

A PRELIMINARY COMPARATIVE SEMANTIC STUDY  
OF SOME ENGLISH, JAVANESE VERBS MEANING  
"TO PLEASE"  
AND  
SUGGESTIONS HOW TO TEACH  
THE ENGLISH TERMS TO THE JAVANESE STUDENTS

*English language - semantics*

A THESIS  
PRESENTED TO THE ENGLISH DEPARTMENT  
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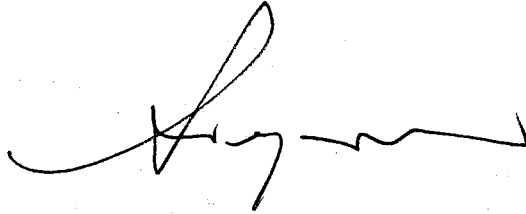
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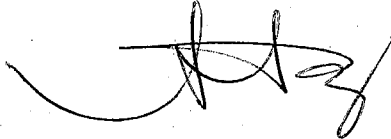


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## A C K N O W L E D G E M E N T

I am especially grateful to Dr. Soepomo Poedjosoedarmo, Lecturer of " Analisa dan Sanggar Bahasa " for his direct guidance and sincere encouragement to work on semantic field. I have gained the best knowledge as well as experience through such work.

Besides, I must extend my thanks to my informants, Mrs. Jo. Ann Rocca, an English teacher and Miss Babs Mondschein, a teacher of drama, both are from California, who had spared some of their time in Yogyakarta to help me in finding out the distinctive semantic features of the specific terms.

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Retno Dwi Candraningsih.

## P R E F A C E

This thesis is written to fulfil one of the requirements for the Sarjana Degree ( S<sub>1</sub> program ) of the English Department , Faculty of Letters and Arts, Sanata Dharma Teachers' Training Institute, 1981.

The topic which is about semantics and deals with a method of research and analysis and a teaching method was firstly suggested by Soepomo Poedjosoedarmo Ph.D. as the lecturer of " Analisa dan Sanggar Bahasa ". In doing the research and analysis, at least, six native speakers had helped me as the informants. And as the research was sometimes done in a team - though each with his own generic term - I should also mention the help of some fellow-students. Due to the limited background knowledge on Semantics, such a cooperation is necessary.

The research and analysis have proved to be very interesting but I must admit that this work is still far from satisfactory, especially with such limited time. But I do hope this simple thesis will be of use for the readers in general and may render some help for the later researchers of the same topic.

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## LIST OF ABBREVIATION

- A H D : The American Heritage Dictionary of The English Language.
- A L D : Advanced Learner's Dictionary of Current English.
- e.g. : example.
- E I D : An English - Indonesian Dictionary.
- E S E : English Synonyms Explained .
- k. : krama.
- kn. : krama ngoko.
- ng. : ngoko.
- P D S : The Pan Dictionary of Synonyms and Antonyms.
- sb. : somebody.
- W D T : Webster's Third New International Dictionary of The English Language Unabridged.

## INTRODUCTION

Language is a part of culture by which people of a society communicate. Different societies will perform different types of languages. The difference may lay on their systems of expression or the content; or may be they are totally different both in the systems of expression and content. So the knowledge of how words are is really very important, especially for teachers of foreign language, since the influence of the mother tongue cannot be set aside. Even if the students do not explicitly translate every word they learn into their mother tongue, they will perhaps it happens beyond their awareness - make their own rules, generalization, conclusion according to the nature of their mother tongue. To some extent it will help them if there is some similarity between the target language and the mother tongue, but it will turn to be a " trap " if the two languages have different systems. Principally, every language has its own system.

These facts lead the teachers of foreign language to realize the importance of contrastive linguistics. Unfortunately, such a linguistic study is very rare especially in the field of semantic analysis. This is quite understandable since semantics is a new science. The study of meaning came into force in the end of nineteenth century when Noam Chomsky introduced his theory of " deep structure ".

Started from such a situation this preliminary study is made on semantic analysis of English and Javanese verbs with the meaning of to please. To please is a very familiar word. Everyone who starts to study English will find it in the first 1000 word level. Its high level of frequency of



occurrence and its unique meanings become the basic consideration in choosing the word.

The aim of this study is to understand the nature of the words analysed in the two languages. Since we lack techniques to understand words in general, this kind of study may render some help to find those techniques. Furthermore, we can take other benefits, that is, by using the result of this study to find suitable method to teach these words. This method is firstly intended to the second or first year students of English department especially for their composition class. But by slightly changing the presentation and the depth of the material, it will be a great help to teach students of the third year of SMA.

In general the work will follow the way of the structural linguistics, that is, by applying the following procedure: collecting the data, analysing the main components, identification, classification, inference and abstraction.

Besides its high level of frequency and its unique meanings to please has a very wide coverage. My note shows at least it covers 59 other verbs.<sup>1</sup> Those come as the result of my observation on various sources based on the 7 meanings of to please found in Webster's Third New International Dictionary of English Language Unabridged. So it will be too much if we analyse all of them in such a simple thesis. Due to the limited time and space the scope of this study will be limited too.

<sup>1</sup>See the appendix on page 67

Based on the preliminary analysis of the 7 meanings of to please, one of its transitive forms in the meaning of "to give pleasure to; make : GRATIFY" is stated as the scope of this study. Among other meanings, that meaning happens to have the widest coverage, besides it is of a high level of frequency.

The study consists of 2 parts : Part I presents Linguistic analysis, Part II is about Teaching Method. The preliminary analysis will be presented in the first chapter of the first part; the data which will contain verbs with their meanings within the scope of this study will be presented in the second one. The data will be divided into two sections. First is the English section and the second is the Javanese. The main sources of the English data are Roget's Pocket Thesaurus, English Synonyms Explained, Webster's New Colligate, Webster's Third New International Dictionary of the English Language Unabridged and The Advanced Learner's Dictionary of Current English. But all the definitions and most of the examples appear in this work will be signed with the abbreviations of their sources. Some native speakers of English also give a great help in limiting the data, since this study tries to present words which really still exist in the present day English and relatively have a high level of frequency of occurrence and of importance.

As there are very few Javanese reference books, the data are mostly collected from my own knowledge as a native speaker and from some interview with other Javanese. After some selection from the raw data<sup>2</sup> there are only few Javanese verbs which really within the scope of this study. Those verbs come from the word "membangah".

<sup>2</sup> See the appendix on page 67

The analysis will be done in two ways. First I will analyse each specific term based on the definitions given by Webster's Third New International Dictionary of The English Language Unabridged for the English verbs, and for Javanese ones I will base more on my own competence, as Javanese is my own mother tongue and I live the language. The second way is by contrasting the words in pairs. I try to find out the distinctive semantic features among the verbs by contrasting each word with its closest synonyms so that even the slightest distinctive features will come out. By doing so, we will know the nature of those words. The analysis of the English verbs will be found in chapter III and the analysis of the Javanese verbs will appear in chapter IV.

As this study is my first work on semantic I have come across a lot of problems during my effort to present this paper. Mostly these difficulties stand out as the result of lack of background knowledge and experience on semantics, besides the fact that every language has its own semantic system and there are very few recorded techniques of understanding words in general. Chapter V will record these complex difficulties and I hold them out to the proficient ones.

Finally, this study ends with a general conclusion, summarizing all the important points have been found and offering suggestion for further research.

Part I. Linguistic Analysis

CHAPTER I  
PRELIMINARY ANALYSIS

The analysis of " to please " in various contexts

As has been stated in the introduction to please has very wide coverage, besides its high level of frequency of occurrence. Webster's Third New International Dictionary of The English Language Unabridged clearly explains this by dividing to please into 7 basic meanings. They are :

1. " to afford or give pleasure, delight or agreeable satisfaction ".

Example : the chief object of a play should be to please and entertain

2. " to feel the desire or inclination : like , want, wish ".

Example : the fundamental American right to think as you please and say as you think - Archibald

3. " to give pleasure to : make glad : GRATIFY ".

