

A PRELIMINARY ANALYSIS ON HEXICAL ITEMS

MEANING

'TO CATCH' AND 'MENANGKAP'

AND SOME SUGGESTIONS ON HOW TO TEACH THEM
TO INDONESIAN LEARNERS

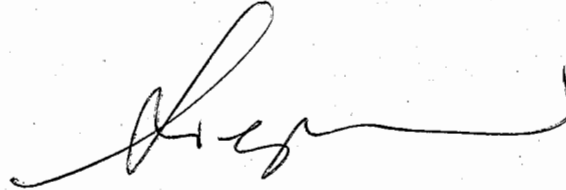
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THE SARJANA DEGREE (S1)



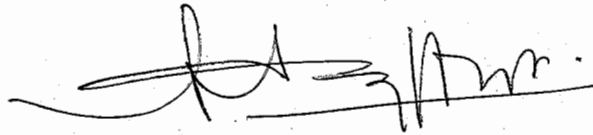
By
I. NURACHMI A.
I.1525

APPROVED BY



SOEPOMO POEDJOSOEDARMO, PH.D.

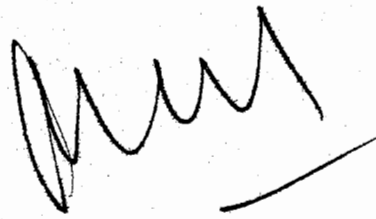
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PROF. DR. A. M. KADARMAN S.J.

RECTOR



SOEPOMO POEDJOSOEDARMO, PH.D.

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ACKNOWLEDGMENT

This book is to provide Teacher Trainees with some suggestions to the teaching of meanings especially for foreign learners learning English. A paper of this type necessarily draws rather heavily on the work of others.

I am most grateful to Dr. Soepomo Poedjosoedarmo, lecturer of 'Analisa dan Sanggar Bahasa' -the subject in which we major in and we could get beneficial opportunity to deepen our knowledge in dealing with semantics.

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Any suggestions on the improvement of this thesis would be highly appreciated.

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I INTRODUCTION

According to Gleason in his book called An Introduction to Descriptive Linguistics, expression and content or sound and meaning are two intimately related elements in a language. They are bound to each other for expression is as a means to convey the content. The meaning of a word usually consists of several features or components as we find for example in the word book. It has several features of meaning namely that it is a noun, concrete, countable and unanimate. Actually the meaning of a word of any language has so many interrelationships with various aspects of human life. When we want to crystalize the meaning of a word of a certain language, we must seek enough data and also study sciences such as communication theory, human physiology, anthropology, culture, etc.

From this starting point, we may say that nouns or verbs consist of several components of meaning. The way of grouping the components into one noun or verb differs from one culture to another culture. Contrasting two semantic systems of two languages is not easy. Even contrasting two synonyms from one language is already difficult. This is because of the lucid nature of the system of symbolization. However this thesis tries to highlight the semantic system of the English item having the meaning 'to catch' and the Indonesian word having the meaning 'menangkap'. The analysis can be found in chapter 3. Whereas in chapter 2, we are going to come across what words are included in the generic term. This will be regarded as the data that will be analysed. Chapter 4 will show you the use of the terms in various meanings. The improvement of the definition given

by Hornby A.S., Gatenby E.V. and Wakefield H. can be found in chapter 5. It must be noted here that the first definition has been distributed in the previous chapter. It is in chapter 2. Difficulties and doubts encountered during the research is in chapter 6. Whereas in chapter 7 we can see how the application of the analysis should be carried out to the teaching of English to Indonesian learners. Chapter 8 deals with the concrete example of the teaching's application. Finally the conclusion of all will be found in chapter 9.

According to Geoffrey Leech there are seven types of meaning. They are as follows:

1. conceptual meaning or senselogical, cognitive or denotative content.
2. connotative meaning.... what is communicated by virtue of what language refers to.
3. stylistic meaning what is communicated of the social circumstances of language use.
4. affective meaning what is communicated of the feelings and attitudes of the speaker/writer
5. reflected meaning..... what is communicated through association with another sense of the same expression.
6. collocative meaning ... what is communicated through association with words which tend to occur in the environment of another word.
7. thematic meaning what is communicated by the way in which the message is organized in terms of order and emphasis.

In this thesis , the conceptual meaning is widely assumed to be the central factor in linguistic communication. It is not to say that conceptual meaning is always the most important element of an act of linguistic communication. The conceptual meaning of a language seems to be organized largely in terms of contrastive features, so that the meaning of the item could be specified.

To some extent, the synonyms given have the same definition i.e. to get hold of something moving. In this case the words are arranged by depending only on the way of holding, seizing or catching. This means that I do not really matter to the moving or not moving.

Knowing that to catch of the English word and menangkap of the Indonesian word as the generic term has so many specific terms, I apprehends that there must be still a slight difference or contrast one term from another term. It can be proved from the fact of their different application. A generic term means that the term refers to the general aspect of an action. Whereas a specific term means that the terms refer to the specific aspects of the same action. Sometimes students feel unable to differentiate them and as the consequence they cannot apply them in an appropriate context. Therefore to arrive at the right point of meaning, we should go deeply enough to the culture of the language. Just citing the meaning from a dictionary is not adequate.

As a matter of fact, we as prospective teachers have an important role to know the contribution of the various meanings or various semantic descriptions of verbs to the language teaching in general and the teaching of meanings in particular. Regarding to the inadequacy of

translation as a means of teaching meanings, the writer discerns that trying to search as many distinctive features of the specific terms is very significant and more effective, in order to be able to explain the difference latter easily and clearly.

The aim of this analysis is to know the nature of the lexical items especially from the point of view of the semantic components. And to see how far the two semantic systems differ. Examining the words listed, the writer cannot be free from the English dictionary as well as the Indonesian one. I, however, try to find as many distinctive features as I can so as to identify the nature of the items more complete.

The scope of this study, therefore, is first to identify the nature of the lexical items especially from the semantic components. Second is to contrast the semantic descriptions between Indonesian and English words withing the specific terms respecting to the context of the sentence relatively.

We know that language also constantly evolve through mutual intermingling through adaptation to the needs of an increasingly sophisticated civilization and through the addition of vast number of scietific and technological terms. Therefore we need to know the principal frame-work of the semantic analysis within the specific terms I have found namely:

<u>English words</u>	<u>Indonesian words</u>
1.to arrest	1.memancing
2. to cage	2.memenjarakan
3.to capture	3.memikat

4. to calsp	4. memukat
5. to clench	5. menadah
6. to clutch	6. menahan
7. to enmesh	7. menampung
8. to entangle	8. menangkap
9. to gin	9. mengail
10. to grab	10. mengepung
11. to grasp	11. mengurung
12. to grip	12. menggenggam
13. to hold	13. menggetah
14. to hook	14. menjala
15. to nab	15. menjerat
17. to snare	16. menyambut
16. to seize	17. menyekap
18. to snatch	
19. to trap	

These specific terms will be meant to be the data on the next chapter. the writer subjects the data to an analysis. The semantic analysis can only be studied in the form of the syntactic analysis or system. Choamsky N. however says

'The study of interconnections between syntax and semantic has largely been dominated. The semantic information is required for discovering a grammar. Because you cannot contrast a grammar with no appeal to meaning'

In this thesis, I will analyse them through common limited sentences in order to be able to compare them more precisely

The technique of collecting the data is by consulting several dictionaries and friends as well. There are 4 dictionaries that I consulted for information. They are :

- a. Kamus Umum Bahasa Indonesia by W.J.S. poewadarminta.
- b. The advanced Learner's Dictionary of Current English

by AS. Hornby, Gatenby E.V. , and Wakefield .

c. Webster's New Collegiate Dictionary by A. Merriam-Webster

d. The Doubleday Roget's Thesaurus in Dictionary Form by
Landau, Sidney I.

It must be noted that those specific terms are collected by taking account the generic term decided before. It is arranged according to the alphabetic order. The very first information was obtained from Roget's Thesaurus. By using that source, we can gain many specific terms having its own special meaning in other dictionaries,

The technique of analysis is done first by observing each specific term in detail then we can come to another work that is by comparing them one by one.

Actually there is no certain motivation to do this work. This analysis is to do because not many studies have been done. Also the knowledge of the semantic components of words are important, not only to understand the nature of words in general, but also to clarify the words in language teaching. As the last reason is that the choice of the word to catch and menangkap are somehow random.

II DATA

The first source to contact in order to find the data which can give the synonyms of the generic term to catch is the Roget's Thesaurus. The list goes as follows:

v. catch, seize, capture, trap, ensnare, grasp, arrest
clench, grab.

