

A PRELIMINARY
ANALYSIS ON WORDS
MEANING
" TO DRINK "

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A THESIS PRESENTED TO THE ENGLISH
DEPARTMENT FACULTY OF ARTS AND LETTERS
SANATA DHARMA TEACHERS TRAINING
INSTITUTE

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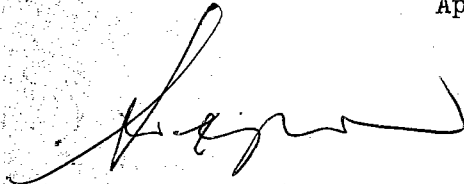
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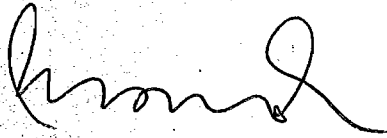
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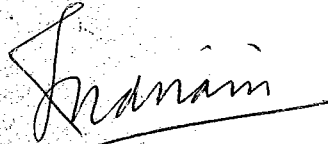
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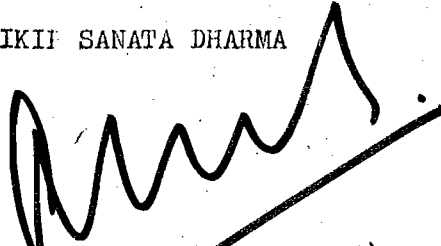


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C O N T E N T S

ACKNOWLEDGEMENT	i
CHAPTER I INTRODUCTION	
A. Background of Study	1 - 2
B. Problems	2
C. Aim	2
D. Scope	3
E. Methodology	3 - 4
F. Procedure	4
G. Notes on the teaching application	4
CHAPTER II THE DATA	
1. List of Words	5
2. Definitions of Words	5 - 11
CHAPTER III THE ANALYSIS	
A. Analysis of the English Words	12 - 26
B. Analysis of the Javanese Words	26 - 31
C. Contrast between the English and Javanese Words	31 - 33
D. Summary of the Analysis	34 - 43
E. Collection of others' work	44 - 45
CHAPTER IV VARIOUS USAGE OF THE ENGLISH DATA	46 - 47
CHAPTER V CORRECTION OF THE DEFINITIONS	48 - 49
CHAPTER VI DIFFICULTIES	50 - 52
CHAPTER VII APPLICATION ON TEACHING	53 - 58
CHAPTER VIII CONCRETE EXAMPLE OF TEACHING	59 - 61
CONCLUSION	62 - 63
BIBLIOGRAPHY	64



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CHAPTER IINTRODUCTIONA. Background of Study

We know from the fact that in the past most of the language researchers dealt only with Phonology, Morphology, or Syntax. Very few of them did research on Semantics.

The writer, of course, will not deny that there will be imperfect things in his thesis, because this is his preliminary - research on Semantics.

We know that it is not always easy to translate a word of one language into that of another. The word Nyurput for example, which means "to drink, taking a small quantity at a time" and to sip which means "to drink, taking a little only, at a time in to the front of the mouth"

"The lady sips her wine", for example, is easily translated into "Wong wadon kuwi nyurput anggure" in Ngoko Javanese. And this is, of course, correct. However, when we want to translate the word "to swizzle" which means "to drink mixed alcoholic drink by means of a tall glass" into Ngoko Javanese, it will be very difficult. It is difficult, because we do not have such a way of drinking. Moreover, we do not have such an expression in Ngoko Javanese.

This fact suggests that it not be so easy to translate words of one language into another. To be able to do so, we must know well the culture of the country where the words are spoken, for the semantic properties of a word of one language can not always

be exactly the same as those of another.

The writer, therefore, can say that the knowledge of how words are is important. It is important not only to understand the nature of words in general but also to clarify the words in language teaching. The writer is sure that the knowledge will greatly help language teachers, particularly English teachers, to explain the meaning of the words to their students.

B. Problems

To know the meaning of a word from a dictionary is not enough, and it is usually neglected by most language teachers. They know only a few techniques to understand words. In fact by knowing the meaning of a word, we are supposed to know the distinctive features of it. And by this the writer is sure that language teachers will find it much easier to explain the meaning of a word to their students.

C. Aim

The aim of writing this thesis is to know the nature of words, especially from the semantic properties or components of the words. In other words the writer wants to know why the word to sip exists. In fact the word to sip means to drink. Why we have an expression like to sip instead of just to drink.

Besides knowing the nature of words, the writer also wants to find out the distinctive features of words covering one area of meaning, that is to drink. And by knowing the distinctive features of the terms, the writer hopes that it will help the English - teachers to explain the terms to their students.

D. Scope

The writer decides to take just one generic term, both from English and Ngoko Javanese which means to drink. What he means with/by one generic term is that he collects or takes many words or terms covering one area of meaning, that is to drink. And he will also try to look at the equivalent of the terms of the two languages.

E. Methodology

1. Data Collection

First the writer collects the data by looking up the synonyms of the word to drink in the dictionary of synonyms and the Thesaurus dictionary. After that he checks the various terms in the ordinary dictionaries to find out their meanings.

The writer consults mainly to four dictionaries for the English words. They are : Collins New English Dictionary, Funk and Wagnalls Student's "Standard" Dictionary of the English Language, Longman Dictionary of Contemporary English, and The Heritage Illustrated Dictionary of the English Language.

2. Technique of Analysis

The technique of analysis done by the writer will be as follows : First, he lists all the data, and he provides them with their definitions taken from the dictionaries he consults to. Second he will contrast each English word to the others, then each Ngoko Javanese word to the others, and the last he will contrast some English words to the Javanese ones.

Then based on the findings, i.e. the distinctive features, the writer will try to give new definitions which he considers better than what are already given by the dictionaries he consults to.

Besides that he will use some of the words or data in various contexts in order to see the nature of synonyms, homonyms, denotative meanings, and connotative meanings.

F. Procedure

In doing the investigation of the whole study the writer uses or follows the theory of structuralism, in which he collects the data first and then subjects the data to an analysis.

The analysis will be done by contrasting every term to the others, and for the conclusion he will be able to find out the distinctive features of every term contrasted.

G. Notes on the teaching applications

In one of the chapters on this thesis the writer will try to fit the findings of his analysis to the three learning domains, namely : cognitive domain, psychomotoric domain, and affective - domain. And he is sure that the findings of his analysis will be useful for English teachers, especially when they want to explain the meanings of the various terms covering one area of meaning, i.e. to drink. And he would also like to give his suggestions on how to introduce the words and how to explain them to our students. And if possible he will also write the meanings of various terms, such as : connotative meaning, denotative meaning, synonyms, antonyms, and homonyms.

CHAPTER IITHE DATA

To come to the data, the writer would like to list the English and Javanese words first, and after that he will write the definition of each word taken from the dictionaries he consults to.

In this chapter he will try to give the definition of each English word first, and then he will come to the Javanese ones.

1. List of Words :

a. English Words :

- To drink
- To consume
- To swallow
- To sip
- To toss off
- To drain
- To guzzle
- To imbibe
- To swig
- To swizzle
- To sop up
- To quaff
- To lap up
- To tipple
- To toast
- To suck up

b. Javanese Words :

- Ngombe
- Nginum
- Ngunjuk
- Nyuruput
- Nyripit
- Nyerot
- Nyedot
- Nguyup
- Ngombor
- Nyucup
- Nenggak
- Ngokop
- Ndilat
- Ngisep
- Nyesep
- Nyusu

2. Definitions of the English and Javanese words :

To give the definition of each English word, the writer consults to several English dictionaries, and the result is as follows :

a. English Words :

- To drink

From Collins New English Dictionary the writer finds that the word to drink means "to swallow, as a liquid/ to empty a glass".

Whereas from Funk and Wagnalls Student's "Standard" Dictionary the word to drink means "to take (a liquid) into the stomach through the mouth; imbibe".

Longman Dictionary of Contemporary English says that to drink means "to swallow (liquid) or to use alcohol esp. too much".

- To consume, means

"to drink up/eat up" (Collins NED).

"to destroy gradually as by burning, eating," etc. and

"to waste or spend" (Funk and Wagnalls SSD).

"to drink or eat" (Longman Dictionary of CE).

- To swallow, means

"to receive into the stomach through the throat; to absorb" (Collins NED).

"to take into the stomach, as food" (Funk and Wagnalls SSD).

"to move (food or drink) down the throat from the mouth"

(Longman Dictionary of CE).

- To sip, means

v.t. & v.i. "to drink or imbibe in very small quantities using the lips; to draw into the stomach; to ~~waste~~; to drink out of" (Collins NED).

"to imbibe (a liquid) in a small quantity, hence, to absorb slowly, drink in sips, poetically to take sips from, touch with the lips" (Funk and Wagnalls SSD).

"to drink, taking only a little at a time into the front of the mouth" (Longman Dictionary of CE).

- To toss off, means

"to swallow in one gulp, as a drink" (Collins NED).

"to drink at one draft" (Funk and Wagnalls SSD).