Example : pleased them by his hardwork, his calm common sense - Beverly Smith

4. " PLACATE , SATISFY ; specifically : to satisfy sexually ".

5. " to be the will or pleasure of "

Example : may it please your Majesty - WTD

6. " to be willing to : be so good as to : choose to ".

Example : please go to the store for a loaf of bread - W T D

7. " to satisfy ( oneself ) in respect to something : behave in a manner satisfactory to ( oneself ) : SUIT "

Example : finding that the sources themselves were far from uniform. I have sometimes pleased myself - McGeorge Bundu.

As ' to please ' is the basic word for this study, I will analyse those seven meanings in themselves.

1. To please : " to afford or give pleasure delight or agreeable satisfaction "

Example : the chief object of a play should be to please and entertain - WTD

The definition suggests an action which brings a kind of feeling. And the example shows that, in fact, there is a patient for the action, but the patient is not mentioned explicitly; it is regarded as has been understood. Since it concerns a kind of mental feeling, the patient must be a human being. Thus, from the first meaning we can list the following semantic features :

1. action
2. feeling
3. patient : implicit, understood already
4. human being

2. To please : " to feel the desire or inclination, like, want, wish ".

Example : the fundamental American right to think as you please and say as you think - Archibald.

Different from the former definition which shows an action, this second definition suggests state of being and stresses the existence of desire or inclination. Since only human being can mentally feel something, this meaning will only concern human being too. The semantic features we can collect from this meaning are :

1. state of being
2. desire or inclination
3. human being

3. To please : " to give pleasure to ; make glad: GRATIFY "

Example : pleased them by his hard work, his calm common sense - Beverly Smith

This meaning is of relatively high level of frequency and closely related to meaning number one. The difference between them only lays on the patient which in this definition must be stated explicitly. The semantic features of this meaning are :

1. action
2. feeling
3. patient
4. human being

4. " PLACATE, SATISFY; specifically : to satisfy sexually ".

This definition does not give enough information about its semantic features, but from the words placate and satisfy, we know that this meaning deals with emotion and need and that it shows an action. This meaning is chiefly used in England. At least , we can draw the following semantic features :

1. action
2. need
3. type of need
4. human being
5. dialect

5. To please : " to be the will or pleasure of ".

Example : may it please Your Majesty - W T D

This meaning suggests state of being and the existance of mental feeling. Usually it is used impersonally. Its semantic features are as followed :

1. state of being
2. feeling
3. function
4. human being
5. patient

6. To please : " to be willing to : be so good as to : choose to ".

Example : please go to the store for a loaf of bread - W T D

The most noticeable features of this meaning are that among their meanings it has the highest level of frequency and that it is usually used in the imperative to express polite command or request. So it must deal with human being. That meaning also shows the state of being and the existence of desire or will. The semantic features we may collect from this meaning are :

1. level of frequency
2. function
3. state of being
4. desire or will
5. patient
6. human being
7. To please : " to satisfy ( oneself ) in respect to something : behave in a manner satisfactory to (oneself): SUIT ".

Example : finding that the sources themselves were far from uniform. I have sometimes pleased myself - McGeorge Bundu

The word satisfy shows an action which is done to fulfill one's need. For the above meaning, the patient is the agent himself. The semantic features we can draw are :

1. action
2. need



3. patient
4. human being

The above analysis shows that to please has very wide coverage and shares generic meaning. The generic meaning can still be divided into 7 specific ones, each of which has its own semantic features. In other words, we may also say that to please is a homonym that is a word which has more than one meaning and automatically can appear in various contexts.

As each of those 7 specific meanings still has its own terms, the total number of verbs whose meanings are within the area of the generic word, to please, is very great. From various sources, as mentioned in the introduction, I have collected, at least, 59 other verbs.<sup>3</sup> All those verbs, in certain contexts, can replace to please, hence we may regard them as its synonyms, though those words may show different meanings from the meaning of to please when they appear in other contexts. Then we can take another point. A synonym is a word which can replace another word with similar meaning in a certain context.

If we then examine all the synonyms of to please and fix them to the above analysis, we will admit that meaning number 3 has the greatest number of its synonyms. Its frequency is relatively very high, though not the highest. As it is impossible to analyse all those verbs, I decided to narrow the scope of this study.

Based on the above reasons I take meaning number 3, that is, "to give pleasure to : make glad : GRATIFY" as the scope of this work.

<sup>3</sup> See the appendix on page 67

So verbs that will be analysed and presented as the data of this thesis, are only the ones whose meanings are within the area of that selected specific meaning of to please. Another criterion in selecting the verbs is their occurrence in present day English. The fact proves that some words stated in the dictionary do not exist anymore in the present day English, or having very low level of frequency. For this kind of selection I owe much debt to my informants ; without their kind and useful help, this kind of selection would have been impossible.

Verbs appear in the following D A T A are considered of importance and have relatively high level of frequency in the present day English.

## CHAPTER 11

### D A T A

#### A. The English verbs :

All the definitions and most of the examples of the English verbs are taken from W T D.

To please : " to give pleasure to ; make glad: GRATIFY"

Example : please them by his hard work, his calm common sense - Beverly Smith

1. To amuse : " to entertain or occupy in pleasant manner: DIVERT "

Example : amuse the child with a story - WTD

2. To cheer : " to give a new hope : lift from discouragement, dejection or sadness to a more happy state : SOLACE, COMFORT "

Example : and through all Europe cheer responding men with new-born hope - William Wordsworth

3. To comfort : " to impart strength and hope to : GLADDEN , CHEER ".

Example : The insurance money comforted her for the tragic death of the husband.- A L D

4. To console : " to soothe in distress or depression alleviate the grief and raise the spirits of :

COMFORT "

Example : Euphues seeks to console Eubulus on the death of his daughter -

R.F. Weymouth

5. To delight : " to give joy or satisfaction : affect very pleasurablely : please highly : GRATIFY "

Example : a beautiful scene delights the eye:  
their gifts delighted the children

W T D

6. To divert : " to give pleasure or amusement, to entertain"

Example : How can you divert her thoughts from her sad loss ? A L D

7. To entertain : " to cause the time to pass pleasantly for ( someone ) : AMUSE , DIVERT "

Example : entertained troops overseas with songs and skits - W T D

8. To exhilarate: " to make cheerful : ENLIVEN, CHEER, GLADDEN"

Example : the sun and wind...on his back.. exhilarated him - Grace Campbell

9. To gladden : " to make glad "

Example : the sight of the little mansion has gladdened me - Tyndall

10. To gratify : " to give or be source of pleasure or satisfaction to "

Example : beauty gratifies the eye - W T D

11. To satiate : " to satisfy ( as an appetite or desire )  
fully "

Example : in reviewing a novel, you should  
try to ... titilate rather than  
satiate the reader's interest -  
Raymond Walter

12. To satisfy : " to make happy : PLEASE "

Example : farmers... were satisfied with  
the administration's flexible  
farm support program -  
Wall Street Journal

13. To solace : " to give comfort to in grief or misfortune:  
CONSOLE "

Example : They solaced their wretchedness,  
however, by duets after supper  
- Jane Austen

14. To soothe : " to please ( a person ) by or as if by  
attention or concern : PLACATE, MOLLIFY "

Example : soothe an angry crowd with  
promises - W T D

15. To tickle : " to provide with pleasure or enjoyment :  
make pleased "

Example : how tickled they were... because  
they still had time to sell our  
rooms to four royalists -  
Christopher Morley

B. The Javanese verbs

Mbebungah ( ngoko )

Mbebingah ( krama )

1. Ngarih - arih
2. Ngeneng-enengi
3. Nglipur
4. Nyeneng-nyenengake

## CHAPTER III

### The English Semantic System

#### A. Analysis of The English specific terms:

As stated in the introduction the analysis will work in two ways. First I will analyse each term based on the definitions given by Webster's Third New International Dictionary of The English Language Unabridged and then, with the guide of the first analysis and especially with some help from my informants, I will contrast them in pairs. Without exaggerating things I must say that the second analysis has only been made possible by the native speakers' help. Their experience in living the English language has helped me especially on word indication, in what kind of situation certain words usually occur and how some words have developed in the present day English.

