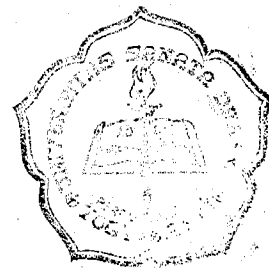


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M E A N I N G  
" T O R E C E I V E "

! ! !  
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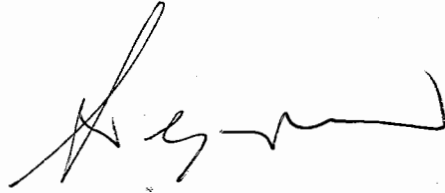
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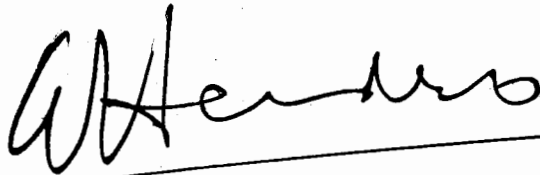
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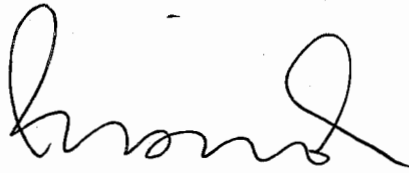
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CHAPTER IINTRODUCTION1. The Background

When someone is learning a language, he must deal with the culture of the target language whether he consciously intends to or not. This is very important to mention especially when we see the language emphatically from the semantic view, because in a language semantics is the closest aspect related to culture.

Considering the fact above, I want to state here that it is of great importance to make a study in semantics. However, so far researchers making studies in this side of languages, especially English, are still very few. This is really pitiful, for, I think, studies on everything should be even in each part of the target object. The same thing should happen with language studies.

Therefore, in this thesis I would like to make a preliminary study on the semantic view comparatively between English and Indonesian words. This is of course a very wide field of study, and therefore, considering that this is only a preliminary study, I try to take a more specific aspect of the language, that is, words which have one single generic term. ( See the scope of study. )

Unfortunately, people are quite true when they say that a discussion on semantics faces great difficulties, because semantics may be said to be rather abstract. I can

say that because it is largely determined by its close relation to culture. Therefore, it is really difficult to provide definite rules for a semantic study. Especially, we find a lot of difficulties in providing general rules in the discussion on words semantically. Therefore, this becomes our problem that we lack techniques to understand words in general. Let us take the following sentences for example : She sends the letter. He receives the letter. Father offers the food to the guest. The guest accepts his offer. Now, what are the real meanings of the underlined words ? How is it to understand them ?

So, this is why that until now we lack general rules. Therefore, to make a study on the semantic side of words, we have to start from scratch. Then we dig out bit by bit things from it. This of course takes a lot of time. The work by the way of deduction is really time consuming. However, for the sake of language learning, and teaching, especially English in Indonesia, I think it is necessary to provide studies on semantic side of words. Additionally, the knowledge of how words are formed semantically is very important. A study is necessary, although it is only a very brief one and I admit that this will not very complete; and therefore anyone wants to comment and criticize will be welcome.

The study in this thesis will mainly focus on contrastive analysis. It consists of three kinds of contrastive analysis. They are contrastive analysis between English words and English words, Indonesian words and Indonesian

words, and English words and Indonesian words. All the words being contrasted cover one generic term.

I hope that this very brief preliminary study may be of some help to teachers and students in their English teaching and learning.

## 2. Aim of Study

In this thesis I want to investigate how a word is formed semantically, that is to discover the nature of a word by the use of the findings in terms of distinctive features, after having a contrastive analysis. Also I would like to discover what really synonyms and antonyms are. This, of course, will be based on the result of the contrastive analysis too, that is the distinctive features.

## 3. Scope of Study

To fulfil the aim stated above, considering the time available, I am just taking one generic term to receive. Thus, all the words that are analysed in this thesis cover that one generic term. I will try to investigate everything concerning the semantic aspect of them.

The choice of this generic term has no special reason. It is chosen randomly because this thesis is only a try of a preliminary study. So, this just an example. The most important thing is not the word but the technique and the result and the make use of the result.

The choice of verbs instead of nouns or the others is due to the reason that when students, especially beginners,

are learning English, they usually focus their attention on verbs.

#### 4. Theoretical Frame Works

In doing the investigation for the whole study I follow the theory of Structural Linguistics frame works. The theory goes as follows : first, I collect the data by looking up the words in the dictionary, and noting down everything semantically related; then, second, I do the analysis about the data I have collected by comparing and contrasting the words one to the others. By doing so, I can find the distinctive features possessed by the words.

#### 5. Methodology

##### a. Technique of Collecting Data

I collect the data by looking up the synonyms of the words to receive in the dictionary of synonyms and Thesaurus Dictionary. Then I check those words in ordinary dictionaries to find out their definitions. I mainly use three dictionaries for the English words. They are The Concise Oxford Dictionary, Webster's New Practical Dictionary, and The Winston Dictionary For Schools. Where as for the Indonesian words I use only one dictionary, Kamus Umum Bahasa Indonesia.

##### b. Technique of Analysis

The technique of analysis goes as follows: first, I list all the data, the words, and provide them with their



definitions taken from the dictionaries. Second, I contrast each word to the others to find out the distinctive features.

Then, based on the findings ( the distinctive features ) I go further with the discussion on providing new, supposedly better, definitions for the words, knowing the synonyms and antonyms, and applying the findings into teaching of English words.

#### 6. Notes on the Teaching Application

In addition to the analysis I will try to apply the findings to teaching of English, and fit them in relation to the three learning domains, cognitive, psychomotoric, and affective domain to teaching techniques. ( vocabulary teaching ).

CHAPTER IITHE DATA

In this chapter I will write down all the data I have collected. In the first place I will put the lists of the English words and Indonesian words meaning to receive which will be discussed only. It is true that the synonyms of the word to receive are very many, but only twelve of the English words and nine of the Indonesian words will be discussed. There are two reasons why I just take twelve of the English words. In the first discussion, that is the preparation for this thesis, I have just discussed those twelve words; and, this is the main reason, in the definitions of those twelve words I find the word to receive is mentioned, or at least the word to accept, but not in the definitions of the other words ( synonyms ).

In the second place I will put the definitions of those words taken from the dictionaries. Then, in the end of this chapter I will put all the synonyms and antonyms of the word to receive taken from A Dictionary of Synonyms and Antonyms by Joseph Devlin. I think it is necessary to put all of them in the data because later in chapter VI I will discuss them.

The definitions of the Indonesian words are all in English. The original ones are actually in Indonesian, but I think it is better to translate them into English because they will also be contrasted to the English words definitions. I will put the original definitions in the appendix, for I

think it is also important for reference.

Here are the lists of the English and Indonesian words.

<u>English</u> :	<u>Indonesian</u> :
absorb	menerima
accept	mendapat
admit	memperoleh
approve	menyambut
derive	menyerap
embrace	mengakui
entertain	menemui
grasp	menadah
greet	menampung
have	
take	
welcome	

Now, let us come to the definitions taken from the dictionaries. To receive, which presumably being the generic term, will be put in the first place and in its complete definition; that is its definitions taken from the three dictionaries, Webster Dictionary, Winston Dictionary, and the Concise Oxford Dictionary. In finding the definitions I use three dictionaries for the English words, because, as long as I know, no dictionary is one hundred per cent complete. I find out that a certain word gets a more complete definition from a certain dictionary than from

the others, and another word gets a more complete definition from another certain dictionary.

To give an example I will take the words entertain and grasp. The definition of the word entertain that which is in the Webster Dictionary is more complete than its definition in the other dictionaries; where as the definition of the word grasp that which means accept is found in the Oxford Dictionary only.

Here are the definitions of the word to receive taken from the three dictionaries :

a. The definition taken from Webster Dictionary, page 542 :

- vt. 1. To take as something offered, sent, paid, or the like; to accept.
- 2. To hold, contain.
- 3. To permit to enter, greet, as. To receive friends.
- 4. To get from an outside source, hence, to experience; as. To receive a shock.
- 5. To catch, bear, take, etc. as To receive a blow.
- vi. 1. To be a recipient.
- 2. To welcome visitors, as. He receives on Thursdays,
- 3. Radio. To change incoming electric waves into perceptible signals.

b. The definition taken from Winston Dictionary, page 665 :

- vt. 1. To get ( a gift, message, payment or the like ) from another, as. I received your letter.