"to drink something straight down" (The Advanced Learner's Dictionary of CE).

- To drain, means

v.t. "to filter; to swallow down; to exhaust" and v.i. "to flow off or drip away gradually" and "a small drink" slang (Collins NED).

"to draw off by degrees as a fluid; draw water or any fluid from" (Funk and Wagnalls SSD).

"to drain off = to empty by drinking the contents of" (Longman Dictionary of CE).

- To guzzle, means

"to eat or drink greedily" (Collins NED).

"to drink immoderately or frequently" (Funk and Wagnalls SSD).

"to eat (something) or to drink (beer) eagerly and greedily" (Longman Dictionary of CE).

- To imbibe, means

"to drink in :the absorption of a liquid by a solid so that the latter swells up" (Collins NED).

v.t. "to take up by absorption", v.i. "to drink as intoxicating liquors" (Funk and Wagnalls SSD).

imp. "to drink or to take in" (Longman Dictionary of CE).

- To swig, means

v.t. & v.i. "to gulp down; to drink in long draughts" (Collins NED).

"to drink swigs of, as liquors" or "to take a deep draft" (Funk and Wagnalls SSD).

slang. "to drink, esp. in large mouthfuls of all at once without taking a breath" (Longman Dictionary of CE).

"to drink, have a drink directly from the bottle of beer" (The Advanced Learner's Dictionary of CE).

- To sop up, means

"to steep in a liquid" (Collins NED).

"to take up by absorption" (Funk and Wagnalls SSD).

"to take (a liquid) into a solid so as to leave a dry - surface" (Longman Dictionary of CE).

- To swizzle, means

"to drink excessively" (Collins NED).

"to drink mixed alcoholic drink by means of a tall glass" (The Advanced Learner's Dictionary of CE).

- To quaff, means

"to swallow in large draughts; to drink copiously, to drink largely" (Collins SSD).

"to drink especially with relish or copiously, now chiefly poetic" (Funk and Wagnalls SSD).

"to drink deeply" (Longman Dictionary of CE). lit.

- To lap up, means

v.i. "to take up food or drink by licking; to make a sound like an animal lapping its food" or v.t. "to lick up; to wash or flow against" (Collins NED).

"to take into the mouth with the tongue; lick up" (v.t.)
or v.i. "to take up any liquid with the tongue (Funk and
Wagnalls SSD).

"to drink by taking up with quick movements of the tongue
(Longman Dictionary of CE).

- To tipple, means

v.i. "to drink small quantities frequently; to indulge
habitually in intoxicating drinks" or v.t. "to drink exces-
sively" (Collins NED).

"to drink or sip, as alcoholic beverages, frequently" v.t.

v.i. "to sip often; drink alcoholic beverages habitually"
infml. (Longman Dictionary of CE).

- To toast, means

v.t. "to drink to the health of, or in honour of" and v.i.
"to drink a toast" (Collins NED).

"to drink to the health of; propose or participate in a
toast" (Funk and Wagnalls SSD).

"wish happiness, success, etc. to somebody while raising a
glass of wine" (The Advanced Learner's Dictionary of CE).

- To suck, means

v.t. & v.i. "draw (liquid) into the mouth by the use of the
lip-muscles (Oxford Advanced Learner's Dictionary of Current
English New Edition).

b. Javanese Words :

- Igombe, means

"to drink or take (a liquid) into the mouth and let it down
the throat to the stomach.

- Nginum, means
"to take (a liquid) into the stomach through the mouth or throat".
- Ngunjuk, means
"to take (a liquid) into the stomach through the throat".
- Nyuruput, means
"to sip, or take a very small quantity at a time (when we are drinking something)".
- Nyripit, means
"to sip, take a very small quantity at a time".
- Nyerot, means
"to draw (a liquid) into the stomach by the use of the lip-muscles.
- Nyedot, means
"to draw (a liquid) into the stomach by the use of the lip-muscles.
- Nguyup, means
"to drink, or take (a liquid) into the stomach straight away from the container".
- Ngombor, means
"to drink, usually a horse does this, that is by putting its mouth into the container (usually a pail)".
- Nyucup, means
"to have a drink directly from the bottle or the container or a water pitcher".
- Benagak, means
"to have a drink directly from the container (a water - pitcher) or bottle.

- Ngokop, means

"to drink or take (a liquid) into the stomach by putting the mouth in the container (a saucepan).

- Ndilat, means

"to drink or eat something by lapping or by the use of the quick movement of the tongue".

- Ngisep, means

"to drink or draw (a liquid) by the use of the lip-muscles.

- Nyesepe, means

"to draw (a liquid) into the stomach by the use of the lip-muscles".

- Nyuhau, means

"to draw (milk) directly from the breast usually done by a baby or a cow-baby".

Those definitions of the Javanese Words are the result of the writer's interview with Mr. Sindoesoewarno, who is a pure Javanese native speaker.

In the following chapter, the writer will try to analyse the data he gets from the dictionaries and informants, and the analysis, especially the Javanese ones will be based on his own knowledge of Javanese language.

CHAPTER IIITHE ANALYSIS

The writer will start his analysis with the English words first, and then the Javanese ones. In the analysis he will try to compare and at the same time contrast the English words to the English words, then Javanese to Javanese and after that English to Javanese, to find out as many distinctive features as possible among words having or covering one area of meaning, that is to drink.

Next, he will write the summary of the analysis of the English and Javanese words. And the last he will also state the collection of others' work as a means of comparison with his own.

In short the writer can say that what he is going to do in this chapter is :

- a. Analysis of the English words.
- b. Analysis of the Javanese words.
- c. Contrast between the English and Javanese words.
- d. Summary of the analysis of the English and Javanese words listed as the data.
- e. Collection of others' work.

a. Analysis of the English words :

Drink contrasted to Consume

Drink can be used both for human beings and animals. Whereas Consume can only be used with human beings, meaning that the subject of the verb Consume is always a human being or person.

For examples :

1. The audience laughed at seeing the monkey imitating its master in the way of drinking the milk.

2. The prisoner quickly consumed both the food and drink brought to him.

From the examples above we can see that when we drink, we always drink a liquid, and we can never say 'we drink the food'.

However, when we consume something, the something may be a liquid, or drink, but it may also be food. When we drink, we usually use a glass, cup, or bottle as the container. However, when we consume we may use a glass, cup, bottle, or even a plate, spoon, or knife.

Of course when we drink we hope that we will not be thirsty, that is all. Whereas when we consume we do not only expect not to be thirsty, but also in order that we do not get hungry.

From the above analysis, the writer can find at least four distinctive features, they are : Agent (A), Patient (P), Purpose (Pp), and Instrument (I).

Drink contrasted to Swallow

The subjects for Drink and Swallow can be human beings or animals. To some extent swallow can mean drink, but when we swallow the objects or patients may be a drink (liquid), food, or pills. We can swallow something in order that we are not thirsty, hungry, or when we want to recover (from some disease). And when we swallow we may use a glass, cup, bottle, plate, or spoon as the instrument. From the analysis above, therefore, the writer can conclude that there are three distinctive - features that differ drink from swallow. They are : Patient (P), Purpose (Pp), and Instrument (I). To make it clear, he will use the two verbs in sentences.

1. He drank a glass of beer in that restaurant last night.
2. My brother swallowed the pill and then the drink.

Drink contrasted to Sip

The subject for the verb Sip is always a human being, so an animal can not sip as a human being can. When we sip a liquid, we just take a very small quantity at a time, therefore, our lips will just open slightly. And in doing the sipping the subject will be more relaxed rather than when he/she drinks the liquid. It is not like when we drink, when we sip we can never use a bottle as the instrument, but we can sip from a saucer, glass, or cup. Besides, the quantity of sipping is less than that of drinking. The writer, therefore, can draw a conclusion that at least he finds five distinctive features from the two verbs, and they are : Agent (A), Manner (M), Emotional Accompaniment (EA), Instrument (I), and Quantity (Q).

Drink contrasted to Toss off

We know that Toss off can also mean drink. However, there are distinctive features that differ drink from toss off.

The subject or agent for the verb toss off is always a person. And if we drink we may drink the liquid in more than one gulp, whereas if we toss off then we drink just in one gulp, then the water is finished. When we drink we may be in relaxed situation, whereas when we toss off, our way of drinking will show that we are in a hurry or anger. And of course the quantity of drinking will be more than when we toss off. And to make it clearer the writer will use them in sentences as follows :

1. John drank while he was listening to the radio.
2. Robert tossed off his beer and then went out of the room, saying something bad.

From the analysis above, the writer finds as many as four distinctive features, they are : Agent (A), Manner (M), Emotional Accompaniment (EA), and Quantity (Q).

Drink contrasted to Drain

To some extent Drain means Drink, but it is only a person or human being who can drain, animals can not drain a liquid.

And we drain we always use a straw as a means of drinking some liquid from the container (usually from a bottle).

