A PRELIMINARY ANALYSIS OF WORDS MEANING "TO THINK"

AND

HOW TO TEACH THEM TO INDONESIAN LEARNERS

A thesis

Presented to

The Department of English Language

and Literature

Faculty of Arts and Letters

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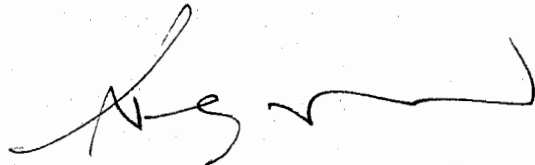
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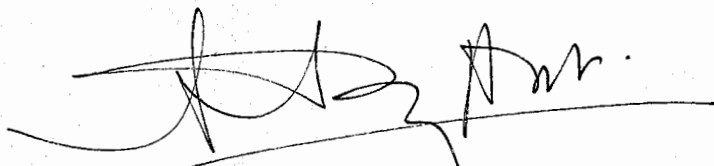Sarjana Degree

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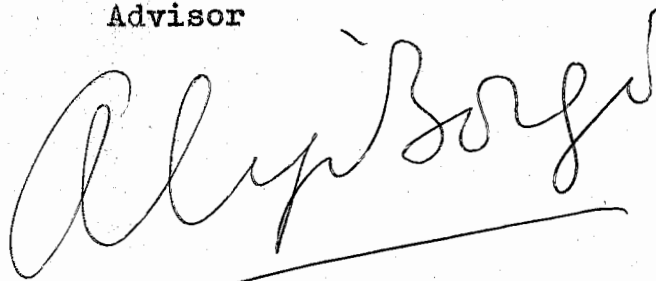
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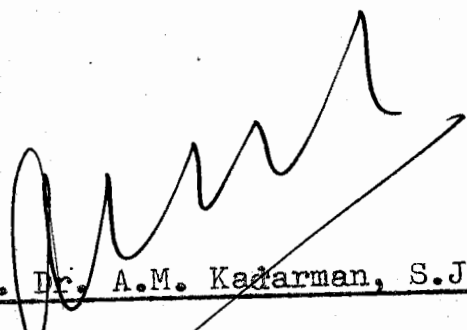
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CONTENTS

C H A P T E R   I

I N T R O D U C T I O N

A great deal of researches on the English language study have been worked out by the experts nowadays, and as a result new methods and techniques to learn and to teach the language have appeared in various forms. As we take a closer look at the innovation, however, we can scarcely find any which deals with its semantic system. There are two basic reasons for this :

First, according to the conviction of most of the experts knowledge on vocabulary alone can never make one to master a new language. Lado himself as one of the pioneers in English teaching even goes so far as to say that the attempt made to teach word and meaning is naive and worthless.

The second reason which seems to be more fundamental than the first is this : that the problem of meaning itself is very complex. The study of it covers many branches of knowledge such as culture, sociology, psychology to mention just a few.

Furthermore, whithin the field of language itself, almost any word possesses several aspects of meaning quite different from its ordinary definition/s. Those other aspects include among other things, its idiomatic expressions, its connotations and so on.

From this, it is obvious that the study of meaning itself demands quite a laborious effort. To take a short cut to the course of language learning, therefore, one should be content with knowing the general meaning of word only. This seems to be the attitude now commonly shared by the teachers of English with respect to word and meaning.

Unfortunately, this attitude while in itself seems to be harmless, brings about a certain consequence on the part of the students learning English. For unconsciously they will develop the habit of undervaluing word and its meanings. This further results in failure to understand the works of qualified writers. It will also hinder them from expressing themselves appropriately.

Students studying English at high level, however, are beginning to sense this unfortunate consequence. They are well aware that meaning is of great importance. Negligence of it not only makes inadequate or partial comprehension of words, but worse still it may come to some misunderstandings. Knowing this, they now direct their attention to the nuances existing between words. Thus with them, the study of Semantic becomes dominant.

Now, the above general discussion has been posited here to show three conditions in the field of learning and teaching meaning.

First, that the Semantic study of English is still very rare.

Second, as can be implied from the above argument, the technique to teach meaning in neglected.

Third, despite the conviction and attitude commonly adopted by the experts, 'meaning' itself still persists to be one of the most important aspects in language learning.

It is these three points as regards meaning which actually have prompted us to make a preliminary study of word and meaning. Such a study as we work out in this thesis has never been made before, and taking this into account we beg

the reader to tolerate some drawbacks which must have appeared here and there in the course of this thesis.

THE SCOPE

Each of us (students of S 1 program) is to deal with one lexical term. The writer of this thesis has chosen the term 'think' in its two senses :

First, to form an idea of opinion in the mind such as found in sentences, ' I think he will make a good worker '.

Second, to exercise or use the mind in order to form an idea or opinion, to decide, to plan,etc.as in ,' He is thinking about his problems '.

The words which come under the same area of meaning of the first sense are : think,suppose,believe, consider, assume, presume, and regard (as).

Those coming under the second sense include to consider, deliberate, muse, reflect, ponder.

The reader should bear in mind that to think as used in the second sense represents a generic term, but not as it is used in the first sense.

THE AIM

The single aim of this thesis is to know the nature of words. This phrase ' to know the nature of words ' will un-doubtedly lure some different interpretations on the reader's part.

Philosophically speaking, to know the nature of some-thing means to know the whole gamut of that something . When such a study is connected with words, it will embrace all branches of knowledge which make use of words as their tools of conveying ideas. Such a study of words is of course im-possible for anyone to work out, and hence we can leave out

this interpretation.

From the linguistic point of view, to know the nature of word means to know the meaning of it. In connection with this interpretation, Professor Joshua Whatmough in his book LANGUAGE, A MODERN SYNTHESIS writes this :

> We understand the meaning of a word if we know how to use it and how it is used by others in sentences of different environments. 1.

As the above statement has been so obviously proved to be true, the corollary is that it is not enough for us to know just a single meaning of word. In order to know the nature of word it is still required of us to know the dif - ferent meanings of word as it is employed by its users in varied sentences. And this naturally will lead us to the stud- -y of word in context. With regard to our aim, such study can mirror the nature of polyseme, Homonym, Idiomatic expression, denotative & connotative meanings, etc.

For a clearer explanation of the interpretation of our aim, we refer the reader to the beginning parts of chapter three, four and nine. Meanwhile, we assume the above expla- nation would suffice as an introduction.

TECHNIQUE AND METHODOLOGY

What then is the technique we devise to achieve our aim ? We will make a contrastive analysis of words by means of which we can know their meanings more completely.

The reader will know the detailed description of this technique as he comes to chapter three. Temporarily we shall show only its general outline. Briefly, the technique can be

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1. Joshua Whatmough, Language, A modern Synthesis

Cambridge, Massachusetts 1955.

summerized as consisting of :

First, a comparative analysis of words.

Second, different usages of word as it is distributed in different contexts.

The first analysis will give us a number of distinctive and semantic features of all the words in our date, whereas the second will show the various functions of words. This will further show us the nature of polyseme, homonym, idiomatic expressions, the connotative and denotative meanings of words.

The method we use for working out the technique will follow that adopted by the structural linguists. Thus we collect the data first and then subject the data (words) to analysis.

ORGANIZATION OF THIS THESIS

The thesis is composed of nine chapters weaving the theory and practice of a new approach to deal with meaning and its application to teaching.

Chapter one makes the introduction, showing the background of this study, the scope, aim and the general outline of the technique of analysis.

Chapter two gives the data of our study. It consists of twelve English words that exist in the same area of meaning of to think. In addition to this we also include the Indonesian equivalents of those English words.

The words in the data of our study have been collected from our general reading and from some thesauri. The definition of the English words are taken from THE ADVANCED LEARNERS DICTIONARY OF CURRENT ENGLISH, by Hornby & Co. Those of the Indonesian words have been picked from Poerwodarminto's KAMUS UMUM BAHASA INDONESIA.

Chapter three and four deal with the analysis of all the words appearing on the data. These chapters should be regarded as the central theme of this thesis, since they represent the technique by which we achieve our aim.

Chapter five offers some corrections on the definitions of the words as given by Hornby & Co in THE ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH. It should also be remembered that the new definitions of descriptions we make in this chapter have been based on the analysis worked out in the previous chapters.

Chapter six is devoted to show the meanings of some terms which have close relationships with the study of meaning of the word. Here there will be found explanations on homonym, polyseme, denotatives and connotative meaning, idiomatic expression, words in contexts and the nature of collocation.

The application of this technique to learning and teaching English at the SMA level will be discussed in chapter seven.

The eighth chapter, will talk about the problem and difficulties we come across during our research.

The conclusion of this study is shown in the last chapter.

Judging from the title we adopt for this thesis, it can easily be inferred that we devote this work to the secondary and high school English teachers in Indonesia. In consequence with this, we feel it necessary to insert here and there in the course of this thesis some theoretical knowledge on the nature of teaching meaning. This knowledge should be regarded as the linguistic background of our work, the absence of which will turn the study into a very rigid and mechanical word analysis.

Through careful reading, we assure the reader can still gain a systematic understanding of what we write here.

CHAPTER II

THE DATA

In accordance with the common observation of the language experts, a learner in his effort to acquire the use of a word, often exhibits a tendency to misapply that word. This means to say that he is liable to use it in situations which to native speakers are inappropriate.

