

**A
PRELIMINARY SEMANTIC STUDY
OF
THE VERB " TO HAVE "**



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by

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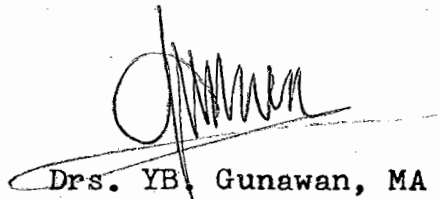
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Take, Lord, receive,
all my liberty, my memory,
understanding, my entire
will. Give me only Your
love and Your grace. That's
enough for me. Your love
and Your grace, are enough
for me.

St. Ignatius's prayer

Dedicated to

My beloved mother and father,
my beloved sisters and brothers,
the Society of Jesus, Dwiani,
and 'Nes for their understanding,
support, prayer, and encourage-
ment during my years of study

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PREFACE

Grammar is important, but it is not all important. Grammar is only needed so that communication through language can proceed smoothly.*)

Anyone learning a language will sooner or later become aware of the fact that the stress on the study of it may vary greatly. This is because the field of linguistics is quite broad and extensive. We know that language involves many interrelated elements such as the patterns of sounds, words, sentences, and many others. However, they do not exist for the sake of themselves.

When we make contact with one another, when we communicate with other people, we use language, involving all the elements already mentioned above, not isolatedly, but simultaneously. Even further, the use of language in the actual communication does not end within the use of the language itself. It aims at something further or beyond the linguistic reality: the meaning to be communicated.

This thesis also deals with the study of meaning. It should be noted, however, that it does not discuss meaning in general. It is strictly limited only to the meaning of one of the English verbs: the verb "to have". Hopefully, it may give contribution not only to the better understanding of the verb itself but also to the study of the English language in general.

*) Poedjosoedarmo, Soepomo, The Communicative Approach, Second English Department Seminar, IKIP Sanata Dharma, Yogyakarta, May 19, 1987: p. 4 (unpublished)

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CHAPTER I

INTRODUCTION

A. Background of Study

It has already been widely accepted that language can often be broadly described "as a system which links form and meaning."¹ These two important elements go hand in hand simultaneously in any language using activities. These two crucial elements, too, can only be theoretically separated but not in the actual language use. The former presupposes the latter's presence and so does the latter require the former's presence at the same time. Meaning is expressed in the representation of form, and, in turn, the form represents the meaning intended by the language user concerned. Thus, form without meaning is nonsense, and meaning without form can hardly be fully understood.

In the study of language or linguistics, the analysis of forms deals with that of language from the point of view of its systems of sounds, words, and sentences. These studies fall under the fields of phonology, morphology, and syntax. The study of meaning, on the other hand, deals with whatever persists, exists, or being expressed in or by means of the representation of the form. It is

1. Godby, C.J., 1982: p. 70.1

the study of whatever exists or being meaningfully signified by the sounds, letters, words, and other related forms in the language concerned.

In language learning and teaching, however, the study of meaning is sometimes neglected. Much deals with the study of forms. In short, there is a lot of explanation concerning the grammar or structure of the language being learned. This is quite understandable because the study of meaning, or the field of semantics, is really broad covering an extensive understanding of many fields and other branches of science and knowledge which undoubtedly go beyond the study of language. Thus, in many respects, this phenomenon is unavoidably beyond the reach of those who learn a language.

In any kind of communication, however, meaning is very crucial. Anything expressed in the representation of rules, grammars, and the like must be communicatively meaningful. Long points out that

the primary function of language is to convey meaning: grammatical structures exist for this purpose.²

This is why the writer of this thesis tries to make an analysis of it. Thus, this analysis is clearly based on the basic assumption that language is a medium

2. Long, Ralph B., 1961: p. 1

of communication. In any type of communication, meaning or message plays a very important role in it. Even it may serve as the goal or purpose of the communication itself. We are fully aware of the fact that any communication will not be in effect unless the meaning intended is equally understood by both the speaker and the hearer.

It should be noted, however, that although this thesis deals with the study of meaning, grammar or structure also plays an important part and is considered in the analysis as well.

B. Scope of Study

In this thesis the writer tries to make an analysis of the various meanings of the verb "to have" as a full, transitive verb. We know, this verb may have several functions and meanings. To mention two of them, "to have" may function as the generic term of those verbs like "to possess", "to own", or "to be in possession of". But, it may also mean quite different from those mentioned above. For instance, the meaning of "has" in the sentence

John has a large, new house

is quite different from that of "has" in the sentence

John has a bad cold.

Both of the verbs in the first and the second sentence

share the same grammatical feature (to be more exact, the same verb pattern, namely VERB + DIRECT OBJECT).

The analysis focuses on the semantic features or the nature of the verb "to have" in contrast with its various different individual meanings of it. It excludes the discussion on the grammatical functions of the verb because it clearly presupposes an entirely different method and technique of analysis.

C. Aim of Study

As a matter of fact, some, or even many, English words have more than one meaning. Knowledge of meanings and good understanding of them are thus two crucial and basic requirements for anyone learning English in order to master the language well and use it appropriately in any English language using situation.

However, it should always be kept in mind that our understanding and knowledge of the individual meanings of a word are not always sufficient. The individual meanings of a word are sometimes much determined or characterized by some extralinguistic factors like the referent and context of the verb in usage, due to "an extensive application or context of use of the word."³

This thesis tries to make an analysis, comparison,

3. Poedjosoedarmo, S. 1986: p. 5

and characterization of the distinctive semantic features of the verb "to have" in contrast with its individual meanings. It also tries to make an analysis of the semantic features of the nouns or noun phrases functioning as the direct objects of the verb which, the writer assumes, also characterize and determine each of the individual meanings of "to have" when it is used in a sentence.

D. Hypothesis

As mentioned above, the verb "to have" in English has many meanings. Our recognition and understanding of each of these meanings, the writer assumes, are much determined and influenced by extralinguistic factors as well as the semantic features of the nouns or noun phrases succeeding the verb which grammatically function as its direct objects in a sentence. The shift of semantic features of each of them is quite determinant and significant, and it is very important to recognize the intended meaning of this verb properly. Also, either the presence or the absence of the direct object in a sentence is quite significant, determinant, and distinctive to the individual meaning of this verb.

E. Technique of Analysis

To arrive at the final aim of this thesis the writer uses the contrastive analysis between the two verbs being contrasted. The term "contrastive analysis", however, is worth explaining first here. Different from the term which is already well-known among the linguists, the term "contrastive analysis" in this thesis is strictly limited to "the comparison and contrast between the two verbs or two sentences referring to the same thing." It aims at finding out the distinctive features of each of the two verbs or sentences being contrasted. Thus, it hardly has something to do with the term "contrastive analysis" which has already been widely accepted by many linguists. The steps of analysis can briefly be summarized as follows:

First, there is a comparison between two positive sentences. The first sentence uses the verb "to have" and the second uses the verb referring to one of the various meanings of the verb "to have". For example, the verb "to have" in the first sentence means "to eat". Then, the second sentence uses the verb "to eat". The other remaining sentence elements are not changed. This aims at finding out whether or not the two verbs and the whole sentences being contrasted are interchangeable or replacable and also whether or not both of them have the same referent and meaning.

Second, after every comparison has finished, the two contrasted sentences are then changed into interrogatives asking the direct objects of the verbs. Out of this, there is a discussion about several contextually semantic features of the two verbs like the context (of time, place, and others), the referent, intention, or purpose, effect or result, agreement, response, and implication. From the interrogatives we will find out the nature of each of the two verbs being contrasted. In this step, too, we will find out how the noun or the noun phrase functioning as the direct object of the verb "to have" is quite significant and determinant to the meaning of the verb in a sentence in contrast with the meaning of the verb which in the affirmative sentence can be interchangeably used.

Third, after having analysed the significance of the direct object of the verb "to have", the writer goes on discussing and analysing the characteristic semantic features of it. The writer assumes that by knowing and recognizing those features the intended individual meanings of the verb can be predicted.

F. Organization of the Thesis

The overall plan of this thesis is divided into six chapters. Chapter I is Introduction, explaining the background, the scope, and the aim of the study. In this chapter also the writer states his hypothesis and the technique

of analysis on the study of the verb "to have" he made.

Chapter II describes the various meanings of the verb "to have" which will be used as the materials for the analysis in the succeeding chapters.

Chapter III and Chapter IV constitute the body or the main parts of the thesis. In these two chapters the various meanings of the verb "to have" are contrastively analysed, and the direct objects succeeding the verb are grouped, analysed, contrasted, and characterized in reference to the different individual meanings of the verb "to have".

Chapter V discusses the significance of the direct object to the individual meanings of the verb and to our proper understanding of each of them.

Chapter VI is the conclusion of the overall study the writer has made throughout this thesis.

CHAPTER II

THE VARIOUS MEANINGS OF "TO HAVE"

English language learners sometimes find it difficult to learn the verb "to have". This verb, as we will discuss further, has a lot of meanings. On the other hand, there are also many other verbs which can be used to express the same meanings instead of the individual meanings of "to have". This prompts some questions: Can these verbs be interchangably used with the verb "to have"? In what circumstances, in what conditions may they be replacable each other, and in what conditions can they not be? What distinctive, significant syntactic or semantic features, if any, does each of them have in contrast with the verb "to have" itself?

To begin with, let us observe the various distinctive uses and meanings of the verb "to have". Hornby in his "Guide to Patterns and Usage in English" makes at least six different groups of meanings and uses of this verb.

First, "to have" is used "to indicate possession or ownership."¹ The sentence

I have one book and a new pen

means that the subject "possesses" the things already mentioned. Thus, "to have" and "to possess" are used in

1. Hornby, AS., 1980: pp. 7 - 9

the same sense here.

Second, "to have" is used "to indicate characteristics and relationship. A sentence with a finite of "have" may often be recomposed with a finite of "be".² It is sometimes also called "existential sentence with "have".³ In this case, a sentence containing the verb "to have" can be reconstructed into "There are ..." or "There is ...". So, instead of saying

This room has twenty windows

we can say

There are twenty windows in this room.

