

A PRELIMINARY SEMANTIC STUDY
ON ENGLISH AND JAVANESE LEXICAL ITEMS
MEANING to throw

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The Department of English
Faculty of arts and letters
SANATA DHARMA
Teachers' Training Institute

A partial fulfilment
of the requirements for the
Sarjana Degree
(S1)

by

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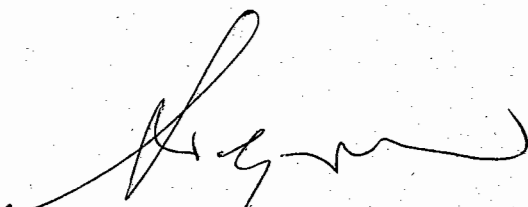
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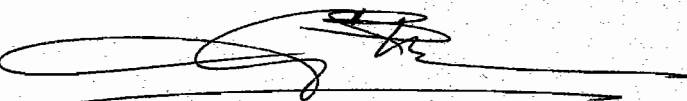


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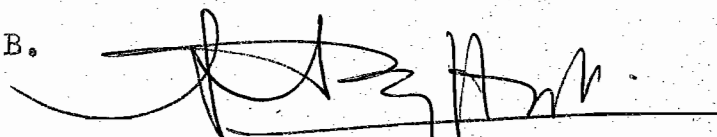

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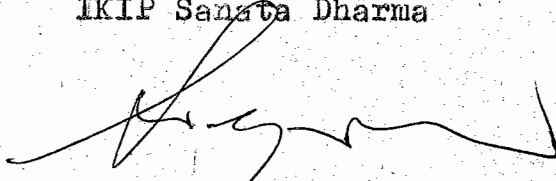
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A C K N O W L E D G E M E N T

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INTRODUCTION

When a person listens to an unfamiliar language, he gets the impression of a torrent of disorganized noises carrying no sense whatever. To native speaker, it is quite otherwise. He pays little attention to the sounds, but concerns himself instead with some situation which lies behind the act of speech¹⁾. This situation has meanings which cannot be understood by other people from different linguistic environments and cultures. To understand it, people need to know the meaning of the language being used to communicate and its cultural background. Meaning is undoubtedly an important factor in human communication system. Geoffrey Leech (1974) says that the study of meanings (Semantics) is central to the study of communication. It is also at the centre of the study of the human mind - thought processes, cognition, conceptualization - which are intricately bound up with the way in which we clarify and convey our experience of the world through language²⁾.

In connection with the above facts, the study of words is very important in that words have forms or expressions which are associated with contents or

1) Gleason, H.A. AN INTRODUCTION TO DESCRIPTIVE LINGUISTICS. New York : Holt, Rinehart and Winston Inc. 1961.

2) Leech, Geoffrey. SEMANTICS. England : Pinguin Books Ltd, Harmondsworth, Middlesex, 1974.

meanings³⁾. Although a word in itself does not constitute full expression, except when a single word is a sentence, a pattern of organized words which constitutes a sentence or a paragraph conveys ideas or meanings. So, the ability to understand words precisely will help the speakers to express their feelings better.

To study word semantics, we have to be careful because we cannot easily say that this word has the same meaning as that one. G.F. Graham states that there are no two things in nature which are exactly alike. However close their apparent resemblance to each other may be, the one will be found upon examination to possess some shade, some almost imperceptible tinge of difference, by which it may be distinguished from other⁴⁾. While talking about meaning, Leonard Bloomfield states that there are no two situations are ever alike⁵⁾. This means there are no two words, although they are synonyms of one word, share exactly the same meaning. So as to say that no translation is ever precise. There must be some shade of elements or semantic properties that may differentiate one word from another. Take for example: the verb to bring which is the synonym of

3) Lado, Robert. Language Teaching : A Scientific Approach. New York: McGraw-Hill, Inc. 1964

4) Graham, G.F. English Synonyms. London : Longmans Green and Co. 1916.

5) Bloomfield, Leonard. Language. London : George Allen & Unwin Ltd. 1962.

to carry and the equivalent Indonesian verb membawa. The two English verbs are the same in that both have the meaning of moving something from one place to another. But they differ in that :

to bring means to take something from a distant to a nearer place or to the person speaking.

- She brought me the book yesterday.

to carry means to take something from one place to another away from the speaker.

- She carried the book yesterday.

The main difference between the two is represented by its semantic property, i.e. direction.

The Indonesian verb membawa means to take something to or away from the speaker. It includes semantic features :

1. the location of the object (manner of doing)
2. object (light or heavy)
3. instrument
4. direction
5. agent (who does the thing).

The English verbs to bring and to carry actually cover only some features of the Indonesian verb membawa, namely :

1. the agent
2. the object
3. the direction.

The features of the location of the object and ins -

trument , which play an important role in Indonesian language so that they produce words like: membawa menjinjing, memikul, menggendong, menyunggi, etc, are not taken into account in English.

Viewing from this observation, the writer believes that the study of word semantics is really interesting. It will give us a better understanding of each word and its elementary meaningful unit so that it will enable us to use words properly.

The Aim of The Study

This thesis tries to make a research on semantics , especially to detect the distinctive features or the semantic properties of words covering the same area of meaning. The knowledge of the distinctive features of words are important not only to understand the nature of words in general but also to clarify the words in language teaching. Further observation and research will be able to explain what is meant by denotative meaning, conotative meaning, idiomatic expressions, synonyms, and compound words. Due to the limited time I have those problems will not be discussed here.

This subject is actually not yet widely observed because up to now the study of word semantics is still rare. Not many books written on this subject can be found. However, considering the importance of this subject matter encourages me to make a research on it.

The Scope of The Study

This study is limited to verb only, especially verbs covering the same area of meaning as to throw. List of words that will be observed can be seen in chapter one. To make a better observation, each of the verbs listed will be contrasted. Other verbs from different language that is from the Javanese language which meaning are equivalent to that of the English will also be observed.

The Principle

In general, this study will follow structural linguistics in that I will collect the data first and then subject them to an analysis. The type of study that is done is still preliminary. So, those who are interested in this subject matter are suggested to make a further reasearch. Since the technique of word semantics analysis is not yet developed, a technique suggested by Mr. Soepomo Poedjosoedarmo Ph.D. namely by contrasting every two verbs that can be found in the data will be used. It is hoped that this technique will help to solve the problem until it is found a better technique.

The Methodology

The methodology that is used is by an inductive re - search using technique stated above. Chapter one of

this thesis consists of list of verbs that will be analysed both in English and Javanese. These data are collected from dictionaries, informants or any sources alike. After listing all verbs covering the same area of meaning as to throw, each of the verbs will be defined. To give the definitions, all dictionaries that may be found will be consulted.

In collecting and giving definitions to the Javanese verbs, no dictionaries are consulted because I cannot find any Javanese - English dictionary. Both the verbs and their definitions are given with the help of some informants coming from Yogya, Wonosari, Sleman, Klaten and Madiun.

Chapter two consists of the analysis. Every two verbs are contrasted to detect every distinctive feature that may differentiate one from the other. At the end of the analysis, all the distinctive features found are listed.

Chapter three will talk about an improvement of the definitions given in chapter two and other usages of knowing distinctive features.

Chapter four is concerns with how to teach meaning to foreign students of English using distinctive features. It can also be seen what teaching techniques that can be used.

Some Problems Encountered

In doing the analysis, I sometimes find difficulties and problems that lead to hesitation and doubt .

This is because studying semantics is not an easy thing to do. Semantics deals with vocabularies. Vocabulary is the most unstable component in a language. It is the most open to change, and the change of the vocabulary seems to be in accordance with the change of social needs of the people who communicate the language. The meaning of a word is sometimes changes following the change of the situation or context.