The above list is obviously not adequate yet. Then a further attempt is made to attain more data or a wider list of specific terms having to do with the verb to catch. Then I attempted to find the synonyms of each of the specific term that has been found in the Roget's Thesaurus also. The list goes as follows:

v. seize , hold, clutch, grip, nab,

v. capture, seize, catch, grasp, arrest, snare, trap.
etc.

Finally through carefully selected , the list of the specific terms can be sketched, though they are far from complete and accurate. After discovering the specific terms stated on the introduction pages(p.4, p.5) , the meaning as defined by the Advanced Learner's Dictionary of Current English will be given as follows :

1. catch vt. stop (something that is in motion)
2. cage vt. put, keep in a prison, fixed or portable, with wires or bars in which birds or animals may be kept.
3. capture vt. take a person or animal prisoner
4. to clasp vt.& i. hold tightly or closely
5. to clench vt.&i. press firmly together, close tightly.
6. to clutch vt.& i. seize ; take hold of with the hands
7. to enmesh v.t. take as in a net
8. to entangle vt. catch in a snare or among obstacles
9. to gin vt. catch animals etc in a trap or snare

10. to grab vt. & i. to take roughly; selfishly snatch at
11. to grasp vt. & i. seize firmly with the hands or arms
12. to grip vt. & i. take and keep a firm hold of ; seize
firmly.
13. to hold vt. & i. have and keep fast in or with the hands
or some other part of the body, or with a tool .
14. to hook vt. & i. fasten , be fastened, catch with a hook
15. to nab vt. catch in wrong doing; seize .
16. to seize vt. & i. take hold of, suddenly and violently
17. to snare vt. catch in a snare (i.e. trap esp. one
with a slip knot, for catching small animals
and birds)
18. to snatch vt & i. a) put out the hand suddenly and take
b) get quickly or when a chance occurs
19. to trap vt. take in a trap (i.e. device for catching
animals, etc.
capture by a trick.
20. to arrest v. seize some body by the authority of the law
In order to get a picture of the comparison between
the English words and the Indonesian, I would like to present
the list of the Indonesian words having similar meanings to
those of the English specific terms. The Indonesian terms
will be listed according to the dictionary too. That is from
Kamus Umum Bahasa Indonesia by W.J.S. Poerwadarminta and/ or
An Indonesian - English Dictionary by Echols J.M. and Hassan
Shadily. It must be noted here that the definition is some-
times altered by me for the sake of the suitability of the
meaning of the Indonesian words. They are listed as follows:
 1. menangkap vt. to get hold of something moving
 2. memancing vt. to fish with a hook
 3. memikat vt.& i. to catch an animal in a trap by using
another tame animal.

3. memenjarakan vt. to imprison
4. memukat vt. to catch something with a drag-net
5. mengail vt. to fish with a hook
6. menahan vt. to arrest some one
7. menampung vt. to catch something liquid/solid thing
fallen from above.
8. memegang vt. to hold with a part of the body especially
with the hands
9. menadah vt. to catch something liquid/solid thing fallen
fallen from above.
10. mengepung : vt. to surround an animal or person having the
purpose to catch him
11. mengurung vt. to catch an animal or person and put him
in a cage.
12. menggenggam vt. to hold in one's closed hand
13. menggetah : to catch (bird) with glue-sticks
14. menjala : to fish with a net
15. menjerat vt. to snare in a trap
16. menyambut vt. to get hold of something tossed / fallen
from above.
17. menyekap vt. to capture a wrong doer and put him in a
small room.

The verbs listed above are not in the form of their stems. Usually we Indonesian people take affixes. Unlike English.

III ANALYSIS

The analysis will be considered of the most important part of the thesis. It provides us with some knowledge of the nature of the words. Starting with a contrast contrastive analysis of the words and little by little moving on to the rest of the list is how the analysis will be carried out. The aim of doing so is to find the semantic properties between them. Dealing with the way to analyse the terms, I prefer to make a kind of preposition in which it can help her contrasting them. This analysis is worked out according to the same action, (her presupposition). Also it is by from apprehending the meaning given by the dictionary.

The English words are then arranged as follows:

to catch	to enmesh	to arrest
to clasp	to entangle	to capture
to clutch	to gin	to nab
to clench	to hook	to cage
to grab	to snare	
to grip	to trap	
to grasp		
to seize		
to snatch		
to hold		

The Indonesian words' arrangements are as follows:

MENANGKAP	menjala	menjerat	menahan
memegang	mengail	memukat	mengurung
menyambut	memancing	memikat	menyekap
menggenggam	memukat		mengepung
menadah			memenjaraka _h
menampung			

According to David Christal : 'The form of a grammar has now become one in which semantic information is considered prior to the semantic system. Meanings are generated first and these are then correlated with sentence structures via syntactic and other rules.'

That assumption is true, the writer thinks, as David Christal scanned it from his native language point of view. In this case clarifying the meaning of a foreign language to our Indonesian learners, the writer thinks that they can study them in the form of syntactic systems easier. Therefore the coming analysis will be done via context in order to know the meaning of those terms listed more clearly and exact. The examples of each term will be expressed first as follows:

- to clasp + She clasped the book tightly as she has to stand in front of the class.
+ She stood on the corner clasping her books.
- to clutch + The woman clutched her purse
+ The girl stood clutching her doll.
- to clench + He clenched the arms of the chair
+ The selfish boy clenched his lips.
- to grab + The naughty boys grabbed the cat and ran.
+ The thief grabbed my umbrella as I left.
- to grip + The opposing team gripped the rope tightly
+ I gripped my bag in the train station, so that it would not be stolen.
- to grasp + The boy grasped his five pennies.
+ the girl grasped the ball and ran.
- to seize + The thief seized my grand mother's purse.
+ The animal seized his prey.
- to snatch + the bear snatched her cub from the jaws of the tiger.
+ I snatched the pencil from my friend's hand.

- to enmesh + The duck flew into the nets and the more
it struggled the more it enmeshed itself.
- To entangle+ The fly entangled in the spider's web
- to gin + The rabbit was ginned in a snare.
- to snare + the hunter snared the tiger
+ the monkey was snared by accident.
- to trap + he trapped the tiger.
+ the mouse was trapped in a mouse trap.
- to hold + the girl was holding her father's hand.
+ they held each other's sleeve.
- to arrest + Sani was arrested for the second time.
+ The police arrested him.
- to capture + Our army could capture 56 of its enemy,
+ the police captured the thief
- to nab + Police, nab him.
+ The thief was nabbed.
- to hook + the fisherman went to a river to hook fish
- to cage + His father has caged a bird.
+ The american people was shocked to see a
King Kong was caged.

The Individual analysis of each term

All the terms having the meaning of to catch and menangkap are included in the agentive group. To be more specific, it can be said that they belong to the acquisition of the verb group. So there must be agent and object/patient.

It should be noted that some of the verbs have the meaning that an instrument is included. Or in other words the meanings of certain verbs include the pre-supposition that an instrument of a particular sort is included

The coming analysis is made possible by the help of the two informants the writer had been in touch with. The followings are the ways they helped the writer to work through the analysis:

- @ each informant demonstrated the activities involved in each specific term indicated.
 - @ Each gave a contextual example of the use of the specific term
 - @ An effort to clarify the ideas of the action is made.
- It did not neglect the answering questions proposed by the writer about frequently used of each item

~~that occasion~~ is the term used.

the connotation (when it has)

Now we begin with the analysis.

to catch stop something that is in motion

As this term is considered as the generic term then we can say this word is very common to a whole group or class, not special. The agent can be anyone regardless of the age and sex. Also the object can be anything. Usually the action is done by having good concentration and strength as well. Sometimes an instrument is needed too. In holding the object, the object must be in the condition of moving in the air. For example: I threw the ball and he caught it. Here we can see that the agent is really directly involved in the action whereas an instrument is used ~~then~~ the agent is not totally involved, for example: He caught a rat in a trap . Furthermore the the action here can be regarded as an active action or a half active action. The formulation of the agent is Ag [+N +concrete +count +animate+human]. And as the object's formulation is Ob [+N +Conc +Count +animate +human/thing]

Therefore the distinctive semantic features (DSF) are

the object/patient : in the moving condition
motivation : desire to have the object

To clasp i.e. hold tightly or closely

Usually people doing this activity do not waste much energy, meaning that they hold it in order the thing won't be lost. Anything can be the object . As the instrument is usually the hand then as the consequence that not the whole object can be held. The duration of clasping is relatively short. We can have the agent's formulation as Ag [+N+Conc +Count +animate +human +singl] This activity needs a firm holding. The agent is usually active. c.f.

She clasped the book on the way to school.

I clasped the paper in a folder with a paper clip.