Let us take the case of ourselves to clarify this. When we first knew the word think (which at the time was imparted by our teachers as " memikir ", " mengira ", " berpikir ", or " memikirkan "), we are apt to use that word for all kinds of activities dealing with some mental operation. This is wrong, of course, since there are many kinds of mental activities, each differs from the others, and each demands a special word. The fact that we used ' to think ' for expressing all those activities was caused by our ignorance of words like consider, deliberate, ponder, ruminate and so forth. In other words we can say that 'think' was the only word we knew in the area of mental activities. Then, we ordinarily say that we lack choices of words or rather we lack the alternatives of ' think '. This invariably results in our inappropriate use of that word. To remedy this, it is clear that we should take attempt to in-crease the number of alternatives in the respective area.

Now, for a person to know the nature of word/s, the know-ledge of those alternatives is very important. The data presented here consists of those alternatives, and as such it makes itself a significant chapter, no less than the others.

The relation of a word with its alternatives calls for a special attention in the field of linguistics. It is so since

the meaning of a word can be determined by its alternatives. The meaning of <u>consider</u>, for example, can be determined by such words as <u>ponder</u>, <u>ruminate</u>, <u>think</u>, <u>deliberate</u>,etc. All these words form part of the meaning of to consider. Such relation is called the Relation of Substitubility.

In the case of a learner trying to acquire the use of a word, this data can furnish him with some choices of words in the area of mental activities. If this data is coupled with the analysis of words following it, it enables him to pick the right word for expressing a certain mental activity. Hence right expression may be acquired.

Having considered everything concerning the significance of the data both in the field of language learning and in linguistics, we can then proceed with our presentation of the words. And since our scope embraces both senses of <u>think</u>, we will devide our presentation into two groups :

The first group comprises words having the same meaning of think as used in the sense of forming an opinion or an idea. The second group contains words that come under the same area meaning of <u>to think</u> in the sense of exercising the mind in order to form opinion, come to conclusion, decide something,etc.

<u>Words of the first group</u>

1.<u>Think</u>   - 1."Consider, be of the opinion;believe".
                 2."Bring about as a result by thinking".

2.<u>Suppose</u> - 1."Imagine;guess, think".
                 2."Assume for the sake of argument ".

3. <u>Believe</u> - "Feel sure that something is real or true or that a person is telling the truth".

4. <u>Assume</u> - 1."Suppose;take for granted".

5. <u>Presume</u> - 1." Take for granted;suppose to be true".

Words of the second group

1. Think   — " Use or exercise the mind in order to form an opinion, to decide something, etc."

2. Consider — " Think about ".

3. Regard   — " Consider ".

4. Reflect — " Consider; think on ".

5. Ponder   — " Consider; think over ".

6. Muse   — " Think deeply and dreamily ".

7. Ruminate — " Meditate; turn over in the mind ".

In addition to the above lists we will also present some Indonesian equivalents of those words. The necessity to include them has been dictated by two important considerations :

First, the list of the Indonesian equivalents may show us a general comparison between the English and the Indonesian Semantic Systems.

Second, by comprehending this, we will further know to what extend translation may be applied to the teaching of English words to our students.

The general discussion on this particular subject will be given at the end of chapter seven, that is after we have finished our contrastive analysis of all the English words appearing in this data. Here we will only show the Indonesian words that are usually regarded as having the same meaning of think . The definitions of these words have been taken from W.J.S.Poerwodarminto's KAMUS UMUM BAHASA INDONESIA.

List of the Indonesian words

First group

1. Kira, mengira   — think, suppose .

2. Sangka, menyangka — assume, think .

3. Pikir   — think, consider.

4. <u>Anggap</u>, <u>menganggap</u> — think, assume.

5. <u>Rasa</u>, <u>merasa</u>   — suppose, feel, think.

<u>Second group</u>

1. <u>Memikir</u>, <u>memikirkan</u>, <u>memikiri</u> — think about.

2. <u>Merenungkan</u>, <u>merenung</u>   — muse, ruminate.

3. <u>Mempertimbangkan</u>   — consider, think.

4. <u>Mengecamkan</u>   —

5. <u>Menghayati</u>   —

— o O o —

C H A P T E R   III
A N A L Y S I S   I

As was said earlier in the introduction, the analysis
of words constitutes the central theme of this thesis, since
it represents the method by which we reach our aim. It has al-
so been said that the analysis is devided into two chapters.
In the present chapter we will work out a contrastive analy-
sis of words appearing in the data. The aim of this analysis
is to force out some distinctive features that can be derived
from contrasting the words, and then to summarize all the dis-
tinctive and semantic features of the words. The steps of the
analysis can be briefly outlined as follows :

First, we contrast two words, take to think and to sup-
_pose. Out of this, a number of distinctive features underly-
ing those two will turn up.

Second, we put these words in some contexts. This is done
to mirror more clearly the distinctive features of each word as
it appears in sentences.

Third, we put those distinctive features in a list. The
list of the distinctive features will appear each time a con-
trastive analysis of words is finished.

Fourth, in the very end, that is after we get through
with the analysis of all the words that are worth contrasting,
we will sum up all the distinctive and semantic features of each
word.

It should be borne in mind that we will not contrast all
the words appearing in the data. We will only treat those that
possess some inherent differences which are often confused, es-
pecially by those for whom English is studied as a second lan-

iguage. In short, we will only make a contrastive analysis of those words that are worth contrasting.

Some terms of the distinctive features, however, will need some clarifications. This will be given right before the analysis of words, the purpose of which is to avoid some confusion in the reader's mind. These are the terms :

1. Application : It is how a certain mental activity is applied. To think is applied for deciding whether a thing is right or wrong; to suppose whether it is true or false. At other time, it should be taken as a place or situation where a verb is applied.

2. Approach : How a person approaches his object. It can be subjective or objective.

3. Circumstance/s : It is the condition under which a certain activity may take place.

4. Determinant : The factor/s that influence a certain thinking activity.

5. Objects : The verbs we work out here are more abstract than some other words such as those belonging to the same areas of meanings of to close, carry, touch and so forth. This difference brings about a certain consequence as regards their objects. While it is true that the objects of our words cannot be differentiated by mere seeing, they certainly can be made distinct from one another in terms of their kinds.(natures or characteristics) The object of to muse, for example, is of a lighter kind than that of to ponder,

and so forth.

6. Process : Process and activity are used alternately here. With the first group of think, it means the activity which leads to a certain mental action.

With the second group of think, it should be taken as the activity/ies that occur during some mental performance.

Since the others can be easily interpreted from the respective terms themselves, there is no necessity to explain them. They include among other things " aim ", etc. Now, we can set about the analysis proper.

A. To think vs to suppose

1. To think may be the act of understanding or imagination. To suppose is rather the act of feeling or imagination. From this it follows that to think needs much more time and reflection whereas to suppose is only the act of the moment. The sentence, ' I think he will make a good worker ', implies that the speaker has known the applicant for some time, and may probably have worked together with him. If he has never known the applicant, he will be more apt to say, ' I suppose ' instead.

2. In terms of their relation with the agent, to think is said of that which affects the senses immediately; to suppose is said of that which occupies the mind. Thus, I say that I think I hear a shout from a far as soon as that particular sound catches my attention.

3. To think also differs from to suppose in that the former is usually applied to decide whether something is right or wrong, whereas to suppose is used to determine whether something is true or false.

4. The purpose of thinking is either to form an opinion,

to conclude, to decide or to solve a routine problem. To sup-
pose has no other aim save to form an opinion, however, va-
gue it is.

Distinctive features :

    1. Process

    2. Circumstances

    3. Application

    4. Purpose

B. To think vs to believe

1. A person thinks when an idea strikes him at a cer-
tain time, but he can only come to believe in something from
a settled deduction. Hence to say ' I believe he is a good
doctor ', expresses a great deal more assurance/expectation
to a patient than merely saying ' I think he is so '.

2. The purpose of thinking (as differentiated from
to believe) is only to speak leisurely about something. If,
however, a person wants to affirm something whether to him-
self or to other people, he will be more apt to say I believe
.... instead of I think ....

3. To think is employed only for matters that require
little thought in order to come to a conclusion. To believe
is applied for things that must be agreed or admitted or ev-
idence. Examples :

He told me he would take every effort to come today
and I believe he will come. Therefore, let us just
wait here.

Seeing the abilities he has performed so far, I be-
lieve we can rely on him.

Distinctive features :

    1. Process

    2. Purpose

    3. Application

C. To consider vs to regard

There is more caution, thought and discretion in considering something, and more personal interest in the act of regarding. Consideration is, therefore, much more influenced by prudence, whereas regard is more coloured by one's wishes and interest. From this, it can be inferred that in regarding something the agent must willy-nilly approach his object subjectively. In considering something the approach to the object can be made objectively.

    Examples :

    1. The old woman regards the orphan as his own son.
He lodges at her house and helps her with her daily work.

    2. Most of us consider our curriculum very odd.

    3. Coffee, cigarettes and tea are considered luxurious in India.

Distinctive features :

    1. Determinant

    2. Approach

D. To presume vs to assume

Both these words denote the step of inferring something to be true without proof, full knowledge or justification.

1. _To presume_ something is to guess it as being reasonable beforehand. _To assume_ something is to take that something for granted.

2. _To assume_ mirrors a greater doubt than _to presume_.

3. In speaking, _to presume_ is often used in a questioning or rising voice.

Examples :

1. Judging from his manner and appearance I _presume_ that she is innocent in this case.

2. You are the captain of the class, I _presume_.

3. Do you _assume_ that all church-goers love one another?

4. Many people still _assume_ that illness is caused by sin against God.

Distinctive features :

1. Activity

2. Implication

3. Usage

E.   To think vs to assume

To think is form an opinion about something based particularly on experience or facts. _To assume_ is to take for granted. One needs no evidence in assuming something. One just takes it for granted.