The first problem arises when I have to decide which verbs cover the same area of meaning as to throw.

It is difficult to say whether verbs such as to lob, to heave, to dart, to dash or to unhorse can be included or not. Although these verbs have the sense of throwing something, their meanings differ, in some cases, from the Javanese verb balang. So as to say with some verbs in Javanese such as buang, ngguk, etc. Since our discussion here concerns only with verbs having the generic meaning as to throw which have equivalent verbs of balang in Javanese, Other verbs which seem to be different will be excluded.

Secondly, most of the dictionaries consulted are incomplete and do not give examples which can show the situation or content when a specific verb is used. These create problems, especially to know how a certain verb is really performed; what missile or instrument is used; what kinds of emotion the doer

feels; is there any cultural background that underlies the verb; etc. The knowledge of all of these will be useful for detecting the distinctive feature of each verb.

The same problems happen when I analyse the Javanese verbs. Most of my informants find it difficult to explain the differences of meaning of the verbs given. Every informant, when he is confronted to a certain verb, has his own concept toward it which differs from others. He actually never pays attention to the differences of the expressions, as far as he understands, when he conveys a certain concept of meaning. In expressing the idea of to throw, there will be no real difference whether he uses balang, bengkol or bandhem. Formerly these verbs are differentiated. Because of social changes nowadays, Javanese people do not feel necessary to make them different in details like that of the former time. One of the reasons is, nowadays, they seldom do the activity of throwing. Besides, Javanese people in the cities prefer to use Indonesian language for their daily communication.

If we see the Javanese list of verbs covering the same area of meaning as to throw in chapter one, we will find out that verbs from ngoko type will be greater in number than that of krama type. This shows that ngoko type of words has more variations, meaning to say that ngoko type which is spoken mostly by

common people express human activities in details. One possible reason of this is because the activity of throwing is done mostly by common people as villagers or servants. People from the higher class (priyayi) are considered improper if they have to do activities that include physical strength like that of to throw. That is why it is not surprising if the krama type has merely one verb of to throw namely bucal. Common people feel necessary to differentiate the verb of to throw into several expressions, such as balang, mathak, bengkol, bengkol, bandhem, etc, because it concerns with their everyday life. They need those expressions in order to distinct which activities should really be done. We can draw an analogy upon this problem, English has merely several words for rice, while Indonesian or Javanese has many. This is because Indonesian people meet rice every day. They eat rice, while English people do not. My problem is , considering the above fact, I do not have enough time to do a research among villagers. So, what is presented in the analysis is merely my memory or understanding toward those verbs when I lived in a village during my childhood.

CHAPTER ONE

VERBS TO BE ANALYSED

The following is list of verbs having the generic meaning as to throw, either in English and Javanese. Based on this list of verbs, a contrastive analysis will be made to find out what distinctive features may come out from each of the verbs contrasted. For the sake of clarity, this list of verbs will be presented together with the definition of each verb taken from :

1. The Advanced Learners' Dictionary of current English by A.S.Hornby. (Hornby)
2. The Consolidated-Webster Encyclopedic Dictionary. (CWED)
3. The Lexicon Webster Dictionary. (LWD)
4. Students' Standard Dictionary of The English language. (SSD)
5. The New Century Dictionary. (NCD)

For the definition of the Javanese verbs, I compose it myself (because I cannot find any Javanese-English Dictionary) with the help of some Javanese informants.

A. The list of the verbs

1. The English verbs :

- | | |
|---------------|------------|
| 1.1. generic | : to throw |
| 2.2. specific | : to toss |
| | to cast |
| | to hurl |
| | to fling |

to sling
to project
to pitch
to chuck

2. The Javanese verbs :

2.1. generic : balang

2.2. specific : mathak

bengkol

bandhem

sawat

sambit

babit

embat

unclang

uncal

mlintheng

bandil

nyebar

nyawuri

(m)bucal

B. The definition of the English verbs :

1. to throw :

- to cause something to go through the air , usually with force, by a movement of the arm or mechanical means.(Hornby).
- to fling or cast in any manner.(CWED).
- to project (thing) from hand or arm with jerking motion, especially with sudden straightening of arm near shoulder level ,

so that it passes through the air or free space.
(LWD)

-to fling, to hurl, or to cast forth to a distance
by force. (SSD).

-projecting thing through the ~~in~~ air . (NCD)

2. to toss :

- to throw up into or through the air. (Hornby).

- to throw up with the hand or to throw up with
a sudden motion. (CWED).

- to throw (up, away, to, etc) especially lightly ,
carelessly or easily. (LWD)

- to throw up with the hand, particularly with
the palm of the hand upward. (SSD).

- to throw, pitch or fling in some direction, es-
pecially with the palm of the hand upward ,
lightly or carelessly. (NCD)

3. to cast :

- to allow to fall or drop (Hornby)

- to cause to fall or to drop (LWD)

6 to throw with force as from hand or from an
engine. (SSD)

- to cause to fall upon or over an object; to ~~in~~
throw in a particular direction. (SSD)

4. to hurl :

- to throw violently. (Hornby)

- to send whirling or flying through the air;
to throw with violence. (CWED).

- to throw violently from some position. (~~XX~~ LWD).

- to throw with violence. (SSD)

5. to fling :

- to throw violently. (Hornby).
- to throw with violence or hostile intent. (SSD).
- to cast with force or suddenness. (LWD).
- to throw sharply, as with impatience or contempt. (NCD).

6. to sling :

- to throw with force. (Hornby).
- to throw with a sling. (CWED).
- to throw, cast, hurl (a stone) from a sling. (LWD)
- to fling from a sling. (SSD).

7. to project :

- to throw, hurl. (Hornby)
- to throw out or forth. (CWED)
- to cause (light, shadow) to fall on surface. (LWD).
- to throw forth or forward, as an image, shadow, etc. (SSD).

8. to pitch :

- to throw (someone, something) with impatience or energetic dislike. (Hornby).
- to fling or to throw. (CWED).
- to throw toward a mark. (LWD)
- to project from the hand by swinging the arm like a pendulum, toss or throw underhand , loosely. (SSD)
- to throw with aim. (NCD).

9. to chuck :

- to throw away rubbish or drunken man. (Hornby).
- to throw with a quick motion, a short distance. (CWED).
- to throw, toss carelessly or easily away. (LWD)
- to throw with a toss, pitch. (SSD)

C. The Definition of The Javanese Verbs :

1. balang : to throw something forcefully from hand or arm with jerking motion at a target.
2. mathak : to throw with violence at the head of somebody.
3. bengkol : to throw violently.
4. bandhem : to throw, hurl (stones, a ball of clay)
5. sawat : to throw high and far.
6. babit : to throw something by swinging the arm forcefully at a target.
7. embat : to throw a ball violently at (in a game)
8. unclang : to throw a sickle by swinging it at
9. uncal : to throw recklessly and easily.
10. mlintheng : to throw a small stone violently using a slingshot.
11. bandil : to throw a small stone violently using a sling (bandil).

12. nyebar : to throw (beans) at every direction.
13. nyawuri : to throw soil or sand at somebody's eyes.
14. (m)bucal: to throw recklessly or easily.

CHAPTER TWO

A PRELIMINARY SEMANTIC ANALYSIS

Even though I have explained in general what this thesis is about, there still remains a question like "why choose verbs covering the same area of meaning as to throw and subject them to an analysis?" To answer this question, I can easily say that I want to know the nature of the verbs to throw. But, this is of course not a satisfying answer. To make it valid, a rather scientific explanation is called for.

