

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Song

##### 1. Definition of Song

Song based on *Cambridge Advance Learner's Dictionary* means a usually short piece of music with words which are sung.<sup>1</sup> Whereas Oxford Advance Learners' Dictionary defines song is a short piece of music with words that you sing.<sup>2</sup>

Another definition of song is an artistic form of expression based on sound, generally considered a single (and often standalone) work of music with distinct and fixed pitches, pattern, and form. It can be wordless or with words, but must include some form of vocalization.<sup>3</sup>

Song has two particular components

##### a. Music

The word music was derived from Greek from the words “mousikḗ téchnē” who inspired creativity that

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<sup>1</sup> Cambridge University Press, *Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press, 2008), p. 1378.

<sup>2</sup> A.S Hornby, *Oxford Advance Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 2010), p. 1419.

<sup>3</sup> Wikipedia, “Song”, <https://en.wikipedia.org/wiki/Song>, accessed on August, 10<sup>th</sup> 2015

were called as Muses (the art of the muses).<sup>4</sup> Then it led to the word Latin as “mūsica”. In English music defines as vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.<sup>5</sup> Music also defined as sound that is arranged in a way that is pleasant or exciting to listen to.<sup>6</sup> Another definition, music is a patterns of sounds made by musical instruments, singing or computers, or a combination of these, intended to give pleasure to people who listen to it.<sup>7</sup> Based on the definition above music is vocal or instrumental sound or combination of those that is arranged to give pleasure to someone.

b. Lyric

The word “lyric” was actually derived from the Greek, specifically from word “lyrikós”, meaning

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<sup>4</sup> Vocabulary.com, “Definition of Music”, <https://www.vocabulary.com/dictionary/music>, accessed in 25<sup>th</sup> April 2015

<sup>5</sup> A S Hornby, *Oxford Advance Learner’s Dictionary of Current English*, (Oxford: Oxford University Press, 2010), p. 973.

<sup>6</sup> Princeton University, “Princeton WordNet: A Lexical Database for English”, <http://wordnetweb.princeton.edu/perl/webwn?s=music&sub=Search+WordNet&o2=&o0=1&o8=1&o1=1&o7=&o5=&o9=&o6=&o3=&o4=&h=000000>” accessed in April 6<sup>th</sup>, 2015

<sup>7</sup> Cambridge University Press, *Cambridge Advance Learner’s Dictionary*, (Cambridge: Cambridge University Press, 2008), p. 938.

"singing to the lyre,"<sup>8</sup> as a form of poem and today, the meaning of lyrics is also rooted in the idea of music since the reference to a song's words as lyrics that appeared in 1876. Cambridge Advanced Learner's Dictionary defines song as the words of a song, especially a pop song.<sup>9</sup> But now lyrics not only for pop song, but also for another genre of sing. Oxford Advanced Learning Dictionary also defines lyric as expressing person's personal feeling and thoughts connected with a poem or a song.<sup>10</sup> A song without lyric cannot be called as song but only music or instrumental music. Based on the definition above, we can conclude that lyric is a personal feeling that written in for poem or song that express one's emotion.

## **B. Vocabulary**

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<sup>8</sup> Vocabulary.com, "Definition of Lyric", <https://www.vocabulary.com/dictionary/lyric>, accessed in 25<sup>th</sup> April 2016.

<sup>9</sup> Cambridge University Press, *Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press, 2008), p. 857.

<sup>10</sup> A.S Hornby, *Oxford Advance Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 2010), p. 891.

Lynne stated that a major source for language usage is vocabulary.<sup>11</sup> It means that to master a language either as first or second language need vocabularies. Early foreign language learning offers the opportunity for students to compose a solid core of words which is very useful for further learning. Finally, they will eventually have vocabulary ready for use to communicate their own ideas.

#### 1. Definition of vocabulary

Vocabulary is one of language components besides grammar and pronunciation. Kasihani K. E. Suyanto said that vocabulary is the words are owned by language and they give a meaning if we use the language.<sup>12</sup> Alexander also pointed the definition of vocabulary is the ability to deduce the meaning of words and phrases from a context and to explain them by other words and phrases.<sup>13</sup>

J. Charles Alderson and Lyle F. Bachman also said about the meaning of vocabulary. They state that, “Vocabulary is a set of lexemes including single words, compound words and idioms”. In other word, Victoria

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<sup>11</sup> Caroline T. Linse, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 121.

