

A PRELIMINARY
SEMANTIC STUDY ON LEXICAL
ITEMS
MEANING WATER VEHICLE

AND

SOME SUGGESTIONS OF
TEACHING MEANINGS OF NOUNS

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A THESIS PRESENTED TO
THE FACULTY OF ARTS AND LETTERS
TEACHER TRAINING DEPARTMENT

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A PARTIAL FULFILMENT
FOR THE SARJANA DEGREE



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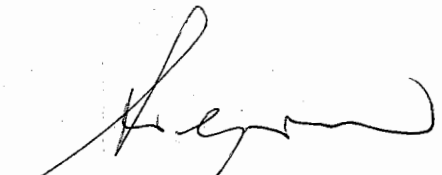
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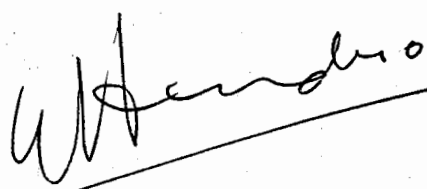
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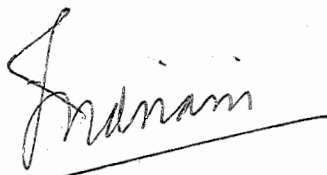
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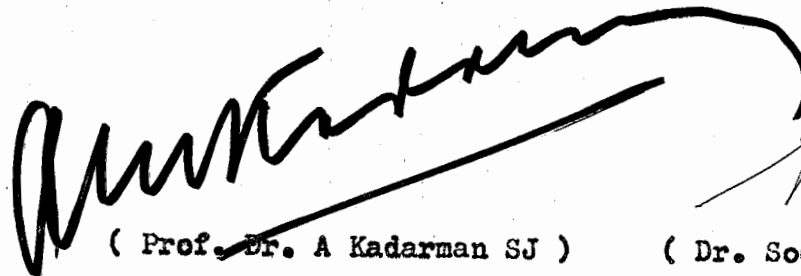
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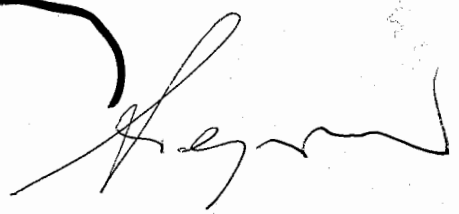

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CHAPTER ONE

INTRODUCTION

Having the knowledge of exactly correct meanings of words or terms within a language is one of the important factors to avoid misunderstanding, and to be successful in verbal communication. If, for example, one chooses the word assassin to put in his sentence, he has to be sure that he really knows the correct semantic content of that word, otherwise the message he wants to communicate or convey cannot perfectly be understood by his listeners, or they might misunderstand. Suppose he forms a sentence: The beggar is an assassin as he has assassinated his own friend. This shows that the sentence maker does not know the correct semantic content of the word assassin. Assassin does not only mean a killer, or an ordinary killer, but it includes the concept: a killer of important people with political motive.

Besides that, having semantic knowledge of a language, especially the language one is going to teach can help him be successful in his teaching. Because meaning is the most important element of a language, and so when a language teacher teaches he has to deal mainly with meaning.

And therefore it is now obvious that having or mastering the knowledge of semantics of a language one is going to teach is a great advantage in his job as a language teacher . To have and understand correct semantic contents of words within a language , one has to possess the knowledge of the semantic system of the language .

This study is a preliminary semantic study . In this study the writer is going to deal with four different cases . First the writer attempts to dig out the semantic and distinctive features of the English and Indonesian nouns meaning vessel or water vehicle . This is done by contrasting each word with the others . Then the writer tries to explain the semantic system of the nouns . Secondly , this study also tries to expose the significant difference between the semantic systems of the nouns of the two languages . Thirdly, based on the result of this analysis the writer tries to show the importance of having the knowledge of semantic system of a certain language . And the writer also would like to suggest some appropriate techniques of teaching meanings , and the application of the techniques in a real teaching . This will also be based on the result of this study . Forthly, the writer also attempts to gather the various meanings of the English words . In this part the writer would like to explain briefly the concepts of homonym , synonym, compound word and idiom .

How to teach and learn English as a second language successfully in Indonesia, particularly in high schools, always becomes an interesting problem that seems never-lasting. One of the causes or reasons is that, we still lack appropriate methods, and therefore the result of teaching and learning, in general is still poor. Many linguists and linguistic scientists have been trying to invent new methods which are mostly based on syntactical and grammatical aspects of language. The teaching methods which are based on semantic aspect, however, is very rare. Because of this matter, the writer would like to participate in in trying to invent English teaching methods which are based on the semantic aspect ^{of} language. This is the background of why this study is conducted.

Based on the above brief preliminary description of this study we can now state more clearly and explicitly some advantages that can be gained through this study. The advantages are as follows :

1. This study may enable English learners and teachers to become aware that having semantic knowledge of a language is important in communication, and in language teaching as well.
2. For English teachers, it can help them, explain meanings to their students more clearly and easily.

3. It may give useful information to Indonesian learners¹ teachers about the semantic system of English nouns in general .
4. It may inspire learners and teachers of English that learning meanings of words of the target language by translating them into the learners' mother tongue - word by word - is often dangerous , and in - effective , because of the fact that two different languages very often have two different semantic systems as well , and therefore two words that seem similar in meaning , in fact, are different in semantic content . " Breakfast is not the same as makan pagi " is one famous and good example to clarify this .
5. It is a help for English teachers to know the concepts of synonym, homonym, compound word, and idiom which are important in learning meanings .
6. It may also inspire them of how to give a good definition of a word .

The methods that will be used or applied in this analysis are of three kinds namely :

- a. definitional method
- b. contrastive method
- c. analitical method .

In general , this thesis is divided into ten chapters . The division of the chapters will be given as follows :

Chapter one is the introduction . Chapter two is about a preliminary semantic analysis . In this chapter the writer is going to give the list of nouns which are going to be investigated , besides, that the description of the concept of generic and specific nouns is also given in this part . Chapter three is the discussion of the semantic analysis of the English nouns . Here the writer gives the definitions of the nouns to be analyzed , and mention explicitly the semantic features each noun has . Besides that the writer contrasts each noun or term with the other nouns . The purpose is in order to find out their distinctive features. In chapter four we will talk about the various meanings of the English nouns , and the concepts of homonym, synonym, compound word, and idiom . In chapter five the writer is going to deal with the Indonesian nouns to be investigated . In this part the writer gives a complete list of the the Indonesian nouns , and their definitions as well . Then each noun is contrasted with the other nouns for the sake of digging out its distinctive features . Chapter six is the description of the semantic difference between the semantic system of the English nouns and the semantic system of the Indonesian nouns . In chapter seven the writer will give a brief description of the importance of having semantic knowledge or semantics . In chapter eight , the writer gives some suggestions on teaching meanings of nouns . Chapter nine is the description of the problems encountered in this study . And the last chapter is the conclusion of this study .

CHAPTER TWO

A PRELIMINARY SEMANTIC ANALYSIS

In the introduction the writer has mentioned explicitly what this study attempts to discuss . In this part the writer will give a complete list of all English words meaning vessel or water vehicle . In the further discussion , however , the writer will not analyze all the listed nouns . The writer will give priority to the words which are frequently used . The words like hoy , dahabeeyah, which are not frequently used , or are already out of use , will not be analyzed in detail . This is for the sake of efficiency of time and space .

The procedure of this analysis will be divided as follows: The analysis of single words will not be mixed up with the analysis of the compound words . The discussion of the compound words will be put in a special chapter that is in the chapter four . All of the words listed below have been taken out from the ROGET'S POCKET THESAURUS .

- | | |
|--------------|--------------|
| 1. tanker | 6. canoe |
| 2. yacht | 7. raft |
| 3. submarine | 8. catamaran |
| 4. trawler | 9. freighter |
| 5. tug | 10. punt |

11. sampan
12. vessel
13. smack
14. tray
15. boat
16. ship
17. steamer
18. galley
19. schooner
20. galleon
21. lighter
22. barque
23. barquentine
24. brig
25. brigantine
26. caique
27. kayak
28. ceracle
29. dahabeeyah
30. dhow
31. dhinghy
32. drifter
33. gondola
34. junk
35. barge
36. sloop
37. trireme
38. yawl
39. clipper
40. windjammer
41. cutter
42. launch
43. tender
44. scow
45. revenue
46. shallop
47. lugger
48. skiff
49. pinnace
50. gig
51. cockleshell
52. dory
53. dugout
54. outrigger
55. float
56. argosy
57. derelict
58. cat
59. bottom
60. marina
61. fleet
62. flotilla
63. squadron
64. ketch
65. dogger
66. hoy
67. wherry
68. hulk
69. buss
70. packet

- | | |
|--------------------|---------------|
| 71. rotor-ship | 91. coaster |
| 72. navy | 92. bireme |
| 73. armada | 94. carrack |
| 74. ironclad | 95. caravel |
| 75. capital-ship | 96. galliot |
| 76. battle-ship | 97. polacca |
| 77. battle cruiser | 98. tartan |
| 78. cruiser | 99. praam |
| 79. frigate | 100. saic |
| 80. corvette | 101. proa |
| 81. gunboat | 102. xebec |
| 82. destroyer | 103. bumboat |
| 83. troopship | 104. coble |
| 84. fireship | 105. cockboat |
| 85. tramp | 106. keg |
| 86. slaver | 107. kedge |
| 87. steamboat | 108. hoeker |
| 88. turbine | 109. falucca |
| 89. collier | 110. lifeboat |
| 90. whaller | 111. funny |

Before dealing with the semantic analysis of those nouns individually, the writer would like to give a brief comment on the choice of the words meaning vessel .

The choice of those nouns or terms , in fact, is not based on a very special background . It can be said that they have been chosen accidentally . The nouns listed above are merely means to describe the semantic system of English nouns in general .

And the result of this analysis is expected to be able to inspire or show language learners or teachers so that they know the importance of having or mastering the knowledge semantics in both communication and teaching.

GENERIC AND SPECIFIC

In Andrianto Sutrisno's thesis entitled "A Comparative Semantic Study of Javanese, Indonesian and English verbs Meaning to sit, to stand and to lie" he, as inspired by Dixon's article called "A Method of Semantic Description" divides verbs into two categories: generic and specific. Being inspired by their articles, the writer also classifies nouns into two categories: generic noun and specific nouns.

Now, what is meant by generic and specific? To explain these two terms the writer would like to borrow the examples as given by Sutrisno in his thesis, besides the writer will also give another example. Andrianto Sutrisno used the following description to explain the concepts of generic and specific verbs.