Thus, in this case, the use of "to have" and the construction of "there are ..." or "there is ..." are equivalently interchangeable.

Third, this verb can also be used with "such meanings as take, recieve, and experience."⁴ "To have" in the sentence

John had a letter from his brother

means "to recieve". Similarly, in the sentence

John will have a lesson tonight

it may mean "to take" as well as "to recieve". In contrast, however, in the sentence

2. Hornby, AS., *ibid.*

3. Quirk, Randolph, 1982: p. 421

4. Hornby, AS., *ibid.*

John always has a bath at six o'clock

"to have" means "to take" or "to bathe", not "to recieve",
whereas in

John has a bad cold

the verb "to have" means "to experience" or "to suffer from"⁵, and obviously it does not mean "to take".

Fourth, the verb "to have" can also be used for "reference to what is habitual, general or usual and for reference to a particular occasion."⁶ This distinction can be seen clearly from the following illustrations⁷

Do you have enough time for study?

cf Have you (got) time for study this afternoon?

In these two interrogatives, the former use refers to something, i.e. studying, which "generally happens or something which occurs as a rule"⁸, whereas the latter indicates occurrence which takes place only in a particular occasion.

Fifth, this verb is also used "to indicate obligation."⁹ In this case, it is closely equivalent to the use of the modal auxiliary "must" as in

5. Funk and Wagnalls, 1953

6. Hornby, AS., *ibid.*

7. *ibid.*

8. *ibid.*

9. *ibid.*

I have to go to school

instead of

I must go to school.

Sixth, "to have" also "indicates causative meanings"¹⁰, as in

You must have this letter mailed soon

John had his left arm broken yesterday

I will have the lazy student do a lot of work

You better have this broken chair out.

We find here that the verb "to have" can be used variously based not only upon the meaning(s) intended but also upon the patterns of the verb.

For the sake of the analysis in this thesis, however, the above division is still very broad and general. We can hardly find the various different individual meanings of this verb which, the writer assumes, are altogether more than twenty five meanings. The American Heritage Dictionary of the English Language, New College edition 1973, for example, lists as many as 31 different meanings of this verb. The Webster's New Twentieth Century Dictionary, 1983 edition, lists as many as 14 meanings. Excluding "have" as a perfective auxiliary, the Longman Dictionary of Contemporary English, 1981 edition, lists two separate entries of this verb. The first includes

¹⁰. Hornby, AS., *ibid.*

six different meanings, and the second lists as many as 19 meanings of it.

In the contrastive analysis in the next chapter, however, not all meanings of the verb "to have" will be used. The writer takes only as many as 22 different meanings of this verb which are supposedly sufficient and representative to arrive at his conclusion at the end. The twenty-two different meanings of the verb "to have" here are mainly taken from the dictionaries mentioned above and from the book "A Grammar of English Words" by Harold E. Palmer.¹¹

The twenty-two different meanings of the verb "to have" that will be analysed and contrasted with the verb "to have" itself are:

1. to eat
2. to drink
3. to smoke
4. to bear (meaning to give birth to or to beget)
5. to experience
6. to listen
7. to play
8. to know (meaning to possess an understanding of)
9. to hold (meaning to arrange)
10. to permit

11. Palmer, Harold, E. 1955: pp. 74-75

11. to take
12. to receive
13. to show
14. to invite
15. to keep (as a pet)
16. to enjoy
17. to perform
18. to suffer from
19. to deceive
20. to sing
21. to dream
22. to spend

To make our understanding of the various meanings of the verb "to have" clearer, the Indonesian meanings are also given here. We find here that the meanings of this verb are far more than those listed above. In Indonesian the verb means:

1. makan
2. minum
3. merokok
4. memakai
5. melahirkan
6. mengalami
7. mempunyai; memiliki
8. mendengarkan

9. (me)main(kan)
10. tahu; mengerti
11. mengadakan; menyelenggarakan
12. mengizinkan
13. mengambil
14. menerima; memperoleh
15. menunjukkan
16. mengundang
17. memelihara
18. menikmati
19. menampilkan; memperagakan
20. menderita
21. menyebabkan
22. menyatakan; memberitakan
23. mengalahkan
24. mengingat(-ingat); menghafalkan
25. terlibat; melibatkan diri
26. tertipu
27. melakukan (sesuatu)
28. mempertahankan
29. ingin
30. memberi
31. menyajikan

CHAPTER III

CONTRASTIVE ANALYSIS:

"TO HAVE" AND ITS INDIVIDUAL MEANINGS

We have already known the various different meanings of the verb "to have" as listed in the previous chapter. The variety of meaning is more observable if we look at the Indonesian translation as it is already given in the same chapter.

In the present chapter the writer begins his analysis to find out the distinctive features and the nature or characteristics of the verb "to have" when it is contrasted with its individual meanings.

Each of the twenty-two different meanings of the verb listed in the previous chapter will be analysed and contrasted through the steps mentioned and explained on page 5-7.

A. Explanation of Terms

The terms used in the discussion and analysis in this chapter are worth explaining first before the writer begins his analysis properly. Hopefully the reader will understand and get insight before we arrive at the conclusion later on after the analysis has finished.

The terms are, as mentioned earlier, context, referent, intention or purpose, effect or result, agreement, response, and implication. It is worth noting that these terms

will sometimes, if not almost always, appear in the present analysis, but they will be treated fully in the discussion about the significance of the direct object and its semantic features in Chapter V.

1. Context

"The whole situation, background, or environment relevant to some happening."¹² In this analysis the direct object of the verbs being contrasted is regarded as the immediate context of the verbs concerned.

2. Referent

This term points at or refers to an action, occurrence, state or condition with reference to a particular activity indicated by the two verbs being contrasted.

3. Intention or Purpose

"The fixed direction of the mind to a particular object; a determination to do a specified thing or act in a particular manner."¹³ In this analysis both intention and purpose are used alternately referring to the same thing.

4. Effect or Result

"That which is produced by an operating agent or cause; a result or consequence."¹⁴ Like intention and

12. Simon & Schuster, 1983

13. *ibid.*

14. *ibid.*

purpose, effect and result are also used alternately referring to the same thing as a consequence of the action or occurrence stated by the verbs.

5. Agreement

In this analysis this term means "concord, conformity, unity of opinion,"¹⁵ sameness in understanding something referred to.

6. Response

This term simply refers to "a reply or answer, a reaction to a stimulus."¹⁶

7. Implication

In this analysis this term means or refers to "a suggestion not expressed but understood."¹⁷

B. Contrastive Analysis

Having been familiar with the terms above, we are now ready to set forth the contrastive analysis of each of the individual meanings of the verb. The meanings and the verbs being contrasted are in accordance with the list already given in the previous chapter (see Chapter II).

15. Simon & Schuster, *ibid.*

16. Mifflin, Houghton, 1976

17. Procter, Paul, 1981

1. to have vs to eat

We have already been familiar with the verb "to have" meaning "to eat". The verb in the sentence

We had dinner at six o'clock

means "to eat". This sentence means exactly the same when the verb "had" is substituted by the verb "ate".

Thus,

We had dinner at six o'clock

and

We ate dinner at six o'clock

both mean exactly the same, both of them refer to the occurrence or action taking place in a particular occasion indicated by the adverb of time given, namely "eating dinner at six o'clock". Grammatically, the two verbs share the same verb pattern: VERB + DIRECT OBJECT. Grammatically, too, we can put these two sentences into interrogatives asking the direct objects of the verbs:

What did we have at six o'clock?

and

What did we eat at six o'clock?

Being aware of the various meanings of the verb, the former interrogative is not only ambiguous but also multi-interpretable. Although the context of time is given

(i.e. the time when the action being asked happened), the meaning of the verb remains vague. It is not clear nor definite either what action, occurrence, state or condition the verb "have" refers to. The fixed intention or meaning exactly intended is thus solely determined by the speaker who utters this interrogative sentence. Relevantly expected response or effect will not also be obtained unless there is already an agreement of the intended meaning of the verb which is understood by both the speaker and the hearer. Thus, in this case, the meaning of the verb is or becomes "implied", not explicitly nor directly stated, even if the various meanings of the verb are already well-understood.

Quite the contrary, the meaning of the second interrogative sentence containing the verb "eat" has already been abundantly clear. Whether or not the context of time is present, the meaning of the verb as well as the whole sentence is already understood. The referent of the verb, too, has already been obvious to our mind, namely "to take in through the mouth and swallow"¹⁸ the food.

Contextually and semantically, to be understood as having the meaning "to eat", the verb "have" requires the presence of the direct object, in this case, "dinner". Unless the direct object is present, the verb "have" in

18. Procter, Paul, *ibid.*

the interrogative sentence above can hardly be directly understood or interpreted as having the meaning "to eat". This is clearly due to the various different meanings of this verb leading to multi-interpretation in the hearer's mind. Thus, the presence of the direct object here is undoubtedly quite distinctive and significant. In contrast, unlike the verb "to have", the meaning of the verb "eat" in the second interrogative sentence has already been clearly understood whether or not the context or the direct object of the verb is present.

2. to have vs to drink

The second meaning mentioned on the list of the various meanings of the verb "to have" is "to drink". Let us observe this in the next comparative illustrations of the two sentences using "to have" and "to drink". The sentence

We have a glass of sweet milk every morning

and

We drink a glass of sweet milk every morning

mean exactly the same. Again, grammatically, the direct object of the verb "have" in the first sentence and that of "drink" in the second one is exactly the same, namely "a glass of sweet milk". Like the previous comparison of the two sentences using "to have" and "to eat", the mean

ing of "to have", in this case, "to drink", also seems to be dependent on and determined by the presence of the direct object. This is clearly observable when the direct object of the verb "to have" here is also absent. "To have" again becomes multi-interpretable. Without the presence of the direct object, the verb itself can hardly be directly understood. The whole sentence cannot be directly understood either. So, only the presence of the direct object "a glass of milk" does make the verb and the sentence as a whole have a clear referent and meaning, namely "the action or occurrence of drinking a glass of sweet milk".