For examples :

1. My father drinks coffee.
2. Suzie drained Coca-Cola.

From the analysis above, therefore, the writer can find two distinctive features that differ drink from drain, and they are : Agent (A), and the Instrument (I).

Drink contrasted to Guzzle

Both the two verbs are an activity of taking a liquid into the stomach through the mouth. However, guzzle is not the same as drink. We can drink only a liquid, but we can guzzle both the liquid and food. It is not the same as drink when we guzzle we eat or drink greedily (or in a greedy way). The one who guzzles, therefore, will look to be in a hurry, or hunger. The quantity of guzzling is usually more than when we just drink.

The following sentences will be the examples of the two verbs contrasted in their usage.

1. The cat drank the milk provided for it.
2. The pig which had not been fed for two days guzzled its food provided by the old man.

From the analysis the writer finds four distinctive features that differ drink from guzzle, they are : Patient (P), Manner (M), Emotional Accompaniment (EA), and the Quantity (Q).

Drink contrasted to Swig

When we swig a liquid we can also say that we drink, however, an animal can not swig as a human being can. And when we swig we have a certain way of drinking (a special manner), that is we drink the liquid direct from the bottle or drink all at once without - taking a breath. And the writer can say that we swig when we are dizzy. And according to "The Advanced Learner's Dictionary of Current English", swig means "takes drink of" is used colloquially or not formal.

To clarify what has been said above, the writer will try to use the two verbs (drink and swig) in sentences.

For examples :

1. The baby drank the milk from the bottle.
2. Mr. Smith has just swigged his beer.

From the analysis above, the writer finds as many as four distinctive features, and they are : Agent (A), Manner (M), Emotional Accompaniment (EA), and Style of Speech (SS).

Drink contrasted to Swizzle

When we swizzle it means that we are drinking, however, an animal can not swizzle. The liquid we are swizzling is usually certain, that is mixed alcohol drink. And we often spend more time when we swizzle rather when we drink.

When we swizzle we usually use a tall glass as the instrument.

When we swizzle, we usually want to get a relaxed situation, while we are thinking about something else, therefore, the quantity is often less than when we drink.

For examples :

1. The weather is so hot that both animals and human beings always want to drink every time.
2. I saw Mr. Brown swizzle his beer in that restaurant last night. And from the analysis above, the writer finds distinctive features as many as six, and they are : Agent (A), Patient (P), Instrument (I), Purpose (Pp), Quantity (Q), and Duration (Du).

Drink contrasted to Quaff

Quaff always means drink or taking something (a liquid) into the stomach through the throat. However, when someone drinks, it does not mean that he or she must quaff.

We often quaff when we are drunk, so that there is some liquid on our clothes. The fact suggests that an animal can not quaff, though it can or may be able to drink. And according to Funk and Wagnalls Student's "Standard" Dictionary of the English Language, it is said that quaff is chiefly poetic or this expression is mostly used literarily. Whereas the quantity is usually more than when we drink. From the analysis the writer can conclude that there are as many as four distinctive features, they are : Agent (A), Manner (M), Style of Speech (SS), and Quantity (Q).

Drink contrasted to Tipple

The generic term of his data is drink, therefore, we can guess that tipple always means drink. But of course, there are some distinctive features which differ tipple from drink.

An animal can drink, but it can not tipple. The liquid we are drinking can be any liquid, whereas when we tipple the liquid must always be alcoholic beverages. We can not say that drinking is a habit, however, when we tipple, it means that we drink a certain liquid habitually, that is one of the alcoholic beverages or more. And according to Longman Dictionary of Contemporary English it is said that tipple is used informally.

For examples :

1. The lady drank her wine in the honour of the Prince.
2. The old lady tipped her wine.

In the first sentence we can see that 'the lady' drinks her wine to respect the prince, so we are not sure whether the lady drinks wine habitually or not. However, in the second sentence we are sure that 'the old lady' drinks wine habitually, because of the verb tipple.

From the analysis above, the writer can find four distinctive features which differ tipple from drink, and they are : Agent (A), Patient (P), Style of Speech (SS), and Purpose (Pp).

Drink contrasted to Suck

When someone is sucking, it is sure that he or she is drinking. However, it is sure that there are some distinctive features that differ the verb drink from suck.

For examples :

1. The boy drank a glass of milk an hour ago.
2. The child sucked the juice from an orange.
3. A baby sucks its mother's breast.

When we drink, the liquid we are drinking can be any liquid.

However, when we suck we can not suck any liquid. The liquid must be drawn to the mouth with the use of the lip-muscles.

Of course we can not drink an orange, but we can suck its juice by the use of our lip-muscles. Besides that, it is only human - beings who can suck, never animals.

From the analysis the writer finds two distinctive features that may differ suck from drink. They are : Agent (A), and the Patient (P).

Consume contrasted to Swallow

Both verbs can mean drink. However, if we analyse the semantic-properties of them, we will find out that there are distinctive-features which differ one from the other. We can consume a liquid, food or something that can be eaten, however, we will not consume pills. Whereas when we swallow then we may swallow a pill. The agent for consume must always be a human being or person, whereas the agent for swallow may be an animal or person. Usually when we swallow we do not need much time to finish the food, drink, or pill. Whereas when we consume some drink or food, then we will spend more time. To make it clear what is already said above, the writer will use the two verbs in sentences.

For examples :

1. Soon we will consume the drink and food provided for us.
2. I saw the old man swallowing his medicine.

From the analysis above, the writer finds three distinctive features, they are : Agent (A), Patient (P), and Duration (Du).

Consume contrasted to sip

From their generic term, the writer can say that both can mean drink. However, consume and sip can be different to some extent, because of their different semantic properties. We can consume food, but we can never sip food. And we can consume some

liquid from a bottle, in which it is impossible for us to sip from a bottle. When we sip some liquid we usually spend more time rather than when we consume. To make it clear, the writer will use them in sentences below :

1. They have all consumed the rice.
2. My father sips his coffee.

From the analysis above the writer can find as many as three distinctive features, they are : Patient (P), Instrument (I), and Duration (Du).

Sip contrasted to toss off

When we sip a liquid then we just take a very small quantity at a time, whereas when we toss off we drink or swallow the liquid just in one gulp. When we sip, we will never sip from a bottle, but when we toss off we will never toss off from a saucer.

The writer can say that someone who sips must have been in the relaxed situation whereas when he/she tosses off, he/she must have been in a hurry. To clarify what has been said above, the writer will use the verbs in two sentences :

1. My aunt sips the tea, while she is reading 'The Guardian'.
2. George Nader tossed his whisky off.

From the analysis above the writer can conclude that there are at least three distinctive features that differ sip from toss off.

They are : Manner (M), Instrument (I), and Emotional Accompaniment (EA).

Sip contrasted to quaff

These two verbs mean to drink or take a liquid into the stomach and let it down through the mouth/throat (to the stomach). However, if we analyse them we will find out that there are distinctive features which may differ one from the other.

An animal may quaff, however, it can not sip a liquid. The one who can sip is only a person or human being. When we sip, we just take a very small quantity at a time, whereas when we quaff it seems that we are in a hurry, so that some of the liquid may be on our clothes, or shirt. We can quaff from a bottle, but we will not quaff from a saucer. And we may sip from a saucer, however, we will never be able to sip from a bottle. According to The Advanced Learner's Dictionary of Current English, it is said that quaff is used literarily. When we sip the quantity of the liquid is very small, whereas when we quaff, the amount is much.

To clarify what is said above, the writer will use the two verbs in sentences below :

1. The young man sips his tea.
2. The old man quaffs whisky.

From the analysis above the writer finds five distinctive features and they are : Agent (A), Manner (M), Instrument (I), Style of Speech (SS), and the Quantity (Q).

Sip contrasted to swig

Here we have two verbs that cover one area of meaning, that is to drink. But if we analyse them more thoroughly, we will find some distinctive features that differ sip from swig. They are, therefore, used differently in sentences. When we sip then we take or drink a very small quantity at a time from a glass, cup, or saucer. Whereas when we swig we drink direct from the bottle or we drink all at once without taking a breath. Swig is one of the slangs, whereas sip is used in a formal situation.

The writer will try to clarify what he has said by supplying sentences below :

1. I hold the glass, lift it and then sip the milk.
2. The man swigs his beer.

From the analysis the writer can find three distinctive features in them, they are : Manner (M), Instrument (I), Style of Speech (SS).

Sip contrasted to Lap up

When we drink we are able to sip it, but we will never be able to lap it, because we are not animals. To lap up, however, can mean to drink. An animal can not sip, but it can lap up. The liquids being drunk are also different. We usually sip wine or spirits, but an animal will lap water or milk. When we sip we will just take a small quantity at a time, whereas when an animal (a cat or dog) laps up, then it will use its tongue to lick the liquid. For human beings to lap up may be a slang. The writer will use the two verbs in sentences so that the difference between them is clear.

1. My sister sips the tea I offered just now.
2. The cat lapped its food from the plate.

From the analysis above, the writer can draw a conclusion that there are four distinctive features that may differ one from the other. The distinctive features are : Agent (A), Patient (P), Manner (M), and Style of Speech (SS).