<sup>12</sup> Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara,2008), p. 43.

<sup>13</sup> L.G Alexander, *Fluency in English*, (Yogyakarta: Kanisius, 1975), p. xi.

said, “Vocabulary is the words that a person knows or uses; all the words in language; list of words with their meaning, especially in a book for learning language.”

From the statements above, the writer concludes that vocabulary is all the words that used by or known to a particular person or group and give a meaning if use in language.

## 2. Types of Vocabulary

Evelyne explained that vocabulary is divided into receptive and productive vocabulary.<sup>14</sup> Receptive vocabulary is the words that students recognize and understand when they occur in context but they cannot produce them correctly. While productive vocabulary is the words that the students understand, they can pronounce the words correctly and use constructively in both of speaking and writing.

Keith S. Folse as cited Lubnatun Jannah in also gave another classification of vocabulary for English as a

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<sup>14</sup> Evelyne Hatch and Chery L. Brown, *Vocabulary, Semantics and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 370. Lubnatun Jannah, “Using Hangaroo Game for Teaching Vocabulary (an Experimental Research at the Fifth Grader of SD Busytamu Usyaqiq Quran Betengan, Demak, in the Academic Year of 2014/2015), *Thesis*, (Semarang: Education and Teaching Training Faculty Walisongo State Institute for Islamic Studies Semarang, 2014), p. 12.

Second Language (ESL) and English as a Foreign Language (EFL). He classifies the vocabulary into five kinds: single words, set phrases, variable phrasal verbs, and idiom.<sup>15</sup>

i. Single word

This is the easiest one and almost all of these single words are printed in dictionaries and most of people have known it. For example:

Time periods: Sunday, January, Tonight

Place: Indonesia, Park, House

Things: Pen, Clothes, Book

However, this single word vocabulary also includes a multiword vocabulary. Consider the words *thunderstorm* and *ice storm*. Both of them are “*single words*” even though *ice storm* requires two words to express its concept while *thunderstorm* requires only one.

The number of actual words in the vocabulary item is the result of spelling conventions peculiar to English, not a vocabulary-related issue. The explanation of whether a compound vocabulary items is written as one word or two does not appear to be semantically based. For example, a cloth for a table is

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<sup>15</sup> Lubnatun Jannah, "Using Hangaroo Game....."

a *tablecloth* (one word) while a cup for coffee is a *coffee cup* (two words).<sup>16</sup>

ii. Set phrases

These phrases consist of more than one word and do not usually change. For Example, in the set phrase in other words, we cannot say with other words or in other terms or in other remarks or other variations, even though terms and remarks might seem to be able to fit.

In other words      Not: in other terms (but terms are words)

All of sudden      Not: Most of Sudden (it's either all or nothing-but we don't have none of a sudden either)<sup>17</sup>

iii. Variable Phrases

While most of the components in variable phrases will say the same, there is some variation. The variation often involves personal pronouns or some sort of possessive. For example, a usual form of the opening line of many business letters, especially from

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<sup>16</sup> Lubnatun Jannah, "Using Hangaroo....", p.12.

<sup>17</sup> Lubnatun Jannah, "Using Hangaroo....", p.13.

companies writing to inform you a problem, *It has come to our attention that.....*<sup>18</sup>

iv. Phrasal Verb

A phrasal verb consists of two or three words. The first word is always a verb. The second word is in a phrasal verb is a preposition or adverb. If there a third word, it is usually a preposition. For example, is “*put up with*” the meaning is “*to tolerate*”.<sup>19</sup>

v. Idiom

This kind of vocabulary is what the writer will analyze. All languages feature idiomatic expressions, and each idiomatic expression is a vocabulary item. Most of phrasal verbs in English, are idiomatic. Some learners that learn ESL or EFL are confused when they find out that the opposite of *put on* the clothes is not *put off* the clothes. With idioms, logic often has no place.<sup>20</sup>

## C. Idiom

### 1. Definition of Idiom

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<sup>18</sup> Lubnatun Jannah,”Using Hangaroo....., p.14.

<sup>19</sup> Lubnatun Jannah,”Using Hangaroo....., p.14.

<sup>20</sup> Lubnatun Jannah,”Using Hangaroo....., p.14.



All languages in the world have phrases that cannot be understood literally. These phrases actually can be the way of expressing what they feel that may be cannot be defined in their own words and sometimes need more than word to explain with.