The formulation of the object will be Ob [+N +Count +conc -animate +having partitive meaning].

DSF : aim

means

degree of firmness

To clutch i.e. seize; take hold of with the hands

In this activity , situation and action are really involved. This happens to protect or a kind of defending something. So there is a kind of being fear of loss. The agent gives an automatic response of this action toward his/ her surroundings. The activity is determined and tight as well. Example: I clutched my purse in the train station. The agent's formulation is Ag [+N +Conc +count +animate +human +singl]. As the formulation of the object is Ob [+N Conc +count -animate].

DSF : aim fear of loss

manner of doing

means

to clench: i.e. press firmly together, close tightly.

It is usually done with the use of hand or claws and consequently the object is not big. Here the activity emphasizes on showing how his desire or showing his strength what he feels. This activity does not show the way the agent does the activity. The degree of grasping is stronger than to clutch e.g. the boy clenched the arms of the chair

She clenched her lips.

This activity expresses a very emotional expression. we can have the formulation of the object as $Obj [+N +Conc +count +unanimate +thing +singl]$. And the agent's formulation is $Ag [+N +Conc +count +animate +human +singl]$.

DSF : motive

degree of firmness

means

to grab ie. take roughly ; selfishly snatch at.

This activity stresses on the unscrupulous manner that is on the sudden , roughly way of seizing the object. It happens because the object is needed right at that moment. So there is a sense of negative meaning. As it is done with a hasty, quick, rough action. Sometimes to grab does not have a negative meaning, for example : The drowning girl grabbed the end of the rope which was thrown to pull her safety .

The degree of firmness is not taken into account in this activity. Sometimes there is a kind of competition too.

DSF : manner of action

aim

to grip i.e. take and keep a firm hold of ; seize firmly.

This term is similar to the term to clutch , meaning that the situation influences the action. Now let compare these two sentences:

- I clutched my purse in the train station.
- The woman gripped the purse when she saw a man coming toward her.

Here we can see that to grip is done in a more tightly than to clutch , The surroundings influence the action. The agent's formulation can be stated as Ag [+N + conc +count +animate +human +singl] Whereas the object's is Ob [+N +conc +count +unanimate]. The gripping is performed to restrain yourself. This is accompanied with a high emotion.

DSF : aim

means

manner of action

You cannot say that you gripped a baby but you must say that you clutched a baby .

To grasp i.e. seize firmly with the hand(s) or arm (s)

The attention of the action is ^{not} on the motion of seizing the object that is with a very tight seizing. Example:
He grasped the ball and ran to make a goal. It is performed with a firm and tight holding and it is determined too. The formulation of the agent and the object are the same to the formulation of the verb to clench.

DSF : manner of action

means

to seize i.e. take hold of, suddenly and violently.

This activity is similar to the activity of the term to grab. The difference between them is that in to grab is a feeling of competition while that of to seize is not necessarily like that. The object of the action of to grab can be removed while that of to seize is not always like that. Let us compare these two sentences:

- He grabbed my umbrella as I left.

- Iraq seized the city of coramshar.

The activity of to seize is more on the poverty and it is more aggressive and more violent.

Dsf : manner of action

to snatch i.e. put out the hand suddenly and take ; get quickly or when a chance occurs

This analysis is not far from the analysis of to grab. The difference between them is that in to snatch, the action is done intentionally, to make other people feel annoyed, angry, etc. The object that is seized might not be back to the owner. While that of to grab is not necessarily like that. There is the feeling of competition too. For example :

The bear snatched her cub from the jaws of the tiger

I snatched the umbrella from the rack

The formulation of agent and object are the same to the formulation of the term to grab.

DSF : manner of action

motive

to hold i.e. to keep fast in or with the hand(s) or some other part of the body, or with a tool. This is considered as a very common word too besides the term to catch. The difference is on the condition of the object. The activity of to hold means that the object has been in the hand of the agent. Whereas the activity of to catch means that you want to have the object then you have to catch it first. Sometimes a machine can hold a thing. We can formulate the agent as [+N +Conc +count +animate +human/animal/machine]. As the object's formulation is Ob [+N +Conc +count +animate +human/animal/thing/singl]. This term may have partitive meaning. Example:

- they held each other's sleeve.
- the girl was holding her father's hand.

DSF : means

to hook i.e. fasten, be fasten, catch with a hook.

This activity is done in a river or fish pond or even in the sea. As it must use an instrument, therefore its formulation is [+N +conc +count -animate +angling rod]. The instrument is used only by one person. We can formulate the agent as Ag [+N +Cnoc +count +animate +human +singl]. The object is fore sure an animal, fish in this case. Apprehending the form of the hook then we can state that the amount of the object being caught is only one. This activity is done by a quick pulling. There must be a bait accompaniment which is put at the point of the hook. The object's formulation is Ob +N +Conc +count +animate +fish +singl +having partitive meaning. Sometimes the term to hook

has another meaning in the negative sense. For example: c.f.

- She is a hooker a prostitute
- She hooked a husband, (fig) ...catch a man and marry
him

The position of catching the fish can be in a relaxed squatting or sitting. Usually it is accompanied with a happy emotion. The agent is far from the object as he uses an angling rod.

DSF : means
manner of action
position
distance
bait
emotion

to enmesh i.e. to take as in a net.

Again we can see that the meaning of this term includes the presupposition that an instrument is included.

Example: "The more the duck struggled into the net, the more it enmeshed itself.

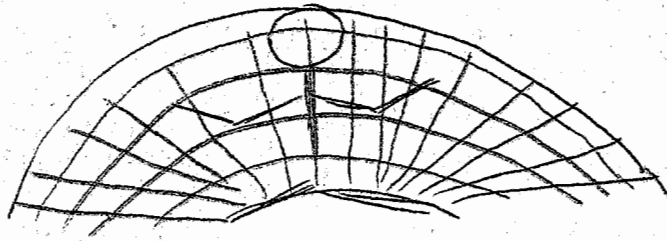
We can state the instrument's formulation as [+N +Count +conc +unanimate+having the openings between the threads].

This action emphasizes on how the patient entangles himself in the meshes construction. The instrument remains. It does not really involve the agent. He will involve himself first when he has to put the mesh work.

The agent's formulation is Ag [+N +conc +count +animate +human +singl/pl]. The object must be human beings or animal regardless the amount of the object.

DSF : instrument
manner of action

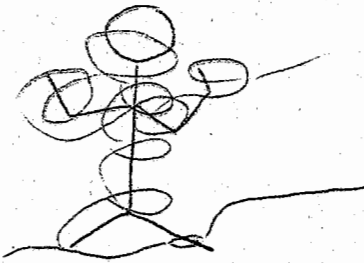
let us imagine the picture of enmesh



to entangle i.e. to catch in a snare or among obstacles.

Example : The fly entangled in the spider web. This is identic to the previous term. So it has the same formulation of the agent and the object of the term to enmesh. The instrument of this is just a rope.

And the more the object wants to release himself from the tangling the more the rope will ensnare the object. The object is tangled in an intentional obstacles.



Dsf : means
manner of action

to gin and to snare

to gin i.e. to catch animals etc in a trap or snare
to snare i.e. to catch in a snare.

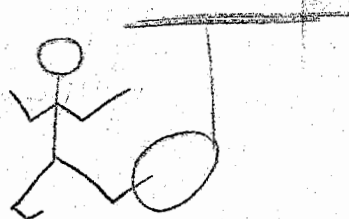
These two terms have also identic meanings. To clarify the difference between them then it is better to expose you the example :

c.f. - the horse was ginned in a snare/ trap
- the hunter snared the horse.

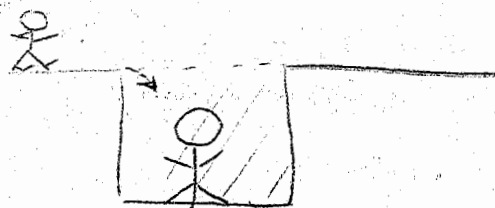
As the attention of the first term is just on the position after snaring the patient/animal. While that of the latter one stresses on the action of snaring.

Furthermore when you want to use the term to gin then it can have wider possibility to say, for example the horse was ginned in a trap or in other tricky instruments. Whereas that of to snare you cannot say: The hunter snared the horse with a trap. The instrument is a kind of a rope which has a noose for entangling the animal. It should be noted that the term to snare may involve the partitive meaning. As the term to gin the instrument can be a kind of a trap or snare.

to snare.



to gin in a trap/snare.



The agent's formulation is Ag [+N +Count +conc +animate +human +singl]. As the object's is [+N +Conc +count +animate +animal/human/thing +singl +having partitive meaning]. As it is said before that the use of the instrument is essential for performing the activity of to snare then we will have the formulation as [+N +Conc +count +unanimate +having a noose +singl]. Another thing that should be taken into consideration is that the activity of to snare needs a skillful action. While that of to gin, the instrument can remain. So the animal/humna being himself who comes near to the trap.