Frankly speaking, there is no certain reason of why choose verbs covering the same area of meaning as to throw. The choice of this verb is just meant for the sample of the analysis. Whereas the real aim of this study is actually concerning to all verbs.

What will really be observed in this preliminary semantic analysis are :

1. What distinctive features that can be found among the verbs covering the same area of meaning as to throw?
2. Is it possible that the knowledge of the distinctive features improves the definition given in chapter one?
3. What practical benefits that we can draw from the fact that we know the distinctive features of the verbs analysed?

4. Do the English verbs meaning to throw and their equivalent Javanese verbs share the same meaning? What features, if any, that make them different?

A. The description of generic and specific terms

Before going further, let us talk about the terms generic and specific used in chapter one. Andrianto, inspired by Dixon's article called : " A Method of Semantic Description" divides verbs into two categories : generic and specific⁶⁾. The word generic refers to verbs whose semantic content is related to general aspects of an action. In contrast to this, specific refers to verbs whose semantic content is related to specific aspects of the same action. The absence of the specific verbs, in most cases, can be replaced by the generic terms, but not the other way round.

The generic verb to throw means any action that has the sense of projecting thing from hand(s) or arm(s) with jerking motion, especially with sudden straightening of the arm(s) near shoulder level, so that it passes through the air or free space.

6) Sutrisna, Andrianta. A Comparative Semantic study of Javanese , Indonesian and English Verbs Meaning to sit, to stand, to lie and Suggestions How to Teach Meaning to The Indonesian Students. A thesis presented to the English Department of IKIP Sanata Dharma. 1979.

If we analyse this verb, we will find that it has distinctive features as :

1. manner of doing : the way the action is performed, name with jerking motion especially with sudden straightening of the arm near shoulder level.
2. object : any light thing
3. degree of force : the power needed to perform the action.
4. target
5. the agent or doer: always human.

Any verbs which have features related to or covered any features defined above will be considered as specific to the generic terms of to throw. Take for example, the verb to toss is specific because it semantically can be defined as to throw (up, away, to) lightly or easily. But to throw cannot be defined as to toss (plus) something because it includes other semantic features having other specific meaning.

The generic terms of the Javanese verbs covering the area of meaning as to throw is balang . The concept of balang differs from that of the Javanese buang or guwak because the features are different from what has been mentioned above.

So, buang, guwak, etc will be excluded from this analysis.

B. The contrastive analysis of each of the English verbs listed in chapter one

This contrastive analysis is trying to see what semantic properties or distinctive features that build words covering the same area of meaning as to throw. In doing so, the meaning of each of the verbs listed in chapter one will be contrasted to enable the writer to observe every possible distinctive features that may come out. It should be noted that the meaning that will be presented here, besides based on the meaning given in chapter one, is also based on other meanings given by other people since the writer consults every dictionary he can find. The reason of this is to have a more or less precise understanding towards each of the verbs observed.

1. to throw and to toss

The action of these two verbs is relatively the same, namely the action of throwing something. The differences lay on manner of doing, degree of force and the object being thrown. Hornby does not give clear explanation about how the thing is done. Other dictionaries give more complete explanations⁴⁾, namely : to throw is done by jerking motion especially with

4. - The New Century Dictionary.

- The Lexicon Webster Dictionary. Encyclopedic Edition by The English-Language Institute of America, Inc. 1977. p.1026.

- Student's Standard Dictionary of The English Language by Funk and Wagnalls.

sudden straightening of arm near shoulder level; while to toss is done with the palm of the hand upward. To throw is usually with force, assuming that the doer needs strength or power to do the action. To toss is done lightly, carelessly or easily. The expression of easily or carelessly indicates that the doer when does the action is relax, without giving special attention to what he actually does. The object of to throw can be anything, while to toss is something like coin, ball or bone. These two verbs are, may be, aiming at a target or not.

Based on the above description, we may observe that the distinctive features of to toss that differ from to throw are :

1. manner of doing
2. degree of force
3. object
4. emotional overtones.

Observe these two sentences :

- He throws a stone at my dog.
- He tosses a coin to the beggar.

2. to throw and to cast

To cast is the specific verb of to throw. It is used if the thing being thrown is also specific such as : anchor, fishing line, etc. It can also mean to throw in particular direction as to cast light, glances. No special target is intended. The action of casting is done with a quick, skillful movement of the arm cul-

minates in sudden release.

The distinctive features of to cast which differ from to throw are :

1. manner of doing
2. object
3. time of action
4. direction

Compare these sentences :

- He can throw a 100 yards.
- The fisherman casts his net into the water.
- She casts her eyes in my direction

3. to throw and to hurl

To hurl is specific too. In to hurl, the action is done from some positions. The agent needs great or strong power to throw the object. Besides, it usually uses an instrument. The object is something like missiles, spears etc. To hurl implies the agent's intention to hurt or destroy the target.

The main distinctive features are:

1. position
2. degree of force
3. instument
4. purpose

Here are the examples :

- Don't throw stones at my dog.
- The hunter hurls a spear at a tiger.

4. to throw and to fling

The action of throwing implied in the word to throw

is done forcefully so that the object being thrown will fly far away. The emotion that may arise during the action is neutral, except in a contest or aiming at a certain target. In to fling, which is specific, the action of throwing is done violently and sharply. There is a sense of quickness or suddenness. The doer feels contempt or impatience, because of disdain or fury.

The distinctive features are :

1. manner of doing
2. time of action
3. emotional overtones.

Observe these sentences :

- He threw the ball to his sister.
- He flung a stone at his neighbour's door.

5. to throw and to sling

The main differences of these two verbs lay on manner of doing and the location of the object. If to throw is merely done mostly by arm or hand, to sling demands an instrument, namely a sling. The object being thrown, usually small stones, is put in the sling and then is thrown by swinging the sling violently.

The distinctive features of to sling that differentiated it from to throw are :

1. manner of doing
2. instrument
3. object

The following is the example :

- He threw the ball up and caught it .
- The naughty boys are slinging stones at street lamps.

6. to throw and to project

Different from to throw, to project needs instrument. As to project means throwing things like : image , pictures, shadow etc, the instrument used is something like a projector. The target is a surface such as a wall or a screen. It can also means to hurl missile. The discription of thïs meaning is like that of to hurl.

The distinctive features that make it differ from to throw are :

1. manner of doing
2. instrument
3. object
4. target.

Here are the example :

- Throw me that book, please!
- We can project a picture on a screen using an overhead projector.

7. to throw and to pitch

If to throw is done by a sudden jerk of the arm near shoulder level, the action of to pitch is done by swinging the arm like a pendulum. The object being thrown is usually priceless thing such as rubbish or hay. In doing so, the doer usually uses a fork .

Since this verb is dealing with priceless things, in doing the action, the agent ~~ix~~ sometimes feels impatience or energetic dislike.

Let us note the distinctive features of to pitch which ~~are~~ different from to throw .

1. manner of doing
2. object
3. instrument (optional)
4. time of action
5. emotional overtones.

Examples:

- He seized the man and threw him to the ground.
- 6 Let's pitch the drunkard out.
- The men were pitching hay.

8. to throw and to chuck

The verb to chuck is like that of to pitch, but it is rather specific in the way that it does not need any instrument. The action of chucking is done carelessly or easily. It implies a quick motion . The object is thrown in a short distance.

The main distinctive features are:

1. manner of doing
2. time of action
3. object
4. distance
5. emotional overtones.

Compare the following examples :

- The drunken man was thrown out.
- She chucked out the bad apples.

