

CHAPTER II

THEORETICAL FRAMEWORK

2.1. The Concept of Semantics

In linguistics, semantics is generally considered as the study of meaning in a language. Semantics is the study of linguistic meaning which is the meaning of the word, phrases, and sentences. It does not only study the concrete things, but it also studies the abstract things. The term of semantics has been used by H.G Wells in Palmer (1976 : 2) in the shape of things to come speaks of the sentences of signifiers, but he says that it was lost sight of and not revived until twenty first century.

According to Keith D. Foote (2016), Generally speaking, Semantics is the study of language and its meaning. As a word, Semantics was first used by Michel Bréal, a French philologist in 1883, and can be used to describe how words can have different meanings for different people, due to their experiential and emotional backgrounds.

In addition, According to Ernest Lepore (2009), (Semantics, also called semiotics, semology, or semasiology, the philosophical and scientific study of meaning in natural and artificial languages. The term is one of a group of English words formed from the various derivatives of the Greek verb *sēmainō* (“to mean” or “to signify”). The noun *semantics* and the adjective *semantic* are derived from *sēmantikos*; *semiotics* comes from *semeiotikos*, *semiology* from *sema* (*sign*) and *logos* (*account*).

Furthermore, it is difficult to formulate a distinct definition for each of these terms, because it uses largely overlap in the literature despite individual preferences. Semantics is a relatively new field of study, and its originators, often working independently of one another, felt the need to coin a new name for the new discipline—hence the variety of terms denoting the same subject.

Moreover, according to F.R. Palmer in his book entitled “SEMANTICS”, French *semantique* is from 1893, coined from Greek by M. Breal's in 1893. The following year, the word was first used in English, in a paper read at the American Philological association in 1894. M. Breal's 1897 (french) book, tr. 1900 as *Semantics: studies in the science of meaning* - is a superb little book (now neglected), which treated semantics as the 'science' of meaning, and was not primarily concerned with diachronic change. Yet the term did not catch on. The famous 1923 book by Ogden and Richards, *The meaning of meaning*, never uses the term, though it appears in an appendix by Malinowski. HG Wells used "significs" in *The shape of things*, others used semiotics or semiology.

Based on the statements above, it can be concluded that semantics is the study of language and its meaning which treated semantics as the 'science' of meaning, and was not primarily concerned with diachronic change and can be used to describe how words can have different meanings for different people, due to their experiential and emotional backgrounds.

2.1.1. The Scope of Semantics

Semantics is the study of meaning. Seen by breal in the late 19th century as an emerging science (french 'semantique') opposed to phonetics ('phonetique') as a science of sounds similarly for bloomfield in 1930, it was a field covering, as one account of meaningful forms, and the lexicon also seen more narrowly in a traditional lasting into the 1960s, as the study of meaning in the lexicon alone, including changes in the word meaning. Later, in accounts which in the study of distribution was divorced from that of meanings, opposed either to grammar in general or within grammar and especially within a generative grammar from the 1960s onwards, to syntax specifically of the uses current at the beginning of the 21st century, many restrict semantics to the study of meaning is abstraction from the contexts in which words and sentences are uttered in opposition, therefore, to pragmatics. Others include pragmatics as one of its branches. In others its scope is in practice very narrow thus one handbook of contemporary semantic theory in the mid-1990s deals almost solely with problems in formal semantics, even the meanings of lexical units being neglected.

Furthermore, semantics is the study of the linguistics meaning. It is not concerned with what sentences and other linguistics object expressed. It is not concerned with the arrangements of syntactic parts, or with their pronunciation. Semantics could cover more extensive areas, from structure and function of language as well as the interrelationship with other discipline. In this thesis, the scope of semantics is about the meaning itself in linguistics. Meaning of linguistic object can be various. Every people may have different way to analyze the

meaning of alinguistic because there is no very general agreement about the nature of meaning or the way in which it should be described.

Moreover, there are at least two major approaches to the way in which meaning in language is studied, each of which is often very influential in determining which fact of meaning are relevant for semantics. The first is linguistics approach, it concern with the way in which meaning in a language is structured. The second is philosophical approach, it investigates the relation between linguistics expression, such as the words of language, and person, things, and events in the world to which these words refer.