In Javanese, the word 'lungguh' is generic and 'sila' is specific. The word 'sila' can be semantically defined as 'lungguh' in a cross legged position that is to say that the semantic content of 'sila' can be represented

with the semantic content of 'lungguh' plus words functioning as an adjective phrase. But the word lungguh, in the same way cannot be defined as 'sila' plus an adjective phrase.

In terms of the generic and specific nouns can be explained in the same way.

In English, the word vessel is generic and the word yacht is specific. The word yacht can be semantically defined as light sailing vessel that is used especially for racing or pleasure. In other words, we can say that the semantic content of 'yacht' can be represented by the semantic content of vessel plus words functioning as an adjective phrase. But we cannot say the other way around. We can say that a yacht is a vessel, but we cannot say that a vessel is a yacht. Because vessel does not always mean yacht. On the contrary, a yacht and other water vehicles can be called vessels. This is why the word vessel is called generic.

So what is generic and specific nouns?

By the guidance of the above description, we can now define the concepts of generic noun and the specific nouns.

A generic noun is a noun whose meaning is general and therefore it can be used to define the other specific terms that belong to the same class.

A specific noun is a noun whose meaning is specific and ,
can be represented by the generic term plus words function-
ing as an adjective phrase .

CHAPTER THREE

THE SEMANTIC ANALYSIS OF THE ENGLISH NOUNS

Semantics is a study of linguistic meaning . It covers all aspects of language meaning . In this study , however , the writer will not discuss all aspects of language meaning . In this analysis the writer would like to concentrate merely to meanings of the English nouns meaning water vehicle which are frequently used only and which have been listed in chapter two . The procedure of this semantic analysis will be conducted as follows . All the definitions of the nouns or terms to be analyzed will be given. Then the writer tries to dig out and mention explicitly the semantic features of each term . Then for the sake of finding out their distinctive features , the semantic features of each term will be contrasted with the features of the other terms . And besides giving definitions , the writer also provides illustrations or pictures . The purpose of giving illustrations is not simply for decorative function , but they are meant for helping clarify the meanings of words being analyzed .

SEMANTIC AND DISTINCTIVE FEATURES

Before , we come to our main discussion, however , the writer will talk briefly about the concepts of semantic feature and distinctive feature .

SEMANTIC FEATURE

Since the term semantic feature will be often used in this study, therefore the writer feels that the concept of this term need to be explained clearly.

What is, in fact, meant by semantic feature? To explain this term and its concept, let us see the following illustration. Suppose someone says: An American tanker was bombed in Arab sea. What is tanker; or what is the meaning of the word. If we know English and its semantic system, we certainly know also the semantic content or meaning of tanker. Our knowledge of the meaning of tanker informs us that tanker is a vessel, a big vessel that is specially built for carrying oil or other liquid in bulk. Tanker is not moved or propelled by sails or oars, but it is propelled by gigantic mechanical means. We have defined the meaning of tanker. And so we can see that the meaning of tanker is formed by some components such as big, for carrying oil or liquid, propelled by machine etc. The unity of these components determine the meaning of tanker. These semantic components can be made more general for example, large or big becomes measurement; for carrying oil can be replaced by only one word that is function etc. And these general semantic components are called the semantic features. The semantic components of the meaning of a word are not entirely independent. But they are tied together to form the meaning of the word. It means that if a component is left out, the meaning can be imperfect or unclear.

DISTINCTIVE FEATURE

What is a distinctive feature ?

When we talk about distinctive features we have to, at least, contrast two words or more . By contrasting the semantic features of two words , we will get the distinctive features of the words . We have just discussed the semantic features of tanker . Its semantic content is formed by the following semantic features : measurement (large, big) , function (for carrying oil or other liquid in bulk) and propulsion (it is moved by machine) .

Besides those semantic features , there are some other semantic features that can be included , for example , area of operation (on deep water) , material (mostly made of metal material ; steel, iron etc)

Now , let us take another word, for example , yacht .

Yacht is light sailing vessel made especially for racing or pleasure . This simple definition, which is taken from a dictionary , is formed by the following semantic features : measurement : small , light , function : for racing or pleasure and propulsion : sail or wind . By contrasting the semantic features of both tanker and yacht , we get their features or semantic components which are distinctive or make them different in meaning . As a whole , their distinctive features can be mentioned explicitly as follows:
1) measurement 2) function and 3) propulsion .

Distinctive features are the semantic features or properties of words which make them distinctive or different in meaning.

How to find out the semantic and distinctive features of a word . This can be done by directly observing the object the word refers to . We observe its shape , function, its size , its area of existence ; and what is it made of etc. In short , we have to observe all its characteristics. Its characteristics are the source of its semantic features . After the semantic features of two words have been discovered , we can determine their distinctive features by contrasting their semantic features or properties . These methods are called direct analytical method and contrastive method . In the following analysis , however , the search of the features or properties of words will be based mainly on the definitions from dictionaries and speaking informants . This is because most of the real objects of the words being analyzed do not exist in the area where this study is conducted . And in the following part , the writer will give the definitions of the nouns to be analyzed .

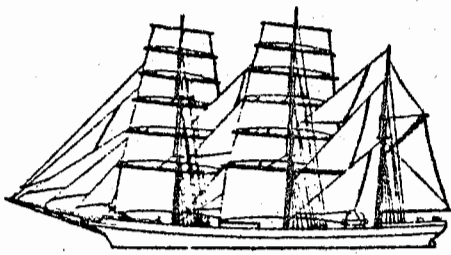
THE DEFINITIONS OF THE ENGLISH NOUNS MEANING VESSEL

All definitions given below have been taken from two different dictionaries namely : THE OXFORD ILLUSTRATED DICTIONARY , and The Advanced Learners Dictionary of Current English .

1. TANKER is sea-going vessel of considerable size used for carrying oil or other liquid in bulk .

2. YACHT is light sailing vessel built or made specially for racing .
3. SUBMARINE is vessel especially warship which can be submerged and navigated under water , and used sepecial ly for carrying or launching torpedoes or other missiles.
4. TRAWLER is vessel used for fishing and equiped with trawl net .
5. TUG is small stoutly built steamer propelled by paddles , and used to tow other vessels.
6. CANOE is small light keelee boat propelled by paddles .
7. RAFT is a kind of vessel made of a number bamboos fastened together to be floated on rivers or lakes , and is propelled by a long pole thrust against the bottom of river .
8. CATAMARAN is small yacht with twin hulls or two boats fastened together side by side .
9. FREIGHTER is ship that carries mainly cargo .
10. PUNT is flat-bottomed shallow boat broad and square at both ends , and propelled by a long pole thrust against the bottom of the river .
11. SAMPAN is small boat used in river coastal traffic of China or Japan , and also neighbouring countries rowed with a scull from the stern and usually having a sail of matting and an awning .
12. VESSEL is any water vehicle , craft .
13. SMACK is single-masted sailing vessel , rigged like sloop or cutter , and used usually for coasting or fishing .

14. TRAY is flat shallow vessel usually with raised rim for placing or carrying small articles on .
15. BOAT is small open crart for use on water usually propelled by oars or paddles .
16. SHIP is sea going vessel propelled by sail , steam or or other mechanical means .
17. STEAMER is vessel propelled by steam.
18. GALLEY is low flat single- decked sea going vessel . using sails or oars and usually rowed by slaves or criminals .
19. SCHOONER is small sea going vessel with for-and-aft sail, originally with only two masts later three or four and usually carrying one or more top sails .
20. GALLEON is vessel shorter but higher than galley , Spanish warship .
21. BARQUE is three -masted sailing vessel with sails arranged as shown here .



22. BARQUENTINE is two masted vessel with square rigged foremast and fore-and-aft rigged mast .
23. BRIG is two masted square -rigged vessel having additional lower fore-and-aft sail with gaff and boom on the main mast .
24. BRIGANTINE is two masted vessel with square rigged foremast and fore-and-aft rigged main mast .

25. CAIQUE is light rowing boat used on Bosphorus.
26. KAYAK is Eskimo one-man canoe of light wooden frame-covered with seal skins .
27. CORACLE is small boat of wicker-work covered with pitched canvas (skin) used by Britons and still used by Welsh and Irish fishermen .
28. DAHABEEYAH is large lateen rigged sailing vessel used on Nile .
29. DHOW is lateen rigged sailing vessel used on Arabian sea.
30. DINGHY is small rowing boat in ship .
31. DRIFTER is boat used in fishing , equipped with drift net.
32. GONDOLA is light flat-bottomed boat with cabin amid , ship and high point at each end, worked by one oar , at stern , and used on Venetian canals .
33. JUNK is flat-bottomed sailing vessel of China sea, with square prow , prominent stem , and hugh-sail .
34. BARGE is large flat-bottomed boat for carrying goods and people on rivers and canals or harbours with or without sails , usually towed by a tug.
35. SLOOP is a small one masted fore-and -aft rigged vessel .
36. TRIREME is ancient Greek warship with three banks of oars .
37. YAWL is ship's boat like a small pinnace with 4 or 6 oars .
38. CUTTER is boat belonging to ship of war , fitted for rowing and sailing , small single -masted vessel rigged like sloop but with running bowsprit .

39. WINDJAMMER is sailing ship.
40. LAUNCH is man-of-war's boat , rather flat-bottomed and usually sloop rigged , large electric or steam or motor boat for passenger , pleasure ship .
41. TENDER is small ship in attendance upon a larger one to supply her with stores, convey orders etc .
42. SCOW is kind of large flat-bottomed square -ended boat used especially as lighter .
43. KETCH is small two-masted or cutter -rigged coasting vessel .
44. SHALLOP is light open boat for shallow water .
45. SKIFF is small light boat for rowing or sculling ,
46. GIG is rowing boat chiefly used for racing .
47. DORY is small flat-bottomed boat especially for fishing.
48. ARGOSY is large vessel originated of Rugusa or Venice usually carrying merchandise .
49. DUGOUT is canoe made of hollowed out tree trunk .
50. LUGGER is small ship with far connected sails set fore-and-aft .

Since the writer is going to analyze only the words which are frequently used , therefore it is not necessary to give all definitions of the terms listed in chapter two .

THE INDIVIDUAL SEMANTIC ANALYSIS OF THE ENGLISH NOUNS

1. TANKER is sea going vessel of considerable size used for carrying oil or other liquid in bulk .

Let us observe the above definition . It contains some semantic components that clarify the meaning of tanker. When we say : Tanker is tanker without any further semantic information , the concept of tanker is still dark or unclear . Because it is still too general . The semantic features that are included in that definition make the semantic content of tanker specific and clear . Now, let us try to dig out and mention explicitly the semantic features the word tanker contain . To do this we have some helping words or key words such as sea, considerable size , for carrying oil , etc . From these significant key words , we can get the semantic features of tanker . They are as follows : measurement, function , area of operation . Besides these semantic features , there are still some other features that can be included for example , material and equipment . We know that both tanker and yacht are vessel . But they are not the same . What is the difference between them or what makes them different . We already know that the meaning of tanker is formed by some semantic components or features . The meaning of yacht is also built up by some semantic features . When we contrast the semantic features of both tanker and yacht , we get the idea about the difference . To show the difference clearly let us first semantically analyze the meaning of yacht .