Examples :

1. I think such an analysis of words can make us understand their meanings more completely.

2. Many people assume that the study of word and meaning is useless.

Distinctive features :

    1. Activity

    2. Determinant

F. To assume vs to suppose

Apart from the difference in the activities, these two also differ in their aims and their applications.

    1. To suppose is done or performed more hesitantly than to assume.

    2. To assume has the aim to win an argument, where-as to suppose has no other aim than to infer something or to form an opinion. It can also be just a leisure guessing about something.

    3. In assuming something the agent has an interest in the object, but not so in supposing something.

    4. To assume is more often used in an argument where-as to suppose in the ordinary conversation.

Distinctive features :

    1. Activity

    2. Purpose

    3. Implication

    4. Application

Having finished with the contrastive analysis of the words belonging to the first group, we can now sum up all the distinctive features underlying them. The words appearing on the right column signify those with which the distinctive features enter into.

    1. Activity   : think, suppose, believe, assume, presume, regard, consider.

    2. Object   : think, suppose

3. Circumstances : <u>think</u>, <u>suppose</u>

4. Application : <u>think</u>, <u>suppose</u>, <u>believe</u>, <u>assume</u>.

5. Purpose : <u>think</u>, <u>suppose</u>, <u>believe</u>, <u>assume</u>, <u>presume</u>

6. Usage : <u>presume</u>

7. Implication : <u>assume</u>, <u>consider</u>

8. Determinant : <u>consider</u>, <u>regard</u>, <u>assume</u>, <u>presume</u>, <u>think</u>

9. Approach : <u>consider</u>, <u>regard</u>

To make our analysis more complete, we include here the summary of the semantic features of each word.

1. <u>Think</u>

    Activity : see thing - understand - matching it with past experience - then think.

    Object : many and varied, more certain in nature

    Circumstances : It happens as we catch something physically (cf. <u>to</u> <u>suppose</u>)

    Purpose : to form an opinion, conclude, decide something , etc.

    Application : to decide whether something is right or wrong. (cf. <u>to</u> <u>suppose</u>)

2. <u>Suppose</u>

    Activity : know something then give a supposition.

    Object : the object of <u>to</u> <u>suppose</u> is often uncertain in nature. (cf. <u>to</u> <u>think</u>)

    Circumstances : That which occupies the mind. (cf. <u>to</u> <u>think</u>)

Purpose   : to form an opinion

Application   : used in ordinary conversation to de-
                 cide whether something is true or
                 false.

3. Consider

Activity/process : have an opinion about something
                   which is the result of thinking.

Approcah   : more objective

Determinant   : prudence

Purpose   : to decide something or to conclude

4. Regard

Activity   : similar to ' to consider '

Approach   : subjective (cf.consider)

Determinant   : personal wishes and interest

5. Assume

Activity   : take for granted

Approach   : more subjective than to think

Purpose   : to win an argument

Implication   : It mirrors greater doubt than to
                 presume .
                 If compared with to suppose, it in-
                 cludes some interest in the object.

6. Presume

Activity   : to infer something, to guess before-
                 hand.

Purpose   : when used in an argument, it has the
                 purpose of inferring something to win.

Usage   : In speaking it is often used with a
                 rising/ questioning voice.

So far we have finished with the contrastive analysis
of those words that are in the same area of meaning of <u>to</u>
<u>think</u> which here is used in the sense of forming an opinion
about something. We have summed up the distinctive features
underlying those words, the semantic features inherent in
each, and also the distributions of them in verbal contexts.

By the same technique, we can then start our analysis
of those words that are in the same area of meaning of <u>to</u>
<u>think</u> , now used in the sense of exercising the mind in order
to form an opinion, to come to conclusion, to decide some-
thing, etc. The words that will be treated in this area of
meaning are : - <u>to think</u>

- <u>to consider</u>
- <u>to muse</u>
- <u>to ponder</u>
- <u>to ruminate</u>

A. To think vs to imagine

1. <u>To think</u> differs from <u>to imagine</u> first of all in
their processes or activities. The one is the process of know-
ing first and then understanding, whereas the other is rather
that of imagining something.

2. The circumstances giving rise to these two activi-
ties also differ. <u>To think</u> occurs in a normal situation; un-
der a certain abnormal condition or disease, a person may
<u>imagine</u> something which is not real.

3. The purpose of thinking is to solve a routine prob-
lem, and that of imagining is to see something hidden behind
a fact. This is where the power of imagination is used posi-
tively and creatively.

Here are some examples :

1. The doctor said that the patient often <u>imagined</u>
   something which terrified himself.

2. The geometry teacher said, " In order to solve this
   problem we should be able <u>to</u> <u>imagine</u> a line which
   devides this angle into two.

3. He is thinking about his own problems, how he will
   earn a living in that isolated district and how
   to make use of his talent there.

Distinctive features :

1. Process/ Activity

2. Circumstances

3. Purpose

B. To think vs to reflect

1. We start <u>thinking</u> about something whenever we receive
an idea or recall one to the mind or whenever an idea comes to
us. We only <u>reflect</u> by recalling many ideas. Thus, reflection
takes much longer time than <u>thinking</u>.

2. In a reflection we do many things - we compare ideas
and then we combine and evaluate them. In <u>thinking</u> we just ma-
ke the idea or ideas pass in succession in the mind.

3. The purpose of a reflection is more fixed than <u>think-</u>
<u>ing</u> . It is either to make a very mature decision about some-
thing, or to amend the present condition of the agent by try-
ing to acquire a lesson from the faults he made in the past.
The purpose of thinking is just to solve a problem, usually
a routine one or to form an opinion about something or to de-
cide something.

4. The objects of thinking are of things past, present
and future, whereas that of a reflection are only of things

past or present. One cannot reflect an event which has not
yet happened.

     Examples :

     1. He was reflecting his wrong doings, and began to
         see that he was the only one to blame, not the o-
         ther people, not even his surrounding nor his des-
         tiny.

Distinctive features :

     1. Process/Activity

     2. Duration

     3. Purpose

     4. Object

C. To ponder vs to muse

     1. To ponder and muse are different ways of reflect-
ing something. To ponder is used for more serious matters,
whereas to muse is applied to matters that interest the im
agination or affection.

     2. In pondering over something or some ideas, the a-
gent puts his object in a distance (that is, as seen men-
tally), and by so doing he separates himself from his ob-
ject. In musing, the agent becomes so overwhelmed by his
feelings he has for his objects of musing. In consequence
with this there is often a state of absent-mindedness, where-
in which the agent, being so lost in his musing, becomes
unaware of his surroundings.

     3. The circumstances that may lead to the two acti-
vities also differ. To ponder occurs whenever a person is
facing a serious problem which may affect his destiny. Musing
often comes unexpectedly to a person depending so much upon
his mood and surrounding.

Here are some examples clarifying the meanings of the
two words :

1. The girl is <u>musing</u> over the memories of her child-
   hood days when her parents often took her to the
   shore. The telephone had been ringing for some
   time without her noticing it.

2. She is now still <u>pondering</u> over the matter, know-
   ing so much that a mistake, however little can
   destroy her career.

Distinctive features :

1. Object

2. Distance

3. Process/ Activity

4. Circumstances

5. Purpose

6. Agent / state of agent

D. To ponder vs to think

1. We <u>think</u> of things past, present or to come; we
<u>ponder</u> upon/over things which are in the past or present
only. We cannot <u>ponder</u> upon/ over things or events that have
not occured to us. This is also <u>to muse</u> , since <u>muse</u> and <u>ponder</u>
are different modes of reflection

2. The purpose of <u>pondering</u> something is to decide
a very important matter or to see something more clearly,
whereas that of <u>thinking</u> is to solve routine problems.

3. <u>To ponder</u> is obviously a much more intensified
activity than <u>to think</u> , and requires much longer time. There-
fore, the result of pondering is always more reasonable and
more convincing.

Examples :

1. He is <u>thinking</u> how to get to that place before sunset.

2. The secretary has been <u>pondering</u> on the offer made by her director since she came to the office. She does not know what she should do - whether she should accept or refuse it. A mistake in decision may change her career or even the course of her life.

Distinctive features :

    1. Object

    2. Purpose

    3. Intensity

    4. Duration

    5. Result/ the kinds of results

    6. Activity

E.   To think vs to consider

    1. <u>To consider</u> is a later development of <u>to think</u> . This is another way of saying that <u>to consider</u> is <u>to think</u> more carefully that which is the result of thought/thinking. To make it even clearer, <u>to consider</u> can be said to be an activity of giving further thoughts to something which is the outcome of thinking.

    There is a difference between ' He is <u>thinking</u> about a trip to Bandung ' and ' He is <u>considering</u> a trip to Bandung'. The latter implies that the agent has made a plan to go for a picnic to Bandung, and he is now giving further thoughts to that plan. The former, on the other hand, merely tells us that the agent is just thinking about it.He has not made any plan to make a trip.

Seen in this light, we can infer that there is an implication in considering something which does not exist in thinking. The implication, as was explained above, consists in planning something.

2. The purpose of to consider is to make a more mature decision. To think as contrasted with to consider only aims at solving a routine problem.

3. The objects of to think are usually things/thoughts of common everyday natures, whereas to consider more frequently occurs with objects of more serious concerns.

Examples :

1. The director is considering the application of the young secretary. (This implies that he has made a plan or temporary decision to accept her, and at this present moment he is giving more thoughts to it. No final decision decision is yet given at this phase of considering. If he sticks to his plan, he will accept her. However, there is also a possibility that the opposite will happen).

2. Have you been considering my suggestion/ his bargain ? No, no, I am just thinking about it.

Distinctive features :

1. Process/ Activity
2. Purpose
3. Object
4. Intensity

F.   To consider vs to deliberate

1. The agent of to consider is usually singular, but to deliberate is often used with or connected to a plural agent to use.