DSF to snare : means
manner of action

BSF to gin : means
bait

to trap i.e. to take in a trap; capture by a trick.

In this activity, the agent does not really act. However it needs a good sense to know the right place to put the trap. Commonly done, the tricky instrument is put in such a way it cannot be seen by others. The formulation of the agent is Ag [+N +conc +count +animate +human]. Example: The hunter trapped the tiger.

The mouse was trapped in a mouse trap.

The object's formulation is Ob [+N +Count +conc +animate +human/animal +singl/pl]. Sometimes a bait is needed. It is good to be noted here that the type of the tricky instrument depends upon to whom you will intend to use the instrument. Like for example, the trap of a mouse is different from the trap of a dog. The trap of big animals is made by making a hole in the ground.

DSF : instrument
object/patient

To arrest ~~is~~ seize some body by the authority of the law.

The object/patient must be human beings and the agent has the authority of the law. The formulation of the agent will be Ag [+N +conc +count +animate +human +having the authority of the law]. And as the object's formulation is Ob [+N +conc +count +animate +human +having a guilty accusation]. This activity is done because the patient is guilty according to the law. This happens after presiding the case. It can be in a court or other places. How long the accused person will be arrested, depending upon the problem.

DSF : agent
reason

Example: The police arrested the thief.

to capture i.e. to take a person or animal prisoner.

The agent can be any one regardless of the age and sex.

So its formulation is Ag [+N +Conc +count +animate +human]. Example: The army captured 65 of the enemy.

The skill of seizing is considered essential. This activity can also be done by using a tool, for example: the hunter captured a giant animal using a big net. But here, the term itself does not have the meaning that an instrument should be used. Apprehending from the previous term to arrest then we can say that to capture has a wider meaning, as we can say also that the thief was captured by the police and he captured the rabbit. The activity of capturing does not require the agent to have the authority of the law. The object can be human/animal.
DSF :

to nab i.e. catch in wrong doing; seize.

This term has more or less the same meaning to the term to arrest. But still in nabbing, it is not necessary to have the authority of the law. This activity is done at that right moment, when the patient is detected in a wrong doing. Usually it is accompanied with a quick, forceful, and hasty clutching, also it is with a high emotion. Example: -They nabbed him for stealing the money.

-He was nabbed before he could escape with the money.

This takes either short or long time depending on the action given by the patient.

DSF : emotion
manner of action

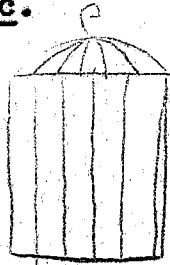
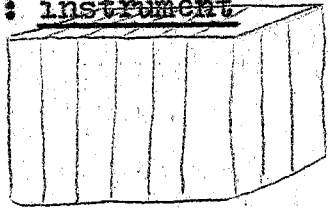
to cage i.e. put, keep in a prison, fixed or portable, with wires or bars in which birds or animals may be kept.

The common object is a bird. It needs a good skill with an accurate and quick action. ~~The term~~ appears based on the form of the instrument that is the cage. The cage can be big or small relying on how big the animal is.

Example:-The little boy caged the bird

-The committee caged KingKong when he is ready to be shown to the public.

DSP : instrument



Knowing from the classification of the components of meaning then we can see that there are 10 distinctive features. But it must be noted that no one term has these distinctive features

10

They will be as follows:

1. agent
2. object
3. ~~instrument~~ means
4. manner of action
5. position
6. ~~distance~~
7. emotion
8. bait
9. degree of firmness
10. duration of time

To clarify the idea of each features, it will be useful for us to know the amplification of each features.

1. Agent:

The subject involves in causing the verb to be meaningful concerning the composition of the sentence in a language.

2. Number of actors :

The amount of member(s) perform the action which cause the verb to have a specific semantic meaning.

3. Patient/object :

The clasification of the 'member of actor' into grouping, such as human, animal, things.

4. Instrument :

An object used to help in work. In this case the concern is to the word of the language, so it will possibly describe clearly the semantic meaning.

5. Manner of action :

The way of how the performance is being performed.

6. Duration of time :

The time during which the action exists or lasts.

7. Position :

The way or manner in which the object and the subject are acting.

8. Distance :

The seperation (difference) between the object and the subject where the action is taken place.

9. Partitive meaning :

The representation of the word in a language alone and connecting by syntax.



10. Emotional accompaniment :

Sense of how the word is done by the subject to have a meaning related to components of a term.

11. Bait accompaniment :

Food or something used to attract the patient.

12. The degree of firmness :

Differs for each word, depending upon the unity of the 'componente of meaning'. To have a solid meaning of a word of a certain language, it is important to be able to understand the degree of 'components of meaning of each term'.

After apprehending each term of the English words, the writer will try to analyze each term of the Indonesian words. As it is said before that the meaning of each term can be clarified through context, then here we will see examples of the specific terms that have been stated before. When they are broken down as they stand by themselves then the writer wonders if foreign learners learning Indonesian will find difficulty to grasp the meaning correctly.

1. menangkap : polisi menangkap penjahat.
(the police caught the criminal)
2. memegang : Anak itu memegang tangan ibunya erat-erat.
(the boy hold his mother's hand tightly)
3. menyambut : Dia menyambut bola itu dan lari ke gawang.
(he caught the ball and ran to make a goal)
4. menadah : Banyak orang berkumpul untuk menadah beras.

- (many people gathered to catch the rice with their sack)
5. menggemgam : Anak itu menggemgam uangnya dan lari.
(the boy grasped his money and ran)
6. memikat : Dia memikat burung perkutut dengan burung yang jinak.
(using a tame bird, he could catch the turtle dove).
7. menjala : Menjala membutuhkan seseorang yang ahli.
(to fish with a net needs a skilled fisherman)
8. mengepung : Pencuri itu dikepung penduduk kampung.
(the thief was surrounded by the villagers)
9. menggetah : Dia pergi untuk menggetah burung.
(he went out to catch birds with glue sticks)
10. mengail : Ia pergi mengail ikan.
(he went out to fish)
11. memancing : Ia pergi memancing.
(he went out to fish)
12. memukat : Kita melihat banyak orang memukat dengan kapal besar itu.
(we saw many people fish with a drag net using that big boat)
13. menampung : Ia menampung air hujan.
(he caught rain water)
14. menahan : Polisi menahan pencuri.
(the police arrested the thief)
15. mengurung : Ia mengurung burung.
(he caged the bird)

Polisi mengurung seorang penjahat.

(the police imprisoned a criminal)

16. memenjarakan : Tidak semua orang mempunyai hak untuk memenjarakan orang jahat.

(not every body has the right to imprison a criminal)

17. menjerat : Dia pandai menjerat kuda yang lari.

(he is very competent to snare the running horse)

18. menyekap : Pembunuhnya sudah disekap.

(the killer has been locked up)

Individual analysis of each term.

menangkap i.e. to get hold of something (moving).

The activity is usually done when the object is in the air. This is similar to the English term to catch. Therefore it needs a skill to be able to catch the thing. The only instrument that can be used is just part of the body. They are the hands. However it should be noted here that nowadays this word can be used in other condition meaning that it is still in the moving action. So it is not necessary to be in the air. Also a tool can catch something depending on the object. For example :

- Anak kecil itu dapat menangkap bola.

(The boy can catch the ball)

• Polisi menangkap penjahat.

(The policeman catch the criminal)

This word is considered as the common word in the daily usage. Another example is like: pancingnya dapat menangkap ikan sebesar itu. (The hook could caught such a big fish). The formulation of the agent can be Ag [+N +count +conc +animate +human/tool]. And as the object's formulation is Ob [+N +conc +count +animate +human/animal/thing]. There is a kind of an aggressive and strong emotion. It needs a quick and accurate holding.

DSF : instrument
manner of action

memegang i.e. to hold with a part of the body especially with the hands.

This term is considered also the very common word in our daily conversation. This can be done by any one regardless of the age and sex. The formulation of the agent and the object are the same to the previous one. Usually only part of the object that can be held. The degree of firmness is not very tight. It is not necessary to have a special concentration. For example :

- Anak laki itu memegang tangan ibunya pada saat melihat film yang menakutkan.

(The boy held his mother's hand as he saw that scarring film).

DSF : degree of firmness.

menyambut i.e. to get hold of something tossed/fallen from above.

The tossing is necessary in this activity. As it is commonly done by the use of hands therefore the object is relatively not so big. Example :

- Anak itu menyambut bola dengan tenangnya.