2. To be informed of, as. To receive news.
3. To admit to one's company, greet, entertain, as.  
To receive guests.
4. To serve as a holder for; as. A box to receive books.
5. To get, experience; as. To receive a shock; to receive a sword thrust.

- vi. 1. To entertain, welcome guests. as. He receives on Wednesdays.
2. To change or to convert electric waves into sounds that one can hear, as does a radio.

c. The definition taken from Concise Oxford Dictionary, page 1012 :

1. Accept delivery of, take ( proffered thing ) into one's hands or possession, ( Lord, receive my soul, dying man's prayer; to receive stolen goods, as thief's accomplice; to receive person's confession, oath, consent to hear; to receive a petition, take it to consider; to receive the sacraments, eat and drink the bread and wine, also abs., as. attend without receiving ).
2. Bear up against, stand force or weight of, encounter with opposition, ( received his body in their hands; arch receives weight of roof; received the sword point with his shield; prepare to receive cavalry, order to infantry ).

3. Admit, consent or provable to hold, provide accommodation for, submit to, serve as receptacle of, ( had to receive visits, attentions, of; to receive an impression, stamp mark, etc., be marked lit. or fig. or more or less permanently with it; sensitive paper receives the record of signals; the basin that received his blood; the house received a new guest; hole large enough to receive two men; fitted to receive the knowledge of God; has received your yoke; was received into the church, admitted to membership ).
4. Entertain as guests, greet, welcome, give specified reception to, ( shall not be received at my house; he that receiveth me receiveth him that sent me; you stay here and receive him ; how did she receive his offer ? ; was received with cries of Judas; news was received with horror; I receive it as certain, as a prophecy, regard it in that light ) ( abs. ) To receive company, hold reception.
5. Give credit to, accept as true , ( an axiom universally received; They receive not our report ).
6. Acquire , get come by, be given or provided with, have sent to or conferred of inflicted on one, ( have not yet received my dividend; to receive a letter, news; a view point that has not

received a frame; to receive the name of John;  
 To receive Christ in baptism, have christian  
 Character Conferred; pleasant to receive sym-  
 pathy; deserves more attention than it receives;  
 to receive orders to march; received many insults,  
 a thrust, a broken jaw, the content of his  
 pistol; partake of, recover.

The following definitions are the definitions of the  
 words I have listed. They are taken from three dictionaries.

1. Absorb : To receive without a recoil or other  
 effects, as. Curtain absorbs the sound.  
 ( Webster )  
 To drink in, suck or swallow up; as. a  
 sponge absorbs water. To interest deeply;  
 take all attention; as. Baseball absorbs  
 John now. ( Winston )  
 Swallow up, incorporate; engross the atten-  
 tion of, suck in ( liquids ); take in (heat,  
 light) by chemical or molecular action.  
 ( Oxford )
2. Accept : To receive with consent or favor; as. to  
 accept an offer. ( Webster )  
 To take gladly, as. a gift, consent to  
 take, as. an office; take with resignation,  
 as. one's fate. ( Winston )

Consent to receive ( gift ). ( Oxford )

3. Admit : To accept as true, as. I admit the justice of your view point. ( Winston )  
Accept as valid or true. ( Oxford )
4. Approve : To think or speak well of; commend, accept, as. to approve plans. ( Winston )  
Pronounce, consider good; accept ( of person, reason, etc. ). ( Oxford )
5. Derive : To receive as from a source of origin. ( Webster )  
To get from a source; as. To derive pleasure from a game. ( Winston )  
Get or obtain ( from a source, or with the source present in thought ). ( Oxford )
6. Embrace : To receive readily, to welcome. ( Webster )  
Hold in the arms, usually as a sign of affection; clasp, enclose, accept eagerly ( offer, opportunity ). ( Oxford )
7. Entertain : To receive and provide for, esp., in one's home; to have a guest. ( Webster )  
To receive and treat hospitably. ( Winston )  
Receive hospitably. ( Oxford )
8. Grasp : To take or seize eagerly. To seize and hold by clasping, grip. To lay hold of with the mind; to comprehend. ( Webster )



To seize; catch at; hold by clasping; as. grasp the rope. To take hold of mentally, understand as. To grasp the situation.

( Winston )

( grasp at ) : try to seize, accept with avidity; clutch at, seize greedily, grip, get mental hold of, comprehend. (Oxford)

9. Greet : To welcome enthusiastically. ( Webster )  
To receive or meet; as. with a demonstration; as To greet mayor with a parade., To appear before as a view of the sea greets us. ( Winston )

Receive on meeting as arrival with speech or action ( friendly or not ). ( Oxford )

10. Have : To obtain, receive, take ( food ) as. we news, Have an egg., The eyes have it. , Let him have it. ( Oxford )

11. Take : To accept; as. To take advice. ( Webster )  
To receive ( work ). To grasp with the mind. ( Winston )  
To accept, put up with, submit to, adopt, choose, receive, derive, as. Take the offer., Take what you can get. ( Oxford )

12. Welcome : To receive gladly; as. welcome a visitor.  
(Webster)  
To greet with kindness, receive with hospi-

tality. ( Winston )

Say welcome to, greet on arrival, receive

( guest, arrival, news, opportunity, events )

with pleasure or sign of it. ( Oxford )

The following definitions are the definitions of Indonesian words. They also cover one generic term to receive. All the definitions are taken from one single dictionary, that is Kamus Umum Bahasa Indonesia by WJS Poerwadarminta, PN Balai Pustaka, Jakarta, 1976. They have been translated into English; the original definitions are put in the appendix.

1. Menerima : Receive, accept, take, get, catch something given, sent, etc.
2. Mendapat : Get, receive.
3. Memperoleh : Get, obtain something with effort.
4. Menyambut : To receive ( something given ) with hands; greet.
5. Menyerap : To absorb, to soak in, to enter into through narrow openings ( liquid ).
6. Mengakui : To admit, to accept.
7. Menemui : To see ( someone ), to receive ( someone )
8. Menadah : To receive something dropping or thrown ; to catch; to receive stolen goods.
9. Menampung : To receive something dropping, falling, or

pouring.

To receive and look after, take care of.

To receive and gather or put something  
( things ) together.

The following lists are the synonyms and antonyms of the word to receive taken from A Dictionary of Synonyms and Antonyms by Joseph Devlin.

The Synonyms :

accept, admit, take, entertain, acquire, get, gain, win, gather, collect, pick up, glean, retrieve, procure, reap, inherit, imbibe, inhale, absorb, ingest, include, incorporate, believe, credit, assent, agree, acquise, appropriate, derive, commandeer, seize, abstract, take possession, welcome.

The Antonyms :

reject, refuse, renounce, exclude, expel, dislodge, discard, banish, bounce ( slang ), turn out, oust, sack ( slang ), fire ( slang ), deport, doubt, retract, disbelieve, discredit, distrust, question, challenge, dispute, deny, dissent, protest, demur, repudiate, lose, forfeit, miss, give, deliver, contribute, hand out, let go, restore, return, recoup, compensate, disgorge, pay, spend, advance, lend, disburse, expend, lavish, shell out ( slang ), fork out (slang) , ante, ante up (poker), open the purse of string ( colloq ).

CHAPTER IIITHE ANALYSIS

Now let us come to the focus of this thesis, that is the analysis. The analysis will be a contrastive discussion on each word with the others. The analysis will go as follows : first I contrast every word with the word to receive, then contrast each word to the others. The main purpose of this analysis is to find out the distinctive features among the words. It sure that every word in the list may have more than one meaning, so here I will limit my discussion on its meaning that which means to receive. In the discussion I will not show you how many meanings a word has, but I will just make you know that a certain word has more than one meaning.

I we observe the definition of the generic term to receive, we will find out that it has a lot of meanings. In this brief analysis I will just take one of them to discuss. So, before I go on with the discussion, it is better and important for me to specify the meaning of to receive used in this analysis.

Here I will take the meaning of to receive that which is defined as " To get something given, offered, sent, or coming." So, the main thing is that the subject gets something.

Absorb contrasted to Receive :

To contrast these two words, let us take some sentences

for the examples. It true that, as it can be seen in the definition, absorb has more than one meaning. It may mean receive, with some differences of course, and it may also mean interest greatly. The meaning that I will discuss here is surely the first one, meaning to receive. Here are the sentences : The sponge absorbs water quickly. He receives the water. The hole is large enough to receive two men.