2. In considering something the agent puts more emphasis on seeing (mentally) that ' something ' which can be an idea, a thought, a plan, etc. The activity of deliberating is more centred in weighing things - that is seeing what will be the advantages or disadvantages of an action.

3. To deliberate is frequently applied to formal meetings.

Examples :

1. The teacher has considered changing her position. Some friends of hers have asked her to join them in a big business which enables her to earn much more money than teaching.

2. They were deliberating whether they should let their daughter to follow her husband to Japan , or whether they should ask her to stay with them until she finished her study.

3. The judges were deliberating upon the motivation of the young criminal.

Distinctive features :

1. Agent

2. Process/ Activity

3. Application

G.   To ponder vs to consider

1. Though to consider by itself is a serious activity of the mind, to ponder is still a more intense activity than to consider.

2. The objects of to ponder are those matters which may affect the career or the course of life of the agent. To consider is applied to matters of lighter natures.

3. In <u>pondering</u> something we mentally weigh, compare , combine and evaluate our ideas. In <u>considering</u> something our activity is directed toward seeing the object, regarding it, or giving thought to it.

4. The approach to the object in <u>pondering</u> is more subjective, and in <u>considering</u> it is more objective.

Examples :

The examples of these two words have been given elsewhere in this chapter. They will serve us all right to show the differences between <u>to ponder</u> and <u>to con-sider</u>.

Distinctive features :

1. Intensity
2. Object
3. Activity
4. Approach

H.   To consider vs to regard

The treatment of these two words have been given in our analysis of the first group, where <u>to consider</u> and <u>to regard</u> both used in the sense of forming an opinion, are analyzed. What has been treated there as regards these two can be applied here.

I.   To ruminate vs to ponder

1. What sharply differentiates these two words is their activities. <u>To ponder</u> is to think carefully and deeply about something in a very orderly way. <u>To ruminate</u> is also to think carefully and deeply but in a somewhat wayward manner. Compared with <u>to consider</u>, <u>to ponder</u>, and <u>to</u>

<u>deliberate</u>, the activity of the ruminate lacks order.

2. <u>To ruminate</u> is often connected with sadness, or unhappiness. This can be said to be the connotative meaning of the word.

Examples :

What are you doing, John ? Still ruminating over the loss in the bet ?

Distinctive features :

1. Activity

2. Application/ Connotation

Now the summing up of the distinctive features of all the words that belong to the second group can be presented. They are as follows :

1. Process/ Activity

2. Object

3. Agent

4. Application

5. Purpose

6. Circumstances

7. Duration

8. Result

9. Distance

10. Intensity

11. Determinant

12. Approach

13. Implication

The following then is the list of Semantic features of the words :

A. <u>To think</u>

    1. Process   – knowing something first, then start thinking. Or simply making the ideas

pass in succession in the mind.

2. Circumstances- normal situation

3. Purpose   - to solve a routine problem.

4. Duration   - may be short or long

5. Objects   - all kinds of objects can enter here.
Compared with to reflect, the objects
of thinking may include things of past,
present and future.

B. To imagine

  1. Process   - Imagining something

  2. Circumstances- may happen under some abnormal condi-
tion or disease or mental illness.

  3. Purpose   - nothing in particular.
When used creatively, it has the pur-
pose to see something new hidden behind
a fact or facts.

C. To reflect

  1. Process   - Recall many ideas, then see the connect-
ion of them.

  2. Duration   - long

  3. Application - employed when one has a desire to amend
his present condition by looking at his
wrong doings in the past.

  4. Purpose   - To amend one's present condition, to
see something new by way of reflection.

  5. Object   - of things present and past.

D. To muse

  1. Object   - matters that interest the imagination
or that suit one's mood.

  2. Distance   - no distance

4. Circumstances – comes unexpectedly to the agent de-
pending upon his mood and surround-
ing.

5. Purpose   – no particular purpose or perhaps just
to satisfy the imagination.

6. Agent/state of agent – often become absent-minded.

E. To ponder

    1. Object   – serious matter/s

    2. Distance   – there is a distance

    3. Process   – similar to muse and reflection.

    4. Circumstances – when one faces a serious problem that
may change the course of one's life.

    5. Purpose   – to solve a serious problem.

    6. Agent/state of agent – aware and active

    7. Result   – more convincing

    8. Intensity   – greater than thinking or considering.

    9. Approach   – more subjective than consider, but
more objective than regard.

F. To consider

    1. Process   – mentally look at something, think
about it then decide. It is a fur-
ther development of thinking.

    2. Implication   – there is an implication (see the
analysis between to consider and to
think).

    3. Purpose   – to have a more mature decision.

    4. Agent   – usually one, but it can be used also
with a plural agent.

5. Approach   - Objective

G. To deliberate

    1. Agent   - plural agent (but not always so)

    2. Process   - weigh something

    3. Purpose   - the same as to consider

    4. Application   - often used in formal meeting

                               (but not always so).

H. To regard

    1. Process   - look at something with great concern

    2. Determinant   - personal wishes and personal inte-

                               rest.

    3. Approcah   - subjective

I. To ruminate

    1. Activity   - think carefully and deeply

    2. Application   - sadness, loss, unhappiness (but

                               not always so).

Up to this point we have completed the first analysis, which is the contrastive analysis of words. One important point on the nature of distinctive / sematic features should be mentioned here This is the important of dividing them intothe significant and the insignificant ones.(Thus we will have significant distinctive/semantic features and insignificant distinctive/semantic features.). This devision is important particularly when we have to apply this technique to teaching meaning. Depending upon the general abilities of the students we should use our discretion to accomodate this technique. It is clear that we should employ more complete features when dealing with more abled-students. With the less abled ones we should only introduce those features we consider significant.

C H A P T E R   IV

A N A L Y S I S   II

In the effort to achieve the aim of this thesis, we have hitherto summed up the semantic and distinctive features of all the words appearing in the data. The former enables us to know word in its more complete sense, whereas the latter shows us the slight differences between one word and its alternatives. But such knowledge of word/s, however thorough, can never guarantee us to know the nature of word/s. We can conclude at present that by the first analysis alone, we have not yet reached our aim.

This may well lead us to the tempting question,'What then is the criteria by which we judge a man to know the nature of word/s ? '. For one to acquire such knowledge, it is required (of him) to know not only one meaning of a word but also several meanings of it as it is distributed in several different contexts. For we should never forget the fact that word constantly changes its meaning as it is employed in different contexts.

Now, if we look back into our first analysis, we know that we have only assigned one meaning to each word, with the exceptions of to consider and to regard.(These exceptions are due to the fact that those two words have been treated as entering the two senses of to think employed in this thesis).

Knowing this and matching it with the requirements by which we assess a man to know the nature of word, we can infer that there is one aspect of meaning we have not investigated, that is the different meanings of a word in different contexts.

This plunges us into the study of word in contexts, and this constitutes our second analysis. The aim of this analysis is to mirror the natures of polyseme, homonym, synonym, idiomatic expression and the denotative and connotative meanings of word. For more detailed explanations concerning all these terms, the reader is referred to chapter six. We can now start with our second analysis.

I. The first of this will show us the nature of homonym. The word in our data which can serve this purpose is to ' muse ' . Let us now look at the different meanings of that word as it is put in different contexts.

1. He is musing over the happy memories of his childhood. Here to muse means to reflect by thinking and feeling (see the correction of dictionary definitions on page 43).

2. Muse is one of the nine goddesses, who is believed to protect the arts of music and poetry. Muse in this second sentence becomes a noun, the referent of which is one of the seven daughters of Zeus.

3. In trying to create a master piece a poet often takes recourse to the muse . Muse in this sentence means the genius or spirit that inspires a poet, or in other words it is the source of inspiration.

II. This is to mirror the nature of polyseme.

Our word that can be employed to show the nature of polyseme is to consider. The meanings or the changes of meanings of this word will be given in the following chapter, when we discuss polyseme.

1. Astrologers used to consider the stars to see how their coming together might indicate the future of the world.

2. Please consider the bargain. I will come again tomerrow.

   Have you considered how you could move all those stuffs to the other side of the river ?

3. If we consider the fact that he has only studied English for three months, we should say that his English is pretty good.

III. To mirror the connotative meaning

The word ruminate usually means to think deeply but in a somwhat disordered way. That is the denotative meaning of that word. It, however, is often connected with sadness. And this can be taken as its connotative meaning. Take these examples :

He is still ruminating over his youth when he had to work night and day in a coal mine as a coolie.

The woman is still ruminating over the loss of her precious jewels.

IV. To mirror the Idiomatic Expression

Think

a. He thinks that he is the only one in this city that can do this job. No wonder he demands high payment for that. (This is an ordinary meaning of think).

b. He seems to think nothing of reading four or five hours at a stretch. Perhaps that is the secret of his success.

c. He is now beginning <u>to</u> <u>think</u> <u>up</u> an excuse for his

absence.

<u>Regard</u>

a. We <u>regard</u> her as our first child. (Regard here is

used to mean look upon as)

b. Do you mean to say that we have no <u>regard</u> for other

people ? (have regard for means show consideration

for)

c. With regard to the origin of this stone, there are

many different opinions. (with regard to means

concerning).

d. In teaching meaning to the students, we should have

regard to the abilities of the students. (have re-

gard to - take into account).

V. <u>Different meanings of word in different contexts</u>

It is a well-known fact that a word changes its meaning

as it enters into different contexts. That is another way of

saying that contexts determine the meaning of a word. Let us

illustrate it by using the word assume in these sentences.