The term idiom has been around since the antiquity and used in many situations and in a variety of senses with more some frequently and consistently used than other. It can be found in any literatures around the world, some of them are in text provided in magazines, educational books, story books, newspapers, even in advertisement. Beside, idiom also can be found in spoken things such as movies dialogue or song lyrics.

Let us suppose that we had no idea at all about what the word “idiom” meant and we started use dictionary as a starting point. If we looked for the word “*idiom*” up in Oxford Advanced Learner's Dictionary, we would find the following definition “A group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own.”<sup>21</sup>

Other definition can also find on *Collins COBUILD Learner's Dictionary* defines an idiom as “an idiom is a group of words which have a different meaning when used together from the one they would have if you took the meaning of each

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<sup>21</sup> Cambridge University Press, *Cambridge Advance Learner's Dictionary Online*, <http://dictionary.cambridge.org/dictionary/english/idiom>

word individually”. (1996, p. 547), *Longman Dictionary of Contemporary English* defines an idiom as “a phrase which means something different from their meanings of the separate words from which it is formed”. (1988, p.711), *Webster’s New World Dictionary of the American language* (2<sup>nd</sup> college edition, 1972) gives this definition “an accepted phrase, construction, or expression contrary to the patterns of the language’s having a meaning different from the language or having different from the literal”. *Cambridge Advance Learner’s Dictionary* defines that idiom is a group of words in a fixed order that have particular meaning that is different from the meaning of each word understood by on its own.<sup>22</sup>

Other definition also defined by Mantyla that said “*an idiom is an expression that contains more than one word, and whose meaning is different from the sum of the literal meanings of its components.*”<sup>23</sup>

In other words, Martin Davies defined an idiom is a phrase which cannot be correctly translated on the basis of

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<sup>22</sup> Cambridge University, *Cambridge Advance Learner’s Dictionary Third Edition*, Cambridge: Cambridge university press, 2008, p. 714.

<sup>23</sup> Mäntylä, K., “Idioms and Language Users: the Effect of the Characteristics of Idioms on Their Recognition and Interpretation by Native and Non-Native Speakers of English”. Finland: University of Jyväskylä Press, 2004.

translation of its syntactically distinguished constituent words and modes of combination.<sup>24</sup>

Martin Davies then added his definition about idiom. Idiom is a phrase (or sentence) which is conventionally used with a meaning different from its constructed literal meaning (if it has one). If the phrase does have a constructed literal meaning, it will thus be ambiguous. In a systematic semantic theory there will be a theorem specifying the constructed literal meaning, a theorem derived in a certain canonical way from axioms specifying the semantic properties of the phrase's constituent words and modes of combination. And there will be a separate axiom or general truth specifying the idiomatic meaning of the phrase. But idiom itself actually was derived from a Greek word “*idiomatikos*” that means “private” or “peculiar”.<sup>25</sup>

By the definition above we can conclude that idiom is a group of words arranged in a fixed order that have a particular meaning where it is different from the meanings of each word on its own cannot be correctly translated literally. Furthermore, idiom could be understood when each meaning is being used in context.

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<sup>24</sup> Martin Davies, *Proceedings of the Aristotelian Society, New Series, Vol. 83*, New Jersey: Blackwell Publishing, 1983, p. 68. You can also read the book on <http://www.jstor.org/stable/4544992>.

<sup>25</sup> Adam Makkai, *Idiom Structure...*, p. 24

Although the idiomatic expressions are not always grammatical, they are established, accepted and used by native speakers of the language with a fixed structure and meaning.

## **2. Types of Idiom**

Makkai (1972) classified idioms into two types that are lexemic and sememic idiom. Lexemic idiom is a minimal free form is that smallest meaningful form of a spoken or a written language which can occur in isolation, thus constituting an utterance by itself.<sup>26</sup> It means that the lexemic idioms are idioms which collate with the familiar part of speech (verbs, nouns, adjective and preposition) and they are composed of more than one minimal free form and each lexon of which can occur in other environments as the realization of a monolexemic lexeme. The lexemic idioms are divided into six types. While sememic idiom is a polylexemic construction whose aggregate literal meaning derive from its constituent lexemes functions additionally as realization of unpredictable sememic network.<sup>27</sup>

As a language form, idioms has its own characteristic and patterns and some of it has no semantic structure or

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<sup>26</sup> Adam Makkai, *Idiom Structure in English*, Paris: The Hague, 1972, p. 120.