9. to toss and to cast

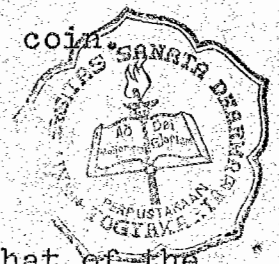
Starting from this analysis will be contrasted the specific terms of to throw. Contrasting to toss to to cast, the differences lay on the manner of doing and the purpose of the action. If the action of to toss is done with the palm of the hand upward, the action of to cast is done by grasping the object and then throws it away. The purpose of to toss is to throw things up through the air, while to cast which is commonly used for idiomatic expression is just to cause things to fall or to drop.

So, the distinctive features that differentiate between the two are :

1. manner of doing
2. purpose.

Observe this example :

- The decision was made with a toss of a coin.
- The sailor casted the anchor.



10. to cast and to hurl

These two verbs are almost the same in that of the manner of doing, except that to hurl sometimes needs an instrument, like a rocket propulsion or a machine. The object of to cast like what has been stated previously is such as fishing line, anchor or dice. While to hurl is something like missile, spear. If

to hurl needs additional power and implies the doer's intention to hurt or to destroy the target, to cast, in most cases, is not necessarily like that.

Let us note the distinctive features of to hurl that differ from to cast :

1. object
2. instrument
3. target
4. degree of force
5. purpose.

Compare these sentences :

- If the treaty does not sign, Iran will hurl their missiles.
- The fisherman casts his fishing line into the water.

11. to hurl and to fling

These two verbs are specific. To hurl has semantic properties as manner of doing, instrument, missile, degree of force and target. To fling is somewhat different. The manner of doing the action of to hurl is done by an instrument, while to fling is merely done by hand(s), without any instrument used. The degree of force differs in the sense that the power of hurling is supported by a machine whereas to fling is just the power of a man. But to fling implies that the action is done hurriedly or quickly. The emotion that accompany the action constitutes impatience or contempt.

The distinctive features that can be noted are :

1. manner of doing
2. degree of force
3. time of action
4. emotional overtones

Observe these sentences :

- The hunter hurled a spear at a tiger.
- He flung a stone at his neighbour's door.

12. to fling and to sling

The distinctive features of to fling are manner of doing, object, degree of force, time of action, emotional overtones and sometimes includes target. Contrasted to to sling, the first difference lays on the use of an instrument (a sling). The action is done by swinging the sling violently against the intended target. The second difference is the object. To fling can take hat, stones as its object, while to sling usually takes small stones suitable for a sling.

The most overt distinctive features are :

1. instrument
2. object

Look at these sentences :

- He flings his hat up in the air.
- The naughty boys are slinging stones at the street lamps.

13. to sling and to project

Contrasted to sling to to project, the most overt difference lays on the use of instruments. If to

sling uses a slingshot, to project uses a projector (an apparatus used to project shadow or pictures from a film or slide on a wall or a screen). To project can also means to hurl as in the expression of " an apparatus to project missiles into space. The distinctive feature that can be noted is :

1. instrument.

Let us see the sentences :

- He slings a stone at the bird on a branch.
- The cop projects a beam of light on to the jail.

14. to project and to pitch

If to project is done with the help of an instrument to pitch is done by swinging the arm like a pendulum. They are quite different words actually, but the meaning of throwing something is still implied in both of them. The object of to pitch can be animate (drunken man) or inanimate (hay, rubbish), while to project is usually in the form of shadow or missiles. The emotion that follows the action of to pitch constitutes impatience or energetic dislike, especially in pitching priceless things. In doing so, the agent uses a fork or the like. No special target is intended, except in pitching a ball.

The distinctive features are:

1. manner of doing
2. object
3. instrument
4. time of action

Here are the examples :

- A slide projector will project pictures on to the screen.
- He pitches the hay with a fork.

15. to pitch and to chuck

Based on the analysis of to pitch above, we can see that to pitch is usually done with impatience or energetic dislike which I refer to emotional overtones. To chuck is not done with impatience or dislike but carelessly or easily. Although the emotion also implies here, I prefer to call it intention. To chuck deals more to certainty or intensity rather than emotion. Here, the action of chuking is done unintentionally. The object is more or less the same, namely rubbish or drunken man. The word to chuck in this meaning is rather colloquial.

The distinctive features are :

1. emotional overtones
2. intention
3. register

Compare these two sentences :

- He pitches the hay with a fork.
- She chucks out the bad apples.

CONCLUSION I

We have made a contrastive analysis upon the English verbs having one generic terms to throw. Now, let us figure out how many distinctive features we have for the word to throw.

By listing all distinctive features that we find from the analysis , we will be able to answer the first question put at the beginning of this chapter, namely what makes word in to word. The following list of features are elements that build the word to throw into to throw.

Those features are :

1. manner of doing
2. object : animate
inanimate
3. instrument : a fork
a slingshot
a projector
a machine
4. time of action: the duration of the time to last.
5. degree of force : forcefully
lightly
6. Direction
7. distance
8. purpose
9. intention
10. emotional overtones
11. register
12. agent

Every verb which belongs to the generic terms to throw must have features that cover several features above. From this observation we also can understand that synonyms are actually do not have exactly the same in meaning. There should be any features that coincide and do not coincide.

C. The Contrastive Analysis of Each of The Javanese Verbs

Before starting the analysis , it best to consider Javanese speech levels as an introductory as well as to give the readers a slight background upon the Javanese language.

I. Javanese Speech Levels

Related to Javanese culture which gives special attention upon the relationship between people, Javanese language has what is called speech levels, as its representation for communication in the society. Javanese speech levels constitute a system for showing :

- 1.1. the degree of formality
- 1.2. the degree of respect felt by the speaker toward the addressee.

The greater the degree of respect and formality in an utterance, the greater the politeness shown. Consequently, Javanese speakers have to pay attention to with whom they are speaking to and what speaking situation they encounter. The difference of social status or age may influence the choice of the speech levels the Javanese may use.

According to Soepomo Poedjosudarmo, Javanese consists of three main speech levels, each of which has three sub-levels. They are :

1. Krama (the highest level)

- 1.1. muda-krama
- 1.2. kramantara
- 1.3. wredo-krama

2. Madya (the intermediate level)

2.1. madya-krama

2.2. madyantara

2.3. madya-ngoko

3. Ngoko (the lowest level)

3.1. boso-antyo

3.2. antyo-boso

3.3. ngoko lugu

It should be noted that the formation of any level is done by selecting the vocabulary type and one affix type. The vocabulary type in Javanese is of four types, each of which conveys a certain sense of respect and formality.

1. ngoko : words belonging to this type do not show any respect or formality. They will be used in an utterance between a speaker and an addressee whose relationship is close.
2. madyo : words belonging to ^{this} type reflect respect and formality of intermediate degree. These words are used between people of equal status.
3. krama : words belonging to this type reflect respect and formality of the highest degree. These type of words are used to show a reflection of the highest respect of a speaker to a highly respected people.

4. The fourth type of the vocabulary item is of two kinds

4.1. krama inggil

4.2. krama andap

These two types are always used together with any one type above to make the utterance more formal and res -

pectful. Krama inggil is used to refer to the actions or possessions of the highly respected second or third person. Krama andap is to show one's respect towards his addressee.

The Javanese verbs covering the same area of meaning as to throw such as (m)balang, and their specific verbs are of ngoko type (see the list), except the verb (m)bucal which is of krama type. To make them into krama, prefix dipun- (dipunbalang, dipun bandhem, etc) or suffix - aken (dipunbandhemaken, dipunsawataken, etc) should be added. The following analysis will note this level of speech as one distinctive feature and the degree of respect or formality will be noted as value in term of politeness .