I. 1. To amuse ; " to entertain or occupy in pleasant manner

: DIVERT "

Example : amuse the child with a story - WTD

Semantic Features : manner of doing

feeling

2. To cheer : " to give new hope to : lift from discouragement, dejection or sadness to a more happy state : SOLACE , COMFORT "

Example : and through all Europe cheer desponding men with new-born hope - William Wordsworth

Semantic Features : patient

hope

condition

purpose

3. To comfort : " to impart strength and hope to :  
GLADDEN, CHEER "

Example : The insurance money comforted her for the  
tragic death of her husband. - A L D

Semantic Features : strength & hope  
patient  
purpose

4. To console : " to soothe in distress and depression  
alleviate the grief and raise the spirits  
of : COMFORT "

Example : Euphues seeks to console Eubulus on the death  
of his daughter - R.F. Weymouth

Semantic Features : patient  
condition  
purpose

5. To delight : " to give joy or satisfaction : affect  
very pleasurably : please highly:GRATIFY "

Example : their gifts delighted the children - W T D

Semantic Features : feeling  
degree of feeling

6. To divert : " to give pleasure or amusement, to entertain"

Example : How can you divert her thoughts from her  
sad loss ? - A L D

Semantic Features : feeling  
purpose

7. To entertain : " to cause the time to pass pleasantly  
for ( someone ) : AMUSE, DIVERT "

Example : entertained troops overseas with songs and  
skits - W T D

Semantic Features : purpose  
manner of doing  
feeling  
patient



8. To exhilarate : " to make cheerful : ENLIVEN, CHEER ,  
GLADDEN "

Example : the sun and wind... on his back...exhilarated  
him - Grace Campbell

Semantic Features : feeling  
patient

9. To gladden : " to make glad "

Example : The sight of the little mansion has gladdened  
me - Tyndall

Semantic Features : patient  
purpose

10. To gratify : " to give or be source of pleasure or satisfaction to "

Example : beauty gratifies the eye - W T D

Semantic features : patient  
feeling

11. To satiate : " to satisfy ( as an appetite or desire )  
fully "

Example : in reviewing a novel, you should try to.....  
titillate rather than satiate the reader's  
interest - Raymond Walter

Semantic Features : purpose  
feeling  
degree of feeling  
appetite or desire

12. To satisfy : " to make happy : PLEASE "

Example : farmers ..... were satisfied with the admin -  
istration's flexible farm support program -  
Wall Street Journal

Semantic Features : purpose  
feeling

13. To solace : " to give comfort to in grief or misfortune:

CONSOLE "

Example : They solaced their wretchedness, however, by duets after supper - Jane Austen

Semantic Features : patient  
condition  
purpose

14. To soothe : " to please ( a person ) by or as if by attention or concern : PLACATE , MOLLIFY "

Example : soothe an angry crowd with promises - W T D

Semantic Features : patient  
purpose  
manner of doing  
feeling

15. To tickle : " to provide with pleasure or enjoyment : make pleased "

Example : so excessively tickled by the jest that he couldn't forget it - Charles Dickens

II. 1. amuse V. cheer

Distinctive Semantic Features ( DSF ) :

condition

amuse : no particular condition

cheer : the patient is in an unhappy state

purpose

amuse : to give fun

cheer : to change the condition of the patient to a more happy state

relationship

amuse : does not always exist

cheer : the agent usually has personal relationship with the patient

Example : Keep the baby amused with these toys -  
 ALD  
Your visit has cheered up the sick man  
 - ALD

## 2. amuse V. delight

DSF : degree of pleasure

amuse : less high

delight: higher

concern :

amuse : mental and physical occupation

delight: mental occupation

Example : Nothing delights me more than a good  
Christmas party - TPD

## 3. amuse V. divert

DSF : manner of doing

amuse : by engaging the attention on some present occupation especially in a laugh provoking and usually light and frivolous way.

divert : by drawing the attention from some present occupation and it stresses the distraction or the attention

purpose :

amuse : to allure and then keep one's interest

divert : to lead away from worry or routine occupation

kind of pleasure

amuse : less vivid

divert : more vivid



Example : He has something to say that either  
amuse or help the audience -

W.J. Reilly

How can we divert her thoughts from  
her sad loss ? - ALD

#### 4. amuse V. entertain

DSF : duration :

amuse ; does not show certain duration

entertain : lasts on certain duration

concern :

amuse : mental and physical occupation

entertain : more mental occupation

characteristic :

amuse : emotional

entertain : rational and mostly social

state of mind :

amuse : usually dull , vacant mind

entertain : usually reflective mind

purpose :

amuse : to raise fun

entertain : to pass the time in agreeable  
way

occcation :

amuse : informal situation

entertain : usually formal situation

Example : His foolish mistakes amused

all of us - ALD

entertained troops overseas

with songs and skits - WTD

#### 5. amuse V. gladden

DSF : indication

amuse : suggests fun

gladden : bring pleasure or alleviate  
grief, dubiousness or gloom.

kind of pleasure

amuse : fun

gladden : common pleasure

concern

amuse : physical and mental occupation

gladden : more mental occupation

Example : The days to gladden her spirit  
with songs and dances -

Lafcadio Hearn

#### 6. amuse V. tickle

DSF : degree of pleasure

amuse : less high

tickle : high

Example : He was quite tickled to think  
he would shortly be in Africa -

TPD

#### 7. cheer V. comfort

DSF : degree of enthusiasm

cheer : expresses high degree of spirit

comfort : expresses less high degree of  
spirit

indication

cheer : signifying to produce a lively  
sentiment

comfort : signifying to lessen or remove  
the painful one

condition

cheer : the patient is at the moment of despondency, caused by real or imaginary things

comfort : the patient is in distress because of the real things

means :

cheer : discourse of others

comfort : discourse of others and actions as well

relationship

cheer : usually personal and emotional

comfort : not necessarily personal

Example : Nothing more to cheer the drooping soul than endearing expression of tenderness from those we love: the most affectual means of comforting the poor and afflicted is by relieving their wants - ESE

## 8. cheer V. console

DSF : indication

cheer : signifying to produce a lively sentiment

console : more stressing alleviating grief, dissatisfaction than encouraging

Example : Everyone was cheered up by the good news - ALD

We console our friends when they meet disasters - ESE

## 9. cheer V. solace

DSF : indication

cheer : signifying to produce a lively  
sentiment

solace : more stressing alleviating grief,  
dissapointment than encouraging.

Example : They were often solaced by the  
company of wives and children-  
Freeman

10. cheer V. soothe

DSF : indication

cheer : signifying to produce a lively  
sentiment

soothe : signifying to lessen or remove  
the painful one

expression

cheer : calm

soothe : explosive

Example : soothe a crying baby: soothe  
somebody's anger - WTD

11. comfort V. console

DSF : indication

comfort : marks the communication of  
pleasure; suggests relieving  
wants, pains or anxiety with  
cheer, assurance, hope that  
are extended with symphathetic  
kindness

console : more stressing alleviating  
grief, dissapointment than en-  
couraging

condition

comfort : the patient is in need of something

console : the patient is in affliction.

Example : "This war will go forever",  
she would whisper.

" It cannot go on for ever ",

I would comfort her - HG Well

If you really want to console

me, teach me rather to forget

what has happened - Oscar Wilde

## 12. comfort V. solace

DSF : indication

comfort : marks the communication of pleasure; suggests relieving wants, pains, or anxiety with cheer, assurance, hope that are extended with sympathetic kindness

solace : more stressing alleviating grief, disappointment than encouraging

condition:

comfort : the patient is in need of some real thing

solace : the patient is in affliction

Example : They tried to solace me by  
telling that the troubles were  
not so bad that they might not  
had been worse.

## 13. comfort V. soothe

DSF : condition



console : the patient is in affliction  
 soothe : the patient is angry, crying  
 or suffering from a certain  
 ache

expression

console : no particular expression

soothe : explosive expression

Example : He tried to soothe the little  
 girl who was crying for the  
 broken doll, but failed.