Sip contrasted to Tipple

Sip and tipple can mean to drink, however, there are some distinctive features that differ one from the other.

When we want to have a relaxed situation usually we sip and not tipple, because to tipple (drink alcoholic beverages habitually) may make us even in troubles.

To tipple is informal, whereas to sip is formal. Our purpose when we are sipping is to get some relaxed situation, whereas when we drink something just to do our habit then we call it to tipple. When we tipple the quantity of the liquid is usually more than when we are sipping.

From the analysis, the writer finds four distinctive features that differ sip from tipple, and they are : Manner (M), Style of Speech (SS) and the Quantity (Q).

Sip contrasted to Suck (up)

Both the verbs can mean to drink, however, there are some distinctive features that differ sip from suck (up). The subject or agent for to sip can be children or adults, whereas for to suck (up) the agent is usually a baby, child, or a baby - animal. When we sip then the thing/liquid we are sipping is any liquid, whereas when a baby sucks, then it will suck milk from its mother's breast. And when we suck we use our lip-muscles as a means of drawing milk from a mother's breast or juice from an orange. When we sip a liquid then we need a glass, cup, or saucer, as the container. Whereas when we suck or a child sucks then it does not need any container at all. What it needs is nipples, or an orange. To clarify what is said above, the writer will try to use them in sentences :

1. My father and mother sip their tea almost at the same time.
2. The little boy sucked the juice from an orange.

From the analysis above, the writer finds four distinctive features, and they are : Agent (A), Patient (P), Manner (M), and Instrument (I).

Sip contrasted to toast

Both the two verbs have the same meaning that is to drink or "take a liquid into the stomach through the mouth or throat."

However, if we analyse them we will find out that there are some distinctive features that differ sip from toast.

When we sip then we will immediately take a very small quantity at a time, whereas when we toast, we must toast our glasses with another's, first and after that we may drink or take the liquid into the stomach through the mouth or throat. The purpose of sipping is that we may get some relaxed situation, whereas when we toast then we drink to the health of or in honour of. And to clarify what is said above, the writer will use them in sentences.

1. My English teacher sips his wine in the party.
2. Before drinking we usually do some toast with another.

or We always toast before drinking our beer.

From the analysis above, the writer finds three distinctive features, they are : Manner (M), Instrument (I), and Purpose (Pp).

Guzzle contrasted to suck (up)

These two verbs may have similar meaning, but actually they are slight different from each other. We can guzzle food but we can never suck food. However, we can not guzzle a fruit in which it is possible for us to suck a fruit (an orange) to draw its juice and let it down the stomach through the mouth or throat. When we guzzle food or drink, then we do it greedily, maybe because of hunger or thirsty. But when we suck (up) we rarely do it greedily. An animal may be able to guzzle, but it can not suck (not a baby-animal).

The writer tries to supply them in sentences below :

1. The dog guzzled its food provided to it by my servant.
2. My younger sister still sucks her thumb.

From the analysis above, the writer finds two distinctive features, they are : Patient (P), and Manner (M).

Swig contrasted to Swizzle

Both the verbs have one area of meaning that is to drink. However, if we analyse them carefully and thoroughly we will find distinctive features that differ the verb swig from swizzle. When we swig, it means that we drink direct from the bottle, where as when we swizzle we use a glass instead of bottle. We will be less relaxed when we swig, meaning that we do not do anything else while we are drinking. Whereas when we swizzle we will be more relaxed, and we usually do something else (like thinking of something) while we are drinking (swizzling). The writer can say that swig is a slang, whereas to swizzle is not. From the above analysis, he can find three distinctive features, they are : Manner (M), Emotional Accompaniment (EA), and Style of Speech (SS).

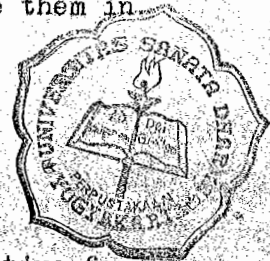
Lap up contrasted to suck up

Both can mean to drink, but lap up can not be used in connection with a person (except if it is a slang). When an animal laps, then it will use its tongue to drink or take the liquid into the stomach through its mouth. Whereas when we (a child or baby) suck then it will use the lip-muscles to draw the liquid from the mother's breast or a fruit such as an orange.

To clarify what has been said above, the writer will use them in sentences :

1. The cat lapped the milk and then went away.
2. That baby still sucks its mother's breast.

From the analysis above, the writer can find two distinctive features, they are : Agent (A), and Manner (M).



Swizzle contrasted to Tipple

To some extent we can say that the two verbs have similar meaning. Both of them mean to drink or "take a liquid into the stomach through the mouth or throat. The way of doing the activity is different, that is one drinks from a bottle and the other drinks from a glass, or cup. Swizzle is formal, whereas tipple is informal. Therefore, from the analysis above the writer can find three distinctive features, and they are : Manner (M), Instrument (I), and Style of Speech (SS).

The following will be his analysis of the Javanese Words.

b. Analysis of the Javanese Words.

To analyse the Javanese Words the writer will do the same thing as when he analyses the English Words in front. However, he must say that he will not analyse the Javanese Words as many as those of English, because later in the future he is supposed to teach English and not Javanese to Junior and Senior High-School students.

Ngombe contrasted to ngunjuk

Both may have similar meaning, however, they are different.

Ngombe can be used both for animals and human beings, whereas ngunjuk can only be used for a person and he/she must be a respectful one, or the one who is older than the speaker. Concerning the Level of Speech we can include the verb Ngombe into Ngoko Javanese, and ngunjuk can be included into Kromo-Inggil Javanese. From the above analysis, the writer finds two distinctive features that may differ ngombe from ngunjuk, and they are : Agent (A), and Level of Speech (LS).

Ngombe contrasted to nyruput

When we nyruput we always ngombe, however when we ngombe we do not need to nyruput. Nyruput can only be used for a human being or person. When we nyruput we usually drink hot water, and we sip or take it a small quantity at a time.

We can never nyruput from a bottle, but we can ngombe from a bottle.

Usually when someone does nyruput hot water, he or she must have been in relaxed situation, whereas when we drink, we may be in a hurry (when we ngombe).

From the analysis above, the writer can find four distinctive features which differ the verb nyruput from ngombe. They are : Agent (A), Patient (P), Emotional Accompaniment (EA), and Instrument (I).

Ngombe contrasted to Nyerot

Both the verbs ngombe and nyerot can mean to drink or "take a liquid into the stomach through the mouth". However, to some extent nyerot is rather different from ngombe, for it has its own distinctive features which differs it from ngombe. An animal can ngombe, but it can never nyerot a liquid. When we want to nyerot a liquid then we must use our lip-muscles, and we must also use a straw as a means of drawing the liquid into the stomach through the mouth.

When we do ngombe a liquid, we usually use a glass, cup as a means of drinking. Nyerot is usually done by children when they are drinking, however, adults may also nyerot a liquid from a bottle, like Coca-Cola, Green Spot, or 7 up. But adults will never drink from a glass or cup as it is usually done by children when they nyerot (want to drink).

From the analysis above, the writer finds as many as three distinctive features, they are : Agent (A), Manner (M), and Instrument (I).

Ngombe contrasted to nguyup

Both are an activity of drinking or taking a liquid into the stomach through the mouth or throat. However, when we analyse them we will find out that there are some distinctive features that may differ nguyup from ngombe. Ngombe can be used both for human beings and animals, whereas nguyup can only be done by a human being. When we nguyup then what we drink is not a drink, but the water of the vegetable-soup (sayur - Ind). And the manner of nguyuping is very specific, that is by lifting the saucepan above the mouth and then we pour the 'sayur' into the mouth and let it down into the stomach. And the instrument we use when we do nguyup is a saucepan. We never nguyup by the use of a glass, or cup as a means of drinking. From the analysis above, the writer finds four distinctive features, which differ nguyup from ngombe, and they are : Agent (A), Patient (P), Manner (M), and Instrument (I).

Ngombe contrasted to ndilat

These two Javanese words have similar meaning, that is to drink. However, when we say ndilat it is not always a liquid, but also food, which is drunk or eaten. The manner of ndilating is by licking or taking the liquid or food into the stomach through the mouth with a quick movement of the tongue. When we ndilat something that instrument used to do so is a plate, or saucer, or banana leave. When we ndilat a liquid or food, then our activity will show that we are very hungry or perhaps greedy. When the verb ndilat is directed to adults then it becomes a slang, whereas ngombe is formal. From the analysis above, the writer concludes that there are five distinctive features that differ ndilat from ngombe. The distinctive features that he finds are : Patient (P), Manner (M), Instrument (I), Emotional Accompaniment (EA), Style of Speech (SS).

Nyerot contrasted to Nyusu

Both verbs have similar way of drinking, but still we can find our some distinctive features that differ one from the other.