1. To say all words have connotations is <u>to</u> <u>assume</u> too

much.

2. The knowledge we <u>assume</u> in this field is a reading

knowledge.

To <u>assume</u> in sentence one means to take for granted

without full knowledge, whereas <u>to</u> <u>assume</u> in the second sen-

tence means ' to undertake '.

Let us now take the word <u>deliberate</u> to mirror the dif-

ferent functions/usages of a word in different contexts.

1. We were <u>deliberating</u> whether we should sell the

house and move to another place.

2. The professor came into the class with <u>deliberate</u>
steps.

It is clear that in the first sentence, <u>deliberate</u> is
used as a verb, whereas in the second it is used as an adjec -
tive.

VI. <u>This is to mirror the synonym</u>

The problem of whether there are two synonymous words
has been the long argument between philosophers and linguists.
The philosophers affirm that there are no two words that can
be said to be synonymous with each other. Linguists, on the
contrary, are convinced that . ; under certain linguistic
environments, two or more words can be synonymous with each
other. As students of language we usually take the view of
the latter.

Here are some sentences that will mirror the nature of
synonym :

1. I <u>assume</u> he is right in that case.

2. I <u>suppose</u> he is right in that case.

When we say that <u>to assume</u> and <u>to suppose</u> as used in
the above environments are synonymous, it means that we are
only specifying a part of their semantic features. (Here
we only concentrate ourselves on the common activities of
those two words). In other words we do not take into account
, the other semantic features of those two words.

- O o O -

C H A P T E R   V

CORRECTIONS OF THE DEFINITIONS

In our effort to study words and meanings through the intensive use of dictionary the first thing that possibly strikes us as odd is the fact that the more carefully we consider the definitions the more puzzled we become. It is not difficult to cite examples to prove this. We can just look up the words consider, ponder, and regard.

Consider	– think about
Regard	– consider
Ponder	– consider

Looking at those definitions we would say that those three words are more or less identical in meaning. We can even say that to regard and to ponder are the same to consider. And yet from our learning and reading of some linguistic and teaching knowledge, we know very well that no two words are exactly so.

This antagonism certainly breeds in us us a great confusion, which in fact is only caused by the incompleteness or partiality of the definitions as given by the dictionary. They are incomplete in that they only assign to us the general meanings of the words, but they leave off the differences existing between them.

Such definition is called the ' definition by inclusion ' or hyponymy '. By this is meant the way to define a word by showing its general meaning only. Let us take another example to clarify this. The word think is defined as to use or exercise the mind in order to form an opinion,

to come to conclusion etc. Now we know so well that the activity of using or exercising the mind in order to form opinion or to come to conclusion etc, may take several words as its manifestations. It can be to analyze , to consider, to regard, to ponder, etc.

If in defining a word we stop with such definition, we are apt to puzzle our readers. And from looking up the words in the dictionary we find that most of our words in the data are defined as such. This is not to say that they are immaterial or useless. We should do justice to the compilers in providing us with the general meanings from which we can start to make better definitions.

However, the tendency to ask the difference of two synonymous words which are now commonly shared by the interested students should urge us to make improvements of the definitions. The ones we present here are made after we finish considering the significant differences existing between one word and another. Put in another way, the definitions we devise in the following pages have been carefully based upon our contrastive analysis of words. Pushed it even further, it can be said to be simply an effort to put into words the distinctive and semantic features of the words resulting from our technique of analysis.

We will now present the definitions of the first group of our words.

1. Think   — to form an opinion or to conclude something based on understanding, imagination or past experience . It is usually applied for deciding whether a thing is right or wrong (cf. to suppose) .

Examples : I think it is going to rain again
tonight. There has been clouds sin-
ce noon.

Judging from what he has accomplished
so far, do you <u>think</u> he will be able
to pass his exams ?

2. <u>Suppose</u>   — to form an opinion based on feeling
this is usually applied for deciding
whether something is true or false.
(cf. <u>to think</u>).

Examples : I <u>suppose</u> he is wrong in this case.
I <u>suppose</u> our language will be very
popular in Australia within a few
years time from now.

3. <u>Believe</u>   — to form an opinion based on a settled
deduction. This is usually applied to
matters which must be agreed on evi-
dence, the purpose of which is to
affirm something.

Examples : Christian people believe that the
Bible is the words of God.
After several scientific investigations
some people began to believe that there
may be life on the moon.

4. Consider   — to form an objective opinion about some-
thing which is the result of long think-
ing.

Examples : After thinking for several hours, he
then came to consider the bargain of-
fered by the merchant very disadvan-
tageous on his part.

Many of us consider the 75 curriculum
too difficult to carry out in teaching.
The director has considered the matter
settled, there must be no more argument
about it.

5. <u>Regard</u>   - to have a view of something in the
mind based on personal wishes or inte-
rest.

    Examples : Young people usually <u>regard</u> money
as more important than health or any-
thing else.

Having lived with her for more than ten
years the orphan has regarded her as
his own mother.

6. Assume   - to take (something) for granted with-
out full knowledge (of it). Used
in this sense , <u>to assume</u> is closer
to <u>to suppose</u> than <u>to think</u>.

    Examples : Do you also <u>assume</u> that vocabulary
can be mastered through memorizing
words ?

We <u>assume</u> the reader has understood
what this term signifies.

Long time ago, disease such as cancer
was <u>assumed</u> to be the work of the de-
vil.

7. <u>Presume</u>   - to guess or to take something for
granted. Used in the sense of sup-
posing something, it mirrors less
doubt than <u>to assume</u>.

Examples : Having read so far, we _presume_ the
reader can infer that meaning is ve-
ry important in language learning.

You are the director, I _presume._

These are the definitions of the verbs belonging to
the second group of the date.

1. _To think_   - to use or exercise the mental activ-
ities. It is usually performed by re-
calling or calling up past images,
ideas or experince . It is used
particularly to solve routine prob-
lems. In solving his . problem,the
thinker applies his past experience
to his present problem. This being the
case, then, the solution of the prob-
lem is very often similar to that of
his old problem. It is very much in-
fluenced by habit, hence automatic
rather than creative.

Examples : 1. He is _thinking_ how he can eliminate
his headache so that he can finish
his work today.

2. Now that he has no bicycle he is
thinking how he can get to school
tomorrow without paying anything.

2. _To imagine_   - to use the mind for imagining something.
The agent using this activity aims at
seeing something new behind a given
fact or facts, and employed as such
the mind becomes a creative tool. This
mental activity often occurs to some-
one in a certain disease or when he

is under an abnormal condition.

Examples : 1. His temperature rose to forty degrees
last night. He kept on screaming for
one hour or so. It seemed to me that
he was _imagining_ something horrible
which terrified himself. The nurses
saw him covering his face with his
blankets all night through.

2. We must _imagine_ a line dividing this
angle into two if we want to solve
the problem.

3. The ability to _imagine_ something is
not only possessed by poets, novelists
and mathematicians, but also by all
people.

3. _To reflect_ - to exercise the mental activity by first
recalling many ideas in the mind and
then comparing, combining and evaluating
those ideas. It is done for amending the
present condition of the agent.

Examples : 1. The prisoner is _reflecting_ upon his
wrong doings in the past.

2. After giving enough information to the
students the lecturer asked them to
start _reflecting_ upon what subject
each would do for a thesis.

3. He has to _reflect_ upon what decision
to make by tomorrow.

4. _To ponder_   - to exercise or employ the mind serious-

ly. It is one mode of reflecting which
is applied to serious matters and in
situation where a person is facing a
serious problem which may affect his
destiny.

Examples : 1. The man is pondering upon the plan
made by his wife to buy the new house.

2. The chief commander had been ponder-
ing upon the situation of the battle
field for two hours.

5. To muse   —   to reflect by thinking and feeling.
In this activity the agent starts think-
ing about something, and as his thinking
gets deeper, he becomes so lost in
thought, and so absorbed by the object
of his musing that he comes to forget
himself. In this phase of musing there
is a state of absent-mindedness in which
the agent gets unware of his environ-
ments. So in musing the agent moves
from an " activity " to a " state ".
When he has reached the second phase
(a state) he becomes so identified
with his musing . There seems to be no
distance between the two. This activi-
ty of musing is applied to matters that
interest the imagination or affection
of the agent, and for light matters.
It is usually performed without the
conscious will of the agent.

Examples : 1. The woman is <u>musing</u> over her child-
hood days when everything was cheap,
and people were so kind towards one
another.

2. Looking at the wild sea from this rock,
the poet was <u>musing</u> over life.

6. <u>To consider</u>   — to have an opinion in the mind or to
think about that which is the result of
thought/ thinking in order to have a more
mature decision concerning something.
Consideration is always the result of
careful thought of prudence or discretion.
In considering something, the subject has
already had a plan to do the thing under
consideration.

Examples : 1. The boss is considering the application
of the secretary.

2. The school master was <u>considering</u> his
plan to build a new library and to
raise the quality of the school.

3. The teaching staff are now <u>considering</u>
Mr.Ali as a possible successor to the
present headmaster.

7. <u>To regard</u>   — to look at something or someone with great
concern. In the activity of regarding some-
thing, the agent is more influenced by
his wishes and interest, not by caution
and thought. (cf. <u>to consider</u>).

Examples : 1. The woman has been <u>regarding</u> the paint-
ing for a long time. It seems to remind
her of some place she used to live.

2. She then regarded the behaviour of the guest with suspicion.

3. It seems that the Minister himself has regarded the wishes of the people with care.

8. <u>To</u> <u>deliberate</u>   – to mentally weigh something which can be an idea, proposition or a decision, etc. The agent tries to see the advantages and disadvantages of a certain action. This activity is often used in formal meetings with other people. The subject doing it is usually in the plural form.