Like the previous contrastive analysis of the verb "to have" meaning "to eat", the intention or purpose, the meaning intended of the verb, and the effect or resulted action are solely determined by the speaker who utters the interrogative sentence. It becomes more obviously observable if the two sentences are changed into questions asking the direct objects of the verbs:

What do we have every morning?

On the contrary, the question

What do we drink every morning?

has a direct, clearly intended meaning and referent. The verb "have" in the former interrogative above can hardly be directly understood and interpreted as having the mean

ing "to drink" unless there is an agreement of the meaning intended. Again, the meaning of "to have" in the above question becomes "implied", whereas that of "to drink" does not. It is explicitly stated and directly understood by everyone who hears such a question.

3. to have vs to smoke

The third meaning of the verb "to have" given on the list is "to smoke". The verb in the sentence

John has three cigarettes everyday

means exactly the same with the verb "smokes" in the sentence

John smokes three cigarettes everyday.

Again, both of the verb "has" and "smokes" share the same verb pattern: VERB + DIRECT OBJECT. In the two sentences above, we can use both of them alternately, one instead of the other, remaining the sameness of meaning, action, or occurrence as the referent of the verb as well the whole sentence.

Compared with "to have", however, the meaning of "to smoke" has already been abundantly clear within the verb itself even without the presence of the direct object. Thus, in the interrogative sentence (originated from the affirmative sentences given)

What does John smoke everyday?

the verb "smoke" has been understood and interpreted as having the meaning "to suck or breathe in smoke from (esp. tobacco, as in cigarettes, a pipe, etc.)".¹⁹ The verb "have", in contrast, has not been clear yet. It even becomes vague. "Have" in the interrogative sentence

What does John have everyday?

again, remains multi-interpretable due to the various meanings of the verb. . . Even if the context is given (i.e. the context of time: everyday), the exactly intended meaning of the verb remains not only ambiguous but also multi-interpretable to the hearer's mind, whether the speaker intends to mean it "to drink", "to eat", "to smoke", or others. We can also observe here that the verb in the above interrogative sentence seems not to have had a fixed referent either. Like the previous two meanings of the verb "to have" already given, the intention and meaning thus depend solely upon the speaker, which may differ quite the contrary to the hearer's interpretation of the meaning exactly intended. We can find here that the effect or the resulted action expected to come true is not clear either. Thus, there should be an agreement of meaning of this verb referred to by both the speaker and the hearer. Again, we can find here that the meaning

19. Procter, Paul, *ibid.*

of the verb "have" in the above interrogative becomes "implied", not directly stated, whereas that of "smoke" has already been clearly understood and abundantly obvious within the verb itself.

4. to have vs to bear (meaning "to beget or to give birth")

Let us go on discussing the following meaning of the verb "to have". This verb in the sentence

His wife had a baby last night

means "to bear" or "to give birth to", "to beget". This verb means exactly the same with "bore" as in the sentence

His wife bore a baby last night.

Again, both "had" and "bore" share the same verb pattern: VERB + DIRECT OBJECT. The two verbs can also be interchangeably used without even the least significant change of the meaning and referent of the verbs.

In contrast with "to have", "to bear" can be clearly understood as having the meaning "to give birth to" or "to beget" even if the direct object of the verb is absent. We can observe and find it in the interrogative sentence

What did his wife bear last night?

Although the verb "bear" itself also has several meanings, it may still easily lead the hearer's interpretation to the meaning "to give birth to" or "to beget". Further-



more, compared with "have", the scope of the "multi-interpretability" of the verb "bear" is more limited and narrower than that of the verb mentioned earlier.

Now let us observe the verb "have". This verb in the interrogative sentence

What did his wife have last night?

is, again, not only ambiguous but also multi-interpretable. It may be interpreted as referring to the action of "eating (something)", "drinking (a certain liquor)", or many others including, of course, the meaning "bearing a baby". It may also be jokingly, even though it is unintentionally, interpreted as referring to the state or condition of "suffering a terribly bad cold" whereas the actually intended meaning is "bearing or begetting a chubby baby". Again, we find here that the presence of the direct object "a baby" as the immediate context of the verb "to have" is quite significant and determinant to the proper understanding and interpretation of the intended meaning of it, in this case, "to bear", "to give birth to", or "to beget". The fixed referent of the verb and the sentence as a whole, the intention, and the expected response, again, depend mostly upon the speaker. All of these, due to the absence of the direct object "a baby", may be interpreted quite differently by the hearer. The resulted effect is not clear either. So,

there should be an agreement of the intended meaning of this verb referred to by both the speaker and the hearer. The meaning of "have" in the above interrogative sentence is, again, "implied", being relevant only due to the presence of the direct object as its immediate context.

5. to have vs to experience "

We have already known that the verb "to have" may also mean "to experience". "Had" in the following sentence

We had a sweaty, dry season this year

means "to experience". Observe also the following illustrations

We had a good summer this year

and

We experienced a good summer this year.

In these two sentences, "had" and "experienced" can also be used alternately without changing the entire meaning of the sentence. However, if the first sentence containing "had" is put into interrogative

What did we have this year?

the verb "have", again, becomes multi-interpretable. It becomes vague for us what state, occurrence, or action is referred to by the verb "have" and the interrogative sentence as a whole. We can also observe here that the

intention as well as the resulted effect or expected response is not clear either due to the absence of the direct object of the verb. Thus, there should be an agreement of the same intended meaning referred to by both the speaker and the hearer. The meaning of the verb, again, becomes "implied", and thus the presence of the direct object is undoubtedly quite significant and determinant to make the intended meaning of the verb and the whole sentence clearly understood.

The case of the verb "experienced", in contrast, is different from that of "had". It has already been clearly understood as referring to the state or occurrence of "undergoing, feeling, or meeting with"²⁰ something. Thus, its referent is clear already. The case is the same with the intention, resulted effect, and response intended by the speaker which can be clearly understood by the hearer.

6. to have vs to listen to

Let us observe the next meaning of "to have". In the sentence

We will have music during the break

"have" may mean "to listen to". "Have" and "listen to" are also interchangeably used in such a sentence. We can use "listen to" instead of "have" in the above sentence,

20. Simon & Schuster, *ibid.*

thus

We will listen to music during the break means exactly the same with the previous sentence given containing "have". Both of them, again, refer to the same action of "making a conscious effort to hear"²¹ the music being played.

Still, if the two contrasted verbs are used in interrogatives asking the direct object of each of them, there will appear some significant distinctive characteristics between the two. Observe the interrogatives below (originated from the positive sentences given above)

What will we have during the break?

and

What will we listen to during the break?

Due to the various meanings of "have", we find here that the former question is not only ambiguous but also even multi-interpretable. We can hardly know and recognize what the directly intended meaning or referent of the verb is. This also makes further confusion of understanding the action, occurrence, intention, and purpose referred to by the speaker. In addition, we can hardly understand either what the actually relevant response or expected effect is. In this case, unless there is already

21. Simon & Schuster, *ibid.*

an agreement of the intended meaning and referent of the verb "have", we will not obtain relevant response if we ask somebody such a question. These are due to the absence of the direct object "music" of the verb "have" in the above interrogative sentence, which, as it is already proved, is undoubtedly significant, distinctive, and determinant. Unless the direct object is present, we will not understand what the exactly intended meaning of the former interrogative sentence is.

Quite the contrary, the second interrogative using the verb "listen to" has already been abundantly clear. Even without the presence of the direct object, we can still easily understand that the verb "listen to" has the meaning and referent mentioned earlier leading to the relevant effect and response expected.

7. to have vs to play

Besides having the meaning "to listen to" as discussed previously, the verb "have" may also mean "to play". We have already been familiar hearing someone saying a sentence like

We will have a football game next week

which means the same with the sentence

We will play a football game next week.

In this case, "have" and "play" can also be interchangeably

used without even the least change of meaning of the verb as well as the entire sentence since both of them have the same referent and meaning.

Nevertheless, if we use "have" and "play" in interrogative sentences asking the direct objects of the verbs, we will find later that each has its own specific and distinctive characteristics which may lead us to different interpretation of each of them. Compare the question

What will we have next week?

and

What will we play next week?

Due to the absence of the direct object "a football game" in the question above, the former interrogative is not only ambiguous but even multi-interpretable. What occurrence or state the verb "have" refers to or what action the subject does is, again, vague for us. We can hardly understand what the exactly intended meaning of the verb is. The intention and the expected effect or response thus depend solely upon the speaker which may be interpreted quite the contrary by the hearer. Unless there is an agreement of the same meaning and the referent of the verb "have" in the question above, misunderstanding may greatly occur. This is because of the absence of the direct object of the verb "have" above, which is, again, quite significant and determinant for us to come to the proper

understanding of the intended meaning of the verb as well as the sentence concerned as a whole.

Quite the contrary to the first, the meaning of the second interrogative sentence containing the verb "play" has already been abundantly clear. Whether the direct object is present or not, the meaning of the verb as well as the entire sentence is already clear. The intention, effect, and the relevantly expected response have also been clearly understood because of the fixed referent both the speaker and the hearer agree with.

8. to have vs to know

The verb "to have" also has the meaning "to possess an understanding of"²² or "to know" (something to do with knowledge). In the following sentence

Shakespeare is said to have had "little Latin and less Greek"²³

the verb "had" means "to know" or "to possess an understanding of". In this case, "had" and "known" are also interchangeable each other as we can observe in the following sentence using "known":

Shakespeare is said to have known "little Latin and less Greek".

Both of the verb "had" and "known" above share the

22. Simon & Schuster, *ibid.*

23. *ibid.*

same verb pattern: VERB + DIRECT OBJECT. The direct object of the verb in the first sentence and that in the second one is exactly the same, namely "little Latin and less Greek". Here, the verb "to have" meaning "to know" is also much determined by the presence of the direct object. Consequently, if the direct object is absent, the verb "have" will become multi-interpretable. Also, without the direct object being present, it is quite difficult for us to know and recognize what the referent of the verb in the above sentence is. Thus, only the presence of "little Latin and less Greek" does make the verb and the whole sentence easily understood as having the referent and meaning "to have understanding of skill in as a result of study or experience".²⁴

Again, the intention or purpose, the intended meaning of the verb, and the expected response are solely determined by the speaker who utters the sentence. This can clearly be seen if the sentence containing the verb is put into interrogative asking the direct object:

What is Shakespeare said to have had?