Katz (1972 : 11) states that theory of semantics concerns with the semantics structure of natural language in general. It is not a theory which concerns with the semantic structure of any particular language and it does not concern with individual's meaning. Hence semantics scopes down its attention to the sentence meaning as a part of linguistic system rather than utterance meaning.

Based on the statements above, it can be concluded that the most suitable approach to get the meaning conventionally is linguistic approach. The first is linguistics approach, it concern with the way in which meaning in a language is structured. The second is philosophical approach. theory of semantics concerns with the semantics structure of natural language in general.

2.1.2. The Goals of Semantics

Semantics can be limited both in theory and practice to sense relations. One example is to be found in a well known article by J.J Katz and J.A Fordor entitled "The Structure of a semantic theory" (1963).

According to Leech (1969 : 5), “The aim of semantics is to explain and describe the meaning in natural language. To make our starting point in ordinary usage more explicit, it may even says that the goal of semantics is to explain what underlies the use of the word means and related term (sense, nonsense, signify, ambiguous, antonimy, synonymy, etc) in English and other language.”

Based on the explanation above, it can be concluded that semantics should be able to give more explanations and define any expressions in language. semantics also should be able to define their meaning properties and relation. Any kinds of expressions should have meaning. In this case, semantics should be able to specify those meanings based on their properties.

2.1.3. Meaning in English

Saeed (2009) said that "semantics is the study of meaning communicated through language". It is the fact that meaning is a part of language. In studying a language, the meaning of the language itself must be studied too. Language without meaning can not be understood.

According to Nick Riemer (2010) in his book “*Introducing Semantics*”, English uses the verb “*to mean*” refer to a relationship involving at least one of three different types of thing; language, the world (including people, objects, and everything outside of ourselves) and our own minds or intention.

Ordinary English, then, makes available at least three different ways of talking about language; meaning, use and truth. Each of these three categories of ordinary language description highlights a particular aspect of the occurrence.

Description in terms of truth places the emphasis on the objective facts of the situation by concentrating on the relation between language and reality.

Based on the inferred above, it can be concluded that language, the world (including people, objects, and everything outside of ourselves) and our own minds or intention are the three different types of Semantics relation. It can be substituted that the book as the speaker that derived the meaning and the reader as the hearer that accept the meaning based on the condition (the same knowledge, experience, and information) to get the right and suitable meaning.

2.2. Lexical Relations

Discourse is more than a random set of utterances; it shows connectedness. A central objective of linguists working on the discourse level is to characterize this connectedness. Linguists have traditionally approached this problem by looking at overt linguistic elements and structures. In their famous *Cohesion in English*, Halliday and Hasan (1976) describe text connectedness in terms of reference, substitution, ellipsis, conjunction, and lexical cohesion. According to Halliday and Hasan (1976:13), these explicit clues make a text, Cohesion occurs "when the interpretation of some element in the discourse is dependent on that of another" (Halliday and Hasan, 1976:4).

While lexical cohesion is obviously achieved by the selection of vocabulary, the other types of cohesion are considered as grammatical cohesion. the notion of lexical cohesion might need some further explanation. collocation is the most problematic part of the analysis lexical cohesion (Halliday and Hasan, 1976: 284). The analysis for the first example of lexical cohesion above would be

that girls and boys have a relationship of complementary and are therefore related by lexical cohesion. the basis of lexical cohesion is in fact extended to any pair of lexical items that stand next to each other in some recognizable lexicosemantic relation.

The class of general noun, for instance, is a small set of nouns having generalized reference within the major noun classes, such as human noun structure that are specific to spoken language include the occurrence of adjacency pairs, minimal pairs like question-answer and summons-response (Sacks, Schegloff and Jefferson, 1979) and prosody. these topics are subject to ongoing investigations (see especially Ford, Fox and Thompson, 2001) that we consider important because they relate linguistic subdisciplines like grammar and the study of conversation.

In conversations, this use of connectives is also found, but at the same time, connectives frequently function as sequential markers: for instance, they signal the move from a digression back to the main line of the conversation or even signal turn-taking. in this type of use, connectives are often referred to as discourse markers Schiffrin (2001) (see particles in spoken discourse). In sum, we have discussed the principled difference between two answers to question 'how to account for connectedness of text and discourse?' we have seen that, while cohesion seeks the answer in overt textual signals, a coherence approach opens the way to a fruitful interaction between text linguistics, discourse psychology, and cognitive science, but at the same does not

According to M.A.K. Halliday, R. Hasan (1976) Lexical Cohesion is a linguistic device which helps to create unity of text and discourse.