      Examples : 1. The judges, after <u>deliberating</u> upon the motive the prisoner had in that crime decided to sentence him to death.

                2. They were <u>deliberating</u> what to do and how to do it.

9. <u>To</u> <u>ruminate</u>   – to think deeply in a somewhat wayward or disordered way. It is often connected with loss and sadness.

      Examples: 1. What are you doing there; still <u>ruminating</u> over the loss of your money in the bet ?

                2. The woman seemed to be <u>ruminating</u> over her affair with the captain of the ship, when her daughter suddenly appeared.

– oOo –

C H A P T E R   VI

EXPLANATIONS ON TERMS CLOSELY RELATED TO THE AIM

As the title suggests, the present chapter will primarily concern itself with giving some explanations of the terms that have been hitherto mentioned, but the meanings of which have not been so appropriately discussed. Most of them are terms found in the second analysis of words, but there are also some others which need such treatment. It is hoped that the understanding of those terms will help the reader obtain a clearer view or interpretation as regards the aim of this thesis. The terms that are considered worth explaining here involve among others :

1. Polyseme
2. Homonym
3. Denotative & Connotative meaning
4. Idiomatic Expressions
5. Contexts
6. Collocations

We will discuss them one by one here.

1. POLYSEME

Polyseme has something to do with one of the linguistic phenomena whereby the meaning of a word becomes multiplied into several other meanings. To give an example here, let us take the word ' paper ', which used to signify the material paper itself. As   time moves on, it comes to stand for various things such as document or essay, thesis, dissertation or article of some topic, especially those written and read by the learned society. All the other meanings mentioned a-

bove can be said to _radiate_ from its original meaning.

The word ' consider ' when first coined only possessed one central meaning, which is to observe very carefully. For an example of this meaning in a sentence, the reader is referred to the analysis II where polyseme is mirrored.

In the course of time, there are other meanings radiating from that primary sense. Today, _to consider_ can stand for the followings :

First,'to think about '

in : Please consider the bargain (or my suggestion, etc.)

Second , ' to take into consideration '

in : If we consider the fact that he only learns ...
..........,etc.

Third, ' be of the opinion '

in : They consider the worker very intelligent and practical in dealing with things.

Another word which possibly can be used to describe the nature of polyseme is _ruminate_. This word used to mean to chew cud in order to absorb (food) better. This way of absorbing food is associated with cows, deer or other mammals. But since the idea of absorbing is common both to food and knowledge, people began to employ it for describing an activity of digesting some learning or knowledge.

2. HOMONYM

A word which possesses several different meanings is a homonym. Homonym can also be described as two, three, or sevaral words which have the same pronunciation and often the same spelling but different meanings. Let us take several

examples to clarify it. The word ' spring ' means both
to " leap " and " one of the four seasons of the year ".
Muse in our data signifies one of the daughters of Zeus,
to think in a certain way, and also the genius of the
poet.

Homonym differs from polyseme in that the latter
is the product of time and different cultures, whereas
the former is originally so. They are also different
with respect to the meanings each acquires. Polyseme is
concerned with the shifts of meanings undergone by a par-
ticular word, while homonym has nothing to do with changes of
meanings.

3. DENOTATIVE AND CONNOTATIVE MEANING

Strictly speaking, the denotative meaning of a word
is its dictionary definition, whereas its connotative mean-
ing is the meaning which is suggested by that word. Let
us take an example which will clarify these two brief de-
finitions.

The word ' home ' is defined by the dictionary as
a place where one lives with one's family. This then is
its denotation or its referent. What does the dictionary
definition of ' home ' consist of ?

A closer look at it will tell us that there are three
elements involved. They are the elements of place, activity
(here to live), and family. These three elements are
essential to make something a home, that is, it must be
a place, the purpose of which is for somebody to live ,
not with anybody but only with his family.

If we take away one of these elements, than <u>home</u> can no longer be <u>home</u>. Let us try to exclude the element ' family ', and substitute for it the element ' friends '. Then other words such as ' villa ', ' hotel ', ' cottage ', ' dormitary ', or ' boarding house ' will appear instead. From this description we can conclude that the denotative meaning of a word shows all the essential elements or attributes of that word without which it can no longer be the same.
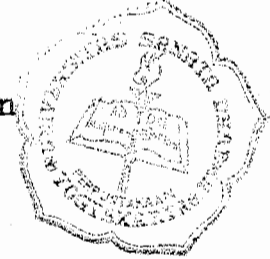
Apart from its denotative meaning, the word ' home ' is often used to communicate a sense of safety, comfort, intimacy, or privacy. But these elements are not the es- sential attributes of home, since in reality there exist homes that are neither confortable, safe nor intimate. Still, people who speak English as their mother tongue al- ways associate those attributes with ' home ', and that is what is meant when we say that ' home ' connotes such attri- butes. We can then say that the connotative meaning of 'home' is comfort or privacy.

Thus while the denotative meaning of a word shows the essential elements of that word, its connotative mean- ing conveys all those other attributes which are associated, implied or suggested by that expression.

Most of the words existing in a language possess both meanings. This fact brings a certain consequence to the people who use that language as a means of communication.

A writer in expressing his ideas through words must be very aware of their connotative meanings - that is, what people usually associate with those words. They must remember that not all the words in the same area of meaning

may be picked up to convey a similar idea. The reason
is that there are very few words that have the same
connotative meanings.

A reader, on the other hand, should cultivate
his sensitivity of that meaning. Familiarity with the
connotative meanings of words will not only make him
understand what a writer means, but also what he
wishes to suggest to his reader. Insensitivity of
that, contrarily, will yield a very superficial , or
even digressive reading.

By and large the reader of this thesis can pre-
sume that a knowledge of the connotative meanings of
words is of great significance, especially if he wants
to know the nature of words. The word in our data which
possesses a connotative meaning is to ruminate.

4. IDIOMATIC EXPRESSIONS

In a language such as English, a word can never
be static with regard to its meaning/s. Being itself a
living part of a living language, a word grows and puts
forth its branches. Now one of the branches of word is
idiom.

In the realm of idioms, the meaning of a word
may undergo such great change from its original meaning,
that no ordinary description or definition can trace.
There are quite a few instances of this.
Here are two :

1. It rains cats and dogs.

2. He lost his head.

It is obvious that " cats and dogs " and " head " in those two expressions have quite different meanings from their original senses.

Idiomatic expressions are also said to be op-posed to logic and grammar, like to put a thinking cap and to rain cats and dogs.

But not all idiomatic expressions are of such nature. There are some idioms where words still retain a little bit of their original meanings. The idiomatic expressions of think can be cited as examples :

1. To think up

    a. He is thinking up an excuse for his absence.

    b. It is nearly midnight now. Ani and her brother are still on their way home. They are beginning to think up a story to tell their mother, lest she would ask them so many questions.

Semantic features of think up :

1. Activity   : to think and to make up.

2. Purpose   : to deceive someone.

3. Circumstances : when the agent is compelled to give an excuse for his wrong doing.

2. To think of nothing

It seems that he thinks nothing of running five miles every morning.

The significant semantic feature of this idiomatic expression can be said to be its activity, which is to consider as nothing.

3. To think aloud

He is thinking his problem aloud.

that is his way of thinking each time he has

to solve a personal problem.

Semantic features of think aloud :

1. Activity/ manner of doing : utter one's thought as

they occur.

2. Purpose   : to get a clearer idea

of something or to solve

a problem.

3. Application   : 1. Not all people have

this habit.

2. For those with such ha-

bit, it is applied when

difficult problems come.

5. COLLOCATION

Collocation can be defined as the relation of one
word and another (in a sentence) in terms of their con-
tiguity or their nearness in meaning-relationship. Let us
look at this example :

     ' He seems to be thinking very deeply about that

     problem '.

What are the collocations of the word think, or put in an-
other way, we can ask what words collocate with think ?
This question can be answered by finding words that have
a contiguity with think. A brief search in the sentence
can tell us that ' deep ' and ' problem ' collocate with
think.

But this example should not be taken to suggest
that collocation only happens with words standing next to
each other, like think and deep. In dealing with collo-
cation, we are more concerned with the nearness of meaning

relationship between one word and another. The distance apart separating two words does not necessarily affect their contiguity, i.e. it does not prevent two words to collocate with each other. Such is the case of ' buy ' and ' cheap ' which are habitually separated in sentences.

Seen in this light , we can say that virtually there are no impossible collocations, especially in the works of poets or novelists where creative wordings to clothe ideas are exhibited quite frequently. But with such collocations we will have no concern. As far as current meaning of word is concerned, it is sufficient to choose the common collocations and leave out the casual or unusual ones.

What then are the probable benefits which may be derived from knowing the collocations of words in connection with the study carried out in this thesis ?

Firstly, the knowledge of some collocations of words may help us predict the occurances of certain words. Given a text or sentence with one word missing, we will be able to predict what that missing word is provided we know some of its collocations.

Secondly, it helps us in expressing ourselves more fluently. Awkwardness of expressions, some of which are the results of analogy and translation can then be eliminated.

Now a study or survey on some texts written by native speakers may enable us to classify words, just as we do the grammatical patters. This undoubtedly will call for a lot of time and vast reading, since the realm of words

is much wider than that of grammar. But this does not
mean that such study is impossible to work out.

By closely examining some original texts, we can
then sollect a set of collocations which enter into with
a certain word, and another set with another word. This
further can be used as a toôl to decide whether two words
of the same sound and spelling disignate different meanings
or not. In other words, such sets of collocations can help
us decide whether some words (having the same sound and
spelling) are homonymous or otherwise. Different collo-
cation sets of two words obviously give two homonymous
words. Thus we have added another benefit of collocation
to the two described earlier.