The subject or agent for the verb nyerot is usually a human being, adult or child. Whereas the agent for the verb nyusu is a baby or a baby-animal. When we say a baby or a baby animal nyusu then the patient must always be the milk that comes out of the mother's - breast. When we nyerot a liquid we must have a straw as a means of drawing the liquid (from a bottle for example), whereas for nyusu we do not need any straw. What we need is a nipple.

After contrasting the two verbs, the writer finds that there are three distinctive features that differ nyerot from nyusu.

They are : Agent (A), Patient (P), and Instrument (I).

Ngombor contrasted to Ngokop

Ngombor and ngokop have or cover one area of meaning that is to drink. However, if we analyse them, we will find out that there are distinctive features that may differ one from the other.

Ngombor is an activity of drinking something usually done by a horse. Whereas ngokop is always done by a human being, and animal can not ngokop. When a horse ngombors (eats or drinks) it will put its mouth into the pail then eats the food or drinks the liquid provided for it. Whereas when a human being wants to do ngokop then he/she will touch the container with both hands (hold the saucepan) and the mouth is in the water to draw the liquid into the stomach. When a horse does ngombor then it will need a pail to put its food in (usually), whereas for ngokop we need a saucepan. The patient for ngokop is only a liquid, whereas for ngombor it can be a drink/liquid or food.

From the analysis above, the writer can find four distinctive fea-

tures, they are : Agent (A), Patient (P), Manner (M), Instrument (I).

Nyucup contrasted to nenggak

Here we also have two verbs which cover one area of meaning, that is to drink, both are an activity of drinking.

The difference between them is only on the manner of drinking.

When we nyucup, our lips touch the water-pitcher, whereas when we nenggak our lips do not touch the water-pitcher.

The writer, therefore, can conclude that the two words are almost the same in meaning. And he can only find one distinctive feature that differs nyucup from nenggak, that is the Manner (M) of drinking.

Nyurut contrasted to nyripit

These two verbs that mean "to drink at a very small quantity at a time" are almost the same in everything. The difference is only on the quantity of the liquid being drunk by the agent.

The writer, therefore, can say that there is only one distinctive feature that differs the verb nyurut from nyripit, that is the Quantity (Q).

Ndilat contrasted to Nyusu

To some extent, the writer can say that these two verbs have almost the same meaning, however, if we analyse them carefully, we will soon find out that there are distinctive features which may differ one from the other. When we ndilat we use our tongues that move very quickly to take the liquid into the stomach. Whereas when a baby nyusu, then it will use its lip-muscles to draw the milk from its mother's breast. The patient being drunk is also different. When we or an animal ndilats then we may use a plate, saucer, or banana-leave. Whereas when a baby nyusus, the instrument is a nipple. Besides that, when a human being or animal ndilat, his/

her/its activity or action shows that he/she/it is very hungry.

Whereas a baby who does nyusu, does not show that.

The distinctive features that can be drawn by the writer, therefore, are : Patient (P), Manner (M), Instrument (I), and Emotional Accompaniment (EA).

Ngombe contrasted to nginum

They are really exactly the same in meaning. The difference is only on the area/region where it is spoken. Ngombe is spoken by people in Central-Java, except those from Banyumas region.

Nginum is spoken by Banyumasnese. The writer, therefore, can say that the two verbs are almost the same (even exactly the same) in meaning. He can only find one distinctive feature that differs ngombe from nginum, that is Dialect (Dl).

c. Contrast between the English and Javanese Words.

Here the writer will try to contrast the English to Javanese words covering one area of meaning that is to drink. However, he will just contrast a few of them. The reason for this is that he just wants to know how far does the culture differ similar terms belonging to different languages, namely English and Javanese.

To drink contrasted to ngunjuk

These two verbs have the same meaning, that is "to take a liquid into the stomach through the mouth or throat". However, the cultures of the two languages make them different in usage. Both human beings and animals can drink, but an animal can not ngunjuk a liquid. In Javanese it is not common if a person considered to be older (especially in villages) drinks beer, or spirits. But it is very common in Western countries an old man drinks beer or spirits. For ngunjuk, it is uncommon if we use a bottle as the instrument of drinking the liquid. Ngunjuk is or belongs to Javanese Kromo-Inggil, in

which this expression is only used to address an older person or respectful one. And in English we say drink for both respectful and older people.

From the analysis above, the writer finds four distinctive features, they are : Agent (A), Patient (P), Instrument (I), and Level of Speech (LS).

To sip contrasted to nyruput

To some extent, to sip and nyruput may have the same meaning, that is "to drink at a very small quantity at a time".

However, there are some distinctive features that differ sip from nyruput.

The liquid being drunk is different because of different cultures.

In Javanese when we sip (nyruput), usually we produce sound in which western people will not when they sip. (They will not produce such a sound when they sip, because it will be impolite).

From the analysis above, therefore, the writer can conclude that there is one distinctive feature that differs sip from nyruput, that is the Manner (M).

To guzzle contrasted to ngombor

Again to some extent these two verbs are similar. But the cultures of the two countries make them different.

The agent for guzzling can be human beings or animals, whereas for ngombor the agent is a horse, or an animal. We usually provide a pail for the horse to eat its food (ngombor). And human beings can guzzle the liquid from a glass, cup or bottle. The animals can guzzle their food from the food-container provided by us.

From the analysis, the writer can find two distinctive features that make them different, they are : Agent (A), and Instrument

(I).

To swig contrasted to nyucup

When someone drinks direct from a bottle, we call this to swig in English and nyucup in Javanese-Ngoko. But actually they are a bit different, because of their own distinctive features.

In Java we rarely nyucup beer, whisky, or other alcoholic beverages, in which it is very common in Western countries. In Java we usually nyucup from a water-pitcher, whereas in Western countries we can swig from a bottle. And of course the patient being drunk is also different. In Java we usually nyucup pure water from the water-pitcher, whereas in western-countries we swig beer, whisky or/and alcoholic beverages.

From the analysis above, the writer can find two distinctive features that differ one from the other, and they are : Patient (R); and Instrument (I).

On the following pages the writer will make the summary of his analysis in the form of a diagram.

Verbs	A	P	M	EA	I	SS	PP	Q
To drink	human beings, animals.	liquids only.			a glass, cup, or a bottle.		not to be thirsty.	
To consume	human beings only	liquids or food			a glass, cup, bottle, spoon		not to be thirs- ty and hungry	
To drink	human beings, animals.	liquids only			a glass, cup, bottle.		not to be thirsty.	
To swallow	human beings, animals.	food, liquids, or pills.			a glass, cup, bottle, spoon.		not to be thirsty, hungry or sick.	
To drink	human beings, animals.		swallow the liquid down the throat into the stomach.	relaxed.	a glass, cup, bottle.			more than when we sip.
To sip	human beings only.		drink in a very small quantity, the lips are slightly open.	more relaxed.	a saucer, glass, cup, never use a bottle when we sip.			a small quan- tity at a time.
To drink	human beings, animals.		swallow the li- quids into the stomach through the mouth.	relaxed.				more than just one gulp.
To toss off	human beings only.		swallow the li- quids into the stomach through the mouth just in one gulp.	in a hurry, or anger				the liquid is just enough for one gulp.

Verbs	A	P	M	EA	I	SS	PP	Q
To drink	human beings, animals.		swallow the li- quid down the throat into the stomach.	can be not relaxed.	a glass, cup, bottle.			
To draw	human beings only.		draw the liquid into the mouth and down to the stomach.	relaxed.	using a straw as a means of drinking.			
To drink		liquids only.	swallow the liquid down the throat into the stomach.	relaxed.				is just enough.
To guzzle		liquids or food.	drink greedily, quickly.	in a hurry.				more than when we drink as usual, because of thirst.
To drink	human beings, animals.		swallow the li- quid into the stomach, can be in various ways of drink- ing.	relaxed.		formal.		
To swig	human beings only.		drink direct from the bottle, or drink all at once without taking a breath.	dizziness		slang.		

Verbs	A	P	M	EA	I	SS	PP	O
To sip	human beings only.	Liquids	take a very small quantity at a time.	relaxed while reading books for instance.	a glass, cup and saucer.		to be able to do something else, like reading or writing.	a very small quantity.
To swizzle	human beings only.	mixed alcohol drink.	shake the glass and then drink it at a small quantity or more.	relaxed while looking at or thinking about something.	a tall glass.		to get a relaxed situation, while thinking about something or talking.	more than when drinking, usually.
To sip	human beings only.	usually wine or spirits.	drink a very small quantity at a time.	relaxed.	a glass, cup, tumbler.	formal.		a very small quantity.
To take off	human beings and animals	any liquids.	drink or swallow in one gulp.	in a hurry or anger.	a glass, cup, bottle.	formal.		one gulp.
To sip	human beings only.	wine or spirits.	drink a very small quantity at a time.	relaxed.	a glass, cup, saucer.	formal.		a very small quantity.
To quaff	human beings and animals.	any liquids.	drink largely so that some of the liquids are on our clothes.	in a hurry, because of some thing troubles us.	a glass, cup, bottle.	literary used.		a large amount of liquids.
To sip	human beings.	wine or spirits.	taking a small quantity of the liquid at a time, from a glass, cup or saucer.	relaxed.	a glass, cup, saucer.	formal.		
To swig	human beings.	beer or whisky.	drinking direct from the bottle or all along without taking a break.	drinking a	a bottle or a long glass.			