(The boy caught the ball quietly)

The distance is very concerned in this activity. And it does not spend a long time. The agent holding the object is always one. So its formulation is Ag [+N +conc +count +animate +human +singl]. Whereas the object's formulation is Ob [+N +conc +unanimate +singl +small relatively]. This needs also a skill and it is usually done with a quick catching. High aggressive emotion can go along with this activity.

DSF : manner of doing/action

position of the object

menadah and menampung

menadah i.e. to catch something liquid/solid thing fallen from above.

menampung i.e. to catch something liquid fallen from above.

The activity of menampung has more a permanent action rather than that of menadah. The activity involved in these two terms is very similar. Let us compare these two sentences :

- Pembantu saya menadah air hujan dengan drum.

(my sevant caught ~~the rain water~~ with a water drum)

- Air hujan ditampung di bak mandi.

(the water is being caught/reserved in a bathub).

If we pay attention to the sentences then we can make

a general conclusion that menadah does not have the tendency to gather the object. Whereas menampung has that of gathering the object. This activity takes a long time. The agent can be any one regardless of the age or sex. Therefore the agent's formulation of those terms can be stated as Ag +N +count +conc +animate +human +singl . And the formulation of the object of the term menampung is Ob [+N +conc +uncount +unanimate +liquid]. As the term of menadah is [+N +conc +uncount +unanimate +liquid/solid]. Where the object is taken from is essentially concerned. On another word that distance takes an important role too. In this activity, the use of an instrument is necessary. So we can formulate it as [+N +conc +count -animate +singl +having a concave form]. Menampung sometimes is used for other meaning. For example : Kalimantan bisa menampung 50.000 transmigran. And we never say Kalimantan bisa menadah 50.000 transmigran.

menggenggam i.e. to held in one's grasp.

This activity is done with one hand and consequently the object is small too. The agent can be anyone too. So its formulation is Ag [+N +conc +count +animate +human +singl]. Example :

- Sam menggenggam uang Rp25.-

(Sam grasped his 25 rups)

The degree of grasping is usually very tight. As the object can be anything then we can formulate it as Ob +N +conc +count +unanimate +small thing . It needs a high emotion. We say menggenggam when the

thing is small and we have a kind of wonder that it loses. When the thing in one's grasp then usually we cannot see the thing. Therefore we can find the components of this term as :

DSF : instrument

manner of action

small object

degree of firmness

memikat i.e. to catch an animal in trap by using another tame animal.

In this activity the bait accompaniment is more emphasis. The agent can be anyone, but usually it is done by man. Then we can formulate it as Ag [+N +conc +count +animate +human +male +singl]. Whereas the object's formulation is Ob [+N +conc +count +animal + bird +singl]. The writer thinks that the term memikat has another meaning, that is to attract. Therefore in this case when you want to catch an animal then you try to attract him with the use of another animal. Even you can use another animal that used to be his enemy.

Example :

- Anak itu dapat memikat burung dara.

(the little boy could catch the dove)

- Anjing itu dapat ditangkap setelah dijebak dengan seekor kucing.

(The dog can be caught after he is tricked by showing him a cat).

So in this activity there is a kind of trick. It needs a patient emotion and a good concentration.

DSF : manner of action

distance

menjerat i.e. to snare an animal.

This is similar to the term memikat. The difference is on the instrument. In this activity, an instrument is essential. Whereas in memikat the use of a bait accompaniment is more essential. However, the use of bait in the activity of menjerat is possible too. The formulation of the agent is exactly the same to the term memikat. The formulation of the object will be Ob +N +conc +count +animate +singl +having a partitive meaning . A skill of snaring is required too. Also it needs an accurate, quick snaring. Example :

- Dia dapat menjerat kuda yang lolos.

(he is able to snare the lost horse).

As a result we can have :

DSF : instrument

manner of action

emotional

menjala and memukat

menjala i.e. to fish with a net.

memukat i.e. to catch something (fish) with a drag net.

They are grouped in this analysis as the activity uses the same kind of instrument namely net. Both of those terms are usually done by men only. It can be done by one or more than one person. Usually the activity of menjala is done by one person whereas the latter one is done by more than two persons. Therefore we can

have a general formulation of the agent as Ag +N +conc +count +animate+human +singl/pl +male . Whereas the object's formulation is Ob +N +conc +count +animate +fish +pl . It is clear that an instrument is really involved, so we can formulated as +N +conc +count -animate +net . The activity of menjala really needs a good skill, while that of memukat needs a help of other thing for being able to drag the net. These are 2 boats. The first boat holds the one side of the net and the second one holds the other side of the net. Therefore the position of the net will be in an upright position. Then it must be dragged at once. Usually the result of netting the fish is more than one (many fish). The activity of menjala can be far from or near to the object. While that of memukat is always far from the object. It is important to know that the place where the object is taken/caught is really concerned. The activity of those two terms is pretty different. Exampe :

- Pemerintah melarang para nelayan memukat lagi.
(catching fish with a drag net is prohibited by the goverment)
- Kehidupan mereka dari menjala ikan.
(He grants his life from fishing with a net).

DSF : location
instrument
manner of action

Whereas of the memukat:

DSF : instrument
position

distance

mengepung i.e. catching/seizing a person/animal by surrounding him at once.

This activity is commonly done by more than two persons. And it is done by surrounding the object being caught. The duration of seizing is relatively short. Though it is true that to be able to surround the object, it spends a long time. Example :

- Penduduk desa berhasil menangkap Kasdut dengan cara mengepungnya.

(The villagers succeeded in seizing Kasdut by surrounding him).

It must be noted here that mengepung stresses more on the way so that the object can be seized. The agent's and object's formulation are the same to the formulation of menangkap. This usually happens after the simple way is unsucceeded. As a result this activity is done with a little bit annoyed, strong and high emotion.

DSF : manner of action

mengetah i.e. to catch bird with glu sticks.

It is distinct already that it needs another aid to be able to catch the bird namely the glue sticks. We then can formulate it as [+N +conc +~~animate~~ -animate +having adhesive substances]. The glue is put on a kind of a flat thing. Usually only part of the object will be sticked. In other word, we can say that this term includes a partitive meaning. Actually the agent is not really involved. We may say that he is a half active person. Then we still have the fomulation as

Ag +N +conc +count +animate +human . And the formulation of the object is Ob +N +conc +count +animate +bird +singl/pl . It is necessary to know that this activity never has the purpose to catch big animals. Example:

- Dia pergi untuk menggetah burung.

(He went out to catch birds with glue sticks)

This is considered as a very old way. As nowadays there is gun then this old way is not used any more.

DSF : means

mengail and memancing i.e. to fish with a hook.

Both of them can be said synonym. Right away we can formulate the object as Ob +N +conc +count +animal (fish) +singl +having a partitive meaning .An instrument is essential for performing the activity. We can formulate it as +N +conc +count +unanimate +anglingrod +having a bait accompaniment on the hook . The agent can be anyone, but usually only men or boys do this kind of activity. Therefore the formulation is Ag [+N +count +animate +human +male]. The difference between them is that the activity of mengail emphasizes more on the action. While that of memancing is not necessarily like that. The writer, however, admits that the action of mancing is important too. But it is better to know that the word memancing comes from the root pancing which means the hook, or it can be meant to attract. So apprehending from this point then the writer thinks that the bait put on the hook is to attract the fish. Having the purpose to attract other object with the use of a bait, is called memancing. Then we know now that

memancing stresses more on the function of the bait.

Example:

- Setiap minggu banyak orang memancing ikan.
(many people fish in sunday)
- Setiap minggu banyak orang mengail ikan.
(many people fish in every sunday)

They have the same function. The difference between them appears because of different dialect. The Sumatranese people used to use the term mengail while the Javanese used to use memancing. It is influenced by the Javanese language: mancing example Aku arep mancing. (I want to fish).

The agent is far from the object. The position can be in a standing, squatting, sitting position. ~~Happy,~~ ~~patient,~~ emotion are needed in having this activity.

BSF : location

instrument

manner of action

duration of time

bait accompaniment

partitive meaning

distance

dialect

menahan i.e. to arrest some one.

This is similar to the English term 'to arrest'. This activity, however, is usually done with a purpose to seize some one who is guilty. The agent usually has the authority to do this activity. This term becomes ambiguous as people (native speaker) do not differentiate

it from the other terms like for example; menangkap memenjarakan. But then it is usually done when a person makes a mistake at that right moment relating to the government rule. Example :

- Polisi menahan beberapa orang yang mengebut di jalan.

(the police arrested some people who were so speedy).