6. DIFFERENT KINDS OF CONTEXTS

There are three kinds of contexts that should be
known by the students in trying to predict the meaning of
a word.

First, THE VERBAL CONTEXT

That is the words which surround the item (word)
the meaning of which is to be predicted.

Second, THE SITUATIONAL CONTEXT

This signifies the concrete physical surround-
ing or environment where a speech act occurs. It can be a
place, time or an activity which is going on at the moment
a certain expression is spoken or written.

Third, THE PSYCHOLOGICAL CONTEXT

This refers to the psychological state or psy-
chological make up which is undergône by the hearer or the
speaker at the moment of speaking.

These three contexts help determine the meaning of a certain expression. In relation to teaching the SMA students, we can leave the third one.

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C H A P T E R   VII

APPLICATION TO TEACHING

Nowadays the teaching of word and meaning at the
SMA level is done at best by the following procedure :
First, the teacher asks the students to make a guess at
what a new word (in a particular sentence) may mean to
them. In case no guessing is offered, he himself gives
it a definition, which usually is taken from the diction-
ary. He then proceeds by putting the new word in several
sentences. Thus to teach the meaning of the verb to con-
sider, the teacher may take the following steps :
First, he defines it saying that to consider (in this
sentence) means to think about very carefully in order
to decide.
Second, he puts it in several sentences like :

1. The director of the firm is considering the
   application of the young secretary.

2. We have to consider the ability of every appli-
   cant before we accept him.

By teaching them in the way described above, the
teacher has actually provided the students with the fol-
lowing things with regard to meaning :

1. The concept or understanding of the word in ques -
tion. This he does by definition, by means of which abled
students will know that the word consider may be used as
a substutute for think. This relation is technically
called the Relation of Substitubility and here lies the
importance of our data.

2. The application of the word in its several verbal

contexts. This he does by citations, which enable the
students to construct sentences of their own. It should
be borne in mind, however, that definition alone will
not enable them to do so, since different words of the
same area of meaning may employ different language
patterns.

3. Provided ample citations are presented by the
teacher, the student can grasp or percieve what is usually
termed the ' collocations of word ' . In the case of
our example, the words : director, application, ability,
and applicant can be said to be several possible collo-
cations of to consider.

As far as general understanding of word is concerned,
the procedure exemplified above is thought of by many to
be sufficient. If more refined understanding of word is
required, however, it can still be improved.

For there is one aspect of meaning which yet remains
untouched in that teaching procedure. Referring back to our
example, it is true that the teacher has shown his students
how to apply that new word to its possible verbal contexts.
But he has not yet displayed how to apply it to its situation-
al contexts. In other words he has not shown the students
when or in what situations it is appropriate to use the
word consider, and in what other situations it is not.
In linguistics, this accounts for the extra-linguistic mean-
ing of word, whereas to relate or apply a word to its verbal
context has something to do with the intra-linguistic mean-
ing of a word.

Ignorance of the extra-linguistic meaning of word,

as so often happens, results in failure both to understand
completely what other people say and to express themselves
correctly. It goes without saying, then, that more atten-
tion in this particular case should be paid by teachers and
learners alike - that is, if finer knowledge of words is
to be obtained.

Now, the analysis of words we work out in this present study
    can provide the learners with that knowledge. This is
obvious fromthe first part of the analysis where words are
contrasted in their more delicate features. The nuances
between one word and another are displayed in the forms of
their distinctive features.

The knowledege of these distinctive semantic features
of words make them aware when and in what situational fea-
tures they should use a particular word. From the analysis I,
we see that the distinctive (semantic) features of <u>to</u>
<u>think</u> and <u>to</u> <u>consider</u> are ' activity ', ' purpose ', ' in-
tensity ', and ' object '. We perceive too that the objects
of <u>to</u> <u>think</u> are usually ordinary matters, whereas those of
<u>to</u> <u>consider</u> are matters of more significant natures. We can
say by looking at those distinctive (semantic) features
that the last one, i.e. the ' object ' constitute the extra
linguistic meanings of those two words. Familiarity with this
knowledge will prevent them from constructing sentences like
these :

    1. He is considering how to go to the post office.

       (since <u>going</u> to the post office is only an ordi-

       nary matter)

      or :

    2. Hewas <u>thinking</u> about the bargain made by the sales-

      man, while his wife was watching television.

Taking everything into consideration, the reader
cannot fail to infer that in order to know a word better,
we must know both the intra-linguistic and extra-linguistic
meanings of that word. The primary aim of teaching word
and meaning then is to enable the students to employ a cer-
tain word correctly in a number of its verbal contexts and
to apply it appropriately to some of its common situational
contexts.

A few words concerning the eight techniques of teach-
ing meaning are appropriate here before we start with the
concrete applications of our techniques. Those techniques
consist of eight methods usually known as ' giving defini-
tion ', ' classification ' or description ', ' dramatization ',
' using realia ','giving translation', ' synonyms/antonyms ',
' supplying contexts ', and ' giving demostration '.

From among the eight techniques of teaching meaning,
we can at least exploit two effectively, i.e. giving defi-
nition and description. Definition is easy to give after we
know it from our analysis. The description of word to ex-
plain its meaning can be done through showing some of its
significant semantic and distinctive features depending upon
the grades of the students — that is, the higher the grade
the more complete features of words should be presented.

We can now proceed with giving some concrete examples.
Suppose a teacher wants to explain what consider means in
' He is considering the application of the young secretary ',
he may take the following steps :

1. He says that there are three features of 'consider'
that we should know. First, the activity of that word, second
its purpose, and third its implication.

2. If you (he is adressing the students here) are 'thinking' about something, you apparently want to make a decision, to conclude, to have a plan or something else. In the case of an application, if you be the director and you are just 'thinking' about it, what do you want to a-chieve as the result of your <u>thinking</u>.

3. The students will answer ' to have a decision about it '.

4. Right ! Therefore you decide whether you accept that application or refuse it. Let us say that you decide to accept it, that then is your decision. And the activity of your thinking ends here.

5. Now <u>to</u> <u>consider</u> is to see that decision Once again, to give thought to it. This then is the activ-ity of considering. It consists in regarding that which is the result of your thinking (by then, the students will have understood the activity of considering).

Here he starts explaining the second distinctive features :

6. Why do you want to regard your decision further or why do you still want to give thought to that which is already the result of your thinking - what is your purpose of doing so.
Do you have a special purpose in doing so ?
Apparently you would like to have a more mature decision - you want to give a second thought to your previous decision. So that is the purpose of considering.(By this the teacher has explained the second semantic features of consider).

7. What about the objects of these two words ? Is there any difference between them as regards their ob-jects ? Certainly there is. The objects of think are ge-

nerally thoughts/things of everyday concerns. Those which
usually follow consider are thoughts/things of more serious
natures. (Here, the third distinctive feature of think
and consider is clearly exposed by the teacher)

8. To summarize then, the teacher writes on the
blackboard all the semantic features of to consider.

9. The difference between to think and to consider
can be systematized as follows :

THINK	Distinctive semantic features	CONSIDER
Call up past experiences, and matching them with the present problem	PROCESS/ ACTIVITY	give thoughts to that which is the result of thinking
To form an opinion, to decide, to plan something, etc.	PURPOSE	to make a more mature decision
Common everyday problems	OBJECT	things/thoughts of more serious concerns
	INTENSITY	more intense than thinking

Here is another example of explaining the word
ponder to the students. The context in which this word
appears is ' The secretary is pondering over the bargain
made by the director.

1. In explaining verb it is always good to start
with the activity of pondering - it is using the mind
to compare, combine or to evaluate ideas.

2. Now in the above sentence , the secretary seems
to have been comparing her own antagonistic ideas :
If she accepts the offer, she will have more security in
life, for example. If otherwise, her director may feel
insulted, he may get angry, and fire her. She then is
considering the advantages and disadvantages of each de-
cision. This then is the activity of pondering.

3. What then is the purpose of it ? It is again
in order to be able to come up with more mature decision.

4. And the objects of it - what are the objects of
to ponder ? Can you ponder upon something which happens
in the present time ?

5. The students will answer ' yes '. That is the
case of the secretary we are talking about.

6. Can we ponder over a past event ?
For this question, the teacher gives her own answer saying
'yes , we can '. Then she should give another example
like ' The man is still pondering upon the accident which
killed his friend several weeks ago'. Here, he wants to
have a clearer vision of that accident.

7. Now the last question. Can you ponder upon some-
thing which has not yet occured ? Can you ponder upon some-
thing yet - to - come ? Of course not ! This is because the

purpose of pondering is to decide something with more
maturity or to take a clearer vision of something which
happened in the past.

8. Then she ends it by summarizing all the seman-
tic features of to ponder. Thus written on the blackboard,
the students can perceive something like this.

To ponder

Activity   : to compare ideas, combine them,
             or weigh them mentally.

Purpose   : to have a more mature decision,
             or to obtain a clearer vision of
             something which happened in the
             past.

Object   : of things now or past, but not of
             things — to — come.

The technique of teaching meaning exemplified above
can impart to the students a more complete understanding
of words, which can never be obtained through the more
ordinary ways of teaching such as giving illustration,
dramatization, synonyms or antonyms and much less through
the traditional translation method. By showing the dis-
tinctive and semantic features of words through definitions
citations, and descriptions, we enable them to retain
the words much longer in their minds. Interest in the se-
mantic system of the English language can then be aroused.