14. delight V. exhilarate

DSF : degree of pleasure

delight : high, but less high than of  
 exhilarate

exhilarate : very high

duration

delight : relatively longer

exhilarate : very short

manner of producing pleasure

delight : unspontaneously

exhilarate : spontaneously

concern

delight : action of mind

exhilarate : action of body and/or mind

function

delight : both its passive and active  
 forms are commonly used

exhilarate : usually used in passive form

Example : Her singing delighted every-  
 one - ALD

The atmosphere exhilarated

us - EID

The spirits are exhilarated  
by the convivialities of so-  
cial life - ESE

15. delight V. gladden

DSF : degree of pleasure

delight : high

gladden : common pleasure

Example : their gifts delighted the  
children - WTD

The sight of the little man-  
sion has gladdened me - Tyndall

16. delight V. gratify

DSF : indication

delight : gives high pleasure

gratify : makes people complete

connotation

delight : no special connotation

gratify : has the idea of thankfulness

Example : We may sometimes gratify a  
laudable curiosity - ESE

17. delight V. tickle

DSF : duration

delight : relatively longer

tickle : short

manner of producing pleasure

delight : unspontaneously

tickle : spontaneously

concern

delight : mental occupation

tickle : mental and physical occupation

Example : intensional cheapening of her  
work to tickle the banal reader

- Sinclair Lewis

## 18. divert V. entertain

DSF : manner of doingdivert : drawing the attention from  
a present objectentertain : engaging the attention on  
some present occupationkind of pleasure

divert : always lively

entertain: not always

durationdivert : ~~less~~ **less** durableentertain: ~~more~~ **more** durableoccupation

divert : no particular situation

entertain: usually formal

state of mind

divert : usually volatile mind

entertain: usually reflective mind

Example : We go to a comedy or pantomime  
to be diverted - ESEWe go to a tragedy to be en-  
tertained - ESE

## 19. exhilarate V. gladden

DSF : degree of pleasure

exhilarate : very high pleasure

gladden : common pleasure

duration

exhilarate : short

gladden : relatively longer

function

exhilarate : usually used in passive form

gladden : has no particular function

Example : something that will gladden  
your eye - S.M Crothers  
I was exhilarated by the cool  
water.

20. exhilarate V. gratify

DSF : degree of pleasure

exhilarate : very high pleasure

gratify : less high

duration

exhilarate : very short

gratify : relatively longer

connotation

exhilarate : no special connotation

gratify : has the idea of thankfulness

function

exhilarate : usually in passive form

gratify : no special use

Example : I have something to propose  
which I think will be grat-  
ifying you - James Convict

21. gladden V. gratify

DSF : degree of pleasure

gladden : common pleasure

gratify : high pleasure

connotation

gladden : no special connotation

gratify : has the idea of thankfulness

Example : it gratified him to hear these gentlemen admire his fine stock

- Willa Cather

22. gratify V. satisfy

DSF : connotation

gratify : has the idea of thankfulness

satisfy : has no special connotation

degree of pleasure

gratify : higher

satisfy : less high

duration

gratify : shorter

satisfy : relatively longer

occation

gratify : only happens in particular occation

satisfy : no special occation

Example : an epicure is gratified with those delicacies which suit his taste - ESE

an amateur in music will be gratified with hearing a piece of Handel's composition finely performed - ESE

23. satiate V. satisfy

DSF : indication

satiare : signifying to have more than  
enough

satisfy : signifying to have enough

occation

satiare : mostly used in sexual relation-  
ship

satisfy : no particular occation

connotation

satiare : cannot have no more

satisfy : does not have special connota-  
tion

purpose

satiare : fill one's appetite

satisfy : fill one's need

Example : Nothing satisfies him; he's  
always complaining - ALD

## 24. solace V. soothe

DSF : indication

solace : signifying to produce a lively  
sentiment

soothe : signifying to make calm

condition

solace : the patient is in affliction

soothe : the patient is angry, crying or  
suffering from a certain ache

Example: They solaced their wretchedness,  
however, by duets after supper-  
Jane Austen

To summarize what we have done on the term of analysis, let us collect the distinctive features we have found. Below is their list in alphabetical arrangement :

1. characteristic
2. concern
3. condition
4. connotation
5. degree of enthusiasm
6. degree of pleasure
7. duration
8. expression
9. function
10. indication
11. kind of pleasure
12. manner of doing
13. manner of producing pleasure
14. occasion
15. purpose
16. relationship
17. state of mind

#### B. CLASSIFICATION

The classification will be based on the list of Distinctive Semantic Features .

##### I. characteristic

- rational : entertain, comfort
- emotional : the remaining terms

##### II. concern

- mental & physical occupation : amuse : exhilarate, tickle
- mental occupation : the rest

##### III. condition

- the patient is in affliction : cheer ,  
console, solace, soothe

- the patient lacks some real thing  
needed : comfort

- the patient is angry : soothe

#### IV. connotation

- thankful : gratify

- cannot have no more : satiate

#### V. degree of enthusiasm

- high degree of spirits : cheer

#### VI. degree of pleasure

- very high pleasure : exhilarate, satiate

- high pleasure : delight, gratify, satisfy,  
tickle, cheer

- common pleasure : all the remaining terms

#### VII. duration

- fixed : entertain

- very short : exhilarate, satiate

- short : amuse, divert, gratify, tickle

- long : satisfy

#### VIII. expression

- explosive : soothe

- enthusiastic: exhilarate

- laugh, smile: especially amuse, tickle

#### IX. function

- usually function as a noun : solace

- usually used in passive form : exhilarate



## X. indication

- signifying to produce a lively sentiment:  
cheer, delight, exhilarate, amuse, gladden,  
satisfy, satiate, gratify
- signifying to lessen or remove the painful  
sentiment : comfort, console, solace,  
exhilarate, gladden
- signifying to have enough : gladden
- signifying to have more than enough :  
satisfy
- suggests a pleasurable physical sensation  
or / and a comparable mental feeling:  
amuse , exhilarate, tickle.

## XI. kind of pleasure

- vivid : divert, tickle, exhilarate
- ordinary fun : amuse

## XII. manner of doing

- engaging the attention on some present  
occupation : amuse, entertain
- drawing the attention from some present  
occupation : divert, soothe

## XIII. manner of producing pleasure

- spontaneously : exhilarate, tickle
- unspontaneously : delight, satisfy

## XIV. occasion

- particular occasion : cheer, comfort,  
solace, soothe

- formal : entertain
- informal : amuse, tickle
- important : console
- no particular occasion : the rest

#### XV. purpose

- fill one's appetite : satiate
- raise fun : amuse, tickle
- change the condition of the patient to a happier state : cheer, comfort, console, solace, divert, soothe
- lead away from routine occupation : divert
- to pass the time in agreeable way : entertain
- make one complete : gratify, satisfy

#### XVI. State of mind

- usually dull, vacant mind; amuse
- usually reflective mind : entertain
- usually volatile mind : divert

CHAPTER IV  
THE JAVANESE SEMANTIC SYSTEM

A. Some important points on Javanese

Javanese is mostly spoken by people from Central and East Java. As many other languages, a lot of dialects involve in this language. People from Central Java speak differently from people from East Java, either in their pronunciation, intonation, level of speech even sometimes in their words and syntax. But this paper will only deal with Javanese spoken by people from Central Java; particularly from Surakarta and Yogyakarta. These two towns are considered to be the centre of Javanese culture and thus are also the area of the standard Javanese.

As to the Javanese culture, Javanese also applies a very complicated system of showing politeness, which is embodied in the speech levels. Thus speech levels have become an indispensable part of that language; people never speak the right Javanese without regarding the speech levels.

Basically, Javanese has 3 main divisions showing speech levels :

1. basa ngoko ( the lowest level )
2. basa madya ( the intermediate level )
3. basa krama ( the highest level )

And there is still another which is specifically used among the royal family, called basa kedaton or bagongan. But now this special sort of language is hardly used anymore.