II. The contrastive analysis of each of the Javanese verbs

It has been stated before that the meaning of each of the verbs contrasted is given by the writer himself with the help of some informants. Since Javanese is very complex, any information that may describe the verbs will be added. The generic terms of (m)balang has more or less the same meaning and features like that of to throw, except that (m)balang has speech level and value in terms of politeness. The following analysis will try to find out every distinctive features that build the Javanese verbs meaning to throw. The result of this analysis will be contrasted to that of the English to see whether there are principle differences between the two or not.

Here is the analysis :

1. (m)balang and mathak

(m)Balang is generic. The action of (m)balang is done by jerking motion or straightening of the arm near shoulder level. It may be aiming at a target, or it may be not. The object being thrown can be any small ,light thing.

mathak is specific. It means (m)balang at the ~~ku~~ head of an animate. It implies the purpose of the agent to hurt the victim. So, the difference between the two is just on the target.

The distinctive feature that differentiate the two of them is target.

Examples :

- Yen (m)balang manuk, aja kena gendheng.

(If you throw that bird, don't hit the tiles.

- Manuk kuwi pathaken siraha mengko mesti tiba.

(Hit that bird on the head, it must be fallen down).

2. (m)balang and (m)bengkol

No differences can be clearly identified. According to my informant, (m)bengkol is (m)balang using small stones or a piece of broken tile aiming at fruits as mangoes, rambutans etc. The word (m)bengkol is rarely used in Yogya (most of my Yogyaneese informants do not know this word), but it is rather common in Solo, especially Klaten. Another informant says that (m)bengkol is (m)balang but the missile touches the ground first before hitting the target.

The distinctive features are :

1. target
2. dialect

Observe the following examples :

- Yanto balang asu nganggo watu.
(Yanto throws a stone at the dog).
- Yanti bengkoli peleme tanggane.
(Yanti is flinging her neighbour's mangoes).

3. Balang and bandhem

If we pronounce these two verbs, the sound of bandhem will be heavier than that of balang. In Javanese the difference in pronunciation sometimes can mean different things. Here the heavy sound of bandhem shows the intention of the agent to do the action and secondly the object being thrown is big and relatively heavy. Bandhem implies the agent's purpose to hurt the victim and the action is done with strong emotion.

The distinctive features are :

1. object
2. intention
3. purpose
4. emotional overtones

Compare these sentences :

- Pardi bisa balang nganti adoh banget.
(Pardi can throw far away).
- Adiku bandhem asu nganti pincang sikile.
(My brother threw the dog until it was crippled).

4. balang and sawat

The action of throwing missile in balang is done by the palm of the hand faces the target, then throws it forcefully with a jerking motion. Balang does not necessarily need a target. If we contrast it to the verb sawat, the difference lies on the way the action done. Sawat means to throw an object underhand violently. The missile or object is usually small stones. The word sawat implies implicitly that the target is far. When the action of throwing takes place, the object is expected to fly high and far.

The distinctive features of sawat that makes it different from balang are :

1. manner of doing
2. distance
3. direction.

Here is the example :

- Aja balangi asu mengko dicokot lho.
(Don't throw the dog, it will bite you)
- Sawaten wit kae yen bisa elok kowe.
(Hit that tree, if you can you are great)

5. balang and sambit

The differences of these two verbs lie on the manner of doing and the missile. We have already understood how the action of balang is done. If we look at the action of sawat, it just the same with that of sawat. The object of sambit is usually flat things like, disc, glass etc.

The distinctive features are:

1. manner of doing
2. object
3. target

Here is an example of sambit :

* Asu sing lagi mlayu kuwi mau disambit nganggo kayu.

(He hurled that running dog with a stick).

6. balang and babit

For a certain dialect the verb babit is the same as balang. The difference lies on the missile. One of my informant that comes from Wonosari said that the missile of babit is something like a sickle, a long stick or a branch of wood. It is thrown by swinging it forcefully against the target. The other (comes from Klaten) said that babit has nothing to do with missiles. Babit means shake off the body or arm(s) from somebody that grasps him so that it brakes loose. It is quite introductory, I suppose, but it reminds me to the English verb to unhorse which means to throw somebody from horseback.

For the sake of clarity, I would like to refer to the first meaning because it is more relevant to what we talk about now.

The distinctive features are :

1. manner of doing
2. object
3. dialect

Consider the following sentences :

- ,Dek wingi wong-wong pada balangi omahe Cina.

(Yesterday people were flinging the Chinese' houses)

- Ajo ngadeg ana kono, tak babit arit mengko!

(Don't stand there, I'll throw you a sickle)

7. balang and embat

Embat is a specific word of balang used especially is a game (Javanese embat-embatan and kasti games) The object is a ball or things that treated as a ball. The target is merely human (the participants of the game). During the action of ngembat the doer steadied his aim as precise as possible before throwing the ball.

The distinctive features are :

1. object
2. target (human only)
3. aim
4. register

Here is an example :

- Pardi mau diembat awake seru banget.

(Pardi was hit in the body by the ball hardly)

8. Balang and unclang

The verb unclang is also specific. It is commonly used among boys who used to cut grasses for their cattle (Javanese shepherds). Actually unclang is a name of a game played by those shepherds. They make a ball of grasses as their stakes. This game goes as follows : a certain target is determined

each participant using his own sickle tries to hit the target. Anybody who can hit the target precisely wins the game and may get the stakes. Because this unclang game is done by swinging the sickle against the target, the action of throwing the sickle is also called unclang.

The distinctive features are :

1. manner of doing
2. object
3. register
4. agent (human)

Look at this example :

- Unclangna mreng arite, aku arep ngarit.

(Throw me the sickle, I want to cut grasses for my cattle).

9. balang and uncal

The same as balang, uncal can also be considered as generic. Uncal is not necessarily done like that of balang because the action of uncal is by swinging the arm recklessly or easily. Anything can be used as the object being thrown. Besides, it does not need a certain target.

The distinctive features are :

1. manner of doing
2. target
3. degree of force

Observe this example :

Yen gelem menehi kuwi ya aja diuncalke.

(if you really want to give , don't throw it)

10. balang and mlintheng

Mlintheng is throwing an object (usually small stones) using a plintheng (slingshot). It is, of course, different from balang because it uses an instrument, namely a plintheng (a forked piece of wood which has an elastic band fastenes to the prongs for shooting small stones and pebbles). In doing the action, the agent is usually aiming at a certain target.

The distinctive features are :

1. manner of doing
2. instrument

Example :

Tukang golek manuk kuwi pancen titis temenan, angger mlintheng manuk mesti kena.

(He is a very good bird hunter, he never fails in shooting bird with his little stone).

11. balang and bandil

(m)Bandil is just like that of mlintheng, only the instrument used is somewhat different. (m)Bandil uses a bandil, namely strip of leather or ropes used to throw stones to a distance. The action of throwing is done by whirling the 'bandil' and then looses it so that the object flies away. The same as mlintheng, the target of (m)bandil is usually far.

The distinctive features are :

1. manner of doing
2. instrument

Example :

Jaman biyen, wong mateni kewan cilik mung di bandil.

(At the olden time, people killed little animal by slinging them with a 'bandil').

12. balang and sebar

These two verbs are actually different, but the action of the two is somewhat the same, namely to cause something to fall or to drop. If balang needs force or power, sebar can be performed with or without force. The essence is that in sebar, the thing being thrown is a lot, usually small things. The location where the action takes place is wide such as floor or field. The manner of doing is by swinging the arm from left to right or underhand.

The distinctive features are :

1. manner of doing
2. object
3. location

Observe the following examples :

- Aja balangi pitikku, tak thuthuk gundulmu lho!

(Don't fling at my chickens, I'll break your neck!)