Indeed as far as learning and teaching meaning is
concerned, those who will make use of this technique may
rest assured as to the benefits derived thereof. For one
thing it will certainly create a fresher air in the field
of teaching vocabulary. Boredom, which is the usual factor

of failure in this field can then be reduced. On the parts
of the teachers temselves, the knowledege of semantic and
distinctive features of words will undoubtedly help them
facilitate their expressions, since it will enable them
to pick the right diction for the right context.

Let us now summarize what aspects of meaning-re-
lationships which have been imparted to the students by
way of our technique. If we said earlier that we had given
them a more complete understanding of word, that means to
involve the relationship of substitubility and the relation-
ship which holds between a word amd its situational features.
(The relation of collocability, for reason which we have
discussed before has not been properly employed in this
technique).

Doubtless there are some aspects of relationships
which help determine the meaning of word, but the three
mentioned above seem to be among those most important in
teaching meaning.

After having had a glimpse of how the teaching of
meaning should be handled, we will now return to the dis-
cussion we left off in the end of the second chapter - that
is about the different semantic systems of the English and
Indonesian language to see how far translation can be em-
ployed.

Looking at the data, we can assume that the English
people have a more subtle semantic systems than we. They
employ several different words to express different in-
tensities, modes and objects of thinking. To express
differences in intensities of thinking they have words like
think,consider,ponder,etc.For expressing different

modes of thinking there are words like <u>think</u>, <u>reflect</u>,
<u>muse</u>, <u>ruminate</u>, etc. As regards the objects, different
kinds of objects attached to thinking also demand
different expressions.

In comparison with that, our semantic system seems
to be a bit simpler. We only have two words expressing
different kinds of thinking, one is 'pikir' and the
other is 'renung' with all their affixes and suffixes.
Thus we have <u>memikir</u>, <u>memikirkan</u>, <u>merenung</u>, <u>merenungkan</u>.
There is, however, one very important suffix in our
language which is often employed to express the great
intensity of thinking about something, i.e. the suffix
'i'. With respect to our scope, we have <u>memikiri</u>. This
signifies a very intense mode of thinking reaching to a
state of worrying over someone or something.
Example :   Ia <u>memikiri</u> anaknya siang dan malam.

She is <u>worrying</u> <u>over</u> her son day and night.

<u>Mengecamkan</u> and <u>menghayati</u> have been in vogue
recently. The first means to implant some idea in the
mind, the function of which is to affirm something to
ourselves, or to have a deeper impression about some-
thing.

<u>Menghayati</u> is more difficult to define. For the
description of this word, the reader can look up in our
description of to muse, since this English word <u>muse</u> seems
to be the nearest equivalent of <u>menghayati</u>. There is,
however, one significant difference between them, and
the difference seems to lie in their applications.

<u>Menghayati</u> can be applied both to abstract and con-
crete things, whereas <u>to</u> <u>muse</u> is applied only to abstract
things, such as : an idea, opinion, theme of a poem, etc.
Hence, ' Pedagang-pedagang itu benar-benar <u>menghayati</u>
barang dagangannya ' cannot   anslated to ' The mer-

chants <u>muse</u> over their commodities ', but ' He is <u>musing</u>
over life ' can be translated into ' Ia sedang <u>menghayati</u>
hidup '.

Translation of word from one language to another
can never impart the same idea. That is largely that no
two languages have the same semantic systems for deter-
mining the meaningsof their words. But that sounds to be
a very extreme attitude towards translation. We, teachers
of English would like to take the middle way. When the
aim is only to give the general meaning of word, of course
we can employ it. There seems to be no objection if in
the course of our teaching we translate ' I <u>suppose</u> it
will rain again ' with ' Saya kira hari akan hujan lagi '.
The safe method would consist in   first knowing the se-
mantic features of an English word and its Indonesian e-
quivalent. If these two show similar significant semantic
features, translation can be safely employed. Otherwise,
we should use some other methods.

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C H A P T E R   VIII

PROBLEMS ENCOUNTERED DURING THE RESEARCH

Owing to the fact that the study we carry out here
is still in its infancy, the reader should not be surprised
to find a chapter containing some problems, difficulties
or trouble encountered during this research. Far from
undervaluing the provisional study itself, this chapter
is particularly devoted to those who wish to develop it,
our intention here being to forewarn them concerning all
the problems that may be met while later they plunge them-
selves into such study. If by then they can reduce them,
the technique can automatically be improved. Below we will
discuss them one by one.

The problems are concerned with the technique itself
in relation to our strategy, the time allowed to us and
the sources we can obtain .

1. In order to work out this technique of analysis,
it is important to have a complete knowledge of words. By
this is meant that one must not only be familiar with their
lexical meanings but also with the senses of words, their
connotations, their distributions in verbal, psychological
and situational contexts. To achieve such mastery over
words one must needs stay in a community where English is
spoken as the medium of communication, and from there they
must proceed to make a thorough investigation of the words.
This is possible only for the very learned who have stayed
in such community for long enough.

A proper technique of defining the meanings of words
and contrasting them should consist in collecting sentences

or texts which contain the words to be analyzed. The amount
of those sentences or texts should be great enough or re-
presentative enough so as to reflect clearly the meanings
of those words in question. Only by so doing can the pro-
per meanings of words be acquired.

Restriction of time, however, has made us unable
to undertake such laborious work. So we only take several
sentences here and there from our reading. Then we look
them up in the dictionary to see their true lexical mean-
ings. Compared with the technique described before, ours
is of course much inferior with respect to its quality.
And as such we could only admit that we can at best give
a partial knowledge of the words in our data.

This partiality in the knowledge of words breeds
doubt in our analysis. Though we have maintained to stick
to the sources mentioned in the introduction, we are not
prevented from the uncertainty as to whether the English people
themselves use them as such in their communication, or
whether those words have not undergone some shifts of mean-
ings. To give a fairly simple example, we can take the
word think and suppose. According to the source, there are
features that differentiate those two. They tell us in what
situation we should use think and in what situation we should
use suppose. As far as experience goes, the native speakers
themselves seem to use these two words a bit loosely, both
in spoken and in written communication.

3. As regards the definitions of words, they too vary
from one dictionary to the other. This makes us disconcerted.
We do not know for sure which definition can be relied on.

4. Among the researchers themselves, there is no uniformity of terms to designate the distinctive or semantic features of words.

To give an example here, let us take the words assume and presume. One of the distinctive features underlying these words is 'activity'. Some other writers prefer the term ' manner of doing ' to show the same distinctive feature.

5. We have lack of references and helpful informants, and this has hindered us much in our effort to present a more complete study of words and meanings.

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C H A P T E R IX

C O N C L U S I O N

From the semantic point of view, our single aim to
know the nature of words can take no other interpretation
than to know the meaning of a word. In the introduction
it has been interpreted as to know the meaning of an in-
dividual word and to know how to use it and how it is used
by others in <u>sentences of different environments</u>. The only
vague expression which so far has not yielded a clear un-
derstanding to the reader is perhaps the underlined words,
i.e. ' sentences of different environment '. We will now
give its interpretation.

From what has been written hitherto, the reader can
presume that ' different environments' as put in the above
sentence equals to ' different situations ' or different
situational features. It accounts then for the extra -
linguistic meaning of a word, that is the meaning of that
word as obtained from relating it to its situational fea-
tures. As we also have said elsewhere in this work, some
of our distinctive and semantic features, if carefully
considered, also represents it.

The term 'meaning' itself has also been frequently
used throughout this thesis without giving any definition
of it. It is now time to clarify it here.

Meaning has always been associated by semanticists
as involving relationships that hold between a word and
its different environments. Environment here should be
taken to include both its intra-linguistic environment
like its observable referents or its situational contexts/

features.

The extra-linguistic meaning of a word has been de-
fined in the second paragraph of this chapter. The intra-
linguistic meaning of a word then can be said to be the
meaning of a word as determined by other words that surround
it. From this we have among other things the relationships
of substitubility and collocability, both of which have
been discussed in one of the previous chapters. (Doubt-
less there are many other meaning relationships, but as
far as our preliminary study is concerned, those two will
suffice).

After having explained what is conveyed by the term
meaning as used in this thesis and what should be taken as
the only interpretationto our single aim, we can use it as
a measurement to judge whether or not we have achieved our
aim. To answer this question, we must look back at what we
have accomplished up to this point. We will now give the
general outline of our accomplishment.

1. The data has given us the relationship of substi-
   tubility.

2. The analysis of words yields to us the distinctive
   and semantic features of words.
   By knowing this we will know the meaning of the
   individual word in its more complete sense. Fur-
   thermore, this analysis also enables us to know
   the nuances between a word and its synonyms.

3. The second analysis shows to us how to use a
   word in various verbal contexts.

4. From the application to teaching we have given
   a view of the intra-linguistic and extra linguistic

meaning of word and also the relationship of collocability.

Looking at the above summary, the reader cannot fail to conclude that in it we have managed to fulfil all the requirements demanded of a person to know the nature of words. With this in mind, we can say that our accomplishments run parallel with the requirements.

This statement, however, should not be taken to imply that we have made a complete study of word/s. It should be recalled that what we have done here is only a preliminary study. There are still quite a few things that we have not accomplished. To give some examples of these, we can mention the followings :

First, though we have discussed a little bit about the nature of collocation, we have not employed it as a tool of analysis.

Second, we have not yet explored the various other relationships of words to determine meanings.

Provided we could handle those two things more accurately, better technique could doubtless be presented as a result. The meanings of words can then be revealed more thoroughly and distinctly. This is only proof that the provisional method and technique we work out in this thesis, though still in its infancy, is not impossible to perfect.

We would like now to end this thesis with a suggestion. With regards to the considerable vogue enjoyed in the field of meaning in recent decades, we should take every possible effort to perfect this study.

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