The siezing can be accompanied with a high emotion. When you hear that some one is arrested (ditahan) then you know that he is having a problem with the police. So he is not in the prison. Let's see the agent's Formulation [+N +count +conc +animate +human +having the authority of the law]. Whereas the formulation of the object is Ob [+N +conc +count +animate +human +having a wrong doing]. So the feature of this term is:

DSF : emotion

mengurung i.e. catching something (animal/human) and put him in a cage.

This activity does not emphasize on the authority but sometimes it does. Only the form or the type of the cage is different from a prison. Mengurung comes from the noun word kurung (a cage). When you catch an animal and you put him in a cage then you will say for example: Saya mengurung burung. (I caged the bird).

It must be noted that the way of catching is not taken into our consideration. Then you may say for example:

- Polisi/pak lurah mengurung pencuri.

(The police/village leader caged the thief).

People in village usually will say that as there is no prison in a village. Implicit meaning is that the thief is in a prison. Therefore we can have the agent's formulation as Ag[+N +count +animate +human]. As the formulation of the object is Ob[+N +count +animate +human/animal].

DSF : means

memenjarakan i.e. imprisoning a person.

This activity is very similar to the previous terms of menahan, mengurung. I say that because nowadays Indonesian people do not really differentiate them any more. However, we can say that the authority of the agent has an important role. The only possible object is just a human being. If we see the base word of the term, then we can say that an instrument is included.

Example :

Polisi memenjarakan penjahat itu.

(the police imprisoned the criminal)

The duration of imprisoning can be short or long depending upon the problem.

DSF : means

authority of the agent

menyekap i.e. capturing a wrong doer and put him in a room.

Usually it does not take a long time. It is identic to the term mengurung. So that people do not really differentiate between these two terms. The analysis is more or less the same to the analysis of mengurung.

Example : Penjahat itu sudah disekap.

(the criminal has been locked up)

DSF : means.

IV. THE USE OF THE TERMS IN VARIOUS MEANINGS

This chapter can be usefull for those who want to know how a word can function in manny different ways. This passage is considered esential too as to wider our knowled-ge. Before going on with this, the writer wants to say that this passage will only expose you the use of the terms in various meanings and will not make the analysis, because it will take really an elaborate research or work. Also it must be noted here that not all of the English and Indonesi-an terms will have the various meanings.

The English terms

1. to arrest : a. to bring to an end, to stop
e.g. the doctor arrested the growth of the desease.
b. to catch and fix some body's attention.
e.g. The lights arrested the boy's attention
2. to capture : a. to take control of something by force from an enemy ; to win ; to gain.
b. to hold the interest of some one.
e.g. Her beauty makes him swear to stay with her forever.
c. to preserve in an unchanging form in a film or in words.
e.g. He tried to capture the beauty of Venice
3. to emmesh : (figurative meaning) to catch as if in a net
e.g. He wassenmeshed in his own lies.
4. to grasp : a. to succeed in understanding
e.g. I grasp the main point of the speech.
b. to try or to be eager to take.

- e.g. grasp your chances while you can.
5. to grab : a. to seize with a sudden, rough movement esp. for a selfish reason.
e.g. He grabbed the coin and ran off.
(fig) She eagerly grabbed the chance to travel
- b. to get quickly and perhaps unfairly.
e.g. She grabbed the seat before I could.
6. to grip : to attract and hold some one's attention.
e.g. The stories gripped the hearers.
7. to hold : a. to keep back/control.
e.g. He held our breath in fear.
(fig) Life holds many surprises.
- b. to put or keep in a certain position.
e.g. They held their heads up.
- c. to be able to contain.
e.g. the car can hold 4.
- d. to keep in control or in one's possession.
e.g. The city is held by the enemy.
- e. to possess.
e.g. He holds a half share of the business.
- f. to express one's belief; considered .
e.g. I hold him to be a fool .
- g. to remain in a certain state; continue.
e.g. Can the good weather hold?
- h. to follow correctly.
e.g. The plane held its course across the sky.
- i. to keep in position and/or support.
e.g. the roof was held up by pillars.
- j. to make something happen. e.g. we were held

ing a meeting.

8. to hook : a. to hang on or fasten with or as if with a hook.

e.g. hook my dress up.

b. to make into the shape of a hook.

e.g. He hooked his arm round her neck.

(fig) to hook a rich husband.

9. to seize : a. to take possession of by official order/by force

e.g. the weapons found in the house were seized by the police.

b. to attack or take control of some body.

e.g. he was seized with sudden chest pains.

10. to snatch : to take quickly as chance allows, often wrongfully or without permission.

e.g. snatch a kiss.

Death snatched him at a young age.

11 to trap : a. to hold back ; block

e.g. the sand and leaves trapped the water in the stream.

The Indonesian terms

1. memancing : memikat hati; menarik hati. (to attract some one's attention; to provoke

e.g. Ia melepaskan tembakan untuk memancing musuh. (he released a shot to provoke his enemy).

2. memikat : to decoy; lure ; to attract attention.

e.g. Gadis yang biasa memikat hati orang.

(the girl who is used to attract men's attention).

3. menahan : to prevent ; to support ; to curb ; to give
no permission ; to imprison for a moment ;
to store.

- e.g. (An embankment is made to prevent the flood
Dibuatnya tanggul untuk menahan banjir.

- Bambu itu untuk menahan pohon mangga.

(The bamboo is for supporting the tree.)

- Dia dapat mengekang amarahnya.

(he can curb his temper)

- Ibunya menahan kepergian anaknya.

(Her mother hold her going)

- Polisi menahan penjahat itu.

(the police arrested the criminal)

- Ia menahan bahan makanan untuk musim panas.

(He stored/reserved the food for the summer)

4. mengurung : to cage or to imprison , to arrest

e.g. Ia dikurung kedalam sel no 6

(he was arrested in a jail number 6)

5. menggenggam (fig) to keep a secret , to dominate.

- e.g. Dia tidak dapat menggenggam rahasia.

(He cannot keep a secret)

- Semua negri telah di genggamnya.

(The whole country has been dominated)

6. menjerat : to trick , to deceive someOne.

e.g. Ia tidak pernah menjerat saya.

(he never deceive me)

7. menyambut : to accept ; to welcome ;

e.g. Semua saran disambut dengan baik.

(all suggestion is welcomed well)

8. menyekap : to imprison ; to ripen (fruits)
e.g. Pembunuhnya sudah di sekap
(the killer has been imprisoned)
9. menggetah : to gather sap of rubber tree.
e.g. Ia pergi menggetah ke hutan.
(He went to collect tree sap in the jungle)
10. menampung : to manage (refugee, graduated persons, un-
employed persons)
e.g. Perusahaan baru itu sanggup menampung
beratus -ratus pengungsi.
(the new company is willing to manage hund-
reds of refugees)
11. menangkap : to detect , to understand ; to receive
- e.g. Kesalahan ini mudah menangkapnya.
(This mistake is easily detected)
- Kami bisa menangkap pidato itu
(we can understand the speech)
- Pesawat radio tidak dapat menangkap siaran
yang jauh.
(Radio set cannot receive the far broadcast)
12. menadah : to receive stolen things.
e.g. Dia menadah barang gedoran
(He received stolen goods)

V. IMPROVEMENT OF THE DEFINITION.

This passage will try to improve the definition got from the dictionary after the writer made the analysis of each term of the English and the Indonesian. However it must be noted that not the whole specific terms are going to be improved or corrected, as sometimes it is distinct already.

The improvement of the English terms:

1. to catch : to hold something moving in the air in which it needs a good concentration and strength as well. Hands or part of the body are usually used as the instrument in holding the object.
2. to clasp : to take or seize something with a tight, firm griping . It is done by fingers or arms. Consequently not the whole object can be held. The duration of time is relatively short.
3. to clutch : to hold of something with the hands or arms tightly, having a purpose to protect or a kind of a defence. This gives a strong emotion. Also it needs a quick grasping. It does not take a long time .
4. to clench : to hold or grasp firmly with hands. the object is not big. The action is accompanied with a high and strong emotion, as well as aggressive.
5. to grab : to seize with a suddent movement especially for a selfish reason. It shows the unscrupulous manner. It needs a quick action .

the agent can be humanbeings or animal also
it is always done by one person .

6. to grip : to seize or to take something with a very tight , forceful hold. It is done with a high emotion . The duration of seizing is short.
7. to grasp : to take a firm hold with the hands. It is determined too. The duration of grasping is not very long.
8. to seize : to take hold of something eagerly, quickly, or forcefully, and violently. This happens because of having the purpose to possess the object, also it has a feeling of competition. It takes only a short time and with a high emotion.
9. to snatch : to take /get hold of something hastily, forcefully. There is a kind of competition .It comes with a strong and high desire.
10. to hold : to keep or support with the hands, or mashing. It needs a fast keeping, and it spends a relatively long time.
11. to hook : to catch fish with a hook, on the point of an angling rod. A quick pulling is necessary . It takes a long time. It can be done by sitting or squatting or even standing. the object can be hooked around the mouth. Patient, and happy emotion are accompanied in this activity.