The use of any speech level depends on the relationship between the speaker and the addressee. The more formal the relationship is the higher the level of speech will be used, and that will also happen if any respect in-

volves in the communication. If the communication runs on between two highly respectful persons, both sides will apply basa krama.

To express the degree of respect more accurately, each of the three speech levels has 3 sub-levels :

1. basa ngoko : a. ~~basa-antya~~  
                   b. antya-basa  
                   c. ngoko-lugu
2. basa madya : a. madya-krama  
                   b. madyantara  
                   c. madya-ngoko
3. basa krama : a. muda-krama  
                   b. kramantara  
                   c. wreda-krama

In most cases, the degree of respect is measured in terms of the positions of the communicators, whether they come from the lower class, the middle class or the upper class. Javanese people also associate respect with age. It has been culturally patterned that a younger person should give respect to an older one.

In forming those speech levels, Javanese employ affix type and vocabulary type, but due to the limited time, I will only discuss the vocabulary type. They are four types of vocabulary items on Javanese namely :

1. ngoko
2. madya
3. krama
4. a. krama andap  
       b. krama inggil

Ngoko words are the greatest in number. They neither show any respect nor formality. These words are employed in speech among intimate friends. Some of the ngoko words can

also be used in basa krama ; these sorts of words are called krama-ngoko words.

Words belonging to madya type show respect and formality of intermediate degree. These words are used when the speakers and the addressee are of equal status or among intimate friends who want to show some kind of respect without altering the intimacy. These words, mostly, are parts of their krama forms, for example :

empun ( k. sampun ); kalih ( k. kalihan ).

Words belonging to krama type are of high formality and respect, thus they must be used to a high respectful addressee. But some of the krama words are optional, meaning to say , their presence in a sentence can be replaced by their ngoko words - or now we may call them krama-ngoko words - without decreasing the degree of respect being conveyed. Javanese people name such words krama wenang words, for example : awis ( ng / kn. arak ) ; ses ( ng / kn. rokok ).

In term of its function the fourth type of vocabulary items is different from the first three. Words belong to this type-which are only of a small number- cannot be used in themselves, but must be used with words of one of the three types above. One uses krama andap words to show his respect - by lowering himself - to the addressee or to the third person who is highly respected. So these words only refer to the possessions or actions of the highly respected second or third person.

Seing the complex system applied in this language we can conclude that Javanese speaking people have to make a very personal choice concerning the speech level when they are talking, since there is no fixed rules of what kind of speech level to be used in a certain situation.

## B. Analysis of the Javanese verbs

The generic term of the Javanese verbs is "mbe - bungah" ( ng. ) or its form "mbebingah". As to the English verbs, what will be analysed are only the specific terms.

### I. 1. Ngarih-arih

Father was angry with Iyem because she broke his antique pipe. As he had high tension, mother tried hard to lessen his anger by caressing his chest and telling that she still had another antique pipe from her late father. In other words, we may say that mother ngarih-arih father by caressing his chest and telling that she still had another antique pipe from her late father.

Tuti and her 5 years old sister, Dina, went to a drugstore. After doing her purchase and only a small amount of money left, Tuti wanted to go home. But Dina did not want to. She was even crying for a doll in a show room. As the money was not enough. Tuti had to ngarih-arih Dina.

The two illustrations show that ngarih - arih does not only mean to make calm but also hiding an other purpose. The purpose can be intended for the sake of the patient himself or for another one. This action also shows affection and usually the agent has close relationship with the patient.

The semantic features we can list :

1. agent
2. patient
3. condition
4. purpose
5. level of speech ( ngoko ).

## 2. Ngeneng-enengi

Andy, a 6 years old boy, fell headlong as he was running after a ball. Though he was not seriously hurt, he cried loudly. Then his sister came and ngeneng-enengi Andy by telling that a boy should not cry in a game. After a while Andy stopped crying and behaved as if nothing had hurt him at all.

In the crowd, a little girl was crying, looking for her mother. As the police were trying to find the mother, some people tried to ngeneng-enengi her. One gave her a piece of chocolate and another promised her to find her mother soon. After a few moments the girl was calm again.

The two illustrations show that ngeneng-enengi is purposely done to calm children who are crying.

Its semantic features are :

1. agent
2. patient
3. condition
4. purpose
5. level of speech ( ngoko )

## 3. Nglipur

Mrs Sastra is in deep affliction after the death of her only son, Parman. Every day her neighbours come to nglipur her.

Ani's husband is a soldier. He was sent to the border of East Timor last year. Since then, she worried all the time until two days ago when she got his first letter telling that he was all right. The letter has nglipur her for a while.

Then we may describe nglipur as : to give pleasure, hope or spirits to somebody who is in the moment

of despondency, because of real or imaginary things.

The semantic features of nglipur are :

1. patient
2. purpose
3. condition
4. mean ( optional )
5. level of speech ( ngoko )

#### 4. Nyeneng-nyenengake

Andy studied in Yogya. Someday her younger brother visited her. Andy wanted to make him happy by showing something that he never saw before . Then he took him to Sekaten. We can say: Andy nyeneng-nyenengake his brother by taking him to Sekaten.

Andy asked his father to buy him a toy plane. His father promised him to buy it after work. But when he wanted to buy the plane, he could not find a good one. In order not to dissappoint Andy, or to satisfy him or to make him happy, he bought a wooden plane.

In this case the father is nyeneng-nyenengakeing his son by giving what he wants.

The semantic features of nyeneng-nyenengake are :

1. patient
2. purpose
3. mean ( undetermined )
4. level of speech ( ngoko )

#### II. 1. ngarih-arih V. ngeneng-enengi

DSF : condition

ngarih-arih : the patient is angry  
or crying



ngeneng-enengi : the patient is crying  
use  
 ngarih-arih : for anybody  
 ngeneng-enengi : for children

2. ngarih-arih V. nglipur

DSF : condition

ngarih-arih : the patient is angry or  
 crying  
 nglipur : the patient is in afflic-  
 tion

3. ngarih-arih V. nyeneng-nyenengake

DSF : manner of doing

ngarih-arih : lessening the pain-  
 ful sentiment  
 nyeneng-nyenengake : conveying pleasure  
condition  
 ngarih-arih : the patient is  
 angry or crying  
 nyeneng-nyenengake : no particular  
 condition

4. ngeneng-enengi V. nglipur

DSF : condition

ngeneng-enengi : the patient is crying  
 nglipur : the patient is in  
 affliction

use

ngeneng-enengi : for children  
 nglipur : for anybody

## 5. ngeneng-enengi V. nyeneng-nyenengake

DSF : manner of doing

ngeneng-enengi : lessening the painful sentiment

nyeneng-nyenengake : conveying pleasure  
condition

ngeneng-enengi : the patient is crying

nyeneng-nyenengake : has no particular condition

use

ngeneng-enengi : for children

nyeneng-nyenengake : for anybody

## 6. nglipur V. nyeneng-nyenengake

DSF : condition

nglipur : the patient is in affliction

nyeneng-nyenengake : no particular condition

kind of pleasure

nglipur : less vivid pleasure

nyeneng-nyenengake : vivid pleasure

To summarize what we have analysed we will also list the Distinctive Semantic Features of the Javanese verbs.

Here is the list :

1. condition
2. kind of pleasure
3. manner of doing
4. use

CHAPTER V  
P R O B L E M



I have encountered many kinds of problems during my effort to present this thesis. In this chapter I will specially talk about them in the hope that they may be of use for the later researchers. Below are some examples of them .

1. Lack of background knowledge and experience

This has appeared to be the basic cause for many other problems. Regrettably I must admit that I have very little background knowledge on semantics and I almost have no experience for the subject. To talk about semantics, it is better if one has experience in living in the language , for semantics is very personal. So it had been very lucky that I could find some good native speakers who had kindly enough helped me with their experience in living the language.