Lexical cohesion includes:

2.2.1. Repetition; Is the reoccurrence of words in the text.

Example: Sun - Sun

2.2.2. a.) Synonym;

Is a relation between lexical elements whose sense is the same or nearly the same.

Example: Life - Existence

b.) Antonym; relates two items with opposite senses.

Example: Black - White

c.) Hyponym; is lexical cohesive relations between an item and a more general item.

Example: Sun - Star

2.2.3. Collocation; is two or more words that often go together. These combinations just sound right to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound wrong.

Types of collocation there are several different types of collocation.

Collocation can be adjective , adverb, noun verb, noun and so on.

Below you can see seven main types of collocation in sample sentences :

a.) Adverb + adjective

Example: Are you **fully aware** of the implications of your action.

Fully deals to adverb, and **aware** deals to adjective.

b.) Adjective + noun

Example: The doctor ordered him to take **regular exercise**.

Regular deals to adjective, and **exercise** deals to noun.

c.) Noun + noun

Example: I'd like to buy two **bars of soap** please.

Bars deals to noun, and **soap** deals to noun.

d.) Noun + verb

Example: The lion started **to roar** when it heard the **dog barking**.

Dog deals to noun, and **barking** deals to verb.

e.) Verb + noun

Example: The prisoner was hanged for **committing murder**.

Committing to verb, and **murder** deals to noun.

f.) Verb + expression with preposition

Example: We had to return home because we **had run out of money**.

Had run deals to verb, and **out of money** deals to expression with preposition.

g.) Verb + adverb

Example: Mary **whispered softly** in John ear.

Whispered deals to verb, and **softly** deals to adverb.

Another remark on the identification of lexical cohesive relations concerns genre. Similar to the general observation that cohesion varies with

genre, lexical cohesion tends to vary with genre as well. Conclusions of previous studies claiming that non-systematic relations are overwhelming compared to systematic relations Morris & Hirst (2004) are precipitous. The proportion of the lexical relations in the cohesive pattern in a text strongly depends on its genre characteristics.

In our view three subsystems build up the overall cohesion of a text: referential cohesion, relational cohesion and lexical cohesion. The elements of referential cohesion are cohesive by sharing identity of reference.

Furthermore, general problems are considered that are relevant to all the relations. The first question concerns the relevance of context in the analysis of the lexical relations. Studies McCarthy (1988), Tanskanen (2006) with a discourse-specific approach as opposed to the lexical-semantic approach analyze lexical cohesive relations in their context. Their aim is to focus on the “communicative potential” rather than on the “meaning potential” of the items which is the case in the lexical-semantic approach.

Based on the explanations above, it can be concluded that Lexical Cohesion is a linguistic device which helps to create unity of text and discourse. The other types of cohesion are considered as grammatical cohesion. three subsystems build up the overall cohesion of a text: referential cohesion, relational cohesion and lexical cohesion. The elements of referential cohesion are cohesive by sharing identity of reference.

2.3. Text Book

In the world of English language teaching, the term textbook and course books is interchangeably used. Nevertheless, some EFL experts define textbooks as a set of instructional material of English taught as subject matter at school. Further, they are also specifically designed for specific target audiences in specific context. For instance, textbooks are generally used in a specified educational context throughout the country. While textbook refer to materials used in teaching English as subject matter in a specific educational context, course book are specifically developed for generalized target groups utilized in both English as well as non-English speaking countries.

Textbooks are inseparable parts of education nowadays. They also become the integral part of teaching learning process comprising the output aspect of an instructional system (banathy, 1986 : 30). As they are a part of an instructional system, textbooks have played significant roles in the educational system. Further, some experts believe that textbooks have continued to take part in a wider education context both in the classroom and outside the classroom (byrd in celcemurcia, 2001, graves in nunan, 2003, littlejohn, 2012).