Quite the contrary, the question

What is Shakespeare said to have known?

has a direct, clearly intended meaning and referent men-

24. Simon & Schuster, *ibid.*

tioned earlier.

The verb "had" in the former interrogative sentence above can hardly be directly understood and interpreted as meaning "to know" or "to possess an understanding of" unless there is an agreement of the meaning intended between the speaker and the hearer. The meaning of the verb "had" in the interrogative sentence above is, again, "implied", becoming clearer by the presence of the direct object. To the contrary, that meaning of "known" in the second question is explicitly stated and can be directly understood.

9. to have vs to hold

Let us observe the following sentence. The verb "have" in

John will have a big party to celebrate his birthday

means "to hold" or "to arrange". This sentence means exactly the same with the next containing the verb "hold".

Thus,

John will hold a big party to celebrate his birthday

and

John will have a big party to celebrate his birthday

both mean exactly the same referring to the action of "carrying on or holding a big party to celebrate someone's birthday", in this case, John's. Both "have" and "hold", again, share the same verb pattern: VERB + DIRECT OBJECT.

To the case of the verb "have" meaning "to hold", we can also put the two sentences above into interrogative sentences asking the direct object of the verbs,

What will John hold to celebrate his birthday?

and

What will John have to celebrate his birthday?

We can observe here that the meaning of the first interrogative sentence using the verb "hold" has already been clearly understood. The meaning and the referent of the verb "hold" is abundantly clear as well.

On the contrary, the second interrogative sentence containing the verb "have" is not clear. It becomes not only ambiguous but even multi-interpretable when someone directly asks someone else such a question in actual communication. It is quite possible the question is interpreted differently from what the speaker intends to mean due to the various meanings of the verb. The fixed meaning, the expected result, and response in the hearer's mind are thus solely determined by the speaker.

Concerning this fact, it is again assumed that there

should be an agreement of the intended meaning of the verb which is hopefully equally understood by both the speaker and the hearer in the actual communication. Thus, to the case of the verb "have" here, the meaning of this verb in the interrogative sentence, again, becomes "implied", not explicitly stated, even if the various meanings of the verb have already been well-understood. The presence of the direct object is thus quite significant and distinctive for the sake of the direct and proper interpretation of the exactly intended meaning of the verb.

In contrast with "have", the meaning of the verb "hold" has already been clearly understood even though the direct object of the verb is absent.

10. to have vs to permit

Let us observe the next two sentences contrasting the verb "have" and "to permit". The verb "has" in the sentence

My mother only has good children in the house means "to permit", "to allow by silent consent, or by not prohibiting."²⁵ Instead of saying the above sentence using the verb "has", we can also use "permits" as in

My mother only permits good children in the house.

Thus, again, "to have" and "to permit" can also be inter-

25. Simon & Schuster, *ibid.*

changably used, sharing the same verb pattern VERB + DIRECT OBJECT.

If the two sentences above are put into interrogatives asking the direct objects of the verbs, however, there appear some distinctive characteristics or features between the two. Let us observe the following interrogatives (originated from the two positive sentences given)

Whom does my mother only have in the house?

and

Whom does my mother only permit in the house?

Here, again, we can observe not only the ambiguity and vagueness of the verb "have", but also its multi-interpretability due to the absence of its direct object. Even the adverb of place "in the house" seems not to have any significance to the proper understanding of the meaning of the verb. What state, occurrence, condition or action the verb "have" refers to is, again, obviously multi-interpretable. The exactly intended meaning of "have" in the interrogative sentence above depends solely upon the speaker who utters the question, which may be entirely different from the hearer's interpretation. Thus, relevant response and expected effect can hardly be obtained unless there is an agreement of the meaning intended which should be equally understood by both the speaker and the hearer. Even if the various meanings of the verb

"have" have already been well-understood, the exactly intended meaning of "have" in the interrogative sentence above is still "implied", not directly stated. Thus, to be understood as meaning "to permit", the presence of the direct object in the first interrogative sentence is quite significant here to the understanding of the exactly intended meaning of the verb. Also, due to the absence of the direct object, "have" in the interrogative above can hardly be interpreted as meaning "to permit". This is also because of the various meanings the verb "have" itself leading to the multi-interpretation of the meaning exactly intended.

Quite the contrary, the meaning of the verb "permit" in the second question has already been obviously understood. Even if the direct object is not present, the meaning of the verb as well as the sentence as a whole can be easily comprehended. "Permit" has already been understood as referring to "allow" or "to give opportunity for."²⁶

11. to have vs to take

Observe the next illustration. The verb "have" in the sentence

We will have a photograph before the statue
of President Soekarno

means "to take". We still have exactly the same meaning

26. Simon & Schuster, *ibid.*

of the whole sentence when we substitute the verb "have" with "take". Thus,

We will have a photograph before the statue
of President Soekarno

and

We will take a photograph before the statue
of President Soekarno

remain the same in meaning; both sentences refer to the action or occurrence of "taking a photograph or a picture in front of the statue of President Soekarno". Also, both "have" and "take" above have at least one grammatical features in common, namely the verb pattern: VERB + DIRECT OBJECT.

The two sentences above can also be changed into interrogatives asking the direct objects of the verbs:

What will we have before the statue of President Soekarno?

and

What will we take before the statue of President Soekarno?

Compared with the verb "take", the verb "have" in the former interrogative sentence is, again, not only ambiguous but also multi-interpretable. Even the adverb of place, "before the statue of President Soekarno", where the action will (hopefully) take place, seems not to

have any significance to the proper understanding of the exactly intended meaning of the verb. It is also vague to the hearer what action, state, or occurrence the verb "have" in the former interrogative sentence refers to. The intention thus depends mostly upon the speaker uttering the sentence concerned. Consequently, the resulted effect and the relevant, expected response will not also be obtained unless there is an agreement of the same intended meaning of the verb "have" above. Again, we can observe here that the meaning of the verb "have" when it is used in an interrogative becomes "implied", not directly stated. This fact leads us to the multi-interpretability of the meaning even if we have been familiar with its various, different meanings the verb itself has.

In contrast with the verb "have" in the first interrogative sentence above, the meaning of the verb "take" in the second question has already been clearly understood. Even if the adverb of place is not given, the question

What will we take?

is clear, whereas

What will we have?

is, again, multi-interpretable. So, to be understood as having the meaning "to take", the verb "have" requires

the presence of a relevant direct object. Thus, the presence of the direct object is, again, quite determinant and significant. Unless the direct object is present, we can hardly understand and interpret the verb "have" in the interrogative sentence above as intended meaning "to take" by the speaker.

12. to have vs to receive

The writer firmly believes that we have already been familiar with the verb "have" meaning "to receive" as in the sentence

John had a letter yesterday.

This sentence means exactly the same if we substitute the verb "had" with "received". So, the sentence

John had a letter yesterday

and

John received a letter yesterday

both mean exactly the same referring to the same action or occurrence of "receiving a letter yesterday" who the person concerned in this case is John. Both of the verbs again, have the same grammatical feature in common, at least one, namely the verb pattern: VERB + DIRECT OBJECT.

Like the previous analysis above, we can also put the two sentences into interrogatives asking the direct object of the verbs. Observe the former sentence when it

is changed into a question asking the direct object of the verb

What did John have yesterday?

Being aware of the various meanings of the verb, we can again find here that this question is multi-interpretable due to the absence of the direct object of the verb. The presence of the adverb of time (yesterday) seems not to have any significance to the proper understanding and interpretation of the verb, what the exactly intended meaning of the verb as well as the whole question is. Again, it depends upon the speaker which may be quite the contrary to the hearer's interpretation. The expected response or effect will not also be obtained unless there is an agreement of the meaning intended by both the speaker and the hearer.

Now let us compare the previous interrogative with the following which is originated from the positive sentence containing the verb "received" above:

What did John have yesterday?

and

What did John receive yesterday?

In contrast with "have" meaning "receive", the meaning of "receive" itself has already been clearly understood as we can clearly observe from the two interrogatives being compared above. Whether or not the direct object

is present, the referent of the verb "receive" is clear, namely the occurrence of "getting something (i.e. a letter) either given or sent by someone else" in a particular occasion indicated by the adverb of time "yesterday". Needless to say, the intention or meaning intended by the speaker has already been clearly understood by the hearer. Thus, there is already an agreement of meaning of the verb "receive", whereas for that of the verb "have" there is not. So, again, the presence of the direct object is quite significant to the proper understanding of the verb "have" meaning "receive" above.

13. to have vs to show

The verb "to have" as we can refer to the list of its meanings given in the previous chapter also has the meaning "to show". Let us observe the following imperative sentence

Lord, have mercy on us!

The verb "have" in the example above means "to show". We still have exactly the same meaning of the whole sentence if the verb "have" above is substituted with the verb "show" as in

Lord, show mercy on us!

Both sentences have the same meaning. Both of the verbs, too, have the same grammatical feature in common, namely

the same verb pattern: VERB + DIRECT OBJECT.

In fact, we can also put the two imperatives above into interrogatives asking the direct object of the verb each

What does Lord have on us?

and

What does Lord show on us?

Being aware of the various meanings of the verb "have", we can again observe here that the former interrogative sentence containing the verb "have" is multi-interpret-able. What action or occurrence the verb "have" refers to remains vague to the hearer. It is quite possible the hearer interprets something quite the contrary to the speaker's intention. Also, irrelevant response or unexpected effect may occur as well even if the speaker and the hearer have understood the various meanings of the verb. Unless there has been an agreement of the meaning intended, the hearer may misunderstand the speaker's intention hearing such a question.

Again, we can observe here that the meaning of the verb "have" becomes "implied". We have to try to find out what the exactly intended meaning of the verb is before we understand the whole interrogative sentence completely.

Compared with the verb "have", the verb "show" in the second interrogative sentence can be directly understood within the verb itself as having the meaning "to reveal, manifest, or make evident (an emotion, condition, quality etc.) by behavior or outward sign."²⁷ Whether or not the direct object is present, the meaning of the verb "show" is clearly understood. On the contrary, that of the verb "have" is not. So, to be understood as meaning "to show", the presence of the direct object (i.e. "mercy") of the verb is, again, quite significant and determinant here.

