

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about theoretical framework of the study in order to answer the research questions and give a better understanding of the topic in this research.

2.1 Text

The word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. A text is best regarded as a semantic unit: a unit not of form but of meaning (Halliday&Hasan, 1976:1-2). Being a semantic unit, a text is realized in the form of sentences, and this is how the relation of text to sentence can best be interpreted. A set of related sentences, with a single sentence as the limiting case, is the embodiment or realization of a text. So the expression of the semantic unity of the text lies in the cohesion among the sentences of which it is composed. A text has texture, and this is what distinguishes it from something that is not a text. The concept of texture is entirely appropriate to express the property of 'being a text'. The texture is provided by the cohesive relation (Halliday&Hasan, 1976:2). Since the speaker or writer uses cohesion to signal texture, and the listener or reader reacts to it in his interpretation of texture, it is reasonable for us to make use of cohesion as a

criterion for the recognition of the boundaries of a text. A coherent text has certain words and expressions in it which link the sentences together. Expressions like which is why, and the use of repetition, are known as cohesive devices: they are like glue which holds the different parts of a text together (Salkie, 1995).

2.2 Cohesion

Cohesion is the formal aspect of language in a text which is shaping a text became a unity whole language. To understanding of text well need knowledge and getting the best of cohesion well also. Because the best text is having cohesion exactly so cohesion here has relationship with text itself. According to Halliday&Hasan (1976:4), the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. Cohesion is a semantic relation. But, like all components of the semantic system, it is realized through the lexico-grammatical systems; and it is at this point that the distinction can be drawn. Some forms of cohesion are realized through the grammar and others through the vocabulary (Halliday&Hasan, 1976:6). The concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as text. In the cohesion, there are two divisions that

can indicate the text of being cohesive. The divisions are in the form of grammatical relation and semantic relation.

2.3 Semantics

There are several definition about semantics. According to Kreidler (1998 : 3), semantics is the systematic study of meaning, and linguistic semantics is the study of how languages organize and express meanings. Saeed (2003 : 3) says, semantics is the study of meaning communicated through language. Semantics also called the study of meaning of words and sentences. While in short, Hurford, Heasley, and Smith (2007 : 1) says that semantics is the study of meaning in language. Moreover, according to Griffith (2006:15), semantics is the study of word meaning and sentence meaning, abstracted away from contexts of use, is a descriptive subject. It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language. By these statements, it can be seen that semantics is a branch of linguistics that concerns with what words or sentences express meaning, not the arrangement of structure or syntactic parts. Semantic relation is relation between meanings. The relation is between a word and an expression or phrase. Some important kinds of semantic relation discussed here are synonym, antonym, and hyponym.

The discussion of this study was focused on the cohesion as a unity of relating sentences into a text to make the resulting text meaningful and easily interpreted. This study is interesting to be discussed because there are a lot of lexical

cohesions occurring in this novel; they are the lexical relation created between lexical elements, such as words and phrases

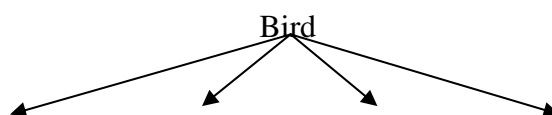
2.3.1 Lexical Relations

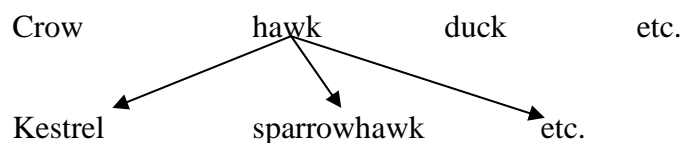
There are several descriptions about lexical relations. Riemer (2010:135) a competent speaker knows how it relates to other words of the language as they are entered the relation of synonymy, antonymy, hyponymy, etc. Describing and accounting for these relationships has often been taken as one of the principal tasks of lexical semantics. According to Saeed (2003:53-54), lexical relations are central to the way speakers and hearers construct meaning. From that statement, it can be said that there is relation between semantics and lexical relation. The relation occurs between the meaning of lexical units such as words and phrases that is interrelated in the study of lexical relation. Kreidler (1998 : 86) says, one part of knowing the meanings of lexemes in any language is the recognition that two or more lexemes may have some semantic relationship: *father* and *mother*, *father* and *son*; *father* and *paternal*; *employer* and *employee*; *big* and *large*; *big* and *little*.