2. YACHT is light sailing vessel built or made especially for racing .

From this definition we get some semantic features like measurement (light and small) ; propulsion(sails) ; and function (for racing) . Since we have mentioned explicitly the semantic features of both tanker and yacht, we can contrast the features so that we get clear picture about the difference .

TANKER

a. measurement : large , big

b. propulsion : machine

c. function : carrying liquid

YACHT

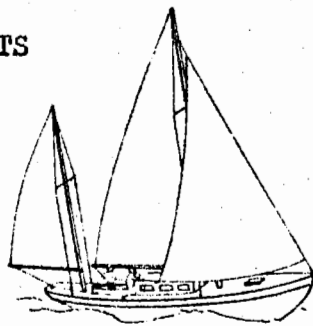
a. measurement : small, light

b. propulsion : sail

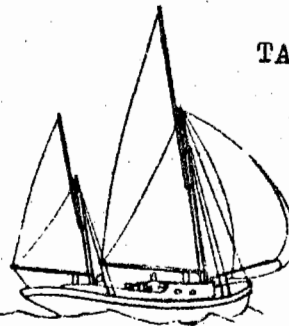
c. function : racing

To get the idea about the shape of tanker let us observe the following illustrations.

YACHTS



TANKER



The differences are now obvious They do not exactly share the same semantic features . In terms of their measurement , they are already distinctive . Tanker is usually large , big , or has a considerable size , while yacht is comparatively and relatively much smaller , lighter and shorter than tanker . Their function is also another feature that also make them different in meaning . Tanker is especially made for carrying oil or liquid , while yacht is especially made for the purpose of pleasure . And therefore we can conclude that their equipments must also be different .

The other features that make them different in meaning are: propulsion, shape etc. Tanker is moved by gigantic mechanical means, while yacht is usually worked by sails, or both sail and motor. Look at the illustrations, we surely get the idea about the difference of their shape.

Now, we have got the idea that is rather detailed about the difference between tanker and yacht. Now let us find out the distinctive features in submarine and tanker. Submarine is vessel especially warship which can be submerged and navigated under water, and used specially for carrying or launching torpedoes or other missiles. The semantic features which are explicitly mentioned in this definition are function: for carrying torpedoes etc, in war, area of operation: under the surface of sea. Some other semantic features which are not mentioned explicitly are propulsion, measurement, equipment. Submarine is moved with machine or mechanical means. Submarine usually has a considerable size. Since submarine is used mainly in war time, therefore it must be equipped with weapons for attacking enemies. Now let us contrast the semantic features of both submarine and tanker in a chart so that we can see clearly the difference between them.

TANKER

- a. measurement : large, big
- b. propulsion : machine
- c. function : carrying liquid
- d. area of op : on sea only

The similarities in features :
measurement, propulsion

SUBMARINE

- a. measurement : big
- b. propulsion : machine
- c. function : for war
- d. area of op : on or under sea

The differences in feature :
function, area of ope.

From the semantic features listed in the chart, we know that ^{their} function and area of operation are the most significant semantic features that differentiate their meaning.

4. TRAWLER is vessel used for fishing, and equipped with trawl net.

The features that are explicitly mentioned in the definition are: function and equipment. Some other semantic features that are ^{not} mentioned are as follows: measurement, ^{and} area of operation. Trawler is relatively and comparatively smaller than tanker, and is operated on the relatively shallower water than tanker. Now let us contrast the semantic features of trawler and the semantic features of tanker completely.

TANKER

a. measurement : big , large

b. function : for carrying liquid

c. propulsion : machine

d. area of op : sea

e. equipment : tanks

TRAWLER

a. measurement: smaller

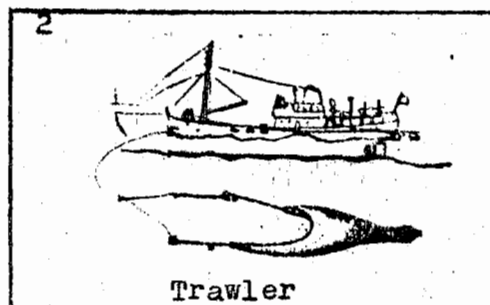
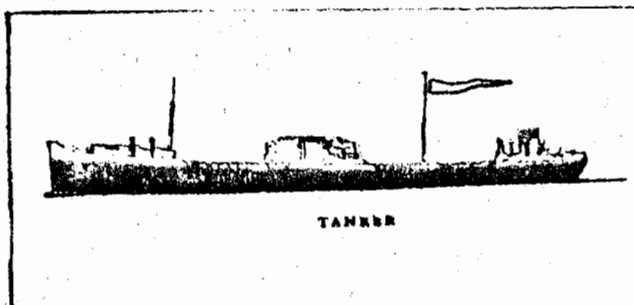
b. function: for fishing

c. propulsion : motor

d. area of op : sea

e. equipment : net

The most distinctive features in them are function, shape and equipment. While the other features are not very distinctive. Compare the following illustrations.



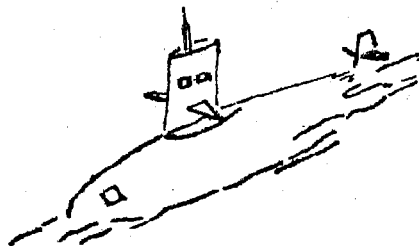
SUBMARINE AND TRAWLER

To see the distinctive features in these two vessels, let us make a list of their semantic features .

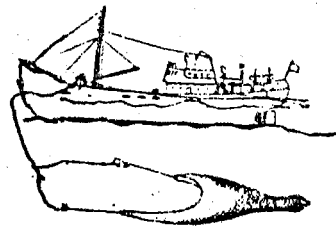
- | | |
|------------------------------------|-------------------------|
| a. measurement : big, large | a. measurement: smaller |
| b. propulsion : machine | b. propulsion : motor |
| c. function : for war | c. function : fishing |
| d. equipment : weapons | d. equipment : net |
| e. area of op : on and under water | e. area of op: sea |

The most significant semantic features in them are : area of operation and equipment and also shape .

Submarine can be navigated under the surface of the sea, but trawler cannot be operated under water except when it sinks . Since trawler is made especially for fishing or netting fish, therefore it must be equipped with a lot of fishing instruments like nets etc . Whereas submarine is a kind of warship, and therefore , it is certainly provided with weapons . To see the difference in their shape, look the following illustrations .



SUBMARINE



TRAWLER



5. TUG is small stoutly built steamer especially used to tow other vessels .

From this definition we have two significant semantic features namely : function and propulsion . Besides these two features , there are some other semantic features that can be included here like area of operation , ^{and} measurement . Tug is usually found in harbours , and used to tow big vessels that want to enter the harbour . The vessels that it tows are usually bigger than itself . Let us now contrast the difference between tug and tanker . The most important distinctive features between these two vessels are function and area of operation , whereas the other semantic features are not very distinctive .

TUG AND SUBMARINE

The most important distinctive features of these two vessels are their function ^{and} , area of operation .

As a whole , we can see their distinctive features from the following contrasting chart .

TUG :

- a. measurement : relatively and comparatively smaller than submarine .
- b. function : to tow other vessels entering harbour .
- c. area of op : on harbours
- d. propulsion : it is moved by steam .

SUBMARINE :

- a. measurement: bigger than tug
- b. function : for carrying torpedoes in war time .
- c. area of op : on or under water .

TUG AND YACHT

The most important semantic features that make these two vessels different are their shape, propulsion and function. Whereas the other semantic features are not significantly distinctive.

6. CANOE is small keeless boat propelled by paddles. From this definition we have only three semantic features. They are measurement (small), ^{and} propulsion (by paddles). We still can add some other semantic features like area of operation (on shallow water, ~~where~~ on river,) material (usually it is made of tree trunk), and number of crew (it is usually only rowed by one man ~~or~~ one rower)

CANOE AND TANKER

It is very obvious that these two vessels are different. However, in order to see their semantic differences clearly, let us contrast their semantic features.

CANOE

a. measurement: small

a. material : tree trunk

b. propulsion : oar/paddle

c. area of op: river , shallow water are of op : sea , deep water

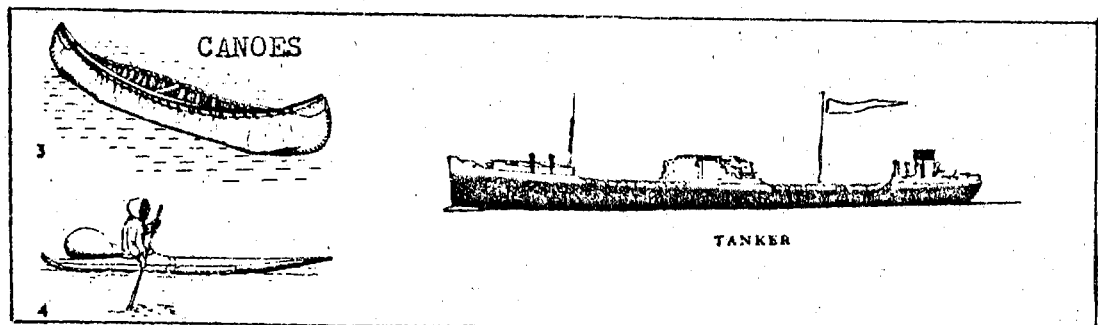
d. shape : contrast the following illustrations .