2. Lack of reference books

To substitute the lack of experience in living in the English language, actually, one should observe many good and new books, so that he has many selections of examples on the use of each word. It is very important to have new books, because generation to generation people sometimes use different way and different word to express the same experience. My informants who are teachers of English and drama in High school, California, refused to use solace as a verb. They only heard people use it as a noun, and they did not change their opinion even when I offered a sentence from a well-known novelist but it was written years ago.

In a dictionary I found the word arride as the synonym of please. But when I asked about it, my informant

who was a student of linguistics said that she even did not know that there was such a word in English.

### 3. Collecting and selecting the data

Many words have more than one meanings. Sometimes , all the meanings are within the area of meaning of to please. It is a problem to decide which meaning will be taken as the data. This problem becomes more serious since this work does not analyse all the verbs, so the choice in selecting the data will determine whether the verb will be analysed or not. Take as an example the word rejoice. ALD says that the word has 2 meanings :

1. " make glad ; cause to be happy: "

Example : The boy's success rejoiced his mother's heart.

2. " feel great joy; show sign of great happiness: "

Example : I rejoice to hear that you are well again.

If I take the first definition the word rejoice should be included in the analysis. But three of my informants refused it and preferred the second one. Then I take the second and thus, the word was not analysed since it is beyond the new scope of this piece of work.

### 4. Analysing data

Native speakers are very useful in clarifying the meaning of a word. But not all of them can explain their competence well. Sometimes their explanation even made me more confused. To overcome this problem I prepared some questions for each word and they only answered the questions. But then, their explanation was only limited to the predicted features within my limited knowledge.

The meaning of a word is very personal. Sometimes, each informant had his own opinion about words. For this I really had to make careful compromise.

## Part II. Teaching Method

## CHAPTER I

APPLICATION TO TEACHING OF THE ENGLISH VERBS  
TO JAVANESE STUDENTS

Without neglecting the influence of the quality of the learners and of the teachers, method has been said to be the cause of success or failure of language learning; it merely determines what and how language instruction are presented in the teaching. But as Mackey says in his Language Teaching Analysis :

" Method means different things to different people. For some, it means a set of teaching procedures, for others the avoidance of teaching procedures. For some, it is the primacy of language skill; for others, it is the type and amount of vocabulary and structure."

But - following Mackey's suggestion - the different meanings of method can be inferred from regulation on language teaching method issued by departments, boards, and ministeries of education. Now let us check Curriculum '75 as the regulation of The Indonesian Ministry of Eduaation.

Curriculum '75 or the present curriculum for Indonesians applies an approach which is called, P P S I ( Prosedur Pengembangan Sistim Instruksionil ).

PPSI is a process in developing teaching as a system; it consists of some components; among others are teaching objectives, teaching material, teaching method, teaching aids and teaching evaluation.<sup>4</sup> So teaching method we are concerning now is one of the components of the teaching

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<sup>4</sup>Drs. A. Samana, Prosedure Pengembangan Sistim Instruksionil ( PPSI ) ( Yogyakarta : IKIP Sanata Dharma, 1979 ).

approach.

If we then go on with the English field of study, we will find that Curriculum '75 employs Eclectic method for the teaching of English.<sup>5</sup>

Eclectic method is essentially a compromise of various other methods, especially between Direct Method and the more formal methods based on grammar and translation. Hence we are free to create our own method for some specific material to gain the most satisfactory result.

Let us find the most suitable one to teach the specific abstract verbs we have been discussing.

Some of what a language teacher should do concerning his / her teaching activities are :

1. giving exposure
2. explaining rules and problems
3. giving instructions to the students or do a lot of practices
4. evaluating or testing.

All language teaching methods by their nature, are necessarily made up of a certain selection, gradation, presentation and repetition.<sup>6</sup>

What can we do with the semantic selection? We must deal with semantic selection since it is impossible to teach all the meanings of a word. Even for verbs - in this work - considered the specific ones, have more than one meanings.

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<sup>5</sup> PDK, Kurikulum '75, Buku III A, 3.1. "Pendekatan".

<sup>6</sup> William Francis Mackey, Language Teaching Analysis, ( Hongkong : Bright Sun Printing Press Co. Ltd ), p. 157.

Take as examples the semantic deviations done by A L D.

To amuse means :

1. " make time pass pleasantly for "
2. " make ( sb. ) laugh or smile "

To entertain means :

1. " receive ( people ) as guests ; give food and drink "
2. " amuse, interest "
3. " be ready to consider ".

This problem is more acute when we face the beginner level. For beginners we present common every day verbs , but the more usual the word is, the greater the number of its meanings. To overcome this problem we can choose meanings of current usage, which appear so frequently and quite useful for their basic knowledge of English. As the level grows higher we may enlarge our selection to some extensions of meanings, which are so useful and quite obvious; for example : the word head means a part of the body, but then we can teach the head of a pin, or a match, the head of a firm, the head of a bed etc.<sup>7</sup> It is quite important - for language teachers - to know that meanings which are so idiomatic should not be taught to beginners.

As it is impossible to teach all we have selected at once, a teacher should also operate certain gradation of the material. For this , we can make semantic grouping as we have done by this work.

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<sup>7</sup> William Francis Mackey, *ibid.*, p. 200.

Those specific terms belong to one semantic group, that is, one of the semantic meanings of to please. The classification we have done in the analysis show more accurate gradation.

How will we present material we have selected and graded ? To teach the specific terms I like to select some of the procedures offered by Mackey.

### 1. Differential procedures

These procedures are based on difference in meaning between the first language and the second. They include the use of the native language to get meaning across, both by explanation or translation.

### 2. Ostensive procedures

These procedures apply the principles that whatever is in the mind, must first have been in the sense. The stronger the association between visual stimulus and vocal response, the shorter the time needed for learning. In using ostensive procedures includes the use of (1) objects (2) actions and (3) situations. The use of actions and situations, I think, are suitable to teach our specific terms.

### 3. Pictorial procedures

Pictorial procedures may differ in two essential respects : (1) in type and (2) in media. For this very specific purpose, I especially prefer the pictorial procedures in media which use films. This may be supplied in the form of ( a ) fixed film strips or slides and / or (b) motion picture films.

It is good enough to convey meanings through film strips or slides. They may be in the form of photographs or drawings with captions. The advantage of slides and film strips is that they direct the attention of the class to the screen, to the pictures and words on it.



Besides, film-strips and slides free the teacher from the reality of the situation, which he must completely control if he is going to make his meaning clear. As they manage to control the situation, the teacher is free in controlling the class. But before using this media, we have to make sure whether each frame or sequence of frames, makes the meaning clear, and contains only the meanings being taught, or those that are already known.

Motion-picture films, if they are specially designed, may be the chief means of presenting both meaning and the form of a language. They can do all the film-strips can - even more. As they compel high degree of attention - partly through isolation of context, partly through movement - they teach more in a shorter time. Gestures, looks and movements of lips may help the students to interpret what is said. Film-strips are good enough to convey meanings of simple actions, but for such complicated meanings as we are concerning now, which also convey results, causes, reasons and feelings, motion-picture films are the best media. Here the motion is superior, for its visual portrayal of movement, synchronized with sound, closely stimulate reality to such an extent that it is even able to communicate experience. It can give the illusion of living in the target language speaking country. It is quite possible the sound motion picture has a wider context of meaning than any other semantic procedures, for it can convey all types of meanings with all their associated overtone.

#### 4. Contextual procedures

The extent to which pictures, actions and situations are used in order to convey meanings depends on the language level at which the method is operating. After the 3<sup>rd</sup> year of S M A level, I think we may use verbal context to teach meanings. These verbal contexts include : (1) definition,

(2) enumeration (3) substitution (4) metaphor (5) multiple context.

#### 4.1. Definition.

New words can be defined by words already known. A generic word is usually very useful for defining its specific terms. Hence a method firstly introduces generic words for beginners so that later they can be used to expand vocabulary by definitions. Definitions meant here are not dictionary definitions. They may include comparison or synonym, for example :

This is something like that.

This word can be used instead of that word.

#### 4.2. Enumeration.

A meaning may be taught by listing what it includes, so here by using classification, for example : black, white, and red are colours. Of course, it is impossible - and not necessary too - to give a complete enumeration.