2.3.1.1 Hyponymy

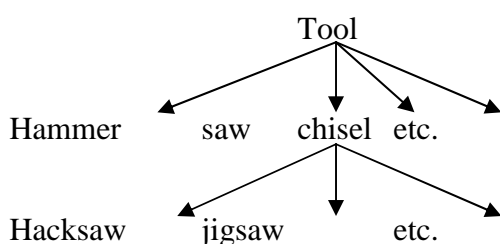
Hyponymy is a relation of inclusion. A hyponym includes the meaning of more general word. The more general term is called the superordinate or hypernym. Much of the vocabulary is linked by such system of inclusion, and the resulting semantic networks form the hierarchical taxonomies.

Example :





Here kestrel is a hyponym of hawk, and hawk a hyponym of bird. We assume the relationship is transitive so that kestrel is a hyponym of bird.



From such taxonomies we can see both hyponymy and the taxonomic sisterhood. Described in the last section : hyponymy is vertical relationship in a taxonomy : so saw is a hyponym of tool, while taxonomic sisters are in a horizontal relationship : so hacksaw and jigsaw are sisters in this taxonomy with other types of saw. Another lexical relation that seems like a special subcase of taxonomy is the ADULT-YOUNG and MALE-FEMALE relation, as shown in the following example :

ADULT-YOUNG (Dog/puppy, cat/kitten, cow/calf, pig/piglet, duck/duckling, swan/cygnets) and MALE-FEMALE (Dog/bitch, bull/cow, hog/sow, drake/duck, cob/pen) (Saeed, 2003 : 68).

According to Riemer (2010 : 142) Hyponymy (Greek *hypo-* ‘under’) is the lexical relation described in English by the phrase *kind/type/sort of*. A chain of hyponyms defines a hierarchy of elements: *sports car* is a hyponym of *car* since a sports car is a kind of car, and *car*, in turn, is a hyponym of *vehicle* since a car is a

kind of vehicle. Other examples of hyponym hierarchies include *blues – jazz – music, ski-parka – parka – jacket, commando – soldier – member of armed forces, martini – cocktail – drink* and *paperback – book*. A standard identification procedure for hyponymy is based on the notion of class-inclusion: A is a hyponym of B if every A is necessarily a B, but not every B is necessarily an A. For example, every car is a vehicle, but not every vehicle is a car, since there are also buses, motorbikes and trucks. Hence, *car* is a hyponym of *vehicle*.

Hyponymy is a major semantic relation in the grammar of many languages. Hyponymy also has a crucial communicative function. It often happens that we are unable to retrieve the most accurate, precise term for the referent we have in mind.

2.3.1.2 Synonymy

According to Saeed (2003:65) Synonyms are different phonological words which have the same or very similar meanings. Some examples might be the pairs below:

Couch/sofa boy/lad lawyer/attorney toilet/lavatory large/big

The synonyms often have different contributions along a number of parameters. They may have belonged to different dialects and then become synonyms for speakers familiar with both dialects, like Irish English ‘press’ and British English ‘cupboard’. The synonyms may portray positive or negative

attitudes of the speaker: for example 'naïve' or 'gullible' seem more critical than 'ingenuous'. (Saeed, 2003:65)

The various words used for the police around the English-speaking world: police officer, cap, copper, etc. some distributional constraints on these words are regional, like Irish English the guard (from the Irish garda), British English the old Bill, or American English the heat. Formality is another factor: many of these words are, of course, slang terms used in colloquial contexts instead of more formal terms like police officer. Speaker attitude is a further distinguishing factor: some words, like fuzz, flatfoot, pigs, or the slime, reveal negative speaker attitudes, while others like cap seem neutral. (Saeed, 2003:66)

According to Riemer (2010:151), in discussing synonymy, the relation of meaning identity, an initial distinction needs to be drawn between **lexical synonymy** (synonymy between individual lexemes) and **phrasal synonymy** (synonymy between expressions consisting of more than one lexeme). We will only be concerned here with lexical synonymy, assuming that phrasal synonymy can mostly be derived from the synonymy of the phrases' component lexemes (considered in their associated grammatical structures). Meaning identity (synonymy) is a part of the metalinguistic stock-in-trade of ordinary speakers of English: we often refer to words as 'having the same meaning'.

Another important distinction is between synonymy of words and synonymy of senses. Sense-synonymy is the synonymy of some, but not all, the senses of a word. Thus, *pupil* is arguably synonymous with *student* with respect to one of its senses ('person being instructed by a teacher'); but with respect to the sense

‘centre of the eye’ the two words are, of course, non-synonymous. *Pupil* and *student* are thus not lexical synonyms, but they are synonymous with respect to one of their senses.