Let us observe the examples above. However, before we come to them, it is better for me to write down the definition of absorb first. " To receive without a recoil or other effects."

If we observe the definition and the examples, we can be sure that in a sentence using absorb the subject is receiving something, but without any effect whatsoever. The process of receiving ( absorbing ) is running naturally. It goes as it should do. The subject is obviously an inanimate thing. The object is also an inanimate thing ( and usually liquid ). The way is that the object is coming or getting into the subject. If I stopped the analysis here, people might think that when water is coming into the house it is the same as the house absorbs the water; which is of course wrong. So, there is still one thing missing, that is the manner is not complete yet. It should be added that the object is coming into the subject by the way of oozing or coming through narrow openings.

From the discussion above I can find the following distinc-

tive features of absorb ( contrasted to receive ) :

1. Subject : inanimate
2. Object : inanimate ( usually liquid )
3. Manner : the object gets into the subject by the way of natural oozing or through narrow openings.

Accept contrasted to Receive :

The definition is as follows : " To receive with consent or favor." Accompanying this definition, sentences using accept and receive are provided. Here are they : " She accepts his offer. Sanata Dharma accepts hundreds of students. Father receives a letter."

In the sentence " She accepts his offer." we may not replace accept with receive, because if we do so, the meaning will be different. When we are receiving, it is not that we are accepting. As it is said in the definition that to accept is to receive with consent or favor, it means that in the expression using accept the subject is quite decisive in the process. While in the expression using receive the subject is not decisive, for here he/it has only one choice, that is to receive. On the other hand, in the expression using accept the subject has the choices or in other word he may choose whether or not he will do accepting. So, looking over this fact, I will say that in the sentence using accept the subject should be an animate creature. However, as we may have a sentence like " Sanata

Dharma accepts hundreds of students." which will surely produce arguments, although it suggests the existence of human beings, I decide to state that it may have an inanimate subject.

From the discussion above I find the following distinctive features :

1. Result : the process of accepting happens as the result of consenting or favouring, or the accepting ( receiving ) is accompanied by consenting or favouring.
2. Function of the Subject : it is decisive.

Admit contrasted to Receive ( Accept ) :

The word admit has surely more than one meaning, but here the meaning that will be discussed is that which is defined as " Accept as true." That is the definition which has relation with receive although it is not direct. Because it is not directly related to receive, it will be rather difficult to contrast them, admit and receive. So, here I will contrast the word admit to the word accept instead, which I think will be easier and clearer.

First, let me give you the example in sentences of those two words. " I admit the justice of your view point. He admits the thief. He accepts the thief."

The structure of the second and the third sentences is the same, but they, the sentences, have different meanings. In

the sentence using admit the important thing is the truth of the object. In the sentence " He admits the thief." the subject accepts that the fact that he is the thief is true. So, the process is running mentally. In " He accepts the thief." the subject receives the thief , perhaps in his house. Here the process is running physically. With this I do not state that accept always has physical process and admit has mental process; accept can have mental process, as we can see in the fourteenth line; and admit can also have physical process, in which the difference with accept is that in admit the subject receives the object and let him enter a certain place, but the activity is very the same, so I state that they have the same meaning ( in relation with receive ) when they have physical process.

From the discussion I find the following distinctive features :

1. Object : truth
2. Subject: human
3. Process: mentally

Approve contrasted to Receive ( Accept ) :

This word, approve, also has more than one meaning and the one to be discussed here is the one defined as, "To think or speak well of, accept "

I will give the example in sentences, " He approves the plan. Mother approves my work. He accepts the plan."

Like admit, approve is better to be contrasted to accept



than to receive, because it is defined as to accept. If we observe the examples, we will find out that approve looks the same as accept, for the first and the third sentences may have the same meaning, that is the subject accepts the object. However, they have a slight difference. In the sentence using approve the subject accepts the object because he thinks that the object is good. The one that can think that something is being good is certainly a human being. Thus, the subject of the sentence using approve is always human. Additionally, from the word think I am sure that the process of approving is running mentally, and the subject feels satisfied with the object.

From the discussion above I find the following distinctive features :

1. Subject : human beings
2. Process : mental process
4. Object : goodness ( of the object )
5. Emotional accompaniment : satisfaction

Derive contrasted to Receive :

The following definition is the definition of derive " To receive as from a source of origin."

Let me give you the examples. " English derives the word garage from the French. He derives pleasure from football."

If we observe the examples and the definition, we will find out that they are fitted together. That is that the source of the object is always present. So, whenever we use derive

we have to put the word from to indicate the source of the object. There is one more thing which is specific in an expression using derive. That is, the object is always an inanimate thing. So, we will never hear a sentence like " He derives her from ...".

From the discussion above I find the following distinctive features :

1. Object : inanimate
2. Source of origin : the source of origin of the object  
is always present

Embrace contrasted to Receive :

This word has certainly more than one meaning. The one I will discuss here is that which is defined as "To receive readily." Let me give the example in sentences." He embraces the offer. Father embraces the opportunity."

In the sentence using embrace it looks that the subject has been waiting for the offer. The word embrace produces the sense of quickness because of the readiness of the subject. Moreover, I also find out that the subject of a sentence using embrace is always a human being. Here the subject does receive and make use of the thing being given.

From the discussion above I find the following distinctive features :

1. Subject : human
2. Situational Accompaniment : readiness

Entertain contrasted to Receive :

Let me give the example first. "She entertains her friends to dinner." If we observe the expression using entertain, we will find out that besides receiving, the subject is treating and providing something for the object. The way the subject treats the object is always in hospitality. The purpose of entertaining is to make the object happy. Considering this last sentence, I can be sure that both the subject and object of the sentence using entertain are human beings. In the example above the subject is receiving the friends and providing a dinner for them. In the dinner to make the friends happy, the subject treats them hospitably. This discussion is fitted to the definition taken from the dictionary. "To receive and provide for, to receive and treat hospitably."

From the discussion I find the following distinctive features :

1. Subject : human
2. Object:human
3. Emotional Accompaniment : hospitality
4. Action Accompaniment : treatment/ providing
5. Purpose : to make the object happy

Grasp contrasted to Receive :

The word grasp has more than one meaning, and the meaning that will be discussed here is the one which is defined as "To accept with avidity."

First, I will present sentences using grasp as examples.

"He grasps the stone. She grasps the rope."

In grasping, the subject is always using his hand/s to receive the object. The way of receiving is by seizing with the hand/s. Here the subject is also eager to receive. By the word hand mentioned, we are sure that the subject is at least animate if not human. The subject is grasping the object which usually thrown to him by somebody else. The object is small things (commonly inanimate).

From the discussion above I can find the following distinctive features :

1. Subject : animate
2. Object : small things
3. Emotional Accompaniment : eagerness.
4. Instrument : hand/s
5. Manner : seizing the moving object using hand/s

Greet contrasted to Receive :

To contrast these two words, I would like to present the example in sentences. " People greet the mayor with a parade. He greets his uncle."

When we use the word greet we greet someone, at least we have slight respect to the person. In greeting, we receive the person ( the object ) enthusiastically; and the object is not given, sent or offered, but he is coming to the subject. So, the object is moving towards the subject. This shows that at least the object is animate; then we go further, and investigate whether we can normally greet an

animal or not. I am sure that we do not normally greet an animal; the word greet suggests the sense of respect; we do not normally respect an animal.

From the discussion I find the following distinctive features :

1. Subject : human
2. Object : human
3. Emotional Accompaniment : enthusiasm
4. Place of Action : subject's place

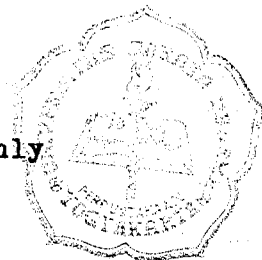
Have Contrasted to Receive :

First, let me present the example in sentences. " We had news. I will have the letter. The eyes have it."

The I would like to say first that the word have has a lot of meanings. In the meaning of receive the word have can have either animate or inanimate subjects. The word have in the examples I give above may be replaced by receive without changing their meanings. However, in a formal situation we will never find the word have used in the meaning of receive. We use the word have in the place of receive for variation but in informal situation only. Another difference is that we may use the word receive in passive construction but we may not use the word have in passive voice. However, that is not semantic but syntactic aspect.