Verbs	A	P	M	EA	I	SS	PP	9
To sip	human beings	wine or spirits	taking a small quantity of the liquid at a time	relaxed.	a glass, cup or saucer.	formal.		
To lap up	animals	water or milk, but not beer, wine or spirits.	taking up the liquid by lick-ing or using the tongue throat or vet quickly	in a hurry, quickly done because of thirst or hunger	a saucer, plate or saucerpan.		for human beings it is a slang.	
To sip	human beings	wine and other spirits.	taking a small quantity of the liquid at a time.	relaxed.		formal.	to get some relaxation	a small quantity.
To tittle	human beings	alcohol	drinking alcohol habitually usually from a bottle	dizziness because of too much alcohol.		informal.	just to do his habit of drinking.	more than we are tipping.
To sip	human beings, children or adults	wine or spirits	taking a small quantity of the liquid at a time	relaxed.	a glass or cup.			
To suck (up)	babies or baby animals.	milk	drawing the milk from the breast of the mother using the lip-muscles	relaxed (babies), not relaxed (pigs)	the lip-muscles and nipples.			
To sip	human beings	wine or spirits	taking a small quantity at a time.	relaxed.	a glass or a cup.		to get some relaxation	
To toast	human beings	wine or spirits	drinking by toasting our glasses first, then drink it	relaxed and happiness.	a glass.		to drink to the health of or in honor	

Verbs	A	P	M	I	SS	Pp	S	Du
To drink	human beings + animals	any liquid		a glass, cup or bottle.			more than when we swizzle	less than when we swizzle.
To swizzle	human beings only	mixed alcohol	is drink	a tall glass		to get es relaxed situation		
To drink	human beings + animals				formal		less	
To quaff	human beings only				literary used		more than when we drink	
To drink	human beings + animals	any liquid			formal			
To tipple	human beings only	alcoholic beverage	informal		informal	to do the trick of drinking		
To drink		any liquid						
To suck	babies	milk, juice	drawing the liquid by the use of lip-muscles.					

Verbs	A	P	M	I	EA	SS	PP	Du
To consume	human beings only.	liquid or food						more time to consume.
To swallow	human beings + animals	liquid, food or pills						less than we consume
To consume		liquid and food		bottles, glasses or cups.				less time.
To sip		liquids only.		in glass, cup, never in bottle.				more time to sip the liquid.
To guzzle	human beings	food, liquids	drink/eat greedily					
To suck up	animals	milk or juice	not greedily					
To swig			drink direct from a bottle.				slang	
To swizzle			we do not use a bottle, but in glasses, cups.	more relaxed			not a slang	
To lap up	animals		using its tongue to lick					
To suck up	beavers		using the lip-muscles to drink					
To swizzle				in glass			formal	
To tipple				in bottle			informal	

Verbs	A	P	M	EA	I	SS	LS	Q
Ngomok	human beings, animals.	liquids.			relaxed, in a hurry because of thirst.		formal.	Ngoko Javanese.
Ngomuk	human beings, respectful ones.	liquids.			relaxed.		formal.	Kromo-Inggris Javanese.
Ngomim	human beings, animals.	water or cold drink.	taking in the liquid to the stomach through the mouth.	relaxed, in a hurry.	a glass, cup, bottle.			more than we "nyruput" the drink.
Ngomot	human beings only.	usually hot water / drink.	sipping the hot water, sipping the hot water into the mouth a small quantity at a time.	relaxed	a glass, cup, or a saucer, but never a bottle.			a small quantity.
Ngomok	human beings, animals.		taking in the liquid to the stomach through the mouth.		a glass or cup.			
Ngomot	human beings only.		taking in the liquid to the stomach through the mouth by a means of a straw.		a bottle and a straw.			
Ngomok	human beings, animals.	water or a drink.	taking in the liquid to the stomach through the mouth.		a glass, cup, bottle.			
Ngomup	human beings only.	"sopur" or the water of the vegetable soup.	lifting the saucetpan where the mouth and pouring it into the mouth.		a saucetpan.			

Verbs	A	P	M	EA	I	SS	LS	Q
Akwam	human beings, animals	liquids only	taking in the liquid to the stomach through the mouth.	relaxed or in a hurry.	a glass, cup or a bottle.	formal.		
Ndilosé	human beings (children or big girls), animals	liquids and food.	drawing in the liquids / food to the mouth with a quick movement of the tongue	in a hurry because of thirst or hunger.	a plate, saucer or bowl - no lever.	slang (when used to human beings / adults).		
Nyer-oté	human beings, children	any liquids including milk	drinking liquids by a means of a straw.	relaxed.	a bottle, glass, cup and a straw.			
Nyusi	human beings (babies) and baby animals	only milk, that comes out of the breast of a mother or the nippler of a mother animal.	drinking milk or drawing the milk directly from the nipples of mothers using the lip-muscles.	relaxed and secure.	nipples.			
Nfombor	animals (horses)	horse-food	the mouth is in the water and draw or eat the liquids / food	greedy in a hurry.	a pool.	slang (for people) and formal for horses.		
Npokesp	human beings	liquids only	the mouth is in the water with the hands touching the container	in a hurry because of thirst.	a saucer / pan.	slang.		

Verbs	A	P	M	EA	I	SS	LS	S
nyupup	human beings	pure water	The lips touch in a hurry because of thirst.	in a hurry because of thirst.	a water-pitcher, or a bottle.			
nyuyuk	human beings	pure water	The lips do not touch the water pitcher, just pour the water into the mouth.	in a hurry because of thirst or laziness.	a water-pitcher			
To drink	human beings, animals	liquor, beer, spirits, coffee or tea	can be from a bottle, cup or a glass.	relaxed.	a glass, cup or bottle.	formal.	-	
nyunpek	human beings, respectful people.	liquor, coffee, tea. spirits are uncommon.	can be from a glass, cup, or bottle.	relaxed.	a glass, cup.	formal.	Javanese - Kromo.	
To sip	human beings, usually adults do this.	wine, spirits or tea	the lips touch the glass, take the liquid into the stomach at a small quantity at a time.	relaxed.	a glass or cup.			
nyuput	children and adults.	usually hot water.	blow the hot water first usually in the saucer and then drink it clean in a small quantity at a time.	relaxed.	a saucer, glass or cup.			

Verbs	A	P	M	EA	I	SS	DL	S
To suck	human beings, by mouth animals	food	or drink/ eat greedily by putting the mouth into the food as a pig does.		human beings: a glass, cup or bottle. animals: food- plate prepared for animals: a pail.	formal.		
Ngambur	a horse	horse-face	by putting the tongue - 2nd mouth into the food and eat it (rather greedily but so that it produces pecu- liar sound			human beings: slang, and it is formal for a horse.		
To swig	human beings only	beer, whiskey or any other spirits	drinking direct from the bottle or all at once without taking a breath.	direct drinking	a bottle or a glass	slang.		
Nyucup	human beings only	pure water from the water pitcher or a bottle.	drinking direct in a hurry from the water because of pitcher, it can be much but it can not be just little	drinking direct	a water - pitcher	slang.		
Ngambur Nginum							Central Java Banyumas	

After analysing the data, the writer can find out as many as eleven (11) distinctive features, they are :

- Agent (A)
- Patient (P)
- Manner (M)
- Emotional Accompaniment (EA)
- Instrument (I)
- Style of Speech (SS)
- Level of Speech (LS)
- Dialect (DI)
- Purpose (Pp)
- Quantity (Q)
- Duration (Du)

e. Collection of others' work.

From his friend, Eddy Sucipto R., who analyzes the English and Indonesian verbs covering one area of meaning, that is to receive, the writer can find fourteen (14) distinctive features, they are :

- Subject (S)
- Object (O)
- Manner (M) : Process (P)
- Emotional Accompaniment (EA)
- Action Accompaniment (AA)
- Source of Origin (SO)
- Situational Accompaniment (SA)
- Style of Speech (SS)
- Function of Subject (FS)
- Place of Action (PA)
- Instrument (I)
- Result (R)

- Number of Object (NO)
- Purpose (Pp)

And from his friend, Agustina Sutanti, who analyzes the English and Javanese nouns covering one area of meaning, that is a hat, the writer can find eighteen (18) distinctive features, they are :

- Agent (A)
- User (U)
- Function (F)
- Shape (Sh)
- Location (L)
- Rank : * kin relationship (KR)
 - * age
 - * official bussiness (OB)
 - * religious bureaucracy (RB)
- Sex (S)
- Material Composition (MC)
- Origin (O)
- Measurement : * width (W)
 - * length
 - * high
 - * size
- Strength (St)
- Price (P)

CHAPTER IVVARIOUS USAGE OF THE ENGLISH DATA

This is actually just an addition chapter, however, it is not less important than the others. What the writer is going to write in this chapter is the various usage of the verbs covering one area of meaning that is to drink.