12. to enmesh : to catch as if in a mesh or net. It needs a readiness to entangling the object.
The agent is or can be far from the object.
High and strong emotion are needed.
13. to entangle : to catch in a snare or among obstacles.
It needs a high and strong and aggressive emotion.
14. to gin : to catch animal in a trap or snare. Usually only part of the body that will be snared.
sometimes prey is needed. It needs also a patient agent.
15. to snare : to trap with a slip knot for catching small animals. The instrument is a kind of a snare that needs a quick, accurate, skilful entangling. It's accompanied with a high, strong emotion.
16. to trap : to catch by means of a trick. Sometimes prey is needed. This needs a patient emotion and good concentration as well.
17. to arrest : to seize some body as a wrong doer. the object and subject must be humanbeings. This sometimes has something to do with violation.
The agent has the authority to seize.
18. to capture : to seize somebody or something by force.
Having a skill is considered essential.
usually it is with a high emotion and good concentration , aggressive action as well.

19. to nab : to seize someone as a wrong doer having followed by a quick, forceful and hasty clutching. It is also with a high emotion.

20. to cage. : to put a bird or animal in a cage accompanying with good concentration, accurate and quick action.

The improvement of the Indonesian terms

1. menangkap : To get hold of something moving (in the air.)

Hands, tool can be the instruments. There are an aggressive and strong emotion. The manner of 'menangkap' should be a quick, accurate holding. It takes a short time.

2. memegang : To hold with the hands not very tightly. This does not need full concentration.

3. menyambut : to get quick catching of something tossed fallen from above. Distance of the object to the subject is very concerned. It needs only a short time. Also high, aggressive emotion are necessary.

4. menadah : to catch something liquid or solid thing from above. It does not have the tendency to make use of the object after gathering. A long time of catching is needed. Sometimes an instrument can be used. When no instrument is used, then only one person who can do the activity.

5. **menampung** : to catch something liquid fallen from above. An instrument is essential and it usually has a permanent place. It has a tendency to gather the object and to use it after that. The agent is half active.
6. **menggenggam** : to hold in one's grasp. Consequently the object is small. The degree of grasping is very tight. It needs a high emotion.
7. **memikat** : to catch an animal in a trap by using another animal. It is usually done by men. The other animal that is used as the bait can be the tame or wild one. A patient emotion and good concentration are demanded.
8. **menjerat** : To snare an animal with a rope having a noose. There needs a quick, accurate snaring. It takes a short time relatively. Usually the foot or around the neck of the animal that is snared. There are high, strong, aggressive emotion.
9. **menjala** : to fish with a net done by men only, (usually). it can be done by one or more depending on how big the instrument is. There must be a quick cast and after that also a quick, accurate dragging.
10. **memukat** : To catch fish with a drag net. It is done always by more than two persons. The use of two boats are really concerned. This requires a quite distance between the boat and the net,



11. mengepung : to catch a person or animal by surrounding him at once. This must be done by more than two persons. It does not spend a long time. This stresses more on the way to catch the object and not on the catching it self. There are a feeling of annoyed , and needs strong as well as high emotion.

12. mengail : to fish with a hook, having a patient emotion as it takes really a long time. The use of prey is required. The location is always either in the sea or fish pond. As the instrument, it is a kind of an angling rod having a hook. There needs a quick and accurate pulling. Alertness of the agent is needed. Usually it is accompanied with a happy relaxed emotion. It can be done by sitting , standing or squatting. And normally there is a quite distance.

13. menahan : to arrest someone in the name of the law. It is accompanied with a high emotion. This is not necessarily to be meant that the guilty person is in a jail.

14. mengurung : to catch something (animal/person) and put him in a cage. The way of catching is not really taken into consideration. This term is used by those who do not have a prison or jail in their region or territory.

15. memenjarakan : to imprison a person, having the authority of the law. Humanbeing is the only object. The duration of being in the prison can be long or short depending upon the case. The way how the guilty person is seized is not emphasized.

16. menyekap : to catch a wrong doer in a room. It does not take a long time.

VI DIFFICULTIES AND DOUBTS ENCOUNTERED DURING THE RESEARCH

Comparing two terms of different language is really difficult. The writer thinks that there is no exact coherence between the English and Indonesian words. As we know that we cannot avoid the interrelationships of the various aspects of human life, when we want to know the semantic or syntactic system of a certain language. The most essential aspect is the culture. Sometimes different situations involve different actions. As the consequence it influences the use of the words.

Such facts often become a source of difficulties, for the writer to analyse the terms. Besides that the writer does not master the language fully yet. Only one who has master the language is able to do the translation works from one language to another language almost precisely. But it must be admitted that translation seems never achievable.

To seek the right term of the Indonesian from the English term is considered one of the problems as there is sometimes no exact coherence between them. The second problem is a question of whether it is wise to clarify a word in a sentence structure or not, because the writer thinks that a word sometimes has more than one meaning.

It is difficult to know how much detail to allow into the definition of a word meaning that where the limitation is. Grasping the meaning of specific terms without consulting to the native speaker is sometimes impossible. However, when the writer did consult them, they themselves sometimes do not really differentiate the similar terms. May be they know the difference, but they hardly are able to explain why they say so. Furthermore the native speakers, I discussed with, come

from different places or countries. Because of that reason the writer finds difficulties in coming up with the distinctive semantic features for each term.

Coming to and dealing with the Indonesian terms, the writer feels that it is important to explicate the type of morphemes. As we know that there are two classes of morphemes in Indonesian language. A free morpheme and bound morpheme are the two morphemes that the Indonesian language has.

Bound morpheme can be classified as affixes which are divided into prefixes, suffixes, and infixes.

Prefixes occur before the base, example:

jerat ... menjerat (to snare)

kail ... mengail (to hook)

Suffixes occur after the base. Example

penjara memenjarakan (to imprison)

kurung mengurungkan (to cage)

infixes occur in the middle of the base. Example:

jerat ... menjerat (to snare)

we can see that actually in just one word sometimes we can have the three of them at once, for example : memenjarakan

However it will take a long time, when ^{an} ~~an~~ elaborated explanation should be discussed in this thesis. Knowing that the base can be from a verb or noun form, the writer thinks how complicated the semantic and even the syntactic system must be clarified. Therefore the writer prefers not to discuss it in this thesis, as it needs an extensive explanation.

Another thing is that some of the Indonesian terms have been mixed together in the usage as they have many similarities in the components of their meanings. Therefore

it is quite hard to seek the right components as their distinctive features. Indonesian people (native speaker) do not differentiate the terms between for example

- memenjarakan
- mengurung
- menyekap
- menahan

Last but not least, the writer hopes, these difficulties or problems and doubts will be useful for those who are interested in trying to overcome them.

VII. THE APPLICATION OF THE ANALYSIS TO THE TEACHING OF ENGLISH TO INDONESIAN LEARNERS

After reading the semantic descriptions of the verbs meaning to catch and menangkap, one may invite a question as to what is the best method to teach the meaning of to catch and menangkap and how to teach the other specific terms of either the English terms or the Indonesian terms. The answer is simply that there is not any method that can be considered the best. Each method has its own weaknesses and strengths. My consideration in choosing a method is suggested that it must have its practicability and effectiveness. In the sense that it is easy to be operated and gives a satisfactory result. It would be better if we know the level of the students ability, since the students' mastery over the vocabulary should be taken into our consideration of what methods we are to follow.

Within the scope of this work, the writer admits that all of the specific terms of the English cannot be given to the SMP students or even to ^{the} SMA students of the first and second year. It is suggested that those terms could be presented to the third-year-SMA students. Or it is presented to the first year university students in general and first year of IKIP Sanata Dharma students of the English department in particular.

In this page, the writer suggest the use of

1. dramatization
2. explanation
3. description

These three activities are considered as an effective ways to the cognitive domain of the students. Translation is

actually a very inadequate means of expressing meanings. Despite the disagreement of using translation as a means to teach meanings, she does not deny the helpfulness of translation as a skill in itself. In relation with the method of teaching meanings, the writer disagrees with translation for three reasons :

- a. The content structure of English does not correspond with the content structure of Indonesian. Semantically one cannot translate the English term into Indonesian as there is no precise meaning of translation.
- b. As we know that to learn meanings of new words is to learn how to use them in a real communication system.
- c. Furthermore the meanings of new words often give different connotation.