Here are the distinctive features :

1. Style of Speech : informal
2. Grammatical Construction : active sentence only



Take contrasted to Receive:

The word take certainly has many meanings. The one which is going to be discussed here is the meaning which is defined as "To receive". Then, let me present the examples in sentences. "He takes the advice. The monkey takes the banana. Father takes the offer."

Now, let us compare these two following sentences: "Father takes the offer. Father receives the offer." Do they have the same meaning? I do not think so. The first sentence means that father accepts the offer. While the second sentence means that Father just know that there is an offer for him or someone has told or give him an offer, but he has not decided whether he accepts it or refuses it. So, in the sentence using the word take the subject is quite decisive in the process. While the subject in the sentence using receive is not decisive. The word decision suggests the sense of animate, for only an animate creature can make a decision.

From the discussion above I can find the following distinctive features :

1. Subject : animate
2. Function of Subject : decisive

Welcome contrasted to Receive :

Let me give the example in sentences first. "I will welcome any criticism. We welcome the guests."

In the process of welcoming, the subject is pleased to do something. By mentioning of the word criticism ( or the like ) as the object and the word pleased, I am sure that the subject is human. So, the one that can welcome is human only. When someone is welcoming, he is receiving with happiness ( or gladly ).

From the discussion I discover the following distinctive features :

1. Subject ; human
2. Emotional Accompaniment : happiness

By doing the contrastive analysis above, I can find many distinctive features already. However, that is not enough yet and I am sure that there will be more distinctive features if I go on with more specific contrastive analysis. That is contrastive analysis between the synonyms of receive, which have been contrasted to receive, one to another.

Because the time available is limited, I will just contrast the words according to the succession in the list, and therefore not every word will meet one another. So, only every two successive-listed-words will meet. In this contrastive analysis I will try to go as deep as I can.

Now, let us come to the following analysis.

Absorb contrasted to Accept :

Let me present the examples. " The sponge absorbs water.

Curtain absorbs the sound. Father accepts the offer. Sanata Dharma accepts hundreds of students."

In absorb the object is getting into the subject through narrow openings or by the way of natural oozing, for in absorb the object is usually liquid. While in accept the object is not getting into the subject, but it is offered or coming to the subject. In absorb the subject and the object are always inanimate. The word accept has two meanings if it is seen from the process, they are physical process and mental process. Here, because absorb is also a physical process, the meaning of accept contrasted to it also the one which is concerning the physical process. Although it is a physical process, in accept, we may not leave the mental process, for the physical process happens after or as the result of the mental process ( of course it happens when the subject is a human being ). So, in accept the action of receiving happens after or as the result of the mental process. If it is not concerning human beings, like in "Sanata Dharma accepts hundreds of students.", the action of receiving will happen after or as the result of some agreement. In the example sentence I am sure that the students are accepted ( received ) after a certain agreement is made. After doing a look-over at the explanation about the word accept, I find out that it can have anything as its object.

From the discussion above I can find the following distinctive features ( of absorb contrasted to accept ) :



1. Subject of absorb ( which is always inanimate ) differentiates it from accept ( which may have anything as its subject as long as it suggests the existence of human beings or at least animate things.)
2. Object of absorb ( which is usually liquid or sound or something that can go through small openings ) differentiates it from accept which may have anything for the object.
3. Manner or Process of absorb ( natural oozing ) makes it different from accept in which the process of receiving happens after mental decision or some agreement is made.

Admit and accept are already contrasted one to another in the first part of the discussion ( analysis ).

Admit contrasted to Approve :

"He admits the thief. The boss approves her work."

If we come closer to the words admit and approve, we can find out that both must have human subjects. This is seen when we dig out that in the constructions using those two words the subjects are thinking about the objects.

In admit the subject is thinking that the object is true (or at least he accepts that the object is true ). While in a sentence using approve the subject thinks that the object is good ( or at least he accepts and is satisfied with the object ). Then, we go further to the subject's feeling. In admit the subject does not show any feeling. On the other hand, in approve the subject shows his feeling

of satisfaction about the object.

From the discussion I can find the following distinctive features :

1. Object of admit ( truth of the object ) differentiates it from approve ( which has goodness of the object ).
2. Emotional Accompaniment ( satisfaction ) in approve makes it different from admit in which there is no Emotional Accompaniment.

Approve contrasted to Derive :

" He approves my work. He derives pleasure from football. She derives benefit from the medicine she has just eaten." The one that can approve is a human being. While in derive the subject may be animate or inanimate. Now let us have a look-over at the process of receiving. The process in approve runs mentally that is a mental agreement. While the process in derive may run either mentally or physically. The process of derive is really the process of receiving; that the subject receives the object, which process sometimes goes unintentionally. While in approve the subject is not really receiving something, but he is just accepting or thinking that the object is good and that he is satisfied with the object.

Now, let us see the object. In approve the object can be anything as long as it is good according to the subject. While in derive the object is inanimate and it is not necessary to be good. To approve something the subject has

to see ( or at least can sense ) the object in order that he can give his agreement ( acceptance ) that the object is good and that he feels satisfied with it. While to derive something the subject does not always see ( or sense ) the object, because it can be an abstract thing like pleasure.

The discussion above reveals the following distinctive features :

1. Subject of Approve ( a human being ) is different from the subject of derive ( may be animate or inanimate, usually it is the latter ).
2. Object of approve ( anything ) is different from that of derive ( inanimate only ).
3. The manner of approve which runs mentally makes it different from derive in which the manner may run mentally or physically. The process of receiving of derive ( which is really receiving ) is different from that of approve which is not really receiving, but accepting that something is good.

Derive contrasted to Embrace :

Both can mean receive, but in derive the receiver can be animate or inanimate, while in embrace the receiver is always human. This is sure, for in embrace the subject receives the object and makes use of it. Makes use here means that he does not waste what is offered. In derive the subject makes himself/itself receive the object. So, the action is

decided by the subject and not other people ( or other subjects ). For example, "He derives benefit from the medicine." here to receive the benefit, the subject does something, that is eats the medicine. This shows that the subject is decisive. While in embrace, to receive the object, the subject does not do special things except that he is ready to receive it, but the decision is on the giver. The readiness of the subject is emphasized here. So, we will find the sense of quickness in the action of embracing.

From the discussion I find the following distinctive features :

1. Subject of derive ( human/inanimate ) is different from that of embrace ( human only ).
2. Situational Accompaniment is possessed by embrace ( quickness, and readiness of the subject ), while derive has no Situational Accompaniment.
3. The source of origin of the object is always there in derive, while it is not in embrace.

Embrace contrasted to Entertain :

We have known that both embrace and entertain have subjects human beings. The subjects have purpose in receiving the objects. Their purpose are different. In embrace the subject's purpose is to make use of the object. While in entertain the purpose is to make the object happy. The object in embrace is inanimate, while the object in entertain is human. In embrace the subject receives the object

and makes use of it. In entertain the subject receives the object, then he does something that is providing something for the object and treating the object kindly in order to make the object happy.

From the discussion I find the following distinctive features :

1. The inanimate object in embrace makes it different from entertain which has human objects only.
2. The Emotional Accompaniment in embrace is different from that in entertain. Embrace ≠ eagerness: Entertain = hospitality.
3. The purpose in embrace ( to make use of the object ) is different from that in entertain ( to make the object happy ).
4. Action Accompaniment which exists in entertain ( providing and treating kindly ) is lacking in embrace.

Entertain contrasted to Grasp :

"She entertains her guests. He grasps the stone I throw.  
The monkey grasp the food."

It is sure that in the meaning to receive we cannot make the following sentence for the word entertain : "The monkey entertains the food. The monkey entertains the visitors.", for when somebody is entertaining, she is receiving her guests and providing something for them. Moreover, the one that can be entertained is also a human being, because the purpose of entertaining is to make the

object happy. When somebody is entertaining someone else, she is doing it happily and treating her guest hospitably. This all is, of course, done in her house/place. This is shown in the word guest. So, when entertain means receive the place of action is in the subject's place.

Now let us see what differentiate entertain from grasp. The one that grasps may be a human being or an animal as long as he/or it has hand/s, for when somebody is grasping, he uses his hand/s to do so. So, the object being grasped must be a small one, and it may animal as long as it can be held.