And the purpose of adding this chapter is that he wants to know and at the same time shows the readers (his readers) about the various meanings of a term, especially an English term.

However, he will just take some of them to supply them in various contexts or sentences. The verbs he is going to use in various sentences are : a. to drink

b. to consume

c. to swallow

d. to suck

a. To drink

- The thirsty plants drank (up) the water I gave them.

Here to drink means to absorb.

- The boy drank in every word of the sailor's story of his adventures.

To drink here means "to take into the mind eagerly or with pleasure."

b. To consume

- The flames quickly consumed the wooden huts.

To consume in this sentence means "to destroy (by fire)"

- The young man soon consumed his fortune.

To consume here means "to spend his money wastefully"

- My brother was consumed with happiness, because he had just received a letter from his girl-friend.

be consumed with means "be filled with"

c. To swallow

- The earth seemed to swallow them up.

to swallow - up means "cause to disappear"

- The aircraft was swallowed (up) in the clouds.

be swallowed (up) means to disappear/disappeared.

- Do not swallow his story, because he is a liar.

to swallow here means "easily believe"

d. To suck

- The canoe was sucked (down) into the whirlpool.

to suck down means "to pull in".

- My friend tried to suck the poison out of my wound.

to suck means "to draw (a liquid) into the mouth by the use of the lip-muscles".

From the examples above, the writer can conclude that the various terms covering one area of meaning that is to drink does not always mean "to drink or to take a liquid into the stomach through the mouth or throat".

C H A P T E R V

CORRECTION OF THE DEFINITIONS

After contrasting and analysing the data, the writer can make a judgement that there are some of the definitions of the verbs given by the dictionaries are not so clear. He, therefore, will try to redefine some of those definitions in this chapter.

Before redefining the definitions of the verbs, however, he would like to mention the name of the dictionary he consults to, that is THE HERITAGE ILLUSTRATED DICTIONARY OF THE ENGLISH LANGUAGE. He consults to this dictionary, because he knows or considers this dictionary as a better, if not the best one.

In the FUNK AND WAGNALLS STUDENT'S "STANDARD" DICTIONARY, he finds that the verb to swallow means "to take into the stomach as food". The writer would like to suggest that the definition be redefined as follows : to swallow means "to take into the stomach, as drink or food".

And in THE ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH, he finds that the word to swizzle means "to drink mixed alcoholic drink by means of a tall glass".

This definition he would say, should be redefined as follows : to swallow means "to take mixed alcoholic drink into the stomach, usually made with rum, excessively".

And the definition of the verb to swallow given by COLLINS NEW ENGLISH DICTIONARY, should also be redefined.

COLLINS NEW ENGLISH DICTIONARY says that to swizzle means "to - drink excessively". He suggests that the definition be redefined as follows : to swizzle means "to take mixed alcoholic drink into the stomach, usually made with rum, excessively".

The definition of the word to quaff in LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH is not clear yet, therefore, he would like to suggest that it be redefined into "to drink deeply or heartily".

The writer thinks that it is all he can do to redefine some of the verbs covering one area of meaning that is to drink, because the rest of them are already clear. Meaning that the definitions given by the dictionaries he consults to are already good.

CHAPTER VIDIFFICULTIES

First of all the writer would like to say that to finish this thesis he must really work hard. He must consult to many different dictionaries, and many informants. And frankly speaking he himself does not have a good and thick dictionary, like THE HERITAGE ILLUSTRATED DICTIONARY OF THE ENGLISH LANGUAGE. He, therefore, must borrow it from his friend, and because the owner himself needed it to finish his thesis, then he gave him (the writer) and lent it for one day, only. To be able to use it effectively, the writer worked hard indeed. Fortunately he was able to consult to the dictionary well.

Talking about the informants, it is another matter. The writer did not think before that an English native speaker may not know the meaning of a word he analyzes. He can say this, because he has his experience when he asked a woman who comes from England. He asked her the meaning of the word to quaff. First she thought that he misspronounced, but he did not. She said : "Well, maybe you misspronounce it. Maybe what you mean is cough !". Then she imitated someone who was coughing, but he said no, he did not misspronounce it. He is quite sure that he is right. After a while she kept silent, and then she said that she did not know it. After that the writer was afraid to ask for information from a native speaker. He worried that the same experience would recur.

Luckily he met an American foreigner, Mr. Steven Ross, who knows many things about the words he analyzes. And he got much information from him.



Next about the dictionaries he consults to. The first problem he encountered was where to borrow dictionaries, good English dictionaries. After finding the dictionaries, the next problem emerged, that is about the definitions given by some dictionaries. The definitions are sometimes not the same.

The word to swig for example.

FUNK AND WAGNALLS STUDENT'S "STANDARD" OF THE ENGLISH LANGUAGE says that to swig means "to drink swigs of, as liquor" or "to take a deep draft".

THE ADVANCED LEARNER'S DICTIONARY OF CURRENT ENGLISH says that to swig means "to take, drink, have a drink directly from the bottle of beer".

And LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH says that to swig means "to drink, esp. in large mouthfuls or all at once without taking a breath".

From those definitions the writer becomes confused which one is correct. Is it always that when we swig we must use of have a bottle as the instrument of drinking.

Besides that, he is still wondering why the THESAURUS DICTIONARY says that to sop up is the synonym of the word to drink. In fact to sop up means "to take (a liquid) into a solid so as to leave a dry surface". Or perhaps the word to sop up has similar if not some of the semantic properties the same as to drink (the semantic properties of to drink).

And talking about the analysis of the Javanese words, the writer can say that it is not so difficult, because he himself have the Javanese language as his mother tongue. It is a pity that he can not consult to Javanese dictionaries, not even one dictionary.

What he regrets is that he can not be so sure whether his analysis on the Javanese words is correct or incorrect. In fact he knows that analyzing something about the meanings of words it would be better if we have a dictionary to which we can consult to.

In short he can say that he is not satisfied yet with the result of his analysis, especially those of the English words, because this is his preliminary work on the Semantic analysis/ on Semantics.

To end this chapter, therefore, the writer can only expect the readers to comment on his work or analysis. And he hopes that the difficulties he met while he was doing this research to finish his thesis will not be encountered by those who want to continue working on Semantics.

CHAPTER VIIAPPLICATION ON TEACHING

In learning a language we know that there are three domains, namely 'cognitive domain', 'psychomotoric domain', and 'affective domain'. To know a word of a language for the first time and then try to memorize so that we can use it in a sentence is included in the cognitive domain. And then after we master the word, meaning that we can already use it in a correct sentence automatically we can say that we are already in the psychomotoric domain. And later when we are already in the affective domain it means that we like to use the language we are learning in our daily life.

As a teacher, especially English teacher, knowing the distinctive features of English words is very important, because it will help us to give a better definition to our students, and of course our students will learn the words more easily.

Besides that, to reach the psychomotoric domain and the affective domain, that is by giving exposure and instruction to our students to practise the language. And as an English teacher we must be able to become a good model for our students. And later to make sure whether our students have learned or mastered the language we are teaching or not we can do some evaluation or some test.

Moreover as an English teacher we must know that at least there are eight (8) ways or techniques to explain new items to our students. Those eight techniques are :

1. Giving definition

When we introduce a new item to our students, we must not try to give the translation of the new item immediately or too soon to

our students. We must keep the translation of the word away from the students as long as possible, so that the students are forced to know the meaning by themselves. Or in other words, we give them a challenge in memorizing it. However, when it is needed we can explain the new item by giving the definition of it in English. By doing so the writer can say that it is sure enough that the students will remember the word longer, or they will keep the meaning of the word in their mind longer.

2. Giving clarification for description

It is possible that a student knows the meaning of a word, but he/she is not sure enough how to use it in a sentence. We, therefore, must clarify it to the students by telling them the distinctive features, and give them one example or two to the students about how to use the word in a correct sentence, and a good one, of course.

3. Giving dramatization

To be able to do this, an English teacher must really master or have certain or special skills, that is to dramatize something, and we know that it is not so easy. Here, the teacher must always be active, he must always try to find ways to explain some new items or new English items, so that the students will understand them easily. And they will be able to keep them longer in their memory. But, of course the writer does not deny that there will be things that can not be dramatized, then he suggests that the teacher use another technique.

4. Pointing the realia or representation of the new item

What is meant by realia or representation of the new item is pictures. By showing the picture of the new item being introduced, we hope that our students will grasp the meaning of the new item.

more easily. And of course by showing the picture, we can expect that the students will keep the new item longer in their memory, because they do not learn something (the item) through their ears only but also through their eyes, that is by looking at the picture.

5. Giving translation

This is always and only done when it is deadly needed, meaning to say that if there is a possibility to explain the new item in another way, then we do not give the translation immediately to our students. In stead we can supply the new item in the context or we put it in a sentence for example.