#### 4.3. Substitution

The meaning of some words may be taught by substituting them for other words or groups of words.

#### 4.4. Metaphor

The classification we have done show that two or more words may have the same common feature. If one or the words is already known, we can use it to teach the others based on the assumptions that the students will see the analogy among them.

#### 4.5. Multiple context

We learn our native language through a variety of contexts we are facing every day. Hence multiple context is a very good media for teaching meaning. Mackey offers a very good example of the multiplication of contexts :

" Squirrels ...x... from the tree ", we may get the idea that x means some sort of movement like running, jumping, or hopping. Later when we see the sentence " The horse ...x... over the fence ", we may feel sure that the movement must be some sort of jump or hop. Still later, with sentences like " How high did he ...x...? Four feet there ", we are almost certain that the meaning is that of the word jump.

In such series of context the first sentence may give only a general idea of the meaning; the second makes it more specific; the third makes it even more precise, and so on. The new words are becoming clearer and clearer and acquiring more and more meaning as context are multiplied.

To keep up what has been taught, the students should do a lot of useful exercises. One of the important things in doing this kind of repetition is that any time new items are exercised, they should be associated with the old ones so that what is already taught will not cease to be known.

As to the specific terms, I suggest two kinds of exercises. One, the students should do reproduction exercises, such as making composition. Two, they should do a lot of reading, extensive one, also outside the classroom.

## CHAPTER II

SOME CONCRETE EXAMPLES OF THE TEACHING PROCEDURES

Now let us see what we can do with the procedures we have discussed in the previous chapter. But it will be too much if I present an example for each procedure, and it is almost impossible for such a thin piece of work since I also offered film-strips and motion picture films, so I will only take some of the suggested procedures.

One of the important points that lays on the curriculum '75 is that the curriculum employs objectives oriented approach, meaning to say, a teacher should clearly know - and states - his objectives in his plan for the learning - teaching activities.<sup>8</sup>

For the first and the second year students of the English department thus a university level, I think, the objectives such as the students can understand as well as are able to use the English verbs in their composition class are quite operational. But for the third year students of SMA if they can understand verbs such as divert, exhilarate, satiare, solace, tickle are good enough even if they cannot use them in their oral or written production.

We start applying the procedures.

1. Differential procedures.

We can use both explanation and translation. Explanation can be used for all verbs. It is cheap and can be done by all teachers. Using the semantic features we have found we can explain the word satiare to our third year students of SMA simply by explaining that satiare means

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<sup>8</sup>PDK, Kurikulum '75, Book I, "Ketentuan-ketentuan pokok" (Jakarta : PN Balai Pustaka 1976).

"fully satisfy". This word is often used in sexual relationship.

I will not suggest translation as a good way for teaching meanings ; especially if we search the raw data<sup>9</sup> we will find the English and Javanese semantic systems are very different so that translation is almost impossible . Yet, we can say to console and to solace means "nglipur".

## 2. Ostensive Procedures.

In these procedures I offered the use of actions and situations. This will be successful if the teacher is a good actor or , at least , if he can organize a short drama. For example, if he wants to teach the word cheer, he can give situation : A and B are good friends. They stay in the same class and both have been finishing their final exams. But A looks so sad after the exams. He thinks he will fail. As A's good friend B tries to cheer him by making a joke .

I think the students can easily perform this very familiar situation in front of the class and the whole class can get the idea of cheer.

## 4. Contextual Procedures.

### 4.1. Definition / description

After the students are in the third year of SMA and then, I think we can use verbal context to teach meaning, for example by using definition or description. Let see the following example, that is, the description of to amuse.

To amuse means : to allure and then keep one's interest by engaging the attention on some **present occupation** especially in a laugh provoking and usually light and frivolous way.

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<sup>9</sup> See the appendix on page 67

The advertisement said that his tricks had been very successful in entertaining people in Yogya. Then , in Surabaya, many people came to his first show to be entertained. The show itself was very good, but it only entertained intelligent and reflective people.

The first sentence only tells the students that the word deals with social life. From this idea of "formality" in the second sentence ( it is done in a show ), the students will guess that it means something like : amused , entertained, and diverted. The last sentence completes the most important ideas of the word entertain.

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Note : The numbers refer to the numbers of the previous chapter.

## C O N C L U S I O N

Working on semantics is not quite easy since the meaning of a word is sometimes very personal. But this piece of work tries to describe words as what general native speakers have adapted. This is done by making compromise among the various opinions of the informants.

This study of English and Javanese system has again proved that every language is unique in itself. The two languages apply very different semantic systems.

What has been discussed in this thesis is verbs within the area of meaning of to please. To please is the scope of this study. Then it shows that to please is a homonym, that is a word which has more than one meaning. It has seven basic meanings, at least, covering 59 other specific terms.

To please has been said to be a homonym and it has 59 synonyms. In this case synonym means a word which can replace another word with similar meaning in a certain context; no matter if the word will appear as having a different meaning in a different context.

Talking about semantics means expressing one's experience in living in a language. So interview with its native speakers is a must if one wants to do some sort of semantic study. As not every native speaker can express his experience well, preparation is necessary before doing the interview. Then to complete one's interview with the native speakers, he should also make some careful observation on the written work. This is important since oral language is different from the written one.

Curriculum '75 employs objectives oriented approach. I think this is suitable and also helpful for teaching meaning of a second language. Thus the teaching method

presented in this thesis is arranged based on a certain objectives.

Finally, I admit that this work is still in the preliminary level, and not yet enough explaining the nature of words. But this limited study of words may render some help in understanding words in general. I encourage other researchers to make further study on semantics, as meaning has happened to be an important part of a language. It is a direct reflection of human communication in human life.<sup>10</sup> As one of the essential function of a language is as a means for communication, this kind of study is suggested for the teacher of language.

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<sup>10</sup> Adrianto Sutrisno, A Comparative Semantic Study of Javanese, Indonesian and English verbs meaning to sit , to stand and to lie and suggestions how to teach meanings to the Indonesian students, ( Surakarta : 1979 ).



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APPENDIX 1

Raw Data At The English Verbs

1. To allure : " to influence, sway or entice with some tempting appeal, some offered or suggested benefit or pleasure genu-ince or specious "  
Example : ancient fables of men allured by beautiful forms and melodious voices to detraction  
- W.H. Hudson
  
2. To amuse : " to entertain or occupy in pleasant manner : DIVERT "  
Example : amuse the child with a story  
- WTD
  
3. To animate : " to give spirit and support to stimulate to courage and perseverance : encourage or cheer up "  
Example : animating the tired man with a kind word - WTD
  
4. To arride : " PLEASE, GRATIFY, DELIGHT "  
Example : I... greatly arrided.....by what I saw - William Hardman
  
5. To attract : " to draw or entice to one by an aesthetic or emotional appeal "  
Example : clad in a pale buff frock... she attracted every eye -  
John Calsworthy

6. To bask in : " to take pleasure or derive enjoyment "
- Example : he basked in the smiles of the girls and patted and complimented by the old men - Stephen Crane
7. To beautify : " to make supremely happy; endow with beauty and bless "
- Example : religious faith.....not only stabilizes one's life; it beautifies and concretizes it - Rufus Jones
8. To beguile : " to cause to dwindle or vanish painlessly or without notice "
- Example : beguiling sorrow with music; the seven poems were written to beguile the tedium of sea voyage - Parrington
9. To bewitch : " to attract or please to such a degree as to take away all power of resistance or considered reservation: ENCHANT, CHARM, FASCINATE "
- Example : she bewitched King James no less than her first lover - N.Y. Times
10. To bless : " to make happy : give good fortune or satisfaction to : confer prosperity upon "

Example : a child soon blessed the union : the whole region is blessed with good soil and abundant water - WTD

11. To brighten : to make more cheerful : ENLIVEN "

Example : his presence brightened up the party : His face brightened up

12. To captivate : " to influence and dominate by some special charm, art or trait and with an irresistible appeal precluding considered reservation "

Example : every charm of person and address that captivated a woman - Jane Austine