Textbooks also provide some road maps for both teachers and students to be followed. Ur(1996: 184) says that textbooks contain a clear framework providing information on the structure and the progress of their course. In addition, she adds that textbooks provide a syllabus containing the selection of language aspects which are carefully planned and balanced. Acklam (1994: 12)

suggests that textbooks become a visible outline offering a clear map of what to be learned and serve as a bank of resource materials and ideas.

In short, textbooks are learned materials specifically designed for specific educational settings in order to be used throughout the country. Textbooks are seen beneficial in the teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during the lesson. Second, textbooks provide a statement of belief comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the students which will facilitate language acquisition process.

Based on the explanations above, it can be concluded that textbooks as a set of instructional material of English taught as subject matter at school. The textbooks contain a clear framework providing information on the structure and the progress of their course. Textbooks are seen beneficial in the teaching and learning process for several reasons.

2.3.1. The Characteristic of Text Book

From many learning sources which are used in educational domain, teachers and teaching materials/books are still considered as learning source. It can be seen in the teachers' teaching design. The learning source that is generally used is so called textbook.

According to A.J Loveridge (in Sundari 2010 : 16) a textbook is a book that contained material of the subject of lesson, in writing form that must complete a specific situation requirement and systematically. According to shores

(in Yusup : 1988 : 22) textbook is a book for one subject that used to make the learning and teaching achievement between teacher and students more easy. Whitaker said (in Sundari2010 : 17) a textbook is a planning book that used to help the students to study efficiently.

According Mills and Douglas (in Hanafi1981 : 14) the good criteria of the textbook are :1) Textbook consists of the learning material that make teacher is easier to make learning planning that will be taught to the students. 2) Textbook loads every problem that happened in education. 3) Textbook consists of media the help teacher to teach the students. 4) Textbook is a permanent record that will make the teacher to review the lesson in the future.5) Textbook can be used by the students to study at home. 5) Textbook release the teacher from the duty to look for the material so the teacher can use the time for teach the students.

In meantime, Thomas and Swarout (in Sundari2010 : 18) stated that the advantages of the textbook :1) A textbook is a foundation of learning classroom. 2) A textbook provide the material that must teach to the students and also how to teach them to the students. 3) The material in the textbook is rarely accurate. 4) The material in the textbook is in order. 5) There are many media in the textbook. 6) Textbook make the students to decrease the students job in making note.