Although we give the translation (when it is deadly needed), we must give our students some challenge, that is by giving the least help to them. For examples; we just write the initial word of the new item, then the students are let to guess. Or we can write the last two words of the new item being introduced.

6. Giving synonyms

To help our students understand a new item easily, we can use another technique, that is by giving the similar word which is already mastered by them. The writer considers this to be another challenge for the students so that they really learn the word.

And by this the writer is sure that the students will keep the meaning of the new item longer in their mind.

Besides that, we can also explain a new item or word to our students by giving them the **antonym** of it.

7. Giving antonyms

As it is already said in front that when we want to explain or introduce a new item or word to our students, we can give them the antonym of it. By giving the antonym of the new item being in-

troduced at least we will not give the meaning immediately, instead we challenge them by giving the antonym.

8. Supplying context

To help our students understand the meaning of a new item, we can do this. In other words we will not give the translation whenever our students find difficulties in understanding the meaning, instead we supply a sentence containing the new item in it. By doing so at least our students will be challenged to guess what the meaning of the new item is. Though the students have never met such a word (the new item), the writer is sure that if we supply or use it in a sentence, they will be able to guess what is meant by it. He can say this, because every body knows that trying to understand the meaning of a word in a sentence is much (more) easier rather than when we want to understand or memorize it, and it stands by itself.

In short the writer can say that he does agree that to explain a new item we must not try to give the translation of it immediately after the students encounter it for the first time, because it will not challenge the students to know or understand the meaning of it by themselves. And if we do give the translation of the new item immediately after they meet it, then he is sure that they will forget it soon after we do not talk about it anymore.

And the writer himself agrees to use the 6th and 7th techniques to explain a new item to our students. He can say that, because he has his own reasons, they are :

1. When we give the synonym of the new item, it means that the students will learn to master the two words at the same time. and it will enable them to learn the language (at least the vocabulary) quicker.

2. The same thing will happen when we give the antonym of the new item to our students. They will, we hope, be able to learn the item quicker.
3. Besides that, the students will also be able to understand what is meant by Synonyms and Antonyms.
4. And the last is that these two techniques are challenging enough to explain new items (English words) to the students. They will unconsciously be forced to learn something by themselves. And the writer is sure that by doing so, they (the items learnt by the students) will stay longer in their mind.

To end this chapter, the writer would like to try to write a special explanation on the meanings of :

- a. Synonym is a word with the same meaning as another in the same language. We know that a word must have distinctive features that may differ one from the other. The words to drink and to sip for example. They are synonyms, because they can mean "to take a liquid into the stomach through the mouth/throat".

Only there are some distinctive features which differ to drink from to sip. Therefore, we can call the two verbs are synonyms. Two words are synonym if they are similar in meaning or they have some semantic properties which are the same one from the other.

- b. Antonym is a word that is contrary in meaning to another.

If we read one of the chapters in this thesis we will know that a word must have its own semantic properties that differ one from the other. If there are some distinctive features in a word there must also be semantic properties within one word. And if there are two words which have their semantic properties contrary one from the other then we call the two words antonym.

- c. Denotative meaning is the meaning of an item that may be found in a dictionary. In other words the writer can say that denotative meaning is the definition given by the dictionary.
- d. Connotative meaning is the meaning of a word found in a sentence. Some people call connotative meaning as contextual or associative meaning. They call it contextual meaning because the word will have its meaning from the context.

Actually if we are alert, then we will say that associative meaning or contextual meaning is not so suitable or correct, because what is meant by connotative meaning is just the meaning of the word, but we only take one or two distinctive features of it. The word elephant for example, has many connotative meanings. It can mean big and powerful (an elephant is a big and powerful or strong animal).

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The word elephant for example, has many connotative meanings.

It can mean big and powerful (an elephant is a big and powerful or strong animal).

C H A P T E R VIII

CONCRETE EXAMPLE OF TEACHING

After analyzing the data and finding the distinctive features of each word covering one area of meaning, that is to drink, the writer will try to give his suggestions on how to present or teach some of the words to the students.

His suggestions on how to present the various terms covering one area of meaning are especially for those whose mother tongue is Javanese. The first reason why he suggests this to Javanese students is that he himself is a Javanese. Therefore, it is sure enough that he has mastered Javanese, especially Javanese-Ngoko well.

And the second reason is that in Javanese, especially Javanese-Ngoko we have similar terms which have almost the same meanings with the words he is going to suggest (on how we must present them to our students). They are : to sip, to swig, and to lap (up).

To be more specific he would like to choose the second year of Senior High-School-students, for he thinks that it is the time for them to know some more terms that have connection with to drink.

And the procedures he is going to suggest are as follows :

1. The English teacher has to make sure first that his/her students have known the meaning of the word to drink.
2. The teacher writes three sentences, Javanese sentences on the blackboard.

They are : - Kucing ireng kuwi ngombe turahan susu sing dibuwang adiku ing mester.

- Aku mung wani ngombe wedang kopi iki mboko sethithik, merga isih panas.

- Astaga ! Bocah kuwi bisa ngombe susu sak gelas mung

sak leg kan.

3. Then the teacher tells the students that now he is going to teach several terms having the same area of meaning, i.e. to drink.
4. The teacher asks three students to translate the three sentences into English using the word to drink.
5. If the students make grammatical mistakes, that is alright, as far as the idea is understood by the students, The teacher may ask some other students to help the three students, who make grammatical mistakes, and correct them.

Still if the students make mistakes, then the teacher may correct the students' mistakes and the correct sentences would be :

- The black cat drank the rest of the milk poured by my little brother on the floor.
- I only dared to drink this coffee bit by bit, because it was still hot.
- God ! That little boy can drink a glass of milk just in one gulp.

6. And then the teacher may explain to his/her students that of course a cat will not be able to drink as human beings do. A cat will use its tongue to drink. The teacher may ask one student to express the word to represent the way of a cat drinks water, milk, or some other liquids. Then the student may say ndilat, and this of course, is correct. After that the teacher may write the English word for ndilat that is to lap (up).

And the teacher may ask another student to find a Javanese word which means "ngombe wedhang kopi mboko sethithik".

And the student may answer or say nyruput or nyripit, which are right.

7. After that the teacher writes the three words in English which mean ndilat, nyruput or nyripit, and "ngombe sak leg kan".

And they are : to lap (up), to sip, and to swig.

8. Then the teacher may ask three other students to change the sentences using the three words given just now by him.

And the students may write like this :

- The black cat lapped up the rest of the milk poured by my little brother on the floor.

- I only dared to sip this coffee, because it was still hot.

9. By doing so, the writer thinks that the students will remember the meanings of the words longer, because the teacher does not give the meanings of them immediately.

The students are challenged to construct sentences of their own, and then change them into or using the words or key words given by their teacher.

To close this chapter, the writer once again would like to say that as an English teacher we must not give the translation of the word being introduced to our students. Because if the teacher does, he/she will not really help the students to learn it. Instead he/she unconsciously helps the students to forget what they learn soon. Therefore, we must try to keep the meanings of the new items as long as possible, so that our students are forced to understand them by themselves. And the writer is sure that the result will be better, they will keep them longer in their memory.

C O N C L U S I O N

To close this thesis, the writer would say that finding the distinctive features of words especially those covering one area of meaning is very interesting. By doing the analysis and finding the distinctive features of every term listed in the data, he can conclude that the meaning of a word is greatly influenced by the background of the culture of the country. This really happens, especially those concerning the distinctive features. That is why, very often we can not translate word to word from one language to another (English to Javanese, or the other way round). The word to drink for example. We use it with an animal as its subject/agent in a sentence. In Javanese we can not immediately translate the word to drink into ngunjuk, because in Javanese we have what we call the Level of Speech. We will use different word/verbs when the subjects of the sentences are different. For examples : the subject is an animal, baby, child, or older or respectful person. We will, therefore, translate the word to drink into ngombe or nginum instead of ngunjuk. This is because of the subject (which is an animal).

By knowing the distinctive features of words, he is sure that a language teacher, especially an English teacher will be able to explain the meanings of certain words/verbs more easily, to his or her students.

Besides that, the writer would like to say once again that an English teacher who immediately gives the translation of a word asked by his/her students is not wise. Because by doing so, the teacher does not really help his/her students to learn the

language. The teacher must always give a challenge to the students in understanding the meanings of words, for they will be kept longer in the students' memory. And the writer is very sure about this. By doing so, the students really learn the language.

That is why the writer really does not agree with an English teacher who always provides everything with the translation of the students' mother tongue. And he thinks that his opinion is right, because it is also supported by what is stated in Curriculum 1975.

It is said that we are not allowed to use the translation method. According to the Aural-Oral Approach translation is evil.

At last the writer would say that by doing some research and knowing the distinctive features of my data, he can understand better about what is called by synonyms, antonyms, denotative meanings, connotative meanings, et cetera. And he is sure that it will be useful for him and other English teachers (language teachers) later when the students ask him/others about them.

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