14. to have vs to invite

Let us now observe the next illustrations contrasting the verb "have" and "invite". The verb "have" in the sentence

We will have some guests soon

means "to invite". "Have" and "invite" can also be interchangeably used in such a sentence, thus we may also have the sentence like

We will invite some guests soon

which means exactly the same with the previous sentence given. Both "have" and "invite" in those two sentences refer to the action of "asking someone to come to a par-

27. Simon & Schuster, *ibid.*

Compared with the verb "have", the verb "show" in the second interrogative sentence can be directly understood within the verb itself as having the meaning "to reveal, manifest, or make evident (an emotion, condition, quality etc.) by behavior or outward sign."²⁷ Whether or not the direct object is present, the meaning of the verb "show" is clearly understood. On the contrary, that of the verb "have" is not. So, to be understood as meaning "to show", the presence of the direct object (i.e. "mercy") of the verb is, again, quite significant and determinant here.

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We will invite some guests soon

which means exactly the same with the previous sentence given. Both "have" and "invite" in those two sentences refer to the action of "asking someone to come to a par-

27. Simon & Schuster, *ibid.*

ticular location or place." In addition, from the grammatical point of view, both verbs share the same feature namely the verb pattern: VERB + DIRECT OBJECT.

If the two sentences above are changed into questions asking the direct object of the verb each, however, there appear the significant different nature or semantic feature(s) leading to some different interpretation of the two verbs being contrasted. Let us observe the following two interrogatives originated from the positive sentences given earlier:

Whom will we have soon?

and

Whom will we invite soon?

We find here that, because of the absence of the direct object of the verb, the former interrogative becomes ambiguous, even multi-interpretable. What action or occurrence the verb "have" refers to or the action the subject does is obviously vague for us. We can hardly understand what the exactly intended meaning is. Because there has not been an agreement of the meaning intended due to the multi-interpretability of the verb "have" itself, we can again find here that the presence of the direct object is quite significant and determinant to the proper understanding and interpretation of the verb. Unless the direct object is present, we cannot arrive

at the exact and direct understanding of the verb as well as the sentence concerned as a whole. This is because of the "implied" meaning of the verb "have" when it is used in a question.

Quite different from "have", the verb "invite" has already been abundantly clear, even if the direct object is absent as it is used in the latter interrogative sentence above. We can still directly understand here that the verb "invite" has the meaning and referent to the action of "asking somebody to come to a certain place referred to by the invitor". Here both the speaker and the hearer have already been familiar with the meaning intended to which they agree with. The meaning of the verb "invite", in contrast with that of "have" in the two interrogatives being contrasted above, is directly stated and easily understood whereas that of the verb "have" is not.

15. to have vs to keep

The verb "have" also means "to keep as a pet."²⁸
Let us observe the sentence

John has two dogs and one cat in his house.

The verb "has" in the above sentence means not only "to possess" but also "to keep the two dogs and the cat as

28. Procter, Paul, *ibid.*

pets". "Have" and "keep" in this case may also be interchangeably used. So, instead of using "have" in the sentence above we can also use "keep" as in

John keeps two dogs and one cat in his house without changing the meaning of the sentence as a whole. Grammatically, both "have" and "keep" here also share the same verb pattern: VERB + DIRECT OBJECT. However, if the two sentences above are changed into interrogatives asking the direct objects of the verbs, we will find that there are some significant differences between the two verbs being contrasted leading to the different interpretation of the meaning of each of them. Compare the question

What does John have in his house?

and

What does John keep in his house?

Due to the various meanings of the verb, the former question is not only ambiguous but even multi-interpretable. Although there is an adverb of place "in his house", the meaning of "have" and the sentence as a whole remains vague and indefinite. In effect, the verb may even be interpreted quite different from what the actually intended meaning is or what action, occurrence, state, or condition the verb "have" refers to. The meaning exactly intended, the intention, and also the relevantly expected

response are thus determined by the speaker who utters the question. Relevant effect will not also be obtained unless there is sameness in understanding the meaning, referent, and intention both the speaker and the hearer involved agree with.

Quite the contrary, the latter interrogative

What does John keep in his house?

is clearly understood already. It is obvious then that the presence of the direct object succeeding the verb "have" above ("two dogs and one cat") is quite significant to the proper understanding of the meaning and referent intended.

16. to have vs to enjoy

In the previous analysis we have already discussed and contrasted the verb "have" meaning "to hold" with "to hold" itself by presenting the direct object "a big party" (refer to Analysis 9, pp. 34-36). Hopefully, it will not make the reader confused with the next analysis in which the direct object presented here also concerns with "party". In the following analysis the direct object "party" will be used once again but with respect to the verb "have" meaning "to enjoy".

Let us observe the sentence

We really had John's birthday party last night

and

We really enjoyed John's birthday party last night.

The verb "had" in the first sentence above means "to enjoy". We find here that both "have" and "enjoy" also have the same grammatical feature in common, namely the verb pattern: VERB + DIRECT OBJECT. "Have" and "enjoy" can also be interchangeably used in the two positive sentences above. We can use "have" instead of "enjoy" and vice versa without any, even the least, significant change of meaning of the whole sentence concerned.

If the two positive sentences above are changed into interrogatives asking the direct objects of the verbs, however, we will find that there appear some significant different semantic features and nature of the two verbs being contrasted. These features will influence the hearer's interpretation and understanding of the meaning and referent of the verb which may be quite different from the speaker's intention. Observe the first sentence when it is changed into an interrogative

What did we really have last night?

The verb "have" in such an interrogative is not only ambiguous but even multi-interpretable as well. Even if the context is given, i.e. the adverb of time "last night", the exactly intended meaning of the verb remains



indefinite to the hearer's mind, more explicitly, the interpretation whether the speaker intends to mean it "to eat", "to do", "to drink", "to suffer from a certain illness", or many other meanings the verb has. We can also find here that the verb in the question above seems not to have had a definite and fixed referent either. Like in the previous analyses, the intention and exact meaning of the verb thus depend mostly upon the speaker which may differ quite the contrary to the hearer's interpretation. The case is the same with the expected effect, response, or the resulted action to come true. Misunderstanding will certainly occur if there has not been an agreement of the meaning referred to by this verb.

Compare the former interrogative with the following using the verb "enjoy"

What did we really enjoy last night?

In contrast to the verb "have" in the former interrogative meaning "to enjoy", the meaning of the verb "enjoy" itself has already been clearly understood. Whether or not the direct object is present, the referent of the verb "to enjoy" is abundantly clear, namely "to feel or perceive with pleasure; to take pleasure of satisfaction from."²⁹ Needless to say, the hearer can understand the

29. Simon & Schuster, *ibid.*

intention and meaning of the verb as well as the sentence as a whole clearly. The same definite meaning of the verb "to enjoy" has already been agreed with by both the speaker and the hearer, whereas that of the verb "have" has not. Again, we find here that the presence of the direct object of the verb "have" is undoubtedly determinant and significant to the proper understanding of the meaning of the verb in the interrogative sentence above.

17. to have vs to perform

From the list of various meanings the writer has given in the previous chapter we know that the verb "have" may also mean "to perform". Observe the sentence

The dancers will have "Tari Jaran Kepang" soon.

The verb "have" in the sentence above means "to perform". In this case we can also use the verb "perform" instead of "have" without even any significant change of meaning or pattern of the verb or the sentence as a whole. Thus,

The dancers will have "Tari Jaran Kepang" soon

and

The dancers will perform "Tari Jaran Kepang" soon

both mean exactly the same. Both of the verb "have" and "perform" can also be used alternately, having the same verb pattern: VERB + DIRECT OBJECT as well as the refer-

ent to "carry out or execute an action or process; especially to give a public exhibition of skill, as in music, drama, magic, etc."³⁰

Nevertheless, if the contrasted sentences and verbs are put into interrogatives asking the direct object there will appear some significant differences between the two. Observe the two interrogatives below (originated from the positive sentences given earlier)

What will the dancers have soon?

and

What will the dancers perform soon?

Being aware of the various meanings of the verb "have", we find here that the former question is, again, not only ambiguous but even multi-interpretable. We can hardly know what the directly intended meaning and referent of the verb "have" are. This also makes further confusion of the understanding of the action, occurrence, intention, and purpose referred to by the speaker. In addition, we can hardly understand either what actually relevant response or the expected effect is. Unless there has been an agreement of the intended meaning and referent of "have" in the question above, we will not obtain relevant response if we ask somebody such a question. These are due to the

30. Simon & Schuster, *ibid.*

absence of the direct object of the verb which is undoubtedly significant and determinant here.

Quite the contrary, the second interrogative sentence containing the verb "perform" has already been abundantly clear. Even without the presence of the direct object we can still easily understand that the verb "to perform" has the meaning and referent mentioned earlier, leading to the relevant effect and response expected by the speaker.

18. to have vs to suffer from

Referring to the list of the various meanings of the verb "have", we know that this verb may also mean "to suffer from". It is not uncommon for us to say

John had a terrible headache last week

by which we mean or intend to say

John suffered from a terrible headache last week.

In this case, "have" and "suffer from" can also be interchangeably used without changing the entire meaning of the whole sentence. Both "have" and "suffer from" in the sentences above have the same referent, namely the "condition of suffering from a certain illness in the head."

Yet, if we use "have" and "suffer from" in interrogatives asking the direct objects of the verbs we will

find out that each has significant, different semantic features and nature leading to different interpretation of each of them. Compare the question

What did John have last week?

and

What did John suffer from last week?

Due to the absence of the direct object, the former question is, again, not only ambiguous but also multi-interpretable as well. What occurrence the verb "have" above refers to or the action the subject does is obviously indefinite and vague for us. We can hardly understand either what the exactly intended meaning of the verb is. The intention and expected effect or result and response thus depend solely upon the speaker which may be quite the contrary to the hearer's interpretation. Unless there is an agreement of the same meaning and referent of the verb "have" in the question above, misunderstanding will possibly occur. These are, again, because of the absence of the direct object of the verb "have" above which is undoubtedly quite significant and determinant to the proper understanding of the meaning of the verb as well as the sentence as a whole.