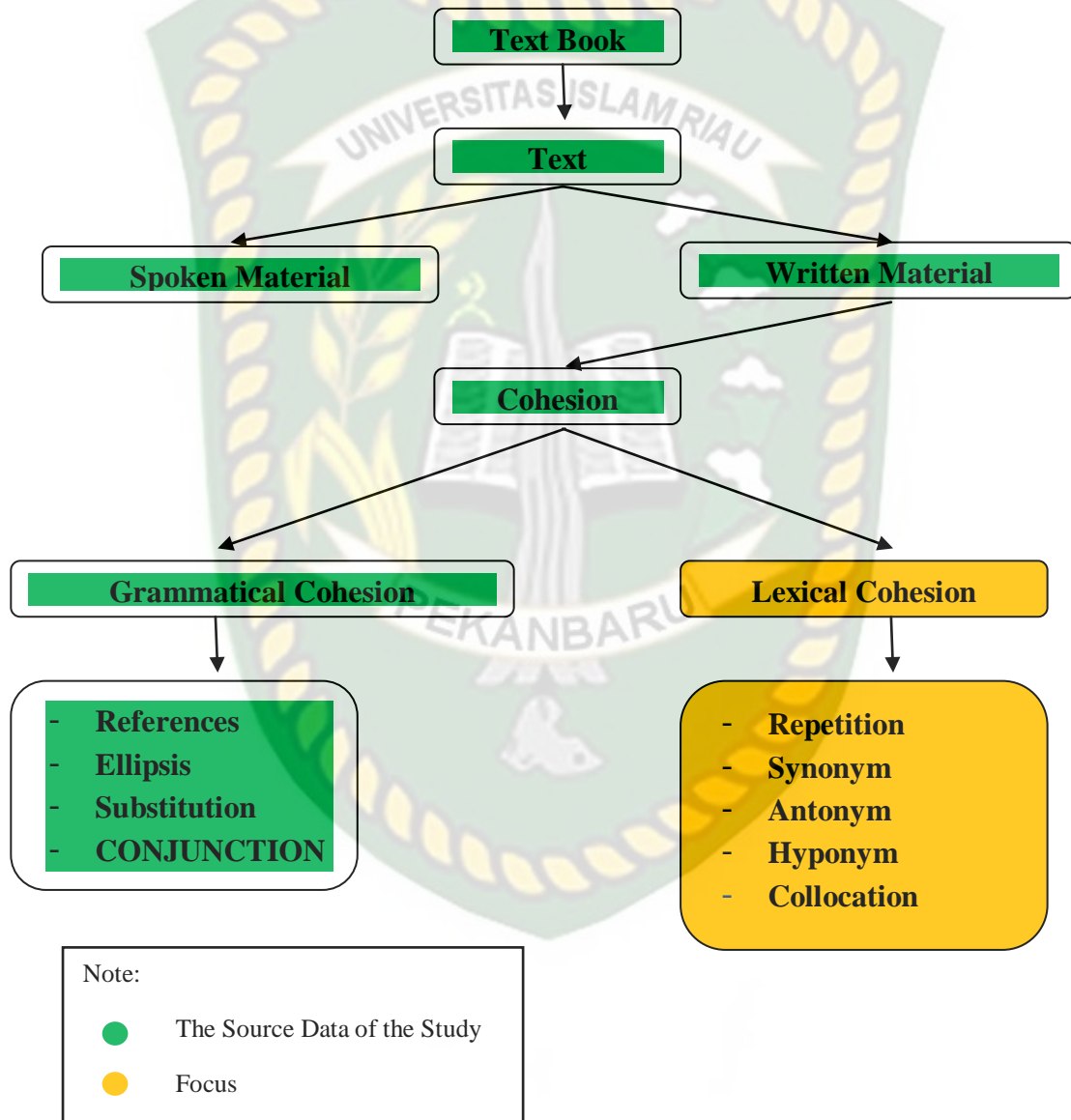
Based on the explanations above, it can be concluded that textbook is a book that contained of material of the subject of lesson. There are 6 good criteria and 6 advantages of the textbook.

2.4. Pathway to English Textbook

Pathway to English Textbook is one of textbook that published by Erlangga. Pathway to English is a qualified book, because the content and

packaging of this books is interesting layout, full image, futuristic, and so on. With the book, students can helped to be able to understand and to apply English in many aspects of life easier and then this book is very easy to understand, full color and full image.

2.5. Conceptual Framework



Based on the framework above, the limitation of the research is the yellow colour, there are : repetition, synonym, antonym, hyponym, and collocation as the part of lexical cohesion or lexical relation.

The textbook is the main source material used in teaching learning process. It can be great value teaching, particularly to the beginning teacher. A textbook plays an important role in the teaching and learning process.

Text is the orinal words of something written, printed, or spoken. Text may be defined as any sequence of sentences having a certain coherence, and in this weak sense of the term each folk-tale is a text. On the other hand, text may be defined more rigorously as any unchangeable sequence of sentence which has a strong cohesion and the unchangable character of which is related to a value system of some sort.

There are 2 forms of material; spoken material and written material that used in textbook in order to get the student's ability in speaking and writing. Sometimes, the content of spoken material such as 2 pairs, speaker and interlocutor, meanwhile the written material is the text that read and written by the student as conclusion.

Written material refers to the material that provide the surfaces on which humans use writing instrument to inscribe writings. The gross characterization of written materials is by the material constituing thw writing surface such as: paper and the number, size, and usage and storage configuration of multiple surface.

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. There are two main types of cohesion: grammatical cohesion, which is based on structural content and lexical cohesion, which is based on lexical content and background knowledge.

Lexical cohesion is non-grammatical in nature due to which it is different from other cohesive devices. Lexical cohesion hints towards the cohesive effect received through the choice of specific vocabulary.

Classification of Cohesion by Halliday and Hassan (1976)

According to Halliday, Hasan (1976) Lexical Cohesion is a linguistic device which helps to create unity of text and discourse.