TANKER

measurement: big

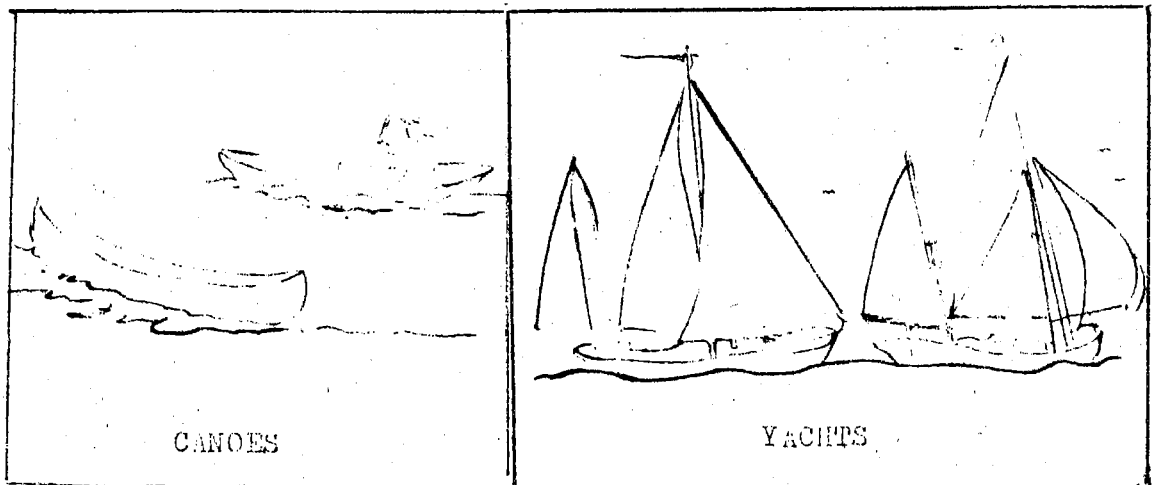
material : metal, iron etc

propulsion : machine



YACHT AND CANOE

A canoe can more often be found on rivers or shallow water rather than on sea or deep water . It is not moved or propelled by machine or sails , but it is moved by an oar , and is usually used by primitive fishermen for fishing . Whereas yacht is more often operated on sea rather than on rivers , and it is propelled by sail or motor . Yacht is usually used for racing or pleasure , and usually owned by well being family . The most significant distinctive features between these two vessels are their function , propulsion, area of operation, owner and shape . Contrast the following pictures .



CANOE AND SUBMARINE

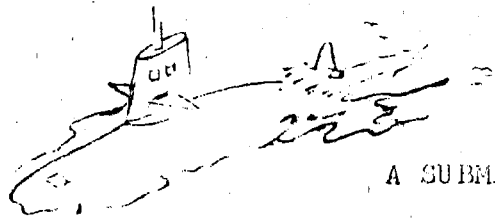
The difference between these two vessels is obvious . Canoe is usually small, while a submarine is usually big . Canoe is much smaller than submarine . Canoe is mainly operated on rivers or shallow water , while submarine can not be operated on shallow water .

A submarine can be submerged under the surface of sea, and it can travel under the sea, but canoe is impossible to be run under the water. In terms of their material, they are also different. A canoe is made of wood or tree trunk, while a submarine is made mostly with metal materials. A submarine is usually owned by state or a government. Canoe is owned by individuals.

Based on the above semantic description, now we can state clearly their distinctive features. The features are as follows:

a. function b. propulsion c. shape, d. owner e. area of operation f. material .

To get the idea about the difference in shape, look at the below illustrations.



A SUBMARINE A CANOE

7. RAFT is a kind of vessel made of a number of bamboos fastened together to be floated on rivers or lakes and is propelled by a long pole that is thrust against the bottom of the river .

Based on this definition, we get some semantic features that form the meaning of raft. The features are: material, shape, area of operation, propulsion. But the most significant semantic features are its shape and its propulsion, while the other features are not significant in forming its meaning.

RAFT AND CANOE

The difference in meaning between these two vessels can be seen through the following contrasting list .

RAFT

a. area of operation : usually on shallow water .

b. propulsion : moved a long pole thrust against the bottom of river .

c. material : made of bamboos

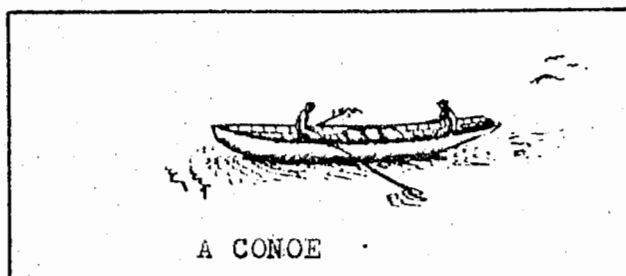
CANOE

a. area of operation: shallow water / rivers

c. propulsion : oars

c. material : tree trunk .

With regard to their shapes , look the following illustrations .

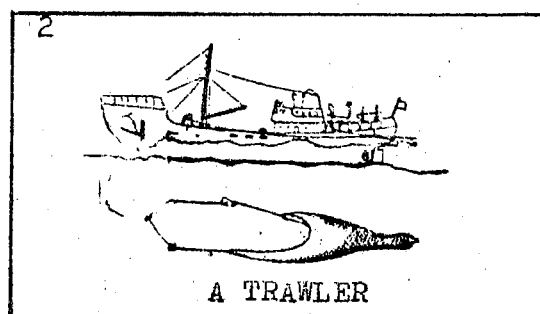
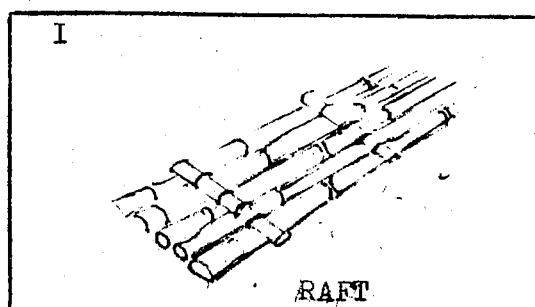


Based on the above description, we get the idea that the most significant features that differentiate their semantic contents are : shape, propulsion and material. Whereas the other features are not very significant in terms of their contents .

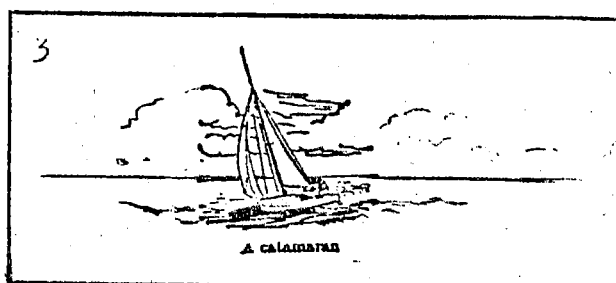
RAFT AND TRAWLER

The most different semantic features of these two kinds of vessels are : their shapes, function , propulsion , and area of operation and the number of crews as well .

Trawler is moved by motor, while raft is moved by a long pole. Trawler is mainly or specially used for fishing or netting fish, and therefore it is provided with trawl net and various fishing tools. Trawler is operated on deep sea where a lot of fish exist. Trawler is impossible to be operated by a single man, while raft can be run by a single man. In terms of their shapes, they are also distinctive. The difference can be seen in the following.



8. CATAMARAN is small yacht with twin hulls, or two boats fastened together. Here is the picture.



From the above definition and picture we have the following semantic features :

- a. shape : see the picture
- b. propulsion : sails (see the picture)
- c. function : for racing (we know it from the word yacht)

9. FREIGHTER is ship that carries mainly cargo .
 From this definition , we know only one semantic feature,
 that is function . Some other features that can be
 mentioned are : propulsion , area of operation, the
 number of crew , the measurement , the kind of cargo
 being carried etc . But the most significant semantic
 feature among those features is 'function' .

FREIGHTER AND TANKER

Freighter is mostly used for carrying cargo . Tanker is
 also used for carrying cargo ., but the kind of cargo loaded
 is different . Freighter is used for loading cargo which
 is not in liquid form , while tanker is specially used
 for loading cargo in liquid form . Therefore we can say
 that function is the most significant distinctive feature .

10. PUNT is flat-bottomed shallow boat , broad and square
 at both ends, propelled by a long pole that is thrust
 against the bottom of rivers .

In terms of its semantic features can be mentioned explicit-
 ly as follows :

- a. area of operation : river /shallow water .
- b. propulsion : a long pole
- c. measurement : relatively small
- d. equipment : sofas etc
- e. function : for pleasure
- f. number of crew : for small family .
- g. shape : look at the illustration

PUNT AND RAFT

The features that differentiate their meanings are : shape , equipment , and owner . To get the idea of the difference in shape , the illustrations of punt and raft will be given below . With regard to their equipment, they are distinctive . Punt is provided with sofas and table etc , as it is usually used for pleasure , while raft is not commonly equipped with such things . Hearing the word punt , we get the idea that the owner is a well being family . Whereas the word raft does not give such an idea . Because raft is usually owned by a primitive or non-modern man .



11. SAMPAN is small boat used in river , coastal traffic of hina or Japan or neighbouring islands or countries, rowed with a scull from the stern and usually having a sail of matting and an awning .

Further semantic information that can be added : sampan can also be moved by paddles , or oars , and is made of wood .

From this information, we have some significant semantic features namely : material, propulsion, and equipment .

Having semantically analyzed each term, and contrasted each term or word with the others, we now have

11 significant distinctive features of the English words meaning vessel or water vehicle. Here are the features:

1. measurement, e.g.: small, big, large, light, long etc.
2. shape
3. propulsion e.g.: oar, paddle, sail, motor, machine, pole etc.
4. function e.g.: racing, pleasure, carrying cargo, carrying liquid, carrying passengers etc.
5. material e.g.: wood, bamboo, tree trunk, metal etc.
6. equipment e.g.: net, weapons, sofas, etc.
7. area of operation e.g.: sea, river, lake, deep sea, shallow water etc.
8. number of crews e.g.: one, many etc.
9. kind of cargo it carries e.g.: oil, passengers, etc.
10. the owner e.g.: private, state, rich people, primitive people, fishermen etc.
11. Degree of monetary price e.g.: expensive, not expensive.

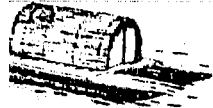
These features can be used to group the English words meaning vessel into several groups in accordance with their features or semantic features.

Example:

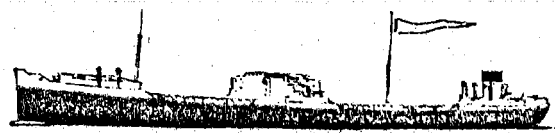
Canoe, punt, raft, yacht can be put into one group:

Small vessels group, and tanker, submarine, freighter etc can be grouped into a considerable size vessels group etc.