Quite the contrary, the meaning of the second interrogative sentence using the verb "suffer from" has already been abundantly clear. Whether or not the direct object is

present, the meaning of the verb and the entire sentence is already clear. The intention, effect, and response expected have also been clearly understood because of the clear and fixed referent both the speaker and the hearer agree with.

19. to have vs to deceive

Let us observe the next meaning of the verb "to deceive" in contrast with "to have". In the sentence

Her nicely-looking appearance had his eyes
"have" means "to deceive". "Have" and "deceive" may also be interchangeably used in such a sentence. We can use "deceive" instead of "have", thus the sentence

Her nicely-looking appearance deceived his eyes
means exactly the same with the previous sentence using the verb "had". Both "have" and "deceive" here also refer to the same action or occurrence of "causing (someone) to accept as true or good what is false or bad."³¹ Both verbs also have the same grammatical feature in common, namely the verb pattern: VERB + DIRECT OBJECT. Both sentences can also be changed into interrogatives asking the direct objects:

What did her nicely-looking appearance have?

31. Procter, Paul, *ibid.*

and

What did her nicely-looked appearance deceive?

We can observe here that the meaning of the second interrogative using the verb "deceive" is clearly understood. The meaning of the verb "deceive" itself has also been obvious and clear referring to the action or occurrence mentioned earlier.

Quite the contrary to the second, the first question using the verb "have" may lead someone to the various interpretation of the verb itself as well as the entire interrogative sentence in the actual communication. It is quite possible the first question is interpreted quite the contrary to what the speaker actually intends to say or mean due to the various meanings of the verb "have" itself. The fixed meaning and the relevantly expected response are thus solely determined by the speaker. It will also have no effect unless there is an agreement of the intended meaning of the verb which should be equally understood by both the speaker and the hearer involved.

Thus, again, in this case, the meaning of the verb "have" in the first interrogative above becomes "implied", leading to an ambiguity as well as multi-interpretation of the whole sentence. The presence of the direct object is, then, undoubtedly quite significant and determinant to the exactly intended meaning of the verb. In contrast,

the meaning of the verb "deceive" in the second question has already been clearly understood whether or not the direct object of the verb is absent.

20. to have vs to sing

Now let us observe the following sentence. The verb "have" in the sentence

We will have the song "Aloha Oe" for our Farewell Party

means "to sing" referring to the action of "producing (music, musical sounds, songs, etc.) with the voice."³²

The above sentence means exactly the same with the next using the verb "sing". Thus,

We will have the song "Aloha Oe" for our Farewell Party

and

We will sing the song "Aloha Oe" for our Farewell Party

both mean exactly the same. Grammatically, both "have" and "sing" above share the same verb pattern: VERB + DIRECT OBJECT. The two verbs, as we can observe above, can also be used one instead of the other.

However, if the two sentences are changed into interrogatives asking the direct objects of the verbs, we

32. Procter, Paul, *ibid.*

will find that there are some significant differences between the two:

What will we have for our Farewell Party?

and

What will we sing for our Farewell Party?

We find here that the meaning of the verb "sing" and the sentence as a whole are clear already referring to one specified action or occurrence which both the speaker and the hearer have agreed with.

Quite the contrary to the second, the first interrogative sentence is not only ambiguous but also multi-interpretable. It is not impossible the first question is interpreted quite the contrary to the speaker's intention and meaning referred to due to the various meanings the verb "have" itself has. Again, the fixed meaning and the expected response or effect on the hearer's mind depend solely upon the speaker. Relevant response will not also be obtained unless the speaker and the hearer have the same understanding of the meaning they agree with. This is, again, due to the absence of the direct object when we use the verb "to have" in such an interrogative sentence.

21. to have vs to dream of

Let us now contrast the verb "to have" meaning "to dream" with the verb "to dream of" itself. The verb in the sentence

I had a dream of becoming a president last night means exactly the same with the verb "to dream" in the sentence

I dreamed of becoming a president last night.

Again, we find here that instead of using the verb "have" we can also use the verb "dream of" in such a sentence.

If the two sentences above are changed into interrogatives asking the direct objects of the verbs, however, we will find that the two verbs have their own specific, semantic features which are quite significant for recognizing the exactly intended meaning of each. Observe the interrogative sentence

What did you dream of last night?

The verb "dream of" has already been obviously understood and interpreted as meaning and referring to "experiencing a group of thoughts, images, or feelings during sleep,"³³ in this case, "thought or image of becoming a president". The verb "have", on the contrary, has not. "Have" in the

33. Procter, Paul, *ibid.*

interrogative sentence

What did you have last night?

is obviously multi-interpretable due to the various meanings it has. Even the presence of the adverb of time in the sentence ("last night") seems not to have any significance to the direct and exact understanding of the intended meaning of the verb, whether it refers to or means "to dream", "to eat", "to drink", or others. We can also find here that "have" in the interrogative above seems not to have had a fixed referent either. Thus, again, the intention mainly depends on the speaker, which, due to the varieties of the meaning of the verb, may be interpreted quite different from what is actually intended. The case is also the same with the expected effect or relevant response as well as the resulted action to come true, if any. Again, there must be the same agreement of meaning of the verb referred to by both the speaker and the hearer. Once again, we can observe here that the presence of the direct object is quite significant and determinant to the direct understanding of the meaning of the verb. If it is absent, we find that the meaning intended becomes "implied", not explicitly nor directly stated..

22. to have vs to spend

Let us observe the following sentence. The verb

"have" in the sentence

We will have the rest of our life abroad

means "to spend". In this case we can also use the verb "spend" instead of "have" without any, even the least, significant change of meaning of the verb as well as the entire sentence. Thus,

We will have the rest of our life abroad

and

We will spend the rest of our life abroad

both mean the same. Both of the verb "have" and "spend" can also be interchangably used. Both of them also have the same verb pattern: VERB + DIRECT OBJECT as well as the same referent to "passing or using (time)."³⁴

However, if the two contrasted verbs are used in interrogatives asking the direct objects there will appear some differences on the semantic features, nature, and characteristics between the two. Observe the questions below (originated from the positive sentences previously given):

What will we spend abroad?

and

What will we have abroad?

34. Procter, Paul, *ibid.*

Being aware of the various meanings of the verb "have", we find here that the latter is not only ambiguous but also multi-interpretable. We can hardly know what the exactly intended meaning or referent of the verb "have" is. This also leads us to further confusion in understanding the action, occurrence, intention, and purpose referred to by speaker concerned. In addition, we can hardly understand either what the actually relevant response or expected effect is. Unless there has been an agreement of the intended meaning and referent of "have" above, we will not obtain the relevantly expected response if we ask somebody such a question. These are, again, due to the absence of the direct object of the verb which is undoubtedly quite determinant and significant here.

Quite the contrary, the former interrogative using the verb "spend" has already been abundantly clear and fixed. Even without the presence of the direct object, we can still easily understand that the verb has the meaning and referent mentioned earlier.

So far we have just finished discussing and analysing the role of the direct object as the immediate context of the verb "have" which, in brief, is quite determinant, distinctive, and significant to the proper understanding and interpretation of the exactly intended meaning of the verb in a given sentence, either affirmative or interroga-

tive. The writer will sum up all these significance and consequences of the absence of the direct object of the verb "have" at the end of this thesis later.

The next chapter still discusses the significance of the direct object as the immediate context of the verb "have" but from a different starting point of view: the semantic features of the direct object succeeding the verb "have".

CHAPTER IV
A SHORT ANALYSIS
OF THE
SEMANTIC FEATURES OF THE DIRECT OBJECT

In the previous chapter we have observed that the presence of the direct object after the verb "to have" in a sentence is quite significant and determinant to our proper understanding and interpretation of the individual meaning intended. This can be observed more clearly if the sentence containing the verb is put into an interrogative asking the direct object and is contrasted with the individual meaning itself.

In this chapter the discussion is still concerned with the significance of the immediate context, that is the direct object, as the writer mentioned earlier, but it is different from that of the previous one. Here we will see at a glance how the semantic feature(s) of the direct object succeeding the verb "to have" is also significant and determinant for us to decide the exactly intended individual meaning of it.

To begin with, let us observe the following illustrations

We always have breakfast at six o'clock

We always have lunch at one o'clock

We always have dinner at seven o'clock

The verb "have" in each of the three sentences above means "to eat". Now let us observe each of the three direct objects given: "breakfast", "lunch", and "dinner". The dictionary¹ defines "breakfast" as

"the first meal of the day",

"lunch" as

"a meal eaten at about the middle of the day",

and "dinner" as

"the main meal of the day, eaten either at midday or in the evening".

We can observe here that each of the three different objects above has something to do with "meal eaten at certain time of the day." The writer assumes that these semantic features also much determine the meaning of the verb "have" in the above sentence. We may also observe from the point of view of the various meanings of the verb "have" itself. "Have" means "to eat" only if the succeeding nouns functioning as its direct objects in a sentence have the semantic features of "anything having something to do with meal eaten at a certain, regular time of the day", involving the activity of "masticating, chewing, and swallowing solid food." We may find the proof to make it more evident if we compare the above sentences with

1. Procter, Paul, 1981

the following sentences:

We always have a glass of milk at six o'clock

We always have a glass of tea at one o'clock

We always have a glass of coffee at seven.

"Milk", "tea", and "coffee" are different substances. The dictionary² defines "milk" as

"a white liquid produced by human or animal females for the feeding of their young, and (of certain animals, such as the cow and goat) drunk by human beings or made into butter and cheese",

"tea" as

"a hot brown drink made by pouring boiling water onto this",

and "coffee" as

"drink made from seeds of a shrub roasted and ground."

Although they are different in nature, color, and taste, we can still find here that each has at least one similar feature in common with the other two, namely "substance or something to drink", relating to the action of "swallowing (liquid)."³

Having compared the meaning "to eat" and "to drink" of the verb "to have", we find here that the distinguishing factor lies in the different semantic feature(s) of

2. Procter, Paul, *ibid.*

3. *ibid.*

the direct object succeeding the verb "have" itself. Thus, if there is a significant shift of the semantic features of the direct object, there will also be a significant shift of the meaning of the verb. We may also say here that a particular, individual meaning of the verb "to have" applies or works only in a particular immediate context or direct object having particular semantic features.