The other teaching activities that can be carried out by teacher are by-giving definition

- giving classification
- giving synonyms/antonyms
- supplying context

Let us begin with the explanation of the teaching activity one by one. They are as follows:

- A. Giving definition: To give a definition of a specific term does not mean to give the definition of the dictionary. But when we think that the dictionary definition has given accurate and informative definition, then it is enough to give the dictionary definition.
- B. Giving classification: This is given based on the distinctive features. Though this technique does not guarantee the best result of the teaching, it will be very helpful to supply the clarification of the description and definition given. It does not guarantee

the success of the teaching because there is too much overlap within the classification itself.

C. Giving synonyms / antonyms : The way of giving synonyms is regarded as an ineffective method, because there is still a slight difference among the terms. But the writer does not deny the effectiveness of giving synonyms as a skill in itself as long as the use of synonyms should be with great caution. Other wise it makes the students confused. The same reason happens to the use of antonyms. It must be noted that this method must not be given as the first method in the teaching procedares.

D. Supplying context : This is considered as the most helpful method to the teaching of meanings after giving the definition and the classification, because it helps the students' understanding. It is true that teaching meaning out of the context does not mean much. Also teacher should supply them more than single context. When they have grasped the meaning of each term, the teacher can ask them to make their own sentences. This will arise the creativity of the students and they are trained to use words in a real speech situation. As a result and as a hope, they may remember the meaning of those new terms longer. We have to use ordinary content and function words in order to fill up the places in the sentence patterns and phrase patterns.

The learning of meanings should be enforced by giving a lot of practice. We as prospective teachers should note that giving exposure of good language having suitable sentence to the use of the terms, can help the students to understand

the meaning more clearly. So we must really master and comprehend the distinctive semantic features of each term. Usually students will stick to the first model they get, that is from their teacher.

It cannot be avoided that the number of words that can be learned in a given time is very limited. Teachers have the task to select the words that ~~are~~^{are} going to be taught first. To select those new terms can be done by :

- a. Knowing what words that are frequently used by people whose native language is English.
- b. knowing what words that are suitable to any country and any climate.
- c. knowing what words that will be useful to be the basic word as some day we must teach another term having relation to the basic word.

In addition to all of these, a teacher should be qualified to teach the teaching material. And unquestionably he has to be skillful in the use of the teaching methods he has chosen. A wrong choice of methods will not give a satisfying result.

VIII. THE CONCRETE EXAMPLE OF THE TEACHING'S APPLICATION.

The following paragraph and its equivalence, which contains several of the verbs that have been discussed are provided below as an illustration to show the terms in context. They are expressed in the two languages namely English and Indonesian.

A news paper announced that Kasdut, a cold blooded killer, ran away from the jail. The cops tried to surround him but they are not succeeded in capturing him. One day he was catching the rain water while he was holding a bolo knife. What was it for? No body knew. The cops suddenly made a raid and Kasdut could be seized. Then he was locked up in the village leader for three days. After that he was moved to another country to be imprisoned for life.

.....etc.

Ada berita bahwa Kasdut pembunuh berdarah dingin, lari dari penjara. Polisi berusaha untuk mengepungnya. Tetapi mereka gagal menangkapnya. Pada suatu hari, diketahui ia sedang menadah air hujan sambil memegang golok. Untuk apa golok itu, tak ada seorangpun yang tahu. Polisi segera menggrebeg rumah itu. Kasdut berhasil ditangkap lalu untuk sementara waktu ia disekap di rumah pak Lurah. Setelah 3 hari ia dipindahkan ke kota lain dan dipenjarakan untuk seumur hidup.

.....dst.

Other example

I. Complete the sentences with the verbs provided.

- a. the police the thief last week.
- b. He the rope from me.
- c. The boy 5 fish during this afternoon.
- d. Does she her bag in the train station?
- e. The monkey was..... by accident.

The verbs : snare , clutch , grasp , seize ,hook ,
clench , grab.

II. Make your own sentences using the verbs given.

- | | |
|----------------|-------------|
| a. menyambut | f. to snare |
| b. menjerat | g. to seize |
| c. memikat | h. to grasp |
| d. menggenggam | i. to hold |
| e. menangkap | j. to catch |

IX. CONCLUSION

Before ending this thesis, we may come to a conclusion that each of the Indonesian and English terms meaning menangkap and to catch has its own complication. The classification of the English term is harder to be made rather than the Indonesian ones, because native speaker of English seems to differentiate each term based on different components (though they are not aware of it). Therefore they sometimes feel difficult to explain or clarify what reasons it makes different. The writer, however, admits that the English terms are more complicated as each term has its own detailed, distinct components. While those of the Indonesian terms are not so difficult to deal with as the writer speaks the language very well.

Knowing the comparison of the semantic descriptions within the two languages, the writer concludes that the English semantic system is superior to the Indonesian. The superiority is indicated by its amount of utterances and it happens because the native speaker^s speaking English consider every action having to do with to catch is important. The English people are very concerned.

All teaching-learning procedures should be oriented to ^{the} achievement of the three domains that should be gained by the students. They are 1. the cognitive domain

2. the affective domain

3. the psychomotoric domain

Before explaining each of the domains, the writer wants to expose you the distinctive semantic features of each term of the two languages. She admits that she cannot fulfill an accurate semantic description as she has only little time to go deeply to the culture of the language that is considered important.

The distinctive semantic features of the English terms.

to catch DSF: the object/patient
 motivation

to clasp DSF: aim
 means
 degree of firmness

to clutch DSF: aim
 manner of doing
 means

to clench DSF: motive
 degree of firmness
 means

to grab DSF: manner of action
 aim

to grip DSF: aim
 means
 manner of action

to grasp DSF: manner of action
 means

to seize DSF: manner of action

to snatch DSF: manner of action

motive

to hold DSF: means

to hook DSF: means

manner of action

position

distance

bait

emotion

to enmesh DSF: instrument

manner of action

to entangle DSF : means

manner of action

to snare DSF : means

manner of action

to gin DSF : means

bait

to trap DSF : instrument

object/patient

to arrest DSF : agent

reason

to capture DSF :

to nab DSF: emotions
manner of action

to cage DSF: instrument

After apprehending the DSF, and the suitable methods to teach meanings, it is a hope that the teaching-learning helps the three learning domains said earlier.

- a. cognitive domain means that the students are able to understand and remember and recollect what they are learning.
- b. affective domain : The positive attitude toward the subject being learned. That means to arise the attitude of the students to love the subject. There are 3 ways to do that, they are :
 1. the students can understand the subject. (the English subject)
 2. They can talk to foreigners
 3. they feel that they have achieved something. (progression)
- c. psychomotoric domain : The students are able to speak, listen. write the English language well/ automatically.

Many problems obstructed the presentation of the semantic descriptions to be fully correct. Consulting to dictionaries and native speakers really help the work of this semantic analysis. We as Indonesian people don't differentiate the Indonesian terms having similar meaning in their daily usage. They do not consider the terms important. Example: menangkap and menyambut (bola). Now let us see the DSF of the Indonesian words.

The distinctive semantic features of the Indonesian terms.

menangkap	DSF: <u>instrument</u> <u>manner of action</u>
memegang	DSF: <u>degree of firmness</u>
menyambut	DSF: <u>manner of action</u> <u>position of the object</u>
menadah	DSF: <u>distance</u> <u>motive</u>
menampung	DSF: <u>distance</u> <u>motive</u> <u>connotation</u>
menggenggam	DSF: <u>instrument</u> <u>manner of action</u> <u>small object</u> <u>degree of firmness</u>
memikat	DSF: <u>manner of action</u> <u>distance</u>
menjerat	DSF: <u>instrument</u> <u>manner of action</u> <u>emotional</u>
menjala	DSF: <u>location</u> <u>instrument</u>

manner of action

memukat	DSF: <u>instrument</u> <u>position</u> <u>distance</u>
mengepung	DSF: <u>manner of action</u>
menggetah	DSF: <u>means</u>
mengail	DSF: <u>dialect</u>
memancing	DSF: <u>dialect</u>
menahan	DSF: <u>emotion</u>
mengurung	DSF: <u>means</u>
memenjarakan	DSF: <u>means</u> <u>authority of the agent</u>
menyekap	DSF: <u>means</u>

With regard to the language teaching, she suggests the attention of the students' age. Different level of learning will give different methods too. The use of dramatization, is advisable, with respecting to the necessity to give many examples. It is necessary to know that the students' mother tongue has been stick to their brain, so 'willy nilly' the students will try to make a comparison between their own language and the English language. There is a kind of wonder

if they will make wrong ideas. But a qualified teacher is expected to overcome this with a great cautiousness and patience. Finally she suggests the use of those items in a real speech situation.

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