They are different in many ways :

1. Subject : Entertain=human ; Grasp=animate
2. Object : Entertain= human ; Grasp=small thing
3. Emotional Accompaniment : Entertain=enthusiasm/hospitality  
Grasp = None
4. Instrument : Entertain = none ; Grasp = hand/s
5. Place of Action : Entertain = subject's place ;  
Grasp = undetermined
6. Process : Entertain = the object is coming; Grasp = the object is thrown to the subject ( or given )

Grasp contrasted to Greet :

"He grasp the stone. Father greets the guest."

When somebody is grasping, he holds the object in his hand/s. When somebody is greeting, he meets ( receives ) someone else in his place. The object to be grasped is

always inanimate and small. While the object to greet is human. When somebody grasps, he eagerly receives the object; while when he greets, he is enthusiastic to receive ( meet ) the object.

The distinctive features are :

1. Objects : grasp = inanimate and small; greet = human
2. Place of Action : grasp = uncertain ; greet = subject's place.
3. Instrument : grasp = hand/s ; greet = none
4. Emotional Accompaniment : grasp = eagerness; greet = enthusiasm

Greet contrasted to Have :

Greet is really more specific than have. Let us see what can the subjects of those words. Only human beings can greet, but anything can have something. Someone can only greet someone else ( a human being ). The word have may have anything to be its object. In greeting somebody else the subject shows his enthusiasm. While in having something the subject does not show any feeling. Moreover, have is only used in informal situation.

The discussion above reveals the following distinctive features :

1. Subjects are different : greet = human ; have = anything
2. Objects are different : greet = human ; have = anything
3. Emotional Accompaniment : greet= enthusiasm ; have=none

4. Style of Speech : greet = normal ( undetermined );  
 have = informal

Have contrasted to Take :

The meaning of have can be the same with receive, only it is used in informal situation. It may have anything as the subject and also the object. Additionally, the subject is not decisive. While take can only have animate subjects, although it can have any objects. Also the word take has active and decisive subjects.

Here are the distinctive features :

1. Subject : have = animate/inanimate ; take = animate only
2. Function of Subject : have = indecisive ; take=decisive
3. Style of speech : have = informal ; take = undetermined

Take contrasted to Welcome :

As we know that take can have animate subjects only, and may have anything to be its objects, we will find it easier to contrast it to welcome. Welcome always has a human being as the subject. In welcome the subject receives the object with pleasure. The way of receiving is that the subject meets the object physically or accepts the object mentally. So, in take the process is physical process, while in welcome it can be either mental or physical process.

The discussion above reveals the following distinctive features :



1. Subject : take = animate ; welcome = human
2. Process : take = physical; welcoms = physical/mental
3. Emotional Accompliment : take = none ; welcome =pleasure

The following analysis is about a contrastive discussion between Indonesian and Indonesian sords.

Menerima contrasted to Mendapat :

" Budi menerima hadiah Natal. Budi mendapat hadiah Natal. Sekolahku menerima seratus murid. Sekolahku mendapat seratus murid."

The first and the second sentences may have the same meaning. They may mean "Budi receives Christmas present." However, the third and the fourth sentences are different. The subject in the third sentence is decisive ( in receiving students ); while the subject in the fourth sentence is not decisive. In the third sentence the subject decides that it receives one hundred students only, while in the fourth sentence the subject can receive ( get ) one hundred students only, where as it actually wants more.

When somebody says the first sentence, he knows that Budi has received the present. However, when he says the second sentence, perhaps Budi has not received the present yet. This means that in the activity of menerima the object is always there, but in mendapat the object is not always there.

Here are the distinctive features :

1. Function of The Subject : in sentence using menerima the

subject is decisive, while it is not in mendapat.

2. Situational Accompaniment : menerima = the object is there ; mendapat = the object may not be there

Mendapat contrasted to Memperoleh :

" Tony mendapat hadiah tahun baru. Tina memperoleh hadiah nomor satu. Anjingnya mendapat tulang, dan kucingnya memperoleh tikus."

As I have said before, in sentence using mendapat the object is not decisive. In sentence using memperoleh we can find out that the subject is not just decisive, he even active in getting the object. The subject makes some effort in order to get the object.

From the discussion I find the following distinctive features :

1. Result : That the activity of receiving in memperoleh is the result of the subject's effort differentiates memperoleh from mendapat
2. Function of Subject : mendapat = nondecisive ;  
memperoleh = decisive

Memperoleh contrasted to Menyambut :

In memperoleh the subject receives and keeps the object. While in menyambut the subject just receives the object or meets the object. In menyambut the object may be a human being ( a guest ) or a little object that can be hold in hand/s. It is sure that in memperoleh the subject does

some effort to get ( receive ) the object. While in menyambut the subject is not decisive.

From the discussion I find the following distinctive features :

1. The Object of menyambut which may be a human being or a small object differentiates it from memperoleh in which the object can be anything.
2. Result : that the activity of receiving in memperoleh is the result of subject's effort differentiates it from menyambut.

Menyambut contrasted to Menyerap :

In the construction using menyambut the subject is animate, but in the construction using menyerap the subject is always inanimate. Only inanimate thing menyerap, and the object is also inanimate ( and usually it is liquid or sound or the like ). In menyambut the subject either receives or meets the object ( a human being ) or receives by holding the ( small ) object with his hand/s, while in menyerap the subject receives the object and the object is getting into the subject by way of natural oozing.

From the discussion I find the following distinctive features:

1. Subject of menyambut which is animate is different from the subject of menyerap which always inanimate.
2. Object : menyambut = human beings/ small objects ;  
menyerap = inanimate ( liquid or sound )

3. Manner : menyambut = the subject meets or holds the object ; menyerap = the object gets into the subject through small openings.

Menyerap contrasted to Mengakui :

"Tanah menyerap air. Amir mengakui kesalahannya."

If we observe the two words, we will find out that the subjects in their instructions are very different. In menyerap the object is inanimate, while only a human being does mengakui. In menyerap the process of receiving is that the object gets into the subject through small openings, while in mengakui the process of receiving ( or to be more accurate the process of accepting ) is a mental agreement that the subject accepts that the object true.

From the discussion I find the following distinctive features :

1. Subject : menyerap = inanimate ; mengakui = human
2. Object ; menyerap = liquid or sound ; mengakui = anything
3. Manner : menyerap = the object gets into the subject through narrow openings ; mengakui = subject's mental agreement.

Mengakui contrasted to Menemui :

" Tertuduh mengakui perbuatannya. Dia menemui keluarganya di penjara."

The subjects of these two words are the same; only human

beings can be their subjects. In the first sentence the subject accepts that the object is true. In the second sentence the subject receives and meets his family. A subject can do mengakui anything, but he can only do menemui a human being.

Here are the distinctive features :

1. Process : mengakui = mental agreement ; menemui = a physical activity.
2. Object : mengakui = anything ; menemui = human beings

Menemui contrasted to Menadah :

We know that only a human being does menemui and he always menemui a human being too. When someone menemui somebody else, he does it in his place. Now let us see menadah. The one that can menadah is also a human being. Some one can menadah a falling object or stolen goods, and it is not necessary that it happens in the subject's place; it can happen anywhere. However, since menadah with the object of stolen goods is considered to be a connotative meaning, I do not take that meaning in this discussion.

From the discussion I can find the following distinctive features :

1. Object : menemui = human ; menadah = inanimate
2. Manner : menemui = to receive and meet some one else ;  
menadah = to receive falling object

3. Place of Action : menemui = subject's place ; menadah = any place.

Menadah contrasted to Menampung :

Both menadah and menampung have the subjects of human beings. Let us see the following sentences." Adik menadah air hujan dengan rantang. Didi menampung air hujan dengan rantang.

Atik menampung mangga-mangga yang jatuh itu dalam keranjang. Yayang menampung air hujan tersebut dalam sebuah bak."

The first and second sentences have the same meaning, but if we see the fourth sentence, we will find out that menampung can be the follow-up of menadah; that is after menadah the object we menampung it ( them, usually menampung has plural objects) in other place. However, here I decide to discuss menampung which does not mean the follow-up of menadah, but that which stands by itself. Menampung needs a plural object ( or can be an uncountable noun, but always suggests the great quantity of the object ), while in menadah we may have singular or plural or uncountable objects. In both the subjects are receiving falling objects with hand/s or containers.