<sup>27</sup> Adam Makkai, *Idiom Structure* ....., p. 128.

grammatical rules. An idiom also used in high frequency whether in written language or oral language because idioms can convey a host of language and cultural information when people chat to each other.

In some senses, idioms are the reflection of the environment, life, historical culture of the native speakers or someone who are closely associated with their inner most spirit and feelings of its language. They are commonly used in all types of languages, informal and formal.

Makkai (1972), in his book, divided lexemic idiom into six:

**a. Phrasal Verbs Idiom**

A Phrasal verbs idioms is a compound verbs consisting of verb and a particle (adverb or preposition).<sup>28</sup> Sometimes it formed by two or sometimes three parts which is contain of *verb* and an *adverb* or *preposition*. Most of phrasal verbs are formed from a combination of small number of verb (go, get, sit, come, etc.) and small number of particles (away, out, off, up, in, etc.)

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<sup>28</sup> Jake Allsop, *Test Your Phrasal Verb*, Edinburg: Pearson Education Limited, 2009, p. V

Phrasal verb occurs in many idiomatic expressions.<sup>29</sup> phrasal verb has a meaning that easy to guess (for example *sit down* or *get up*). But in any other cases, phrasal verbs can be quite different from it components which formed it. *Hold up*, for example, has really different meaning from the literal meaning of hold (*to hold something in your hands*) no longer used.

### **b. Tournure Idioms**

Tournure idioms is a polylexonic lexeme of a larger size-level than a phrasal verb.<sup>30</sup> This kind of idiom are the largest lexemic idioms, usually containing at least three words and are mostly verbs. A tournure idiom mostly falls into sentences. Based on its structure, tournure idioms are divided into:

- 1) The form contains the compulsory “it”. It has two kinds. The first kind is “it” that stands in the middle of sentence another one is “it” that stands in the last. For example: *to break it up*<sup>31</sup> (to stop fighting) and *to step on it*<sup>32</sup> (to speed up)

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<sup>29</sup> Jake Allsop, *test your phrasal verb*, Edinburg: Pearson Education Limited, 2009, p. 92.

<sup>30</sup> Adam Makkai, *Idiom Structure*..... , p. 148.

<sup>31</sup> Adam Makkai, *Idiom Structure*....., p. 311.

<sup>32</sup> Adam Makkai, *Idiom Structure*....., p. 311

- 2) The form contains the compulsory definite and indefinite article. For example: to give somebody A blank check<sup>33</sup> (*to blow somebody to do anything he wishes*), *to hit THE books*<sup>34</sup> (to study hard)
- 3) The form contains irreversible binomial. For example: *to rain cats and dogs*<sup>35</sup> (to rain profusely), *to be at sixes and sevens*<sup>36</sup> (to be at state confusion, at odds), *without rhyme or reason*<sup>37</sup> (*unmotivated*)
- 4) Direct object and further possible modifiers follow the primary verb. Example: *to build castle in the air*<sup>38</sup> (to make unrealistic plans)
- 5) Leading the verb is not followed by direct object but by preposition plus noun or nothing. Example *to dance on air*<sup>39</sup>(to get hanged)
- 6) The leading is “BE”. For example: *to be well off*<sup>40</sup>(to be prosperous wealthy)

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<sup>33</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>34</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>35</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>36</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>37</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>38</sup> Adam Makkai, *Idiom Structure*....., p. 312

<sup>39</sup> Tias Atma Andriani, *The Relationship Between Idioms Mastery and Reading Comprehension*” *thesis* (Jakarta:UIN Syarif Hidayatullah, 2014), p. 1.)

### c. Irreversible Binominal Idioms

Irreversible Binomial Idioms consist of two words, which are separated by conjunction. The words orders in this structure are fixed.

Example: *high and dry* (without resources), *Romeo and Juliet* (institutionalized symbols of ideal love or symbol of true love), *upside down* (to upset someone or something; to thoroughly confuse someone or something)

The principles of defining this kind of idiom are as follows:

1. A and B may be the same word (*class against class*)
2. B embodies some variation upon A (*bag and baggage*)
3. A and B are near-synonyms (*death and destruction*)
4. A and B are Mutually complementary (*Brush and Palette*)
5. B is the opposite of A (*sink or swim, assets and liabilities*)
6. A is a sub division of B or Vice versa (*months and years*)
7. B functions as a consequence of A (*to shoot and kill*)

### d. Phrasal Compound Idiom

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<sup>40</sup> Adam Makkai, *Idiom Structure*....., p. 313



Phrasal Compound Idiom is idiom that contains primarily nominal made up of “*adjective plus noun*”, “*noun plus noun*”, “*verb plus noun*”, or “*adverb plus preposition*”.