2.3.1.3 Antonymy

According to Saeed (2003:66) antonyms are words which are opposite in meaning. There are some relations in opposite/antonyms:

1) Simple antonyms

This is a relation between words such that the negative of one implies the positive of the other. The pairs are also sometimes called complementary pairs, or binary pairs. Example: dead/alive (of e.g. animals). /Pass/fail (a test)/ Hit/miss (a target).

2) Gradable antonyms

This is a relationship between opposites where the positive of one term does not necessarily imply the negative of the other, e.g. rich/poor, fast/slow, young/old, beautiful/ugly. This relation is typically associated with adjectives and has two major identifying characteristics: firstly, there are usually intermediate terms so that between the gradable antonyms hot and cold we can find: Hot (warm tepid cool)cold.

Something may be neither hot nor cold. Secondly, the terms are usually relative, so a thick pencil is likely to be thinner than a thin girl; and a late dinosaur

fossil is earlier than early Elvis record, a third characteristic is that in some pairs one term is more basic and common, so for example of the pair long/short, it is more natural to ask of something How long is it? Than how short is it? For other pairs there is no such pattern: How hot is it? And How cold is it? Are equally natural depending on context.

3) Reverses

The characteristics reverse relation is between terms describing movement, where the one terms describes movement in one direction, \rightarrow , and the other the same movement in the opposite direction, \leftarrow ; for example the terms push and pull on a swing door, which tell you in which direction to apply force. Other such pairs are come/go, go/return, and ascend/descend. When describing motion the following can be called reverses: (go) up/down, (go) in/out, turn (right/left).

By extension, the term is also applied to any process which can be reversed: so other reverses are inflate/deflate, expand/contract, full/empty, or knit/unravel.

4) Converses

These are terms which describe a relation between two entities from alternate viewpoints, as in the pairs: Own/belong to, above/below, employer/employee.

These relations are part of a speaker's semantic knowledge and explain why the two sentences below are paraphrase, i.e. can be used to describe the same situation: my office is above the library/ the library is below my office.

5) Taxonomic sisters

The term antonym is sometimes used to describe words which are at the same level in taxonomy. Taxonomies are classification systems, such as: red, orange, yellow, green, blue, purple, brown. The words red and blue are sister-members of the same taxonomy and therefore incompatible with each other. Hence one can say: his car isn't red, it's blue. Some taxonomies are closed, like days of the week: we can't easily add another day, without changing the whole system. Others are open, like the flavors of ice-cream sold in an ice-cream parlour: someone can always come up with a new flavor and extend the taxonomy(Saeed, 2003:66-68).

While Riemer (2010 : 137) said in general, however, antonymy may be characterized as a relationship of incompatibility between two terms with respect to some given dimension of contrast. Some words seem to have more than one antonym, depending on the dimension of contrast involved. When discussing antonymy, the principal distinction we have to make is between **gradable** and **non-gradable** antonyms. Non-gradable antonyms are antonyms which do not admit a midpoint, such as *male-female* or *passfail*. Assertion of one of these typically entails the denial of the other. Thus, if someone is female, they are necessarily not male, and someone who has failed an exam has necessarily not passed it. Gradable antonyms, however, like *hot-cold* or *good-bad*, seem to be more common than non-gradable ones. A gradable pair of antonyms names points on a scale which contains a midpoint: thus, *hot* and *cold* are two points

towards different ends of a scale which has a midpoint, lexicalized by adjectives like *tepid*, which is used to refer to the temperature of liquids which are neither hot nor cold, but somewhere in between.

2.4 Concept of Fear

Fear is described by Alex Chamberlain (1899) as “an experience.” He stated that fear in its root meaning is from the Anglo-Saxon word *fáer*, which means “a sudden peril, danger, panic or fear.” Fear is seen as an evolutionary necessity which can help notify a person whether they should proceed in their current direction, or find another course in order to increase likelihood of survival (Cannon, 1914; Ohman&Mineka, 2001). Aristotle (335-322 B.C.) explained that fear is experienced when humans are threatened by something perceived to be more powerful than they are. This fear lasts until the realization of no escape; at which point, the fear is reduced due to the understanding of failure. If fear is linked to harmful situations, events or objects that terrorize us, why are humans as a society so intrigued with the things that scare them? Many children worry about the boogey man at night, the monster under their bed, and/or the man that lives in the closet. Most people know that monsters aren’t real, yet they still believe that they exist at night once the lights go out. Furthermore Baker (2013) states that fear is "an unpleasant and often strong emotion caused by anticipation or awareness of danger." Fear is completely natural and helps people to recognize and respond to dangerous situations and threat.