- Adiku nyebar jagung ana njogan.

(My little brother throws corns on the floor)

- Saiki wis wayahe pak tani pada nyebar wiji.

(Now, it is the time for farmers to spread the seeds.)

13. balang and nyawuri

As we know that balang has distinctive features like: manner of doing, object, target, degree of force, level of speech, value in terms of politeness and agent. The verb nyawuri also has those features, but the object and the target are somewhat different. The verb nyawuri is performed by grabbing soil or sand and throwing them to the victim's eyes. The purpose of this action is to hurt the victim so that he cannot see. When doing the action, the agent is angry or in a difficult position so that nothing else can be done except throwing sand to the victim.

The distinctive features are :

1. object
2. target
3. purpose

Example :

- Amarga ngerti yen arep kalah, Pardi njupuk wedi terus disawurke karo mlayu.

(Knowing that he will loose the fight, Pardi grabs sand, throwing them and runs quickly)

14. mathak and bengkol

From now on, the specific verbs of balang will be contrasted.

The main difference of these two verbs is the target. The target of mathak is pathak (head), while the target of bengkol is usually fruits.

Mathak implies that the agent is in anger.

Additional distinctive features are :

1. target (animate, inanimate)
2. emotional overtones.

Examples :

- Asune pak Karto pancen pantes dipathak watu amargo kerep mangani pitik.
(Throw Mr. Karyo's dog on the head because it sometimes eats chickens)
- Aja mbengkoli pelem mengko ndak disengeni sing dhuwe.
(Don't fling those mangoes, the owner will be angry with you)

15. bengkol and bandhem

Bengkol usually uses small things as its object, whereas bandhem is relatively big. The action of bandhem is emphasized and it implies the agent's purpose to hurt the victim. Actually these two verbs are rather dialectic, meaning that bengkol is more common for Solo people and bandhem is for Yogyanese. One of my Yogyanese informant said that bandhem is generic for Yogya people.

The distinctive features are :

1. object (small and light; big and heavy)
2. target

Here are the examples :

- Sapa sing bisa mbengkol pelem kuwi mengko tak opahi duwit.

(I'll give money to those who can throw that mango down).

- Yen weruh ulo, bandhemèn wae nganggo watu gedhe
(If you see a snake, throw it with a big stone)

16. bandhem and sawat

The action of bandhem is more or less the same as balang. Sawat is different in that of manner of doing, object and distance. Contrasted to bandhem, sawat is performed by throwing object under hand violently. It implies far target. So, the object has to be small enables the agent to throw one hand forcefully to reach far distance. Bandhem does not imply any distance. It can be either far or near. The point is that bandhem has to be done with strong emotion and the agent throws the object with all strength.

The distinctive features are :

1. object
2. emotional overtones
3. distance

Examples :

- Aku ora pati seneng yen weruh bocah mbandhemi pitik. (I don't like seeing a boy flinging at chickens)

- Aku ora pati seneng yen weruh bocah nyawati dara. (I don't like seeing a boy flinging at pigeons)

17. sawat and sambit

It has been stated before (see no: 5) that the action of sambit is more or less the same with that of sawat. The difference lies on the object and the target. Sawat uses small stones or the like. Sambit uses flat objects such as disc, glass, wood, etc. The target of sambit is a moving object, whereas sawat is either moving or not. The object of sawat will fly sky high, but in sambit will be straight or in a curve line.

The distinctive features are :

1. object
2. target

Compare this example :

- Aku ora pati seneng yen weruh bocah nyawati dara. (I don't like seeing a boy flinging at pigeons)
- Asu sing lagi mlayu kae mau disambit nganggo kayu nanging ora kena. (He hurled that running dog with a stick but miss it)

18. babit and embat

The previous analysis (see no:6) has stated that babit has two different meaning. Like that of the previous one, I would refer to the first meaning only, namely babit means throwing thing (a sickle, a long stick or a branch of wood) by swinging it violently against the target. Contrasted to embat

or ngembat, the most overt difference lies on the object and the target. Embat needs a ball as its missile, while the target is usually human (the participants of the game). Embat can be performed either with or without force. The point is that before throwing the ball, the agent steadied his aim so that it hits the enemy. The distinctive features are :

1. object
2. target
3. register

Examples :

- Pardi mau diembat awake seru banget.
(Pardi was hit hardly in the body by the ball)
- Aja ngadeg ana kono, tak babit arit mengko.
(I'll throw you a sickle, if you stand there)

19. unclang and uncal

The verb unclang is specific having specific use too (see no:8). Uncal is widely used among people for everyday conversation. The main difference lies on the object and the target. Unclang usually uses a sickle or the like, whereas uncal can take anything even a sickle. If the target of unclang has been determined before, uncal does not have a certain target. Besides, the action is performed carelessly or easily.

The distinctive features are :

1. register
2. target
3. aim

Examples :

- Unclangna mreng arite, aku tak ngarit.
(Throw me that sickle, I'll cut grasses for our cattle)
- Yen pancen gelem menehi kuwi, ya aja diuncalke.
(If you really want to give, don't throw it like that!)

20. mlintheng and bandil

The main difference of the two lies on manner of doing and instrument being used. Mlintheng is performed as follows (see no: 10) the agent holds the forked piece of wood in the right hand and the missile in the left. He draws the elastic band firmly and then let loose it suddenly. The missile will fly away. Bandil is different. It is performed by whirling the bandil (see no: 11). The distinctive features are :

1. manner of doing
2. instrument

Examples :

- Mlintheng kuwi luwih gampang katimbang bandil, amarga yen mbandil ora bisa nginceng.
(Mlintheng is easier than mbandil because you cannot steady your aim if you mbandil.)

21. nyebar and nyawuri

Nyebar means to cause to fall down (see no:13) , while nyawuri is throwing things to somebody's eyes. It is clear already that the differences lay on the manner of doing, object and target. Nyebar uses small things (usually still useful) such as grains, rice. Nyawuri uses soil or sand. No real target is intended (in sebar), but the location where the action took place is usually wide.

The distinctive features are :

1. target
2. object
3. purpose

Compare the following examples :

- Saiki wis wayahe pak tani nyebar wiji.

(Now, it is the time for farmers to spread the seeds)

- Ula kuwi sawurana mripate mengko rak ngoyak.

(Throw the sand at that snake's eyes, it will run after you)

Conclusion II

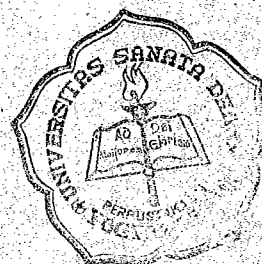
After analysing each of the Javanese verbs listed in chapter one, we now come to the conclusion, namely listing all the distinctive features that are found out. This list of distinctive features can show us how a Javanese verb is constructed and how this Ja -

vanese verb differs from the English verb.

The distinctive features of the verbs covering the same area of meaning as balang are :

1. manner of doing : how the action of balang is performed.
2. object : the thing being thrown. It is classified into : weight, size, and numbers.
3. target : either animate or inanimate.
4. intention : whether the action is performed intentionally or not.
5. purpose ; the purpose of the agent when performing the action.
6. aim : whether the action is done with a careful aim or not.
7. degree of force : whether the action is done with full of energy or not.
8. direction : how is the object should fly.
9. distance : how far is the object flies.
10. instrument : the instrument used to performed the action. (a sling-shot, a projector, etc.)
11. location : the place in which the action is usually performed.
12. emotional overtones : What kinds of emotion the agent feels when performing the action.
13. level of speech : The level of speech according Javanese speech level.