And this can be also used to teach meanings. The discussion of methods of teaching is given in chapter eight.



canoe



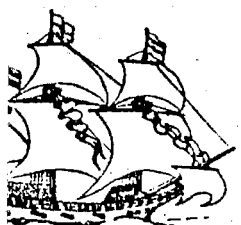
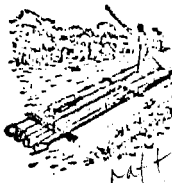
TANKER



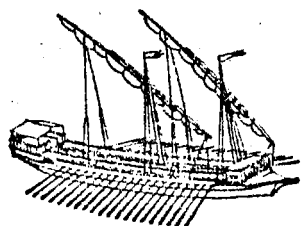
canoe



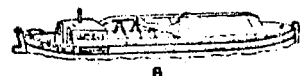
GONDOLA



ALLEON OF 1588



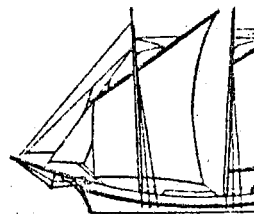
18TH-C. MEDITERRANEAN GALLEY



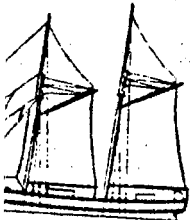
8



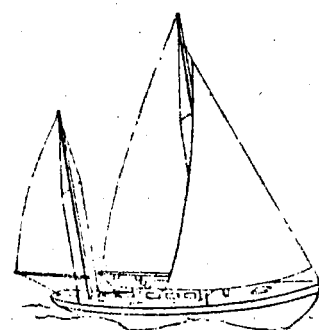
barge



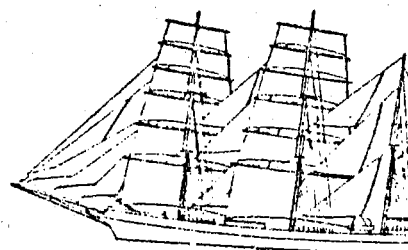
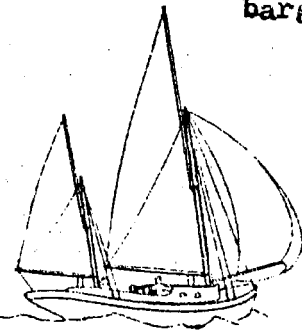
CAIQUE



HOONER



YACHTS



barque



TRAWLER. H. TRAWL



drifter



1



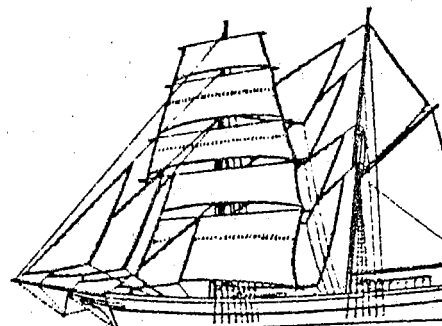
canoe



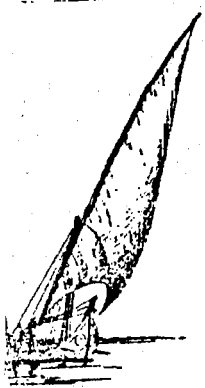
2

CORACLE

1. Irish coracle or curragh. 2. Welsh coracle



brigantine

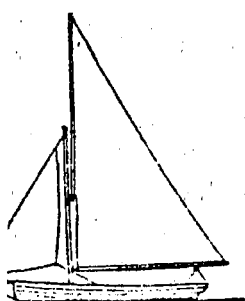


HABBYAH

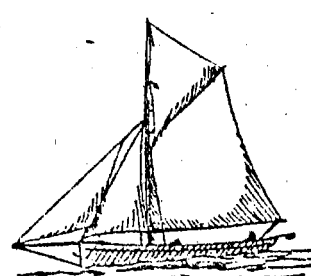


4

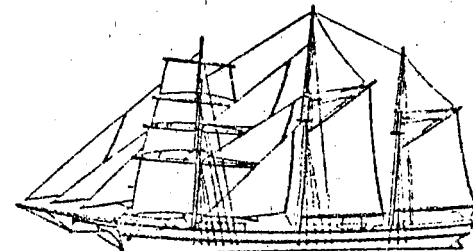
canoe



MASTED-RIGGED DINGHY

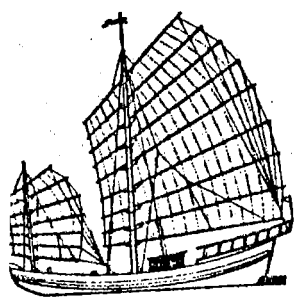


CUTTER-RIGGED SMACK

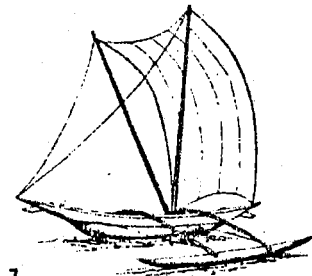


BARQUENTINE

barquentine

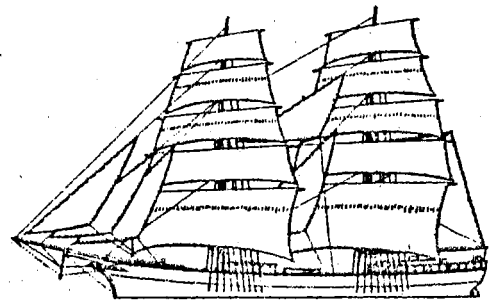


CHINESE JUNK



7

ES



BRIG.



A sampan



A catamaran

CHAPTER FOUR

THE VARIOUS USAGE AND MEANINGS OF THE WORDS :

CANOE , BOAT , SHIPETC

We have known that a word consists of two aspects : sounds and meaning . When two or more words have the same sounds but they have different meanings , we call them homonyms . The words submarine (noun) and submarine (adjective) for example , have the same sounds, both can be pronounced in the same way , but they have different meanings . Submarine as a noun means a vessel that can be submerged under the surface of sea, while submarine as an adjective means existing or designed for use under the surface of sea .

When two or more words which are the same in meanings , but they have different sounds we call them synonyms . Two words which are synonyms does not always mean that they share the same semantic features . There are not perfect synonyms . The words couch and sofa, for example, are synonyms , but they do not exactly share the same semantic features .

The words houseboat, boathouse and housecat are compound-words . A houseboat means a boat which is a house . A houseboat is a house for a boat and a housecat is not a cat which is a house . From these three examples,

we get the knowledge that the meaning of a compound word is not always the sum of the meanings of its parts .

Besides a word can be the synonyms and homonyms of the other words , they can also be used as an idiom .

An idiom or idiomatic phrase is a phrase the meaning of which cannot be deduced from its components . The word canoe for example , can be used as an idiom . When we say: He paddles his own canoe , it does not mean that he really rows a real canoe , but it means that he makes his own way, or he minds his own business . Another example : To have one's oar in another's boat . It means to interfere in another's affair , These two examples show that idiomatic meaning is not the result of joining the meanings of the different words that form the idiomatic phrase , but it is a special meaning peculiar to the phrase itself .

In the following part , the writer tries to give more examples of synonyms, homonyms, compoundword and idioms of the words being investigated .

SYNONYMS

The grouping of the synonyms here is based on the similarity of their semantic features , or at least they share almost the same semantic features .

Example , boat, canoe, dugout, gondola etc are synonyms because they share almost the same semantic features .

HOMONYMS

1. SMACK

- 1) smack (noun) : sound of a blow given with the open hand; sound of lips parted suddenly, or sound of a whip .

The use in sentences : -I heard the smack when he suddenly opened his mouth .

-The smack reached my ears , when he was slapped by his father .

- 2) smack (noun) : slap, blow .

The use in sentences: - He gave the ball a hard smack .

- He gave him a smack on his cheeks.

- 3) smack (noun) : small sailing boat for fishing .

- He rowed his smack to the harbour.

- 4) smack (*verb) : to strike with the open hand .

- She smacked his son on his back.

- 5) smack (~~adverb~~) : in a sudden and violent way .

- He ran smack into a brick wall.

2. SHIP

- 1) ship (noun) : sea -going vessel of considerable size.

- He went to America by ship .

- 2) ship (verb) : put, take, send in a ship

- The cargo was shipped to America .

- Ship the goods by night bus !

COMPOUND WORDS

Examples :

1. BOAT

- a) houseboat : a boat which is a house .
- b) steamboat : a boat which is moved by steam.
- c) wheelboat : a boat which is propelled by wheels .

2. SHIP

- a) shipateamer; a ship which is moved by steam
- b) sailingship: a ship which is propelled by sails.

IDIOMS

Examples :

1. CANOE

- a) to paddle one's canoe = to make one's own way
to mind one's own business
- b) to sink another's canoe = to spoil another's life .

2. BOAT

- a) to have an oar in another's boat = to interfere in another's
affair.
= to play the busy body.
- b) to rack the boat = to disturb the equilibrium
= to cause a disturbance
= to spoil one's changes
= to endanger one's safety .
- c) be in the same boat = to be in the same position and subject
to the consequences .
- d) to sail one's own boat = to manage one's own affairs
= to be self reliant .

CHAPTER FIVE

THE SEMANTIC ANALYSIS OF THE INDONESIAN NOUNS

Having semantically analyzed the English nouns which mean vessel , the writer hopes that now we have ,at least , clear semantic content of each noun , and have the knowledge of the difference between one term and the others in terms of their meaning , and also have the picture of how those nouns have been semantically formed .

In this chapter the writer tries to analyze semantically the Indonesian nouns which also mean water vehicle . With regard to the procedure, it will be conducted as follows: First , the writer will make a list of all Indonesian nouns meaning water vehicle . Secondly, the writer would like to talk very briefly, as it has been discussed in the previous chapter , about the generic and specific noun , and make clasifications of the noun that belong to generic term and the nouns that belong to the specific terms . Forthly, the semantic analysis of each noun is conducted . In this part the writer attempts to find out the complete semantic features of each ^{term} . The purpose of searching the complete _{of} features is for the sake reforming the better definitions than ones given in dictionaries . And finally, the writer, for the sake of knowing the distinctive features of words, will contrast every pair of words .

A. THE LIST OF THE INDONESIAN NOUNS

The words listed below mean water vehicle. Most of them have been taken from : KAMUS UMUM BAHASA INDONESIA , written by WJS. Poerwadarminta , and some have been gotten from informants . Here is the list .

1. tanker
2. sekoci
3. trawl
4. payang
5. biduk
6. kotak
7. kolek
8. tongkang
9. jong
10. panjang
11. sampan
12. kapal
13. perahu
14. jongkong
15. jukung
16. feri
17. slancar

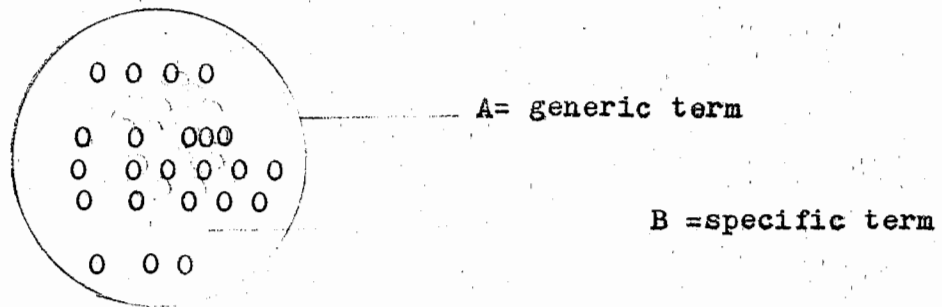
B. THE GENERIC AND SPECIFIC NOUNS

In Bahasa Indonesia , the words KAPAL and PERAHU have the general concepts , and they function also as the generic nouns of the words which belong to the class of water vehicle , whereas tanker, sekoci, biduk, tongkang, sampan , kolek , kotak, rakit, payang, and jongkong are specific terms , as they already have comparatively specific semantic contents .They can be semantically defined as perahu or kapal plus words functioning as adjective phrases . The word sekoci , for example , can be semantically defined as a small perahu that is put on a big ship for use in emergency . But we cannot say the other way around, we cannot say that perahu is sekoci Because perahu already has a very general concept . Let us take another example , the word tanker can be semantically defined as kapal that is specially used for carrying oil .