Here are the distinctive features :

1. Number of Object : menadah = one/more than one ; menampung=  
more than one
2. Instrument : hands or containers, for both.
3. Subject : human beings for both
4. Manner : receive falling things for both

From the analysis I find out the following distinctive features :

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. Subject                       | = S ( others write Agent )   |
| 2. Object                        | = O ( others write Patient ) |
| 3. Manner = M            Process | = P                          |
| 4. Emotional Accompaniment       | = EA                         |
| 5. Action Accompaniment          | = AA                         |
| 6. Source of Origin              | = SO                         |
| 7. Situational Accompaniment     | = SA                         |
| 8. Style of Speech               | = SS                         |
| 9. Function of Subject           | = FS                         |
| 10. Place of Action              | = PA                         |
| 11. Instrument                   | = I                          |
| 12. Result                       | = R                          |
| 13. Purpose                      | = Pp.                        |
| 14. Number of Object             | = NO                         |

From my friend's findings I get the following distinctive features. He, Haryanto, analyses the words covering the generic term to drink.

- |                                  |      |
|----------------------------------|------|
| 1. Agent                         | = A  |
| 2. Patient                       | = P  |
| 3. Manner                        | = M  |
| 4. Emotional Accompaniment       | = EA |
| 5. Instrument                    | = I  |
| 6. Level of Speech               | = LS |
| 7. Style of Speech               | = SS |
| 8. Dialect                       | = D1 |
| 9. Purpose                       | = Pp |
| 10. Quantity = Q    11. Duration | = Dr |

If we observe these two lists of distinctive features, we will find out that some of the distinctive features are different. The words covering the generic term receive have Action Accompaniment, Source of Origin, Situational Accompaniment, Function of Subject, Place of Action, Result, and Number of Object which are lacking in drink. While the words covering the generic term drink have Level of Speech, Dialect, and Quantity which are lacking in receive.

Considering this fact, I am sure that if we analyse other words covering other generic terms, we will have a lot more distinctive features.



A Diagram of Distinctive Features of Words

Contrasted to Receive

The English Words Only

Distinctive Word Feature	S	O	M/P	E A	AA
Absorb	inanimate	inanimate /liquid	natural oozing		
Accept					
Admit	human	truth	mental agreement		
Approve	human	goodness	mental agreement	satisfac- tion	
Derive		inanimate			
Embrace	human				
Entertain	human	human		hospital- ity	providing treating
Grasp	animate	inanimate		eagerness	
Direct	human	human		enthusi- asm	
Have					
Take	animate				
Welcome	human			happiness	

Distinctive Feature Word	S O	S A	S S	F S	P A
Absorb				DECISIVE	in the subject
Accept				decisive	
Admit					
Approve					
Derive	source of object				
Embrace		readiness			
Entertain					subject's place
Grasp					
Greet					subject's place
Have			informal		
Take				decisive	
Welcome					

Distinctive Feature Word	I	R	Pp	N O
Absorb				
Accept		result of consent		
Admit				
Approve				
Derive				
Embrace				
Entertain			make the object happy	
Grasp	hand/s			
Greet				
Wave				
Take				
Welcome				

Note : Number of Object comes out in the Indonesian words only. I do not put the Indonesian words in the diagram because I do not contrast them to receive.

### EQUIVALENT CONTRAST

In the following analysis I will put four words from each Language that which are equivalent to be discussed.

#### Receive contrasted to Menerima

Basically they have the same meaning. However, if we observe them carefully, we will find out their difference.

When we say, " Aku menerima alasanmu.", it does not mean " I receive your reason.", but it means " I accept your reason." Thus, from that example I can say that menerima has a slight wider meaning than receive.

#### Absorb contrasted to Menyerap

They have very the same meaning.

#### Have contrasted to Mendapat

When we say, " Aku mendapat angka 8.", we say it in English " I get an 8.", although it is not wrong to say " I have an 8.", the accurate one is using get, because in mendapat and get the subject is making some effort to receive the object.

Thus, in the meaning to receive, mendapat has a slight wider meaning than have.

#### Greet contrasted to Menyambut

To greet a guest means menyambut tamu; so, concerning with guest, they have the same meaning. However, "Aku menyam-

but batu itu." means "I grasp the stone." in English, and not " I greet the stone." So, menyambut may have a wider meaning than greet.

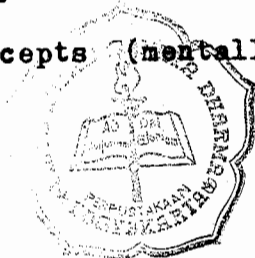
From the discussion of equivalent contrast I find out that most of the Indonesian words have wider meaning than their equivalents in English. This is, I am sure, influenced by the difference of the cultures, for, as I have said, culture is very close to the meaning of words; or words are semantically very close to culture.

CHAPTER IVCORRECTION OF THE DEFINITIONS

After doing the analysis, I see that not all the definitions given by the dictionaries are perfect. Some of them are good already, but some are not. This fact also supports my reason of taking more than one dictionary in collecting the data. Although I have used three dictionaries, I still find several things which are missing in the definitions. Therefore, I will try to provide here new, presumably better definitions for some of the words.

If we observe thoroughly the analysis, we will find out that my presumption that receive is being the generic term is right. I think that the definition of receive given by the dictionaries is already complete. So, I will go on with the other words. The English and the Indonesian words. The definitions are of course in the meanings ( related to ) of receive, and one may find other definitions but for other meanings.

1. Absorb : To receive without a recoil or other effects; the receiver and the object being received are inanimate and the way of receiving is that the object is getting into the subject ( receiver ) by the way of natural oozing.
2. Accept : To receive with consent. ( It is good already. )
3. Admit : To accept that something is true.
4. Approve : To accept something mentally for its goodness; or the subject accepts (mentally)



- because the thing is good according to him.
5. Derive : To receive as from a source of origin; to get from a source. as. To derive pleasure from a game. ( already good )
  6. Embrace : To receive readily; to welcome. ( already good )
  7. Entertain : To receive and provide for; to receive hospitably to make someone else happy.
  8. Grasp : To receive or to take with hand/s something given, thrown.
  9. Greet : Kindly, respectfully, or enthusiastically receive someone coming.
  10. Have : ( informal ) to receive
  11. Take : To accept something offered.
  12. Welcome : To receive gladly ( human beings or inanimate abstract things )

#### The Indonesian Words

1. Menerima :: To receive, accept, take, get, catch someone coming or something given, offered, sent, falling.
2. Mendapat : To receive, accept, get something sent, or given ( sometimes as a reward ).
3. Memperoleh : Get, obtain, receive something after some effort.

4. Menyambut : To receive ( something given, thrown ) with hand/s; to receive, welcome someone coming.
5. Menyerap : To absorb; To receive without a recoil or other effects; To receive the object into the subject by way of natural oozing.
6. Mengakui : To accept that something is true.
7. Menemui : To receive, see someone.
8. Menadah : To hold one's hand/s upward to receive something dropping, falling, given; to receive something stolen; to hold a container up to receive something.
9. Menampung : To hold a container / hand up to receive something falling, pouring.  
To receive and look after, take care of, gather something ( of no use ).



CHAPTER VAPPLICATION TO THE TEACHING  
OF ENGLISH TO THE INDONESIAN  
STUDENTS

After having a brief discussion on words semantically, that is the contrastive analysis, let us now come to the following discussion. This is the follow-up of the analysis. In this chapter I will try to show you readers how this thesis, the findings, may give help to teachers and atudents in their teaching and learning of English, especially the teachers.

I give emphasis to the help to the teachers here, because I have two reasons to do so. First, this thesis is written in English, so students are presumably not able to read it well yet. Second, in this thesis I discuss the use of the findings related to the Curriculum '75, although should it not be concerned with Curriculum '75, its help will also still be there, for in this thesis the knowledge of the nature of words ( or how words are formed ) is very general, although the scope of study is just covering one single generic term of verbs. Thus, once again, the most important thing here is not the words, but the technique used to know them, that is the contrastive analysis of finding the distinctive features and the make-use of the result ( the findings ).

If we apply the findings to the techniques of vocabulary teaching, I am sure that it be fit to them. It will be

fit to them in terms of the three domains of learning. They are cognitive domain, that which concerns the knowledge of the learners, Psychomotoric domain, that which concerns the skills of the learners in using the target language, and Affective domain, that which concerns the learners' attitude towards the target language.