Example: *blackmail* (any payment force by intimidation), *bookworm* (a person committed to reading or studying), *hot dog* (food), *white house* (the Official Residents of the Presidents of the United States)

#### **e. Incorporating Verbs Idioms**

Incorporating verbs idiom has actually spread in all out daily activities even we do not realize it. This kind of idiom mostly used in corporation or formal term.

Incorporating Verbs Idioms have the forms are Noun-Verb, Adjective-Noun, Noun-Noun, and Adjective-Noun. Usually incorporating verb separated by (-) and usually used as verb. Incorporating verbs idiom follows the pattern as follows

##### **a. Noun-Verb**

Example: “to *sight-see*” means visit the famous places in a city, country, etc. Even a person looking out of his windows also sees sight, but it is not *to sight-see*. Another example is word *wife-hunt* which means to seek for a wife. It doesn’t result in the killing of fugitive since hunt literally is systematically to search for capture without killing.

b. Noun-noun

Example: *Bootleg* means Made and sold illegally. Another example is *to Money-Laundry* which means the concealment of the origins of illegally obtained money.

c. Adjective-Noun

Example: *to Blackmail* means “The crime of demanding money from a person by treating to tell somebody else a secret about them.”

d. Adjective-Verb

Example: *to Whitewash* means “An attempt to hide unpleasant facts about somebody/something.”

**f. Pseudo Idioms**

Pseudo-Idioms are also being able to mislead or misinform an unwary listener. Example: *Cranberry* (bright red acid berry produced by any plant of the genus *oxycoccus*), In the sentence “make a cranberry face”. It means the face become red. Another example is *tic-tac-toe* (special game), *hocus pocus* (magic).

**3. Idiom Variation**

In addition, although idioms are usually described as “fixed phrases” but most of them exhibit some type of variation. Some Idioms allows four kinds of variation, as

represented by optional elements, variable elements, movable elements, and grammatical variation.

**a. Optional Element**

Optional element is element that can either be added or omitted in an idiom. An example of an optional element is the word “two” in the following entry:

“alike as (two) peas in a pod.”

This idiom is actually two variant forms:

“alike as peas in a pod”

“alike as two peas in a pod”

The omitted word here doesn't change the meaning at all. It means that the use of the two sentence above is accepted which is not arguable by native speaker.

**b. Variable Element**

Variable elements stand for the classes or lists of the possible words or phrases that can occur in entry heads. They are sort of wild cards. The most common variable elements used here are: **so** = someone; **sth** = something; **so/sth** = someone or something; **one** = the same person as the agent of the utterance, **some place** = a location. There are others

that are more specific, such as an amount of money; some quality; some time; doing sth; etc.<sup>41</sup>

Two of the variable elements discussed above, **so** and **one**, are quite distinct from one another and need further explanation. The use of the word *one* in a sentence seems very stilted, and many people would feel uncomfortable using it in the company of their peers. Used as a variable element here, it refers to the same human being that is named as the agent or subject of the sentence in which the variable element *one* is found. The variable element *oneself* works the same way. For examples, look at the following idiom:<sup>42</sup>

**Able to *do sth* standing on *one's* head**

Here are some sentences containing this idiom:

*“He is able to bake cookies standing on his head”*

*“Those guys are able to bake cookies standing on their heads”*

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<sup>41</sup> Richard A. Spears, *McGraw-Hill's Essential American Idioms Dictionary Second Edition*, USA: McGraw-Hill's Company, p. viii

<sup>42</sup> Richards A. Spears, *McGraw-Hills.....*, p, ix

Now look at this incorrect representation of the idiom:

**Able to do sth *standing on so's head***

Here are some sentences containing this incorrect representation:

*“He is able to bake cookies standing on her head.”*

*“She is able to bake cookies standing on Tom’s friends’ head.”*

**c. Movable Element**

Some movable element belongs to phrasal verbs:

Form: **“Verb + Object + Particle”**

**Example:**

*“Put your hat on.”*

*“Take the trash out.”*

Some idioms indicate that the particle can also occur before the object. This means that there is an alternate form of the idiom:

Form: **“Verb + Particle + Object”**

Example:

*“Put on your hat.”*

*“Take out the trash.”*

**d. Grammatical Variation**

Grammatical variation—as with differences in tense, aspect, voice, irregular forms, number, and pronoun case and gender—can cause some confusion in identifying the dictionary form of the idiom. A knowledge of basic English grammar must be a means to be able to reduce nouns to their singular form, verbs to their infinitive or bare form, and passive voice to active.