Looking the above explanation , readers probably have questions like " Is kapal the same as perahu, or are they synonyms ? Can we use either kapal or perahu to define the specific terms ? These questions will be answered in the next part .

C. THE DIFFERENCE AND RELATIONSHIP BETWEEN GENERIC AND SPECIFIC

By observing the example given above, we can now diagram the relationship and the difference between the generic and specific concepts .



The big circle is representing the generic concept, and the small illustrations inside it are representing the specific concept. By looking at this diagram we can see clearly the relationship and the difference between the concepts of generic and specific.

D. THE DEFINITIONS OF THE INDONESIAN TERMS

The Indonesian words listed in the chapter four have been collected from two sources namely : informants (oral information) and dictionary (written information) .

Here the writer gives the definition of each noun .

1. TANKER is kapal that is used for carrying oil
(kapal yang digunakan untuk membawa minyak)
2. SEKOCI is small perahu (perahu kecil)
3. TRAWL Is kapal that is used for catching fish
(kapal yang digunakan untuk menangkap ikan)
4. PAYANG is perahu that is provided with trawl net
(perahu dilengkapi dengan jaring)
5. BIDUK is perahu that is used for fishing in rivers
(perahu yang digunakan untuk memancing di sungai)

6. KOTAK is a kind of sampan (sejenis sampan)
7. KOLEK is a small perahu that is made of tree trunk
(perahu kecil dibuat dari batang kayu)
8. TONGKANG is perahu that is made of tree trunk
(perahu yang dibuat dari batang kayu)
9. JONG is big perahu made by china (perahu besar buatan
Tiongkok)
10. PANJANG is a kind of sampan
11. SAMPAN is perahu kecil (small perahu)
12. PERAHU is water vehicle usually without deck .
(kendaraan air biasanya tidak bergeladak)
13. KAPAL is big decked-perahu (perahu besar bergeladak).

After observing the definitions given which mostly have been taken from KAMUS UMUM BAHASA INDONESIA , the writer concludes that all the definitions are not yet complete meaning each definition does not contain complete semantic features . Therefore in the following part the writer tries to semantically analyze each term or noun , and find out its semantic features completely . Then based on the found-out semantic features the writer attempts to reform better definitions of those nouns .

E. THE SEMANTIC ANALYSIS OF EACH TERM

1. TANKER is defined as kapal that is used for carrying oil. This definition does not reveal complete semantic features. It contains only one significant semantic feature , that is, function .

In fact there are some other semantic features that can be included in that definition such as : area of operation, measurement , shape , material and equipment . Tanker usually has a considerable size , and is mainly made of metal or iron . Tanker is used for carrying liquid and therefore it must be provided with a gigantic container or tank . Tanker is not propelled by oars , sails (wind) but it is usually moved by gigantic mechanical means . Looking at this semantic information of Indonesian tanker, we get the idea that it is equivalent to the English tanker.

2. SEKOCI is small perahu .

This definition is so simple that it does not give much information in terms of its semantic features , and therefore its meaning or semantic content is not clear . The definition can be made clearer by adding some other semantic features that belong to sekoci . The other semantic features that can be included here are as follows :

- a. sekoci is usually put on a big ship, and is used in emergency .
- b. sekoci is usually made of light material such as rubber or light wood .
- c. sekoci is usually small and light as well .
- d. sekoci is usually open; it does not have cover.
- e. sekoci is propelled by oars .
- f. sekoci is not commonly completely equipped .

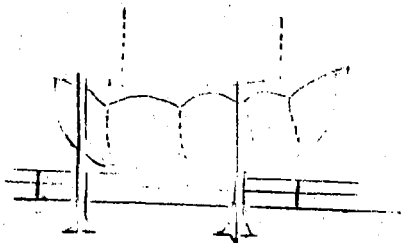
Based on the above semantic information , we are now able to mention explicitly rather complete semantic features of sekoci . They are as follows :

1. measurement : small, light .
2. shape : look at the illustration given below
3. material : light wood, rubber .
4. function : for saving passangers of a ship in emergency .
5. propulsion : oars .
6. location : on a big ship .

Now let us contrast the difference in terms of semantic content between sekoci and tanker .

It is obvious that sekoci is different from tanker .
 However , in order to see the difference explicitly and clearly, the semantic features of these two different vessels or water vehicles will be contrasted here .

SEMANTIC FEATURES	SEKOCI	TANKER
1. measurement :	small, light	big, large, long
2. material :	light material rubber	heavy material metal, iron
3. propulsion :	oars	machine,
4. function :	for saving passangers in emergency	for carrying oil or liquid .
5. location :	on a ship	on water
6. shape :	observe the illustrations	



TANKER

3. TRAWL is kapal that is used in catching fish .

This definitional description is so simple that its semantic features cannot be seen clearly . It contains only one significant semantic feature namely function . In fact, there are some other semantic features ^{that} can be mentioned explicitly in that definition . And in order to clarify the meaning of trawl , here the writer will search the other features that are not mentioned in that definition . Trawl is moved by motor . It is not propelled by oars or sails or paddles . Trawl is specially used for catching fish by using trawl net that is dragged along the bottom of the sea . Trawl is not commonly operated on rivers , but it travels mainly on sea . It is equipped with trawl net , and also other fishing instruments . These semantic components can be used to improve the above definition .

Now we can write explicitly the semantic features of trawl . They are as follows :

1. function : for catching fish
2. area of operation : on sea
- 3..User : modern fishermen
4. equipment : trawl net , fishing instruments .
5. propulsion: motor

TRAWL AND TANKER

In terms of their semantic contents , these two terms are not similar . By contrasting their semantic components , we get the idea that there are two significant distinctive features which make these two terms different in meaning .

The distinctive features are their function and equipment. Whereas their measurement, material and area of operation are not significantly distinctive. They do not differentiate meaning.

4. PAYANG is perahu provided with fishing net.

How many semantic features does this definition contain? It does not show the complete semantic features of the word, and therefore, the semantic content of that word cannot completely be understood. In order to see the full semantic content of the word payang, and the difference in meaning between payang and the other water vehicles, then we have to find out its semantic features, and then we contrast the features of it to the semantic features of the other 'words'.

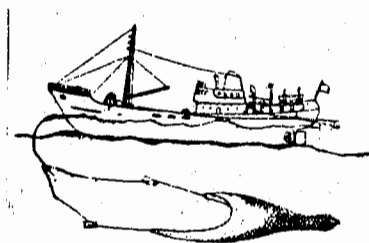
Here the writer would like to describe the characteristics of payang. Payang is made of tree trunk, propelled by either oar or sail, or by both. It is usually used in netting fish on shallow water or coastal sea by Javanese fishermen. It is equipped with 'katir' functioning as balancing instruments to make it balanced. The 'katir' is made of bamboo fastened at both sides of payang. In English 'katir' means outrigger. Payang is operated by two groups of fishermen. One of the groups work on the beach, and the other group are on boat. When they are going to sea, the group of fishermen on the payang will row the payang toward the sea, and cast their net.

Then the group of fishermen who are waiting on the beach will pull together the long pole that is fastened to the net . Based on the above semantic description we can now mention explicitly some features of the word payang.

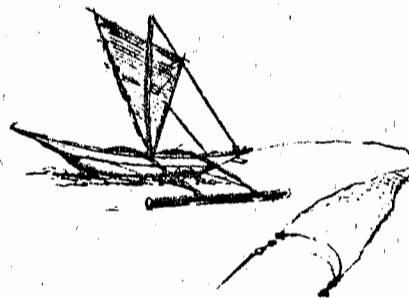
They are as follows :

1. function : for netting fish
2. material : tree trunk
3. equipment : net, katir
4. area of operation: shallow sea or coastal sea.
5. propulsion : oars, sail .
6. user : Javenese fishermen
7. number of crews : more than one .
8. shape : observe the following illustration .

Having found the semantic features of both the words payang and trawl, we can say that payang is different from trawl in terms of their meaning . The most significant distinctive features are area of operation and propulsion. Trawl is usually operated on deep sea , while payang is operated on relatively shallow water . To show the difference clearer , the illustrations of both will be contrasted here .



TRAWL



PAYANG

5. BIDUK is perahu used for fishing .

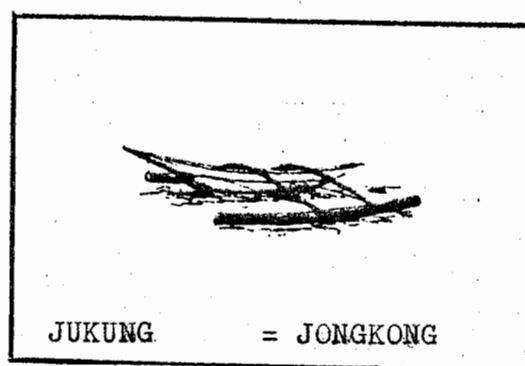
Can we mention the specific shape, area of operation, function, propulsion, and material of biduk ? If we merely look at the above definition , and we have never seen a biduk before , we certainly cannot say further information about its semantic content or meaning .

Because the definition does not contain complete semantic features of biduk .

The characteristics of biduk can be elaborated as follows : Biduk is usually made of tree trunk . It has small size, and is smaller than payang . It is not equipped with various instruments . The only instrument it has is an oar. Biduk is mainly used on rivers , and propelled by oars. It is not equipped with katir as payang is . It is usually used for fishing on rivers by villagers or people who live near a river . To have the idea about its shape , look at the following illustration .



6. JONGKONG is small perahu made of tree trunk .
 The shape of jongkong is similar of payang . The
 difference lies on their equipment and function .
 Jongkong is not commonly used for netting fish , and
 therefore it is not provided with net . Whereas area
 of operation , material are not significantly distinctive.
 They are not significant distinctive features .
 Observe the following illustrations .