It is true that to cover all the three domains, learning should go step by step. First, the students have to have the knowledge of the target language if they want to practice and have the skills to use the language. When they have known the language enough and have practised a lot, they will have positive attitude, or at least we may hope that they will, towards the target language. In order that they like to practise a lot, they have to have the knowledge and have positive attitude of the language first. Thus, these three domains of learning are certainly supportive one to the others, although the first place is occupied by the cognitive domain. This is true, because when somebody wants to practise something, he must know the thing first.

Lado in his Language Teaching, besides mentioning the three domains, states that there are at least seven techniques of teaching vocabulary. They are Giving Definition, Giving Clarification or Description, Giving Dramatization, Pointing to realia or representation of the new item, Giving Translation, Giving Synonyms and Antonyms, and Supplying Context.

Now, let us see how each of them works and which one will be fit to applied in teaching concerning the findings ( the distinctive features ).

### 1. Giving Definition

In presenting the new item the teacher uses the words which have been known by the students to define the new word. In this way the students are forced to think to know and use the language, because in giving the definition the teacher is not allowed to use the native language of the students, he must use the target language. This way, of course, will work very well with the advanced students; but when it deals with elementary students , the teacher may get difficulty. So, he has to be very careful with his words in order not to make the students more confused.

### 2. Giving Clarification or Description

This technique is rather similar to the first one. However, the teacher does not define the word here. He describes the meaning of the word by using his own words. In describing the new item the teacher is not allowed to use the native language. He has to use the target language every time.

### 3. Giving Dramatization

This way of presenting a new item needs a special skills from the teacher. He must have the ability to act or to

dramatize the meaning of the word according to the real usage. Here he produces or tries to give imitation of the real situation. So, the difficulty is that not every teacher can do it well.

#### 4. Pointing to Realia or Representation of The New Item

Here the teacher presents a real object for the new word he is teaching, or he draw a picture as a representation of the real object for the meaning of the new word. In this way the teaching will be very easy but not all words can be presented using this technique. Additionally, although it is very interesting, it does not give challenge to the students. So this will be very effective but for a very short time. Students will get bored very soon and their attention will no more in the word presented but in the object itself. This is not the aim of the teaching; because when the students' attention is on the object, they will forget about the word. So, it should be used just occasionally, for it also takes teacher's energy.

#### 5. Giving Translation

This technique of teaching is considered not good, for the students are not challenged at all. They are no forced to think. When the students get the meaning of a new word by translation, they tend to forget it very easily. They do not try to remember it, because it is gained very easily. Therefore, this technique of teaching

is usually avoided by teachers.

#### 6. Giving Synonyms and Antonyms

When the students do not know a certain word, the teacher gives another word that has similar meaning or even that has opposite ( very different ) meaning. Teachers consider this good, because the students are challenged to think about the real meaning of the word. This is used more often than the translation technique. Here the use of the target language is still maintained.

#### 7. Supplying Context

This technique of teaching new vocabulary is preferred very greatly by teachers. The students are challenged to know the meaning of a word by looking over its context in sentences. This is certainly interesting to the students. Therefore, this technique can arouse the students' motivation to learn. When the students are highly motivated, they will remember what they learn longer. If the teacher can always provide good contexts, the teaching will go smoothly.

Thus, looking over the seven techniques thoroughly, I think, we will agree that teachers can apply and make use of the findings ( the distinctive features ) to the first two techniques, at least, Giving Definition and Giving Clarification or Description. Distinctive features can certainly be used in giving definition and clarification

or description.

That all is fit to the Curriculum '75, We know that in Curriculum '75 Aural-Oral Approach is used. This approach does certainly agree to the two techniques I have mentioned, because in Aural-Oral Approach the use of native language is also very limited.

The next chapter will show that the application may suitably work.

CHAPTER VIA CONCRETE EXAMPLE OF TEACHING

In this chapter I would like to give an example of how the the teaching of English words will work or look like when we use distinctive features to explain them. In the following example I take two words. They are to sip and to entertain. The former is taken from my friend's list of words. My friend, Haryanto, analyses the words covering the generic term to drink.

Before coming to the way of teaching, I will present the features of the words to drink and to receive.

Drink

1. Subject : human beings,  
                  animals
2. Object : liquid
3. Manner : Swallow the  
                  liquid down the  
                  throat into the  
                  stomach
4. Instrument: a glas, cup,  
                  bottle
5. Emotional Acc. : relaxed
6. Quantity: more than one gulp

Receive

1. Subject : usually human  
                  beings, can be  
                  animals or in-  
                  animate things
2. Object : anything ( un-  
                  determined )
3. Manner : get something  
                  given, sent, fall-  
                  ing or one coming

In this example the students are supposed to have known the words to drink and to receive.

1. First the teacher tells the students that to sip is to drink, but only a human being can do sipping.
2. Then the teacher goes on that in sipping the liquid be drunk is wine or spirits.
3. So, now at least the students have been able to make a sentence like this : " He sips the good wine." Here the teacher continues with his explanation, that when someone is sipping, his mouth is very narrowly opened. In this way he drinks the wine bit by bit relaxedly.
4. The the teacher ask the students, " What kind of container may be used when somebody is sipping ?" Perhaps the students will answer, " A glass." "Yes. What else ? " "A bottle." "No. That's wrong. People cannot sipp using a bottle." " A cup, sir." "Yes, That's right. So, people sip wine which is put in a container like glass, cup, or saucer."
5. Finally the teacher concludes, "Alright, now let us see it once a gain. Only a human being can sip. So, what does this sentence mean ? He sips the good wine. " The students will answer, " He drinks the good wine bit by bit from a glass or the like with his narrowed mouth."

Then, let us look at the word entertain and the presentation.

1. Analgy to the first example, the teacher tells the students that when somebody entertains his friend, it



means that he receives his friend in his place, and while he is receiving his friend, he is doing something else; and only human a human being can do entertaining.

2. Then the teacher goes on explaining that in entertaining the person is receiving somebody else and providing him with something ( like food ) and treating kindly.
3. What is the purpose when somebody is providing something for somebody else and treating him kindly ? There must be some student/s who answer, "To make him happy."  
"Yes, that's right."
4. So, we can conclude that in intertaining the subject is always a human being. Then the teacher may ask, "Who knows how is it when someone entertains somebody else ?" The students are expected to answer, " He receives the man and provides something like food for him and treats him kindly in order that he is happy."

Looking over the example above, I am sure that we will agree to my former suggestion that the findings may help teachers and may be applied in the two techniques of teaching, Giving Definition and Giving Clarification or Description.

CHAPTER VIISYNONYMS, ANTONYMS, CONNOTATIVE  
MEANING, DENOTATIVE MEANING,  
AND HOMONYMS

In this chapter I will try to have a discussion on Synonyms, Antonyms, Connotative Meaning, Denotative Meaning, and Homonyms. I will try, as long as it is possible, to base my discussion on the findings, the distinctive features.

Synonyms

I start my discussion with synonyms. To have a discussion on synonyms, let us take two synonyms of to receive and observe them. Let us observe accept and derive. Accept is to receive with consent, while derive is to receive from a source of origin. Thus, if we have a look-over at the two words, we will find out that both are defined with the word to receive. That is the main thing in both words (the definitions). The activity in accept and derive is focused on receiving, although the activities of receiving in the two words are different one to the other.

Those words are very obvious. Then, let us take two other synonyms. For example we take the words imbibe and credit. They are certainly two very different words. Imbibe is to drink or to take in, while credit is to record money into the credit side of one's account. This means that the subjects of both activities are getting or receiving some-

thing.

Thus, the words imbibe and credit are put among the synonyms of receive, because both of them may be defined with the word receive although their meanings are very different one to another. Imbibe and credit do not have any relationship between themselves individually. So, their relationship is through the word receive.

The result of the discussion is that I may conclude now that synonyms are words which can be defined with the same generic term; or in which the activities are focused on the same general activity, although they may be different in ways.

#### Antonyms

Now, let us investigate about antonyms. To investigate antonyms, take for example the words refuse and lose. The one that can refuse is animate, and something may be refused when it is offered or given. When something is offered, the subject may do either one of two things, they are accept or refuse. To accept is to receive and the subject gets the thing offered. While in refuse the subject does not get or receive anything, it means that he does not accept. So, in refuse the main activity is not receive. Now, let us see the word lose. Here the subject is also animate. When somebody loses something, something is going away from him; or something is taken away from him. In receive, on the other hand, something is coming to the subject's possession. In lose something of his possession is going or

taken away. Thus they are in opposition.

Then, I can conclude that antonyms are words in the meaning of which the main activities are not the term referred to or in opposition with the generic term.