Now let us observe the next sentences:

Our dog had three puppies last night

Mary's cat had two kitten yesterday

His wife had a baby last week.

We find here that "had" in each of the three sentences above has a different object, namely "puppies", "kitten", and "baby". The dictionary⁴ defines "puppy" as

"the young of a canine animal, as of dog; a pup";

"kitten" as

"a young cat or other feline animal";

and "baby" as

"a very young child of either sex; an infant;
also, the youngest member of a family."

On the one hand, a "puppy", a "kitten" and a "baby" are quite different in origin. It is abundantly obvious and clear from the definition given by the dictionary that

4. Funk & Wagnalls, 1958

a "puppy" is born by a "female dog", a "kitten" by a "female cat", and a "baby" by a "woman". On the other hand, however, we can find out at least one or two similar semantic features the three different nouns have in common. All of them refer to the following characteristics: "young, infant, newly born living creatures of either human or animal, new generation which will sooner or later succeed the life of the old." These features, again, are assumed to be the determinant and distinguishing factors which lead us to the proper understanding and interpretation of the verb "to have" meaning "to bear" whenever the succeeding direct object has the semantic features given above. Or, we can also say, the verb "to have" has the meaning "to bear" or "to give birth to" only if the succeeding direct object has those semantic features. It can again be obviously observed if we make a comparison between the previous sentences given with the following:

John had a headache last night

John's father had a toothache last week

John's wife had a terrible fever yesterday

Mary's daughter had an influenza two weeks ago

In all of the four sentences above, the verb "had" means "to suffer from, as a physical disability."⁵ Let us now observe the direct objects succeeding the verb:

5. Morris, William, 1976

"headache", "toothache", "fever", and "influenza". Referring to the meaning given by the dictionary⁶, "headache" is

"a pain in the head",

"toothache" is

"a pain in the tooth",

"fever" is

"a medical condition caused by many illness in which the sufferer suddenly develops a very high temperature",

and "influenza" is

"a disease which is like a bad cold but more serious."

Apart from the more detailed medical explanation or characterization of each item, we observe here at a glance that all of the four nouns are quite different each other, either on the nature, location, intensity, or the condition of illness being experienced by the sufferer. However, there is at least one or two similar significant semantic features among them we can find out. All of them refer to a "state or condition of being in pain or suffering a physical illness." These features are, again, the writer believes, the distinguishing factors or features which are quite significant to our pro-

6. Procter, Paul, *ibid.*

per understanding of the verb "to have" meaning "to suffer from" in the four sentences above.

Now let us consider the following sentences:

Before declaring a new policy officially, the government had had a negotiation

We had a meeting discussing the next Study Tour Program yesterday

The Foreign Minister will have a pers-conference tonight concerning the problem of East Timor

Next week the English Department will have a seminar on "The Application of Communicative Approach in the Curriculum of SMA 1984".

Different from the previously given illustrations, the verb "to have" in the four sentences above means "to hold" or "to arrange". Each of the four direct objects has nothing to do with even one of the meanings of the verb "to have" given earlier (to eat, to drink, to bear, or to suffer from). This is, again, due to the different semantic features of the direct object as the meaning of each implies. The dictionary⁷ defines the word "negotiation" as

"an act or the action of talking with another person or group in order to settle a question or disagreement",

the word "meeting" as

"a gathering of people, esp. for a purpose",

7. Procter, Paul, *ibid.*

whereas the word "conference" is defined as

"a meeting held so that opinions and ideas on a subject, or a number of subjects, can be exchanged."

The last item, "seminar", as the same dictionary defines, refers to

"a small class of usually advanced students meeting to study some subject with a teacher."

If we observe the four items more thoroughly, besides the different and specific characteristics among them, each has at least one or two similar significant features in common, which can be summarized as "an either formal or informal meeting of some or many people held on purpose either to discuss any subjects, questions, or problems or to exchange ideas and/or opinions."

These features are, again, the writer believes, quite significant and distinctive in determining and limiting the multi-interpretability of the meaning of the verb "to have" in the above sentences. "A meeting" is "something to hold", not "something to eat", "to drink", or others. Thus, the verb "to have" only means "to hold" if the succeeding nouns functioning as the direct objects have something to do with the "action or activity of holding or arranging something involving some or even many people concerning a particular subject." From the illustrations and discussion above we can also find that if

there is a significant shift of the semantic features of the noun(s) succeeding the verb "to have", the verb itself will also undergo a significant shift of the meaning intended.

Now consider the following illustrations. The verb "have" in each of the sentences below

Let us have a look at the picture on the wall

Let us have a walk in the garden for a moment

Let us have a read in the library

Let us have a dance tonight

Let us have a swim together

means "to do something" which the action is indicated by the noun succeeding the verb. In other words, the action done by the subject of the corresponding sentence in each of the sentences above can clearly be predicted through the presence and referent of the direct object itself. The word "look", for instance, refers to the action of "looking", "walk" refers to the action of "walking", or, referring to the dictionary⁸, "walk" is

"a natural and unhurried way of moving on foot in which the feet are lifted one at a time with one foot not off the ground before the other touches."

The word "read" refers to the action of "reading", the word "dance" refers to the action of "dancing", and

8. Procter, Paul, *ibid.*

"swim" refers to the action of "swimming".

Besides the ability to be classified under the category of Verb, the word "look", "walk", "read", "dance" and "swim" can also be put under the classification of Noun. Still, each of them refers to the same corresponding action and meaning. The only difference is just the starting point of view: we use each of them as a verb or classify each into the category of Verb if our starting point of view is "the agent doing the activity", or "someone does a particular activity". On the other hand, we use or put each of them into the category of Noun if our starting point of view is "the occurrence when someone does a particular activity" or "the action done by the agent". This distinction on the starting point of view, as we observe above, consequently leads to the different syntactic function, use, and operation of each of them. The writer believes that only because of these features does the verb "have" in each of the five sentences given above mean "to do".

It should be noted, however, that not all verbs may act or work like this. In other words, the number of such words is strictly limited. Let us take the word "see" to exemplify this. We know, this word cannot operate or act as a noun. Dictionary explanation does not classify this word into the category of Noun either.

Different from the word "look", for instance, this word is put under the classification of Verb only. It can never occupy the position of direct object in such sentences given above. Thus, we will certainly find it odd and strange hearing someone saying

Let us have a see

meaning to say "to do the activity of seeing something". Instead, the sentence should read

Let us have a sight

(sight is the noun of the verb "to see", something seen) or we may simply say

Let us see (something).

Here the writer believes that the verb "to have" has the meaning "to do a particular activity" only if it is followed by a noun referring to the action indicated by the meaning and referent of the noun itself which has exactly the same form when it is used as a verb.

Considering the imperative

Let us have a see

it is worth mentioning once again that "to have" as a full, transitive verb having the verb pattern: VERB+DIRECT OBJECT can never be followed by a bare infinitive. Thus, from the five imperative sentences given above we can easily conclude that "look", "walk", "read", "swim"



and "dance" are nouns functioning or occupying the position of direct object of the verb having exactly the same forms with their verbs. Needless to say, a bare in finitive is never preceded by an article as well.

CHAPTER V

THE SIGNIFICANCE OF THE PRESENCE OF THE DIRECT OBJECT AND ITS SEMANTIC FEATURES TO THE PROPER UNDER- STANDING OF THE INDIVIDUAL MEANINGS OF "TO HAVE"

Having discussed the presence and the absence of the direct object and its semantic features relating to our understanding of the individual meanings of the verb "to have", we arrive at the summary of all we have done and discussed in the last two chapters.

Once again, the presence of the direct object is undoubtedly significant and determinant. This is clearly observable when we change a positive sentence containing "to have" into an interrogative asking the direct object of the verb itself. The absence of the direct object results in or leads us not only to an ambiguity, but also to multi-interpretation of the meaning exactly intended.

As mentioned earlier just before starting the analysis in Chapter III, the summary in this chapter concerns with the context, referent, intention or purpose, effect or result, agreement, response, and implication of the absence, the presence and the significance of the semantic features of the noun(s) succeeding the verb.

A. Context

As the writer has mentioned before, the direct object is the immediate context of the verb "to have" in

usage. As we have also discussed earlier, this direct object much determines our proper understanding of the individual meanings of this verb. Or, we may also say, regarding the various meanings of this verb, that the de finitely intended meaning of the verb in a sentence depends much upon the presence of the direct object having different semantic feature(s) one another. In the case of the verb "to have", both the verb and the direct object are closely interrelated so that, because of this fact, the absence of the direct object leads not only to an ambiguity but also to multi-interpretation of the various meanings of the verb "to have" itself. This is, as we have observed earlier, more abundantly clear when it is used in an interrogative sentence asking the direct object of the verb itself.

As language is spoken in almost any daily life activity or communication, context may also vary greatly. It is said that at least there are three kinds of context¹ worth mentioning here. First, "the verbal context", is

"the words which surround the item (word)
the meaning of which is to be predicted."

Second, "the situational context",

"signifies the concrete physical surrounding
or environment where a speech act occurs."

1. Kristanto, J. 1981: p. 54

It can be a place, time or an activity which is going on at the moment a certain expression is spoken or written."

Third, "the psychological context", refers to

"the psychological state or psychological make up which is undergone by the hearer or the speaker at the moment of speaking."

Thus, it is obvious that besides the linguistic context or verbal context, we also have extralinguistic one.