7. KOTAK is defined as a kind of sampan .
 This definitional description which is given by WYS .
 Poerwodarminto does not give clear and complete semantic
 features. Therefore, when we just read the definition we
 do not have clear semantic concept of that word . Kotak has
 its own characteristic which are different from those of
 other water vehicles characteristics. Here the writer
 tries to contrast biduk and kotak in terms of their
 semantic features. Observe the following illustration, and
 the semantic features .



SEMANTIC FEATURES	KOTAK	BIDUK
a. measurement :	small, light	small, light
b. material :	tree trunk hollow ed	boards fastened together
c. propulsion :	oars	oars
d. area of ope :	rivers/shallow water	rivers/shallow water
e. shape :	open	open (look at the illus- tration)

8. KOLEK is defined as a small perahu made of tree trunk .
Suppose we have never seen a kolek before , can we answer
the following questions with the help of the above defi-
nition only ?

1. What is kolek alike ?
2. How it is moved or propelled ?
3. Where does it usually operate ?
4. How big it is ?
5. What is the function of it ?
6. How many persons can it usually carry ?

Of course we cannot answer those questions , as the definition
does not reveal its complete semantic features .Therefore
for the purpose of improving the above definition , the writer
tries to find out some other semantic features belong to 'kolek
which have not been mentioned explicitly in that definition.
Kolek is usually operated on shallow water or rivers , and
propelled by an oar and mainly used for fishing , and rowed
only by one man .

Based on the the further semantic information , we get the idea that kolek is similar to biduk . It is true . KOLEK and biduk are synonyms . The word biduk is derived from Malay, whereas kolek is from Javanese . Observe this picture .



KOLEK



BIDUK

9. SAMPAN is small perahu .

Interestingly enough that the word sampan exists in both English and Bahasa Indonesia . Now we may raise a question; is the English sampan similar with the Indonesian sampan with regard to their semantic features ? To answer this question , we have to conduct a simple semantic analysis on both words . Later we will know whether or not they are semantically similar . Now let us first add some more significant semantic features of Indonesian sampan . Sampan is small perahu. And it is usually made of tree trunk that is hollowed . Sampan is usually propelled by an oar , and its area of operation is more often on rivers rather than on the sea or deep water . The shape of sampan is like biduk or kolek . Based on the above additional semantic information , we can mention explicitly the rather complete semantic features of sampan . They are as follows :

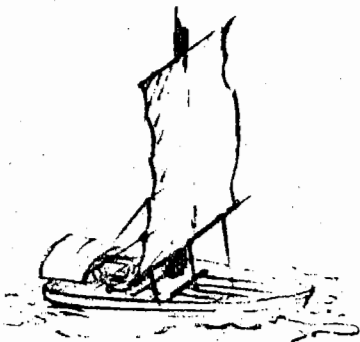
1. measurement : usually small
2. material ; tree trunk that is hollowed
3. equipment : without sail, cabin, deck etc .
4. area of operat: on shallow water /rivers
5. function : usually for fishing
6. shape : open (look at biduk or kolek)

The english sampan is defined as small boat used in river /coastal traffic of China or Japan, or neighbouring islands , rowed with scull (one of a pair of oars used together by a single rower, one in each hand) from the stern and usually having a sail of matting (rough woven material) and an awning .

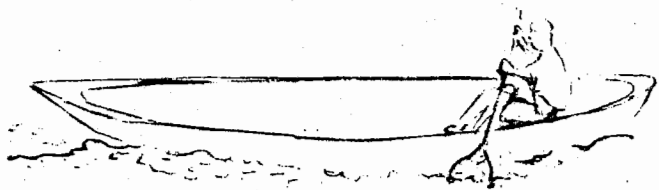
This definition reveals the following semantic features .

1. measurement : small (bigger than biduk)
2. propulsion : oars, sail , scull
3. equipment : an awning, cabin
4. area of operat: rivers /sea
5. function : river/coastal transportation .

Now let us contrast the semantic features of both sampan , we can conclude that their semantic contents are not exactly the same . They do not share exactly the same semantic features . The difference lies on shape, propulsion , function and equipment . Observe the following pictures .



SAMPAN (ENG.)



SAMPAN (IND.)

So far we have collected a number of distinctive features of the Indonesian nouns meaning water vehicle. They are as follows :

1. measurement (e.g. small, big, light, long etc)
2. material (e.g. wood, tree trunk, metal, boards etc)
3. function (e.g. transportation, fishing etc)
4. area of operation (e.g. rivers, lake, sea, deep sea etc)
5. propulsion (e.g. oar, sail, paddles, scull, motor etc)
6. the number of crew (e.g. one, two, many etc)
7. user (e.g. fishermen, state etc)
8. shape
9. the way of operation

Having read the distinctive features of the English words meaning vessel, and the distinctive features of the Indonesian words meaning water vehicle we can draw a preliminary conclusion. Both the English and the Indonesian nouns meaning water vehicle or vessel have or share nearly the same distinctive features.

We can also now conclude that kapal and perahu are the generic terms of the Indonesian nouns meaning water vehicle. Kapal is the generic term of water vehicles which have a considerable size and are propelled by mechanical means, whereas perahu is the generic term for water vehicle which are comparatively small and are propelled by oars or sails.

F. THE IMPROVED DEFINITIONS

After finding rather complete semantic features and distinctive features of the Indonesian nouns meaning water vehicle we can reform better definitions of those terms meaning water vehicle .

1. TANKER is a big kapal that is specially used for carry-oil or other liquid , and provided with a gigantic tank, and moved or propelled by gigantic mechanical means or machine , and is made mainly of metal, iron.
2. SEKOCI is a small perahu that is made of light material such as rubber, light wood etc , put on a ship or kapaland used for saving passangers in emergency , and propelled by oars .
3. TRAWL is kapal that is used for catching fish or netting fish on deep sea , operated by moders fishermen , and propelled by motor , equiped with net and other fishing tools .
4. PAYANG is perahu that is made of tree trunk that is h hollowed , which is used for netting fish by tradition-
all Javenese fishermen, propelled by either ail or oars or by both means , operated on coastal sea .

5. BIDUK is small perahu made of tree trunk that hollowed, and propelled by an oar , used for fishing on shallow water or rivers , moved by one rower .
6. KOTAK is a small perahu that is made of boards or shelves fastened together sothat it looks like a box , used on rivers for fishing , and propelled by an oar .
7. JONGKONG is small perahu made tree trunk provided with katir or outrigger (a long bamboo that is fixed at each side) and propelled by oars or sails , used for fishing on coastal sea or coastal transportation.
8. SAMPAN is small perahu that is made of tree trunk or wood , propelled by an oar , used on shallow water or rivers .
9. PERAHU is any small water vehicle made of wood or tree trunk propelled by either oars or sails or by both means .
10. KAPAL is any big water vehicle that is propelled by mechanical means , operated usually on sea or deep water .

CHAPTER SIX

THE DIFFERENCES BETWEEN THE SEMANTIC SYSTEMS OF ENGLISH
AND INDONESIAN

In previous chapters we have dealt with the semantic description of both English and Indonesian nouns meaning water vehicle . In this chapter the writer attempts to state ^a clear description on the difference between the semantic systems of the English nouns and that of the Indonesian nouns , besides the writer also tries to give the clarification on the difference . In other words the writer tries to show the causes of the difference .

What are the differences ?

There are at least two significant differences that can be stated by comparing the two semantic analyses conducted in chapter three and four. Here are the differences. First we have the fact that Indonesian has fewer terms meaning water vehicle than English does. In other words we can say that the concept of the English terms meaning water vehicle are more specific than those of Bahasa Indonesia.

To make the above statement clearer, the lists of the words meaning water vehicle of the two different languages will be contrasted here.

THE LIST OF ENGLISH NOUNS

tanker	derelict
yacht	ketch
submarine	bottom
trawler	marina
tug	fleet
canoe	flotilla
raft	squadron
catamaran	dogger
freighter	hoy
punt	wherry
sampan	hulk
vessel	buss
smack	packet
tray	navy
boat	armada
ship	ironclad
steamer	cruiser
galley	frigate
schooner	corvette
galleon	gunboat
lighter	destroyer
garque	troopship
barquentine	fireship
brig	tramp
brigantine	steambaat
caique	turbine
kayak	collier
coracle	whaller
dahabeeyah	coaster
dhow	bireme
dinghy	carrack
driffter	caravel
gondola	galliot
junk	pollaca
barge	tartan
sloop	praam
trireme	saic
yawl	proa
cilpper	xebec
widjammer	bumboat
cutter	coble
launch	cockboat
tender	kog
scow	kedge
revenue	hooker
shallop	felucca
lugger	lifeboat
skiff	funny
pinnace	
gig	
cockleshell	
dory	
dugout	
outrigger	
flout	
argosy	

THE LIST OF THE INDONEISIAN NOUNS

tanker
sekoci
trawl
payang
biduk
kotak
jongkong
sampan
perahu
kapal
jong
rakit
kolek
selancar

There are 111 English terms meaning vessel or water vehicle , and the list of the Indonesian nouns consist of 14 terms . Both English and Indonesian terms have the same semantic area . However the English terms are more specific than those of the Indonesian terms . What are the factors that make the English have more specific terms or words than Bahasa Indonesian ?

According to DR, Soepomo Poedjosoedarmo - as he wrote in Basis magazine of October 1980 - One of the factors is attention . It means that if people of a certain society consider something to be important in their life, as the result , there will be a lot of terms for the thing. and therefore , an agricultural society, for example , have a great number of specific terms for agricultural things . It is said that Eskimo people have about 40 terms meaning snow, because snow is very important in Eskimo's life .

Besides the above factor, there is still another important factor that can be mentioned here that is if a certain society have advanced technology , there will be a lot of new inventions , and as the result , there will be also a lot of new terms .

The second different is that the pluralization system of English is different from that of Indonesian . But since this is not our main concern , the writer will not discuss it in detail .

CHAPTER SEVEN

THE IMPORTANCE OF HAVING SEMANTIC KNOWLEDGE

In chapter ^{three} we have semantically analyzed the English nouns meaning vessel , and presented the semantic features of each noun, and exposed some distinctive features of those terms . We have also read the semantic description of the Indonesian nouns meaning water vehicle , and reform- in chapter five ed better definitions for the terms . In chapter six we have seen clearly a significant difference between the semantic system of the Indonesian nouns and the semantic system of the English nouns . And so the writer does hope that we still have the knowledge in our heads .

There are some advantages of having the knowledge of semantics of the language we are going to teach . Here the writer tries to show the importance and advantages of having the knowledge of semantics for language teachers.

Firstly, a language teacher should be qualified . According to Modern Language Association of America , a qualified language teacher must have the following qualifications .