### Connotative and Denotative Meaning

Connotative meaning is meaning which is the addition to the fundamental meaning. Let us take the word tropic. I take that word because I cannot find connotative meaning of the word receive.

In the dictionary the word tropic is defined as "Line of Latitude  $23^{\circ}27'$  North or South of the Equator. That is what we called denotative meaning.

However, in the real usage when we say tropic, we may mean heat, or at least it suggests the sense of heat. The sense of heat or heat itself ( the meaning ) is the connotative meaning of the word tropic.

How can it be like that ? Let us investigate. Let us see the distinctive features of the word tropic. When we say the tropics, we mean the parts of the world between the two lines. Those parts of the world are hot regions. So, we can say that the tropics are the hot parts of the world. If we observe, we will know that the word hot or heat is becoming one distinctive feature in the word tropic because it is very closely related to the main meaning, that is the regions. The condition of the regions is very close to the regions themselves, so the name of the regions ( the parts of the world ) connote the condition of it.

I can conclude that the connotative meaning is a distinctive feature which will appear dominant in a certain context or use.

### Homonyms

In the dictionary homonym is defined as, " word that is the same in form or sound as another but different in meaning." Let us take two pairs of homonyms; pale and pail, nail ( layer of hard substance over the tip of a finger ) and nail ( piece of metal, pointed at one end and with a head at the other ). The first pair of words are homonyms because they sound the same but they have different distinctive features which differenttiate the meanings. The second pair of the words have the same form, besides the same sound, but they have different meanings, because they have different distinctive features. Pale is condition ( adjective ) while pail is an object ( noun ), so they have different distinctive features. The first nail is hard substance on the tip of a finger, while the second nail is metal with a certain shape, so they have different distinctive features.

Observing the discussion, I can find out what synonyms, antonyms, connotative and denotative meaning, and homonyms are. This is due to the use of distinctive features. I also find out that we can use the distinctive features to know why words are being synonyms, antonyms, homonyms, and having connotative or denotative meaning.

CHAPTER VIIICONCLUSION

This last chapter will be divided into two parts. One contains the problems that I encountered during the research, which are really important to mention here. Then, in the second part I put my conclusion of the whole study.

The Problems

1. When I was collecting the words, I got problem that which words would I take to analyse, for there were so many words which have meaning ( or at least synonymous to ) to receive. Then I decided to see them from their definitions. When I found the word to receive or at least to accept in the definition of a word, I took the word. Also, I see them from the point of view of frequency. Frequency here means that the words come out very often in the meaning to receive, as we know that each word may have more than one meaning. To check the frequency I asked people what words had the meaning of to receive. The words which are mostly known by people mean that they have high frequency in the usage. So, I take the words of high frequency only.
2. The second problem is that the definitions in the dictionary are often containing synonyms only. This creates problems in the analysis, because it is difficult to differentiate the words semantically if the definitions

are not complete ( synonyms only ). While in the research the main reference is dictionary.

3. Considering my aim, which includes to know the meaning of antonyms, synonyms, homonyms, connotative and denotative, I actually have to present many usages of receive that which have special meanings. However, when I looked it up in the dictionaries, I found out that, although receive had many meanings, as shown in the definitions, the meanings were mostly the same, meaning that there were not anything like connotative meaning. Therefore, this makes problems in the discussion on other aspects such as homonyms, connotative and denotative meanings, for in this discussion I do need other meanings ( special ) of to receive. It is true that such meanings are usually found in daily usage, but with to receive I cannot find any. To solve this, I decided to take another word instead of to receive. This is due to the consideration that the most important thing is the discussion and the result of it, and not the word itself.

To end the thesis I would like to state my conclusion. After finishing my analysis, I can say that the technique used for the analysis is fairly appropriate, for my aim has now been fulfilled. I have found out that words are words are really formed semantically by the culture ( or at least influenced by it ) of the language. This fact

is seen in the result of the analysis, that is the distinctive features. I am sure that because the cultures are different from each other, Indonesian words possess some certain distinctive features which are different from ( or not possessed by ) that of the English words. For example, the word menerima has a wider meaning than receive. When someone says, " Kami menerima usul anda.", it means "We accept your suggestion." It will have different meaning if he says " We receives your suggestion." In the sentence using accept people agree with the suggestion, while in the sentence using receive people just receive or know the suggestion, and it is possible that they will not agree with the suggestion. Additionally, I do not find a one-word translation for the Indonesian word menampung in English. This is, I think, due to the influence of cultural differences.

In the teaching of English, in Indonesia, the use of the distinctive features is really important. This will be clearly seen if we look over the curriculum '75 once again. In the curriculum the Aural-Oral Approach is emphasized, although the whole system uses Eclectic Method ( Approach ). We know that in this Approach the Translation Technique is avoided. Therefore, without leaving the other possibilities, I am sure that teaching English Vocabulary by making use of the distinctive features will work in this Approach.



APPENDIX

This appendix contains the original definitions of the Indonesian words taken from KAMUS UMUM BAHASA INDONESIA, By WJS Poerwadarminta, PN Balai Pustaka, Jakarta, 1976.

1. Menerima :- Menyambut, mengambil ( mendapat, menadah, menampung, dsb. ) sesuatu yang diberikan, dikirimkan, dsb. Mis: menerima tamu; menerima surat; menerima kiriman uang; menerima pesanan.
- ( menerima baik ), mensyahkan, membenarkan, menyetujui ( usul, anjuran, dsb )  
Mis: Laporan panitia itu diterima baik oleh rapat; Kritik saudara saya terima dengan senang hati; Usul mosi itu diterima dengan suara bulat oleh DPR; Permintaan saudara tidak dapat diterima.
  - ( dengan berserah ) mendapat atau menderita sesuatu. Mis: Jangan bersikap menerima saja; menerima nasib; menerima salah.
  - Menganggap ( sebagai ). Mis: Nasihatku diterimanya sebagai ejekan.
  - Mengizinkan ( masuk jadi anggota, murid, pegawai, dsb. ). Mis.: Ia diterima menjadi pendengar pada perguruan tinggi ; Banyak yang melamar tapi hanya dua orang saja yang diterima.

- Mau menjabat ( pangkat, dsb.) Mis.: Menerima jabatan baru yang lebih berat tanggung jawabnya.

2. Mendapat :- Beroleh, memperoleh. Mis.: Siapa yang akan mendapat nama buruk ?
- Menemu, mengetemukan: Dempet ini kudapat di bawah bangku.
  - Menerima. Mis.: Mendapat telegram: mendapat surat; mendapat balasan.
  - Menjumpai. Mis: Berkali-kali ia mendapat kesulitan.

3. Memperoleh :- Mendapat ( mencapai, dsb. ) sesuatu dengan usaha. Mis.: Kemerdekaan yang diperoleh dengan darah dan jiwa.

4. Menyambut :- Menerima ( sesuatu yang diberikan ) dengan tangan. Mis.: Surat itu disambutnya dengan khidmad.
- Menadah ( menangkap, memegang ) sesuatu yang jatuh atau dilemparkan. Mis.: Bola yang dilemparkan dengan keras itu disambutnya dengan tenang.
  - Menyongsong ( kedatangan orang, hari peringatan, dsb. ); menerima (tamu, anjuran, dsb.). Mis.: Para pembesar sudah berkumpul di lapangan terbang untuk menyambut Presiden.

5. Menyerap :- Masuk ke dalam melalui liang-liang kecil  
( terutama tentang barang cair ); meresap;  
merembes.
6. Menemui :- Menjumpai; bertemu dengan. Mis.: Ia mene-  
mui ayahnya.  
- Mendapatkan; pergi hendak bertemu dengan;  
mengunjungi.  
- Mendapat, mengalami, menderita ( kegagal-  
an ).
7. Mengakui :--Mengaku akan ( kesalahan )  
- Menyatakan sah  
- Memasuki
8. Menadah :- Menerima barang apa yang jatuh atau dilem-  
parkan; menampung.  
- Menerima barang curian.
9. Menampung :- Menadah ( sesuatu yang jatuh, bertitik,  
tercurah, dsb. dari atas ).  
a. Menerima dan mengurus ( pengungsi, ta-  
matan sekolah yang kehilangan matapen-  
cahariannya )  
b. Menerima dan mengumpulkan ( barang-ba-  
rang hasil dari suatu daerah, hasil  
yang berlebih, dsb. )

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