktor/ Doctorate Degree

Program Sarjana/ Bachelor Degree, and

Program Ahli Madya/ Diploma Degree

where *program* is not translated into *program* in the TL, instead *degree* is used in the TL.

- **Amplification technique**

Amplification is the technique used for translating the SL from implicit into more explicit in the TL. As an example from the data, 3 data uses the amplification technique. One of them is **Lab. Botani**/ Sub. Lab. of Botany**.** The abbreviation shows that it adds a term in the TL which is *Sub. (subdivision); meaning* a secondary or subordinate division of a facility in the campus in this context. The SL however does not have the extra term for the information. Another example from the category is R. Ket. Prog. Biologi - **Program Director: Biology Edu. Study Prog.** There is much more term addition in the TL such as *education* and *study* in the phrases *biology education* and *study program*.

- **Borrowing technique**

The borrowing technique applies to the translated SL texts on the sign. Borrowing in this case, as what like it says, 'borrows' the text in the SL's language and then puts it in the TL equivalent. There is not much happened in terms of changes in the form of the text; as it is taken from original language texts.

The technique appearing in the signs are as follows:

Lab. Botani/ Sub. Lab. of Botany

Manajemen/ Management

Akuntansi / Accounting

Kesekretariatan/ Secretary

UPT. Agroteknopark/ Agroteknopark Unit

Those are the SL with the TL equivalents which use the borrowing technique where it is seen the similar words/texts are present; *manajemen – management, botani – botany, akuntansi – accounting, kesekretariatan – secretary* (from the syllable 'sekretaris' in Bahasa Indonesia) which we call this a naturalized borrowing technique, and *agroteknopark –*

agroteknopark (which does not change the source of the text, this we call the pure borrowing technique. The other part of this phrase does not fit in this category, the *UPT – Unit* is more likely to be in the reduction technique. Of course, there are some words or term in the phrases which fit in this category as well such as *fakultas – faculty* in **Fakultas Kedokteran**/ Faculty of Medicine or **Fakultas Kedokteran Gigi**/ Faculty of Dentistry**.**

- **Calque Technique**

It is the literal translation within a word or a phrase. Since it is the literal translation, it is the equivalent of the Bahasa Indonesia into English in this particular notion and study. The signs which use the calque technique lie on the phrases which have the English equivalent of the SL, which are all of the data gathered for this study, such as:

Jurusan Manajemen/ Management Department
Ilmu Ekonomi/ Development Economics
Manajemen Perusahaan/ Management of Company
Administrasi Keuangan/ Financial Administration
Kantor Pusat/ Head Office
Program Doktor/ Doctorate Degree
Program Sarjana/ Magister Degree

- **Reduction technique**

The reduction technique; as it is called is a technique that reduces some part of the information in the SL resulting in the text or information in the TL seems shorter. It is also the counterpart of the amplification technique, where, in this particular circumstance, the phrases were reduced to a fewer count of phrases in the TL. These examples are found regarding which have undergone the process of reduction,

UPT. Perpustakaan/ Central Library
Jurusan Ilmu Ekonomi/ Economics Department

Rusunawa Putra/ Male Student Homestead
Rusunawa Putri/ Female Student Homestead
UPT. Agroteknopark/ Agroteknopark Unit
Fakultas Ilmu Budaya/ Faculty of Humanities
Ilmu Ekonomi/ Economics
Program Ahli Madya/ Diploma Degree

The information in some of the examples above has been trimmed down into a shorter version in the TL such as *UPT Perpustakaan* or *UPT Agroteknopark*. The reason these phrases are categorized in the reduction translation technique is the abbreviation of *UPT* from the SL which, seemingly nonexistent in the TL counterpart. *UPT* stands for *Unit Pelaksana Teknis* (Technical Implementation Unit), however in the TL, the signs say only Central Library and Agroteknopark Unit; notice some information are absent, those are the English equivalent of *unit* (in UPT. Perpustakaan), *pelaksana,* and *teknis*. A similar issue happens to the phrase *Rusunawa Putra* and *Rusunawa Putri*, where the abbreviation *rusunawa,* which is *rumah susun sederhana sewa* (simple rental flat, or a dormitory where the students live). The phrase alleviated into a much more simple term and it is *homestead.*

The other examples, furthermore reduce one particular term on each phrase, then replaced it with the most comprehensible equivalent. Those are *(jurusan) ilmu ekonomi, ilmu budaya, ilmu ekonomi,* and *ahli madya,* which respectfully converted into *economics, humanities, economics* (this denominated another ambiguity in the TL side of the sign, having no specified and more focused subject of the major, where, in the other hand, the SL stated even more broad focus of the study is "economics")*,* and *diploma*.

Now mentioning Baker's 5 categories of grammar, there are unfortunately no crucial problems that can be discussed. However, some phrases have a countable form (these examples fall in the grammatical equivalence category of number) such as –s or –es, therefore a problem in the other category of translation is found. Those data are,

Jurusan Ilmu Ekonomi/ **Economics Department**

Fakultas MIPA/ **Faculty of Mathematics and Natural Sciences**

Fakultas Ilmu Budaya/ **Faculty of Humanities**

Fakultas Ilmu Sosial dan Ilmu Politik/ **Faculty of Social and Political Sciences**

Fakultas Ekonomi dan Bisnis/ **Faculty of Economics and Business**

Ilmu Ekonomi/ **Economics,** and

Ilmu Ekonomi/ **Development Economics**

To be fair, those examples are educational courses, in this context, college classes or names of courses. The countability form in the phrase does not affect the grammatical equivalence of number even though it is in either plural or singular form. However, they are not the plural or singular indicator for the nouns. To top it all off, these subjects and courses are a type of abstract noun where it solely depends on the context as Katja (1998) stated in their study journal. These data do not correlate to any category, whatsoever, however, the pattern on the examples of these similar phrases are only the affixes, or to be specific, the suffix as explained before (r.e datum *kesekretariatan*).

PENUTUP

Simpulan

This study is committed to analyzing the grammatical equivalence of translated language in signboards and the technique applied to translate texts found in the universities. These signs are solely to inform the personage, mainly the students and staffs of the university, whose first language is Indonesian and probably another ethnic language. This might hinder the information acquisition from the signage to the personage if they did not fully understand thoroughly the text from the target language, which is English.

Citing to the findings, using the formula the researcher has conducted to facilitate an easier analysis of the grammatical equivalence between TL and SL, it can be concluded that the similarity inter-grammatical structure is quite understandable with 2 main categories; the post-modifying category and the post-modifying category, other than that, is miscellaneous, though there are some phrases suggested to be substituted into a simpler and compact terminology as the phrases which use the preposition *of,* such as *Faculty of Agriculture* it might sound redundant and it will sound much simpler with which it like *Agriculture Faculty* and the phrase such as *Subdivision Laboratory of Zoology* to *Zoology Laboratory*, except there are some personal reasons it was translated as is due to it is an informative signboard which needs more detailed information.

Saran

Although there is a translation that uses some techniques proposed by Molina and Abir, there are some phrases that use 2 techniques in one phrase, namely ***Manajemen Perusahaan****/ Management of Company* and ***Laboratorium Botani****/ Subdivision Laboratory of Botany* which uses borrowing – calque and amplification – borrowing respectfully. It is still debatable that in this context, 1 translation product uses 2 or more techniques, though Tira's (2015) published an article on translation technique only

states 1 individual technique for each data she could find.

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