13. To charm : " to influence or control by or as if by charms : to please, soothe or delight by compelling attraction "

Example : what had charmed her in it would still charm her, even though.... against her will - Edith Wharton

14. To cheer : " to give new hope to : lift from discouragement, dejection or sadness to a more happy state : SOLACE , COMFORT "

Example : and through all Europe  
cheer desponding men with  
new-born hope - William  
 Wordsworth

15. To comfort : " to impart strength and hope to :  
 GLADDEN, CHEER "

Example : The insurance money com-  
forted her for the tragic  
death of her husband -ALD

16. To console : " to soothe in distress or depression  
 alleviate the grief and raise the  
 spirit of : COMFORT "

Example : Eupheus seeks to console  
Eubulus on the death of  
his daughter - Jane Austen

17. To delight : " to give joy or satisfaction : affect  
 very pleasurably : please highly :  
 GRATIFY "

Example : a beautiful scene delights  
eye ; their gifts delighted  
the children

18. To disport : " to amuse, divert, entertain "

Example : converted one of the stables  
into a billiard room and  
here the youths disported  
themselves to their heart  
content - Thomas Wall

19. To divert : " to give pleasure or amusement, to entertain "  
 Example : How can you divert her  
thoughts from her sad loss?  
 - A L D
20. To enchant : " influence by as if by charms and incantation : BEWITCH "  
 Example : a princess enchanted by a  
sorcerer : the scene en-  
chanted her to the point of  
tears - Elinor Wyle
21. To encourage : " to give courage to : inspire with courage , spirit, or hope : HEARTEN"  
 Example : an example that encouraged  
struggling people to fight  
for liberty - W T D
22. To enjoy : " to take pleasure or satisfaction in: experience or posses with pleasure "  
 Example : enjoying a comfortable chat  
by the fire - W T D
23. To enliven : " to give spirit or vivacity to : make sprightly, gay, or cheerful : ANIMATE"  
 Example : enlivened by the music
24. To enrapture : " to fill with delight: gratify completely"



25. To entertain : " to cause the time to pass pleasantly for ( someone ) : AMUSE, DIVERT "  
 Example : entertained troops overseas with songs and skits - WTD
26. To entrance : " to overpower or carry away with emotion ( as with delight, wonder or rapture ) "  
 Example : able to hold an audience entranced for 20 minutes at a time - W.S. Maugham
27. To excite : " to rouse to feeling : kindle to passionate emotion "
28. To exhilarate : " to make cheerful : ENLIVEN, CHEER , GLADDEN "  
 Example : the sun and wind... on his back... exhilarated him  
 - Grace Campbell
29. To fascinate : " transfix and hold spellbound by or as if an irresistible power "  
 Example : the changing vivid color of the sun-set fascinated the eye - WTD
30. To feast on : " to enjoy some unusual pleasure or delight "  
 Example : feast one's eyes on beautiful scenes - A L D

31. To flatter : " to please or gratify ( as oneself )  
usually with the assurance that some-  
thing ( as a viewer procedure ) is  
right or acceptable "  
Example : flatter himself that the  
young people wanted his com-  
pany for its own sake, not  
the luxuries he provided -  
W T D
32. To gladden : " to make glad "  
Example : The right at the litte man-  
sion has gladdened me -  
Tyndall
33. To gratify : " to give or be source of pleasure or  
satisfaction to "  
Example : Love gratifies many people.  
- E I D
34. To humor : " to comply with humor of : soothe or  
content by indulgence or compliance :  
INDULGE "  
Example : one must discover and humor  
his weakness - H.M. Parshley
35. To indulge : " to allow ( oneself ) unrestrained  
pleasure ( as in the gratification of  
a normally restrained habit or unre-  
strained freedom ( as in the express -  
ion of a normally restrained feeling )  
Example : indulged himself in delight  
of leisure - W T D

36. To inspire : " to have an animating, enlivening or exalting effect upon especially in a degree or with a result suggestive of workings of some extraordinary power or influence "

Example : Milton and Shakespeare inspire the active life of England...through individuals

- W . B. Yeats

37. To interest : " to engage or attract the attention of: arouse interest in "

Example : would find some picture that interested him, in an old magazine - Floyd Dell

38. To like : " to feel attraction toward or take pleasure in : have a liking for "

Example : which friend he likes best

- W T D

39. To love : " to like or desire actively : be strongly attracted or attached : delight in "

Example : he loves the time light -

Eudora Welty

40. To luxuriate in: " to abandon oneself to pleasure: live luxuriously : indulge oneself "

Example : we have taken a very charming cottage....for the whole summer and I am going to luxur-

iate there in wanton splendor - H.J. Laski

41. To quench : " SLAKE, SATISFY "  
Example : quench a thirst - W T D
42. To ravish : " to transport with emotion and especially with joy or delight "  
Example : ravished by Romeo's beauty-  
W T D
43. To refresh : " to restore strength or animation to ( through food or rest ) : relieve from fatigue or depression: REVIVE : REINVIGORATE "  
Example : rode many hours, but a brief rest and change of position rerefreshed him - Oliver La Farge
44. To rejoice : " to feel joy or great delight : experience gladness or pleasurable satisfaction "  
Example : rejoiced that the Fates had agreed - George Meredith
45. To regale : " to offer pleasant entertainment to ( as the senses ) give pleasure or amusement to : affect pleasantly "  
Example : a sight that regales the eye



46. To relish : " to delight in : take keen pleasure  
in "  
Example : bargains... with a fruit  
vendor, both of them laughing  
and relishing the process and  
each other - Roger Angell
47. To revel in : " to take great or intense delight or  
satisfaction "  
Example : revel in pride; revel in her  
unhappiness - Agness Replier
48. To satiate : " to satisfy ( as an appetite or desire)  
fully "  
Example : in reviewing a novel, you  
should try to.... titillate  
rather than satiate the  
reader's interest - Raymond  
Walter
49. To satisfy : " to make happy : PLEASE "  
Example : farmers...were satisfied  
with the administration's  
flexible farm support pro-  
gram - Wall Street Journal
50. To solace : " to give comfort to in grief or mis-  
fortune : CONSOLE "  
Example : They solaced their wretched-  
ness, however, by duets after  
supper - Jane Austen

51. To soothe : " to please ( a person ) by or as if  
by attention or concern : PLACATE ,  
MOLLIFY "  
Example : soothe an angry crowd with  
promises
52. To stimulate : " to excite to activity or growth or  
to greater activity or exertion :  
stir up : GOAT, PRICK ANIMATE "
53. To tickle : " to provide with pleasure or enjoy-  
ment : make pleased "  
Example : how tickled they were.....  
because they still had time  
to sell our rooms to four  
royalists - Christopher  
Morley
54. To titilate : "to excite pleasurablely or agreeably :  
arouse by stimulation "  
Example : titilated the prurient with  
the frankness of its carnal  
detail
55. To transport : " to carry away with strong or intense-  
ly pleasurable emotion : INFLAME ,  
ENRAPTURE "  
Example : the test of greatness in a  
work of art is.... that is .  
transport us - Herbert Read

56. To treat : " to provide ( as another person ) with food, drink, entertainment, or some other source of enjoyment or gratification especially as a compliment, gesture of kindness, or bribe "
- Example : he treated her to a strawberry soda - W T D
57. To wallow in : " to roll or move oneself about in an indolent ungainly manner: sprawl luxuriously "
- Example : too tired to do anything but wallow in a hot tub - W T D
58. To want : " to desire without reservation: wish earnestly used with the infinitive "
- Example : wanting to be home - W T D
59. To wish : " to have a desire : want to "
- Example : as enthralling a pastime as anybody....could wish for - New Yorker

APPENDIX 2

The raw data of Javanese Verbs:

1. Bebedangan
2. Kasukan
3. Lelangen
4. Leledang
5. Mbebungah
6. Mbebingah
7. Ngarih - arih
8. Ngenggar - enggar manah
9. Nglipur
10. Nyeneng - nyenengake
11. Ropyan - ropyan