- | | |
|------------------------|------------------------------|
| 1. aural comprehensive | 4. writing |
| 2. speaking | 5. language analysis |
| 3. reading | 6. culture |
| | 7. professional preparation. |

The qualification that is related to our concern is 'language analysis'. This means that a language teacher has to be able to analyze (either semantically, or syntactically) the language he teaches. A language teacher who does not have the knowledge of the semantic system of the target language and his native language will not be able to semantically analyze the languages. As the result, he will not be able to explain deeply and clearly to his students the semantic aspect of nouns or words within the target language.

In addition to the above qualifications, a language teacher has to be skillful in choosing good and effective methods of teaching the target language. Accurate and appropriate choice of methods is one of the important factors to be successful in teaching. A wrong choice of teaching methods will not give a good result in his teaching. Without the semantic knowledge of the target and native languages, it will be very difficult for him to decide an appropriate teaching method. Specifically we can say that a teacher of English who does not have the knowledge of semantic system English will not be able to choose a suitable method of teaching meanings.

To make the above explanation become clearer, let us look at the illustration given below.

Suppose there are two teachers of English. One of them does not have the knowledge of the semantic system of English, and therefore he does not know the semantic features of breakfast.

The other does , and so he knows the semantic features of ' breakfast' . Both of them will teach the meaning of 'breakfast' to their students . What do you think each of them will do ? The first teacher will probably just translate the word 'breakfast' into Indonesian word ' makan pagi ' . Because this is the most possible and the easiest way for him to do . It is impossible to him to semantically analyze and explain the word for his students , because he does not have the knowledge of the semantic system of the word he teaches .

Whereas the second teacher , if he is a good teacher , will not do like the first teacher does , he will not ask his students to translate the word breakfast into their native language , Indonesian. Because he knows that the semantic and cultural content of the two words are not similar . In other words we can say that the semantic features of breakfast is different from the semantic features of makan pagi . And therefore , if the word is translated into the Indonesian word ' makan pagi ' , the students will have the wrong concept .

Secondly , as it has been mentioned in the introduction, having the knowledge of semantic and distinctive features of words or terms within a certain language is one of the important factors to avoid misunderstanding , and to be successful in verbal communication. To explain this statement more clearly , the writer would like to give the following example.

Suppose someone went to America by a freighter (a cargo ship) .
Then when he came home he told his experience to his friends.
He said : I went to America by tanker , and
Based on the sentence he formed ,we are able to conclude
that the man does not know the correct semantic content of
words tanker and freighter . He does not know the semantic
features of both words . Therefore , he does not know the
difference between the words .As the result of choosing
wrong words , the message he wants to communicate cannot be
perfectly understood by his listeners , they might misunderstand.

CHAPTER EIGHT

SOME SUGGESTIONS ON TEACHING MEANINGS OF NOUNS

Based on the " breakfast is not the same as makan pagi " we can now say that translation as a teaching method is very unadequate . To further prove the above statement or the unadequacy of translation as a teaching method , the writer would like to give another example .

Take , for example , the word sampan from an English dictionary and the other word sampan from an Indonesian dictionary . these two words have the same spelling , but they have been taken from two different languages . Do they also have the same semantic contents ? To answer this question , we have to semantically observe the two words . And therefore we have to look back to our previous semantic analysis of the English terms meaning water vehicle , and the semantic analysis of the Indonesian nouns . To make it easy , let us contrast the semantic features of Indonesian sampan .

SEMANTIC FEATURES	SAMPAN (INDO)	SAMPAN (ENGLISH)
measurement	: small, light	small, light
material	: tree trunk / wood	wood
equipment	: -	a roof, small cabin
function	: for fishing	river transportation
propulsion	: an oar	sail and scull
area of op	: rivers	rivers
shape	: observe the illustration !	

Based on the contrastive list containing the semantic features of both sampan and sampan we can conclude that sampan of English semantically is not the same as sampan of Indonesian . There are some semantic features which are distinctive . The distinctive features are as follows:
 a. propulsion, equipment, function, and shape . This is also true to many other words .

Now we can draw a general conclusion that English terms semantically cannot be translated precisely into Indonesian , because they are not in a "one to one equivalence" with the Indonesian terms .

After knowing that translation method is very inadequate means of teaching meanings , the writer would like to suggest some techniques of teaching meanings of countable nouns . The methods are of four kinds namely :

1. by using real objects .
2. by using definitions
3. by using pictures
4. by using artificial objects .

As we know that there is no method that can be considered the best , any method has its own weaknesses and strengths. The methods to be discussed here also have weaknesses and strengths. Each method will be elaborated , and shown its application in real teaching .

1. REAL OBJECTS

Showing the real object of a certain word of countable noun to be taught is considered good and effective to a certain extent because a real object is able to present

the complete semantic features , and therefore its full semantic content can be understood more clearly and easily.

The weaknesses of this method : not all real objects can be shown to the students . There are some reasons , for example , the real objects the words to be taught refer to , do not exist around the area where the teaching is being conducted , and real objects are too big to be presented in the classroom .

2. ARTIFICIAL OBJECTS

Teaching meanings of countable nouns can be carried out effectively and successfully by presenting artificial objects of the words to be taught . The artificial objects of the words are the references of the words which are made artificially , are usually in smaller sizes. This method can also present the rather complete semantic features of the words being taught . And therefore the right semantic contents of the words can be grasped easily . The artificial objects should be made in various shapes and models in accordance with the real objects .

3. DEFINITIONS

Definitions in the target language can be used effectively, if the students have known the generic term of the words to be defined .

A good definition can also contain and present rather complete semantic features of the words being taught . By reading a good and complete definition the student can easily grasp the correct semantic contents of the words being learned . However this method also has some weaknesses . This method needs a qualified teacher who has a good knowledge of semantics . A teacher who does not have the knowledge of the semantics can not use this method effectively and successfully . Because a wrong definition or an incomplete definition does not contain complete semantic features of the word being taught , and therefore the students will not get the exactly correct semantic content or concept of the word being learned .

4. PICTURES

A picture or an illustration , in teaching meanings of countable nouns can function as the representative of its real object . Pictures can be used effectively and successfully, because they can also present rather complete semantic features of the words to be taught . However there are some conditions we have to pay attention to .

- a. A picture that is going to be used as means of teaching meanings need not be elaborate or very artistic . Besides, it will be very difficult to draw, it can be unclear .

b. A picture can also be ambiguous; they can mean many things. Therefore we have to be very careful in presenting or drawing a picture that will be used as means of teaching meanings. A picture that can be interpreted into many things should not be given or used in the teaching. The students might become confused to grasp the meaning, and they will not get the correct concept of the word being taught.

c. One word or term may have various shape, models or sizes. Therefore we sometimes need to draw various pictures. For example, we are going to teach the word shoe. We have to present various shapes, models of shoe. On the contrary, in teaching the concept of the moon, we need not use various illustrations, as the word moon has a very specific meaning.

THE APPLICATIONS OF THE METHODS

Suppose we are going to teach the meaning of a certain countable noun to our students. Which method should we use? We can choose the method which is most suitable and relevant to our class and students. We can use one method or some methods at the same time. The choice of the method or methods should be based on some conditions namely:

1. students' basic knowledge of English
2. students' ages
3. the words which we are going to teach.

For advanced learners of English , the definitional methods will be more suitable than using pictures . Using pictures will be too easy for advanced students of English , and therefore it can make them soon get bored . Because too easy lessons give no challenges . On the contrary, for pre-elementary or elementary students of English , we should not apply the definitional methods as they are too difficult for them to follow , and therefore it will not be effective . Using pictures will be more relevant and effective rather than using definitional methods . Because most children like playing and relaxed situations .

The third condition : if the real objects of words we are going to teach do not exist around the area where our teaching will be going on , or the real objects are not possible to be brought into the class, while the teaching should be conducted in class, we can not use real objects as means of teaching , and we should not use the method . We have to look for other methods which are relevant to our situation and condition .

CHAPTER NINE

SOME PROBLEMS

Language is very complex , and complicated as well , and therefore problems always occur whenever linguistic analysts are trying to approach it . In this study the writer also encounters problems. In the following the writer would like to state some problems which are encountered during this study .

1. THE LACK OF INFORMATION

The only source of information that is available is dictionaries and books . But they can not , sometimes , give complete information about words being analyzed . And therefore the writer can not give accurate semantic descriptions of the words being investigated . Consulting native speaker of English has been conducted by the writer , but the result remains unsatisfactory , because many words being asked are beyond their knowledge .

2. THE ABSENCE OF REAL OBJECTS

Most of the real objects of the words being analyzed do not exist in the area where this study is conducted .

Because of this problem the writer could not observe directly the objects the words refer to . As the result, the writer can not find out complete semantic features of the words in order to reform new definitions which are better .

CHAPTER TEN

THE CONCLUSION

After reading the semantic analysis of both Indonesian and English nouns we can now draw a general conclusion that is, that the semantic system of English nouns is greatly different from that of Indonesian. Specifically we can state a significant difference between the two semantic systems of the two languages being observed. The difference is that Indonesian has fewer terms meaning water vehicle than that of English. In other words we can say that the English terms meaning water vehicle are more specific than those of the Indonesian. One of the factors that make this difference are attention and technology. The more attention a certain society pay to a certain thing, the more terms will be created. And the more advanced the technology a society have the more terms they will have.

It should be admitted that the semantic description of the studied languages cannot be presented accurately, because the writer has faced unsolving problems in doing this study. The most difficult problem is that the writer lacks sources of informations about the words being investigated.

Although the accurate semantic description cannot be achieved the writer, however, has discovered some distinctive features of the English and Indonesian nouns being analyzed which mean water vehicle . The summing up of the features will be presented here .

The features of words or terms meaning water vehicle :

- | | |
|----------------|------------------------------|
| 1. measurement | 7. area of operation |
| 2. function | 8. owner |
| 3. shape | 9. number of crew |
| 4. material | 10. kind of cargo it carries |
| 5. equipment | 11. degree of monetary price |
| 6. propulsion | 12. the way it is operated . |

Based on the contrastive semantic analysis , we have conclude that translation as a method of teaching meaning is very unadequate . This is because the fact that two different languages very often have two different semantic system . And therefore English terms often cannot be translated in Indonesian terms , In other words we can say that since English terms are not in a " one to one equivalence " to Indonesian terms .

Still based on our semantic analysis , we can make or draw another conclusion that is teaching meaning of countable nouns can be carried out effectively and successfully by using the following techniques :

1. realia techniques (real object techniques)
2. definition techniques
3. picture techniques

Finally the writer does hope that this preliminary semantic study may inspire others to conduct the investigation on the same field more deeply .

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