14. register : in what situation or context
this word is usually used.
15. dialect : where does the word come from.
16. human : the agent or the doer is al -
ways human
17. Value in terms
of politeness : the degree of formality and
politeness in an utterance.



CHAPTER THREE

IMPROVEMENT OF THE DEFINITIONS

We know from the analysis all the distinctive features that limit and differentiate the verbs covering the same area of meaning as to throw from other verbs. Now we come to the discussion on what practical benefits that we can draw from the fact that we know the distinctive features of the verbs analysed.

The introduction of this thesis has stated that the knowledge of the distinctive features is important not only to know the nature of words in general but also to clarify words in language teaching. The knowledge of the distinctive features can help to understand every element of the words so that we can use or clarify the words properly. Based on the distinctive features that are found out from the analysis, I will try to clarify and improve the definitions given in chapter one. Besides, I will also use the knowledge of those features to know the nature of words in general and the nature of synonyms in particular.

The full account of clarifying words in language teaching can be seen later when I discussed about the application to the teaching of English for foreign students in chapter IV.

A. Improvement of The Definitions

I. The English Verbs Definitions :

1. to throw :

to cause something to go through the air or free space by jerking motion especially with sudden straightening of the arm near shoulder level forcefully.

2. to toss :

to throw a light object (a coin, a ball , a bone) lightly or carelessly, particularly with the palm of the hand upward.

3. to cast :

to throw something (anchor, fishing line , etc) with quick, skillful movement of the arm culminates in sudden release. In the later sense implies careful aim.

4. to hurl :

to throw missiles (spear) with great force from some position using an instrument or not with careful aim and purpose in mind.

5. to fling :

to throw something (a ball, a small stone) sharply and violently with a quick or a sudden movement of arm. The agent feels contempt or impatience because of fury or disdain.

6. to sling :

to throw a small stone violently from a sling.

7. to project :

1) to hurl

2) to throw shadow, pictures or the like on the wall or screen using a projector.

8. to pitch :

to throw priceless thing (rubbish or hay) from the hand by swinging the arm like a pendulum or using a fork. The action is done with energetic dislike or impatience.

9. to chuck :

to throw away rubbish or drunken man carelessly or easily but implies a quick motion and a short distance.

II. The Javanese Verbs Definitions :

1. balang :

to project something through the air or free space forcefully with jerking motion of the arm, especially near shoulder level aiming at a certain target.

2. mathak :

to throw a small, hard thing forcefully at the head of an animal or a person in order to hurt him.

3. bengkol :

to throw a light, hard thing violently at fruits or the like to make them falling down.

4. bandhem :

to throw a relatively big or heavy thing

intentionally aiming at a certain target so that it hurts the victim. The action of throwing is usually performed with anger.

5. sawat :
to throw a small stone underhand violently so that it flies high and far.
6. embat :
to throw a ball with careful aim at a person intentionally (in boys game : Kasti Or Embat-Embatan game)
7. sambit :
to throw a flat thing underhand violently at a moving target.
8. mbabit :
to throw a sickle, a long stick or a branch of wood by swinging the arm violently against the intended target.
9. unclang :
To throw a sickle at a determined target in order to win the game (in a game among the shepherds).
10. uncâl :
to throw anything by swinging the arm recklessly or easily.
11. mlintheng:
to throw a small stone using a plintheng (a slingshot)

12. mbandil :

to throw a small stone from a bandil
(a sling)

13. nyebar :

to throw grains or small pieces of things
to every direction by swinging the arm from
left to right in a wide area, such as floor
or rice field.

14. nyawuri :

to throw soil or sands violently at the vic-
tim's eyes in order to hurt them. The agent
is usually angry or in a difficult situati-
on.

B. The Nature of Words

A word has a form or expression which is associated with a content or meaning. To make a word into word needs something like elements that limit and differentiate it from another. These elements are used to be called semantic properties or distinctive features.

The distinctive features of the verbs covering the same area of meaning as to throw, both in English and Javanese, are like that which are listed in chapter two, conclusion I and II. The fact that each verb has its own distinctive features is already proved by the analysis. Eventhough each verb has its own distinctive features, if the verb comes from one area of meaning or one generic terms, there will be some features which will coincide

to each other. That is why a word is sometimes considered to be the synonym of another word.

If we observe words coming from different area of meanings or categories, we will find other features which, of course, differ from what have been found out here. Those different features represent the characteristic of the words analysed. For the sake of clarity, those who are interested in this matter can see the work of my classmates who observe words coming from different area of meaning as to arrange , to eat , etc or from different categories as nouns or adjectives .

C. The Nature of Synonyms

From the analysis we know that each verb has its own distinctive features which make it different from another verb. Because the verb analysed covers the same area of meaning , there are some features which coincide each other.

Eventough the verbs to throw and to fling are synonyms, we can observe whether they really share the same meaning or not. The distinctive features of to throw (see the analysis) are :

1. manner of doing
2. object
3. degree of force
4. target
5. agent

While the distinctive features of to fling are :

1. manner of doing
2. object
3. degree of force
4. target
5. time of action (the duration)
6. emotional overtones
7. agent

Comparing these two, we will see that the distinctive features of to fling are somewhat different from that of to throw. The differences lay on the fact that the time of action and emotional overtones features cannot be found in to throw. There are only five features of to fling which coincide with that of to throw, namely :

1. manner of doing
2. object
3. degree of force
4. target
5. agent

From this simple observation we can conclude that actually synonyms do not share exactly the same meaning because there are still some features which do not coincide. These distinctive features represent the characteristics of the word(s) so that it is called "different word. So, if we want to use words or synonym of a word we should consider the situation or context of the utterance so that we can choose a proper word for a proper situation.

CHAPTER FOUR

APPLICATION TO THE TEACHING OF ENGLISH FOR FOREIGN STUDENTS

It is quite obvious that the knowledge of distinctive features is very important. The previous chapter has discussed the usage of distinctive features in terms of semantic study. Now, in terms of our profession as language teachers: Does the understanding of them facilitate materially to the teaching of English?

To answer this question, Andrianto states that since language is so interrelated with other human problems, a profound understanding of its mechanism in general and its semantic system in particular would contribute to the solutions of problems related to the teaching of meanings. The understanding of the distinctive features of words will help teachers to teach appropriately in that they can give a better explanation or clarification towards the meaning of all terms that will be taught. If teachers know about the similarities and differences of the semantic concepts of the related language, it will be greatly facilitate their teaching of English, especially in finding suitable teaching methods.

A. What Learning Domain To Be Achieve ?

When a person tries to learn a foreign language, like English, he should pay attention to three learning domain, namely :

1. Cognitive domain

The first thing that he has to do is to know the foreign language. He has to know the meaning of the various things in the language; develops a knowledge of the form and the meaning of the various elements of the language; and he has to know the meaning of the words and idioms in isolation and in context.

So, what is in the cognitive domain is all sorts of knowledge and understanding towards the thing someone is trying to learn. To achieve this, he can get a lot of help from teachers, good grammar books and dictionaries.

2. Affective domain

Another thing that should be done is showing a positive attitude towards the thing to be learned. If somebody wants to learn English, he should like English and develop his enthusiasm towards it. It is necessary for him to know that English is part of his happiness.

3. Psychomotoric domain

Further, if he wants to succeed in his learning, he should develop language skills. One of the ways to develop the language skills is by doing a lot of practice. Practice makes perfect. It is sometimes very tiresome but it is necessary. To master a foreign language means to be able to have an auto -

matic control of four language skills, namely to speak, to listen to, to read, and to write. To have an automatic control means to do a lot of practice.