Halliday and Hassan (1976) have given the following categories for cohesion:

A. 1. Referencing

Reference is the term used as a referential item to something or someone within the framework of the discourse (Cook, 1989: 16; Millward, 2003). Basically there are three types of references homophoric referencing means information sharing through cultural context, exophoric referencing means information sharing from on the spot situational context, and endophoric referencing means when information can be retrieved from within the text. The cohesion theory focuses upon the endophoric referencing is of three types: anaphoric, cataphoric, and exophoric.

Example: Arthur's very proud of his Chihuahuas. I don't like them

2. Substitution and Ellipsis

Substitution and ellipsis creates a semantic link at the lexico grammatical level. Substitution is the use of a word or phrase that substitutes another in the

same grammatical slot for material elsewhere in the text (Johnstone, 2002: 102). If something is substituted from the text, it is expected that it should serve the function the text as the presupposed item. Basically there are three purposes of substitution and ellipsis: nominal, verbal and clausal. In nominal substitution, the main words “one and ones” are used as alternative of nouns. In verbal substitution, the most frequently used substitute is the verb “do”. In clausal substitution, the whole clause is substituted by the presupposed anaphoric reference.

Example: - Tell a story,

- I don't know one
- How did you enjoy the paintings?
- A lot (of the paintings) were very good but not all (the paintings)

3. Conjunction

Conjunction is the element showing how sentences are related in meaning to other sentences (Johnstone, 2002: 102). Halliday and Hasan designate that “conjunctive relations are not tied to any particular sequence in the expression”. Conjunctive elements are non-cohesive strategies in themselves which presuppose the sentence of other components in the discourse. Halliday and Hassan (1976) discriminate five types of conjunctive cohesive devices: additive, temporal, adversative, causal and continuation.

Example: You and me

Lexical cohesion includes:

B. 1. Repetition; Is the reoccurrence of words in the text.

Example: Sun - Sun

2. a.) Synonym;

Is a relation between lexical elements whose sense is the same or nearly the same.

Example: Life - Existence

b.) Antonym; relates two items with opposite senses.

Example: Black - White

c.) Hyponym; is lexical cohesive relations between an item and a more general item.

Example: Sun - Star

3. Collocation;

Is two or more words that often go together. These combinations just sound right to native English speakers, who use them all the time. On the other hand, other combination may be unnatural and just sound wrong.

Types of collocation there are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are :

- a.) Adverb + adjective
- b.) Adjective + noun
- c.) Noun + noun
- d.) Noun + verb
- e.) Verb + noun
- f.) Verb + expression with preposition
- g.) Verb + adverb

2.6. Review of Previous Research

This is library research or qualitative research. The writer concerns with the lexical relations in "An Analysis Of Lexical Relations Of Reading Text In Pathway To English" in English textbook published by Erlangga, through library analysis. There are some researches which are relevant to the topic supporting the idea analysis.

Windy Aginta (2009) English Department Faculty of Letters USU "AN ANALYSIS OF LEXICAL RELATIONS AND MEANING PROPERTIES IN ARTICLES IN THE *JAKARTA POST* DAILY NEWSPAPER" She found that, there are 18 lexical relations in Jakarta Post Daily. 8 Antonyms (44,4%), 8 Synonyms (44,4%), 2 Hyponyms (11,1%), 0 Homonyms (0%), 0 Meronyms (0%),

Sutadi (2013) English Department Faculty of Adab and Cultural Sciences State Islamic University Sunan Kalijaga "AN ANALYSIS OF LEXICAL RELATIONS IN ABDULLAH YUSUF ALI'S TRANSLATION OF SURAH

YA-SIN OF THE HOLY QUR'AN". He found that , there are 543 cases of lexical relations. Those consist of 217 cases of Antonym (39,90%), 212 cases of Synonym (39,00%), 86 cases of Homonym (15,80%), 10 cases of member collection (1,82%), 9 cases of Meronym (1,65%), 9 cases of Polysemy (1,65%), 1 case of Portion Mass (0,18%), and 0 case of Hyponym (0%).

Nurlaila Ridwan (2015)English Letters Department Faculty of Adab and Humanities State Islamic University Syarif Hidayatullah"AN ANALYSIS TO DICTION AND LEXICAL RELATION TOWARD EDITORIAL IN JAKARTA GLOBE. She found that, the result of the study shows some kinds of lexical relations and diction that used in the editorials. The lexical relations that found were synonym, antonyms, hyponyms, meronyms, and retronyms.