Context, therefore, covers not only anything spoken or heard, but also the real world life, the present environment, the physical surrounding being relevant to the speech event involving the use of language. As Chaika also points out,

"... the context that determines meaning includes among other things:
. The social status of speakers;
. The speech event and the social convention governing it;
. The social-cultural and physical environment;
. Previous discourse between the speaker or known to them;
. The intent of the speaker."²

Furthermore, to quote Miller³, our ability

"to recognize so quickly and accurately which one or two of a large number of alternative meanings a word expresses on any particular occasion"

depends not only on the knowledge and understanding of

2. Chaika, Elaine, 1982: p. 10

3. Halle, Morris, (ed.), 1983: p. 98

the various meanings or concepts of a word, as in the case of the verb "to have" here, but also on the

"involvement of the use of context:
the immediate linguistic context, the discourse context, and the situation in which the communication occurs."⁴

So, besides the presence of the direct object, as the writer has mentioned earlier, the real world context will also lead us to the more proper and direct understanding and interpretation of the meaning intended of the verb "to have" in usage. Consider where there are some glasses of ice-juice and nothing else available in a dining room when a whole family is going to drink together. It will be quite easy for us to interpret the question

What will we have now?

as referring to the intended meaning of the whole question

What will we dribk now?

when the father or another member of the family suddenly asks such a question.

"By saying certain things, the other party in a dialogue forces certain responses in us. Questions demand answers, and compliments elicit thanks, for instance. In or-

4. Halle, Morris, *ibid.*

der to understand these routines, one must understand the society in which they occur. Simply knowing the language is not sufficient, for the true meaning often lies not in the actual words uttered but in a complex of social knowledge."⁵

In summary, either the direct object, the real world, or the physical environment where and when the speech event takes place is undoubtedly quite significant and determinant to our proper and direct understanding of the intended individual meanings of the verb "to have".

B. Referent

As we have observed in the previous chapter, either the presence or the absence of the direct object also has some significance to the referent of the verb "to have" itself as well as the whole sentence containing the verb being discussed. The presence of the direct object much determines our proper interpretation and direct understanding of the specific, individual referent of the verb. On the contrary, the absence of the direct object will make the hearer interpret the referent indefinitely. Thus, the action, occurrence, or state the verb refers to may be quite different from what the speaker actually does.

In brief, in the actual communication, the absence

5. Chaika, Elaine, *ibid.* p. 69

of the direct object also result^s not only in an ambiguity and multi-interpretation of meaning but also in an ambiguity and multi-interpretation of referent of the verb. The absence of the direct object makes our recognition of the referent difficult. Concerning this fact, Akmajian, Demers, and Harnish point out that

"the ability to detect ambiguity is crucial in the communication process, and successful communication can depend on both speaker and hearer recognizing the same meaning for a potentially ambiguous word."⁶

In short, our proper understanding and interpretation of the referent of the verb also depend much upon the presence of the direct object and the present, relevant context of use of the verb.

C. Intention or Purpose

In any communication, the principle of giving-and-taking information or asking-and-answering questions is not something uncommon to us. Part of the communication functions concerns with the intention of getting the sameness in understanding important fact, new, up to date information or other matters being significant and meaningful to the persons involved. Thus, any communication must undoubtedly be purposeful and meaningful.

In our daily life, as Godby points out, there are

6. Akmajian, Adrian, et.al. 1984: p. 247

at least three important principles of communication.

"In conversation, we expect people to
(1) stick to a topic most of the time,
(2) be clear about what they are driving at,
(3) if we ask a question (for example), to
answer by giving the right amount of in-
formation, not too much and not too lit-
tle."⁷

As the writer has pointed out several times earlier in the analysis, the absence of the direct object of the verb "to have" also results in an ambiguity or vagueness in the hearer's interpretation about the intention of speaking actually meant by the speaker. In other words, the speaker's intention may possibly be interpreted quite the contrary by the hearer. Thus, it is not "clear about what they are driving at."

The case of the absence of the direct object of the verb "to have" which leads to vagueness and multi-interpretation of the intention also clearly exemplifies what Chaika puts forward:

"In all interaction, the parties assume that each person means what he or she says and is speaking with a purpose."⁸

Thus, communication has a purpose(s) as language conveys meaning. Relating to this, the writer refers to Goody as cited by Chaika that the person involved in interaction

7. Godby, *ibid.* pp. 70.4 - 70.5

8. Chaika, Elaine, *ibid.* p. 71

"positively seek(s) out intentions
in what others say or do."⁹

The case of the multi-interpretability of the verb "to have" discussed in this thesis is thus one of the possible hindrances to the successful communication.

D. Effect or Result

The psychological principle of stimulus-response proposed by Thorndike also applies to human communication involving the use of language. The principle can analogously be extended simply by saying that a request needs a reply, a question requires an answer, and a cause presupposes an effect. If we consider the imperative below

Let us eat!

as a request or stimulus, then we will surely find that the reaction, reply, or response in the part of the hearer is fixed already: willingness, approval, or refusal to eat. If it is regarded as a cause, then its effect will also be the same and obvious. In contrast to

Let us have!

(suppose "have" is meant "to eat") we immediately find that the above invitation is, again, vague and multi-interpretable. We will not get an immediate, suitable ex-

9. Chaika, Elaine, *ibid.*

pected response or reply due to the multi-interpretability of the verb. Again, the presence of the direct object is quite significant and distinctive here. Indefinite cause or stimulus will, in turn, create indefinite effect or expected result in the part of the hearer. The case above does the same if we use the verb "have" in an interrogative asking the direct object as we have already observed in the previous chapter.

E. Agreement

The writer again refers to Godby's ideas that persons involved in a conversation are expected to "stick to a topic most of the time." The term "agreement", as it has been previously defined, refers to "concord, conformity, unity of opinion", sameness in understanding something referred to. In the case of the verb "to have", it has already been obviously observable through the analysis that without the presence of the direct object, the verb becomes vague and multi-interpretable. We can hardly find directly either what the exactly intended meaning is. Thus, we can say here that there is not an agreement of the same meaning referred to in the sentence or question given. Consequently, we find it hard "to (directly) stick to a topic most of the time." In brief, the absence of the direct object of the verb "to have" also results in a disagreement, meaning to say,

there is not an agreement of the same intended meaning due to the various meanings of the verb being determined by the presence of the significant direct object.

F. Response

In fact, this term and its explanation are closely interrelated with that of about the effect and result. If the verb "have" and one of its meanings are regarded as stimuli, they will lead to a quite different response. Compare

What do you eat?

and

What do you have?

The former interrogative is clear already. Anyone hearing such a question will give response immediately according to what is expected. He or she will refer to "what is being eaten" accordingly. The latter, on the contrary, will result in confusion of what is actually meant. Thus, either the presence or the absence of the direct object also has significance to the relevantly expected response: the presence of the direct object determines the response actually intended or expected; the absence of it results in confusion.

G. Implication

The writer firmly believes that our knowledge and understanding of the individual meanings of the verb "to have" help us understand each meaning in usage as well. Surprisingly, however, this may, in turn, make or lead us to misunderstanding of the exactly intended individual meaning of the verb as well. The case is, again, obviously observable when the verb is used in a question asking the direct object of it. As the writer has already mentioned in the analysis, the absence of the direct object makes the meaning of the verb become "implied". The hearer find it difficult to arrive directly at the exactly intended meaning of the verb. Thus, the meaning, which has already been well understood when the verb is used in a positive sentence, becomes "implied" in the question due to the absence of the direct object or when the direct object itself is asked or becomes the subject of the question. The meaning, again, becomes obvious and definite when the direct object is present, or, the intended meaning of "to have + direct object" is expressed in one of the verbs contrasted earlier in the analysis, which refers to the same action, occurrence, state, or condition in contrast with the verb "to have" itself.

In summary, the exactly intended individual meaning of the verb "to have" depends much upon the presence of the direct object and its semantic features. Consequently, the absence of the direct object bears many consequences to the individual meaning of the verb:

One, the context in which the verb is used is quite significant and determinant for us to arrive at or decide the exactly intended meaning of it.

Second, the absence of the direct object makes the referent of the verb becomes indefinite. It is difficult for us to think of what occurrence, action, state, or condition the verb "to have" actually refers to.

Third, the absence of the direct object of the verb "to have" also makes the hearer confused of the intention or purpose the speaker actually intends to say or mean.

Fourth, the speaker will get vague, indefinite expected effect or result on the part of the hearer due to the absence of the direct object leading to or resulting in the multi-interpretation of the meaning or referent of the verb.

Fifth, the absence of the direct object also results in "disagreement" of the referent and meaning of the verb actually intended or meant by both the speaker and the

hearer involved in the conversation or communication.

Sixth, the absence of the direct object, when the verb is used in a question, will also lead to an indefinite response on the part of the hearer.

Seventh, the absence of the direct object also makes the meaning of the verb "implied", not explicitly nor directly stated which may greatly result in a hindrance to the successful communication.

The writer also arrives at his final conclusion that the individual meanings of the verb "to have" depend much on the semantic features of the noun(s) succeeding the verb functioning as its direct object in a sentence. In other words, a certain, particular individual meaning of the verb "to have" works or applies at a limited, specific environment indicated by the immediate context, the discourse context, and the situation in which the verb is used in communication.

CHAPTER VI

C O N C L U S I O N

The writer is fully aware of the fact that the field of semantics as a branch of the study of language or linguistics is quite broad and extensive. Different approaches from different branches of knowledge and science will undoubtedly give much contribution to the progress in this field.

In fact, the discussion about the semantic features of the noun(s) functioning as the direct object of the verb "to have" can be furtherly extended and made more detailed. The classification and characterization of the features will, the writer believes, much help us to understand better about the nature of this verb whose meanings vary very greatly due to either the nature of the verb itself, its extensively wide and frequent use in daily communication, or the features of the direct object(s) succeeding the verb.

In this thesis, however, the writer does not want to go too far out and plunge into such a completely detailed explanation since this analysis, as the title explicitly suggests, is just a preliminary study. The most important point here is just to emphasize the writer's final conclusion that the role of context to a verb or a word having various different meanings is quite signi-

ficant to our proper understanding as in the case of the verb "to have" being the subject of this thesis. In brief, either the absence or the presence of the direct object and its distinctive semantic features as the immediate context of the verb shows us how significant and determinant to role of context to the proper understanding and interpretation of the individual meanings of the verb "to have" in usage is.

The writer is fully aware that this thesis is obviously far from being complete. He firmly hopes and believes that the reader's comments, judgements, criticisms and suggestions will undoubtedly lead it to its perfection.

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