A good, qualified teacher, when he teaches a certain material, should know what learning domain he is aiming to. By knowing it, he will be able to choose an appropriate teaching method. The knowledge of the distinctive features of words can have teachers in the cognitive domain of learning in the way that they can give a better explanation, especially in clarifying the problem of semantics, to the students.

B. What teaching techniques can be used ?

From among the obligation that a teacher should do, namely :

1. giving exposure of a good language or becoming a model for the students,
2. explaining rules and problems,
3. giving instructions to practice,
4. evaluating or testing,

the knowledge of distinctive features can help him explaining things more clearly. To explain a new thing which constitutes a problem, a teacher can use various techniques. Those techniques are :

1. translation

In the past, translation was mostly used to teach vocabulary. This method of teaching was done by giving a list of words with their

translation at the beginning of the lesson or the translation of the materials containing new words or glossaries at the end. Lado states that the error of this is to confuse translation with language use, and to assume that putting across the meaning is the whole of teaching vocabulary. Besides, the words of a second language were not translation of the words of the first language. Based on this fact, Andrianto also disagrees with translation because the content structure of English does not coincide with the content structure of the Javanese. This is also supported by G.F. Graham (1961) who constitutes that there are no two things in nature that are exactly alike. Judging from the above disagreement, we can conclude that translation is not a good teaching method, although translation itself, as a skill, is beneficial.

2. Definition

To solve a problem, a teacher may use definition as a means for clarifying it. The definition can be given by the teacher himself or taken from the dictionary. Examples :

to pitch : to throw something with impatience
or energetic dislike.

to chuck : to throw away rubbish or drunken man.

Sometimes, a definition is confusing and too abstract because it includes features that are beyond the students' understanding. It needs further

explanation from the teacher. The understanding of the distinctive features will be of a great help in giving more information to the definition given and will lead the teacher to explain further by dramatization or pictures. The full account of this can be seen in the previous chapter.

3. Clarification or Description

The knowledge of distinctive features will be important, especially for giving clarification or description. The more distinctive features we have for a certain item, the more precise our description will be.

4. Dramatization

Dramatization is one technique to explain semantic problems by acting out or demonstrating actions. This technique is the best for explaining verbs; like : to throw, to walk, to shake hands, etc. The verbs covering the same area of meaning as to throw should be taught through this technique. The knowledge of the distinctive features of to throw can help to clarify and give detail to the verbs being taught.

5. Realia

What Lado means by realia is real objects or models of real objects to show meanings. So, this method is administered by exposing the students to the real things or their imitations. For example :

names of food appearing in store or restaurant menus can be learned with plastic toy models of foods available.

6. Pictures

Various kinds of pictures are very effective to show meanings of words, especially nouns, or utterances. The pictures need not be very elaborate or artistic. It should be noted that pictures can also create ambiguity. To overcome it, some simple context can be given. Once the pictures are identified, they can elicit meanings quickly and precisely.

The knowledge of distinctive features helps the teacher in drawing things, actions and qualities precisely. They help in giving all the details or elements of the items given.

7. Synonyms and Antonyms

A synonym may be used to explain a given word if it is known better than the word itself. Do not give synonyms that is beyond the students' understanding because it may create new problems. The knowledge of distinctive features of the word given can help to choose the most appropriate word with the least distinct features. If it is impossible, an antonym might do.

8. Supplying context

Giving individual words to the students sometimes creates confusion. If there is this problem, con-

text may be used to clarify it. The students are exposed to a certain situation so that they can guessed the meaning of the words given. Supplying context technique can support dramatization or realia techniques.

From among the above techniques, the knowledge of distinctive features will be of a great help for supplying the second, the third, the fourth and the sixth techniques, namely giving definition, clarification or description, dramatization and pictures.

C. Application to the teaching of English

From the above description, we know that the understanding on distinctive features can facilitate materially to the teaching of meanings. The proper techniques used are giving definition, giving clarification, giving dramatization and giving pictures. For teaching words that constitutes an action, dramatization is the best. The following will be presented how to teach meaning using the distinctive features as a means for clarifying a semantic problem.

When someone does not know the meaning of a word, he will look it up in a dictionary. But sometimes the dictionary does not give a satisfying explanation about it. A teacher who knows the distinctive features of that word will be able to give

further explanation by mentioning each feature it has. As for the verbs covering the same area of to throw, dramatization is the best technique to clarify them. But if we teach them to senior high school students, the definition can be given first before explaining further with dramatization. Take for example the verb to pitch. The Advanced Learner's Dictionary of Current English gives definition as : to throw (someone, something) with impatience or energetic dislike. A student, may be, does not understand this kind of definition. Further explanation from the teacher is needed .

From the analysis in chapter two we know that to pitch has distinctive features such as : manner of doing, object, time of action, instrument, emotional overtones and human. Then the teacher gives further information by mentioning each feature it has, namely :

1. manner of doing : swinging the arm like a pendulum.
2. object : person (drunken man) or priceless things as rubbish or hay.
3. instrument : (optional) a fork, if it is used to throw hay.
4. time of action : quick, assuming that the doer wants to finish as fast as possible.
5. emotional overtones: impatience or dislike.

6. human : the doer is always human.

By knowing the details of the action, a teacher can give a better definition :

to pitch : to throw a drunken man or priceless things away by swinging the arm like a pendulum, either using an instrument or not, with a quick motion .
The activity is done with impatience or energetic dislike.

After giving this description , the teacher can dramatize the action in front of the class or he can also draw a picture about it. This procedure can be applied to teach the meaning of verbs to foreign students.

CONCLUSION

It is already discussed previously that the knowledge of distinctive features is important not only to know the nature of words in general but also to clarify words in language teaching.

To conclude this thesis, I would compare the English and Javanese verbs covering the same area of meaning as to throw. We have already understood that every language has a specific semantic system. The English and Javanese semantic systems differ in that English has not developed semantic features like what we can find in Javanese. This will be clear if we compare the English and Javanese semantic features of words having the generic terms as to throw.

English semantic features	Javanese semantic features
1. manner of doing	1. manner of doing
2. object	2. object
3. instrument	3. instrument
4. time of action	4. intention
5. degree of force	5. degree of force
6. direction	6. direction
7. distance	7. distance
8. purpose	8. purpose
9. intention	9. aim
10. emotional overtones	10. emotional overtones
11. register	11. register
12. agent	12. agent

- 13. location
- 14. level of speech
- 15. value in terms of polite
ness
- 16. target
- 17. dialect

Eventhough most of the English semantic features coincide with the Javanese, there are some Javanese semantic features which cannot be found in English. This does not mean that English does not have such features like what we have in Javanese at all. It does. But specific English verbs whose meaning refer to the target of the action, level of speech, and value in terms of politeness are only a few.

Secondly, if we take a look on the list of the verbs in chapter one, we will see that the Javanese list of verbs is longer than the English. Javanese language has more verbs to represent the concept of to throw rather than the English. Why is it so ?

Soepomo Poedjosoedarmo (1980) states that this problem arises because of the society's attention towards a certain concept. If the society thinks that a certain concept is important, there will be a lot of words used to represent it. Take for example : the Javanese people, who are farmers mostly, have a lot of words to represent rice, while English is only a few. The Eskimo people have about 40 words for representing snow.

Another possibility is that a Javanese can express more than one concept just by means of a single word, while the English cannot. English people, in this case, are more linear. That is why when we analyse the verb to throw, the Javanese semantic features are greater in number than the English. In another word if someone wants to translate a Javanese word into English, the Javanese-English translation must be longer than the English-Javanese translation. This is because the Javanese-English translation needs more information and explanation to make the translation precise. From this fact, we can understand that translating is not an easy thing to do. To have a good translation, we have to know both the languages well.

Finally I hope that this thesis is worth to be read.

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