For example:

*“She gave up to easy”*

*“Please don’t give up!”*

#### **4. The Transparency of Idiom Meaning**

In understanding idiom to enhance their vocabulary, the ESL or EFL students must translate the idioms they meet into their mother tongue or their first language. For some reasons they will face some difficulties in translating idiom. There are three kinds of idiom based on their meaning transparency. Moon as cited in Khofiana Mabruroh classifies idioms based on *'the spectrum of idiomaticity'*.<sup>43</sup> Those are:

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<sup>43</sup> Khofiana Mabruroh, “An Analysis of Idioms and Their Problems Found in The Novel the Adventures of Tom Sawyer by Mark Twain”, *thesis* (Semarang: Faculty of Language and Arts Semarang States University), p. 12.

- a. **Transparent idioms**, including idioms whose literal and figurative meanings are closely linked to each other and the figurative can be deduced from the literal, where the image the literal meaning creates is clearly linked to the figurative meaning, e.g. give the green light. To know this transparent idiom, people do not need to think hard to reveal the meaning.
- b. **Semi-transparent idioms**, referring to idioms that have a component that links the literal and figurative meanings although the link is not as obvious as with transparent idioms. Non-native people will have some difficulties to understand the meaning.
- c. **Opaque idioms** whose literal and figurative meanings are completely different from each other and the literal meaning are no help in working out the literal one. Because its literal has completely different meaning, so people who want to understand the meaning should know the social and historical of the native idiom or to be easier, people should take dictionary and look up on it.

Even some idioms have a transparent meaning or semi-transparent meaning, it can be argued that

meanings never are the same to different people, but in order not to turn the discussion here towards such a philosophical issue, suffice it to say that in practice, there is a clear difference between telling authorities about someone's illegal activities or putting an end to a quarrel by acting as a mediator, which are both among potential interpretations of blow the whistle on someone.

## 5. Types of Meaning

British linguist G. Leech<sup>44</sup> classified meaning into 2 kind of meaning: 1) conceptual and 2) associative meaning.

### A. Conceptual meaning

It is the essential and inextricable part of what language is, and is widely regarded as the central factor in verbal communication. It is also called logical, cognitive, or denotative meaning.

### B. Associative Meaning

Associative meaning can be break down once more into several different classifications: connotative,

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<sup>44</sup> Adel thamery on his teaching in Department of English College of Arts Basra University, "types of meaning", <http://www.slideshare.net/adelthamery/types-of-meaning>



social, affective, reflective, collocative and thematic meaning.

a. Connotative meaning

Connotative meaning is the communicative value that an expression has by virtue of what it refers to, over and above its purely conceptual content. This connotative meaning can vary from age to age, from society to society, and from individual to individual.

If we compared connotative meaning and conceptual meaning, connotative meaning is peripheral, and relatively unstable, that is, it may vary according to culture, historical period, and the experience of the individual. In addition, connotative meaning is indeterminate and open-ended in a sense in which conceptual meaning is not.

For Examples: father can mean strength, strong will, tolerance while businessperson can mean wealth, generosity.

b. Social meaning

Social meaning is the meaning which an expression conveys about the contexts or social circumstances of its use. It chiefly includes stylistic meaning of an utterance. It is the formality of the expression.

Examples: mother (formal), mom (colloquial), mama (child's language)

c. Affective Meaning

The level of meaning that conveys the language user's feelings, including his attitude or evaluation in shaping his use of language is called affective meaning or emotive meaning. Example: Politician can mean "statesman"

d. Reflective Meaning

Reflective meaning is the meaning which arises in cases of multiple conceptual meanings, when one sense of a word forms part of our response to another sense. It is the product of people's recognition and imagination. Examples: He took the drugs.

e. Collocative meaning

Collocative meaning is the associations a word gets because of the meanings of words which tend to occur in its linguistic context.

Samples: Fast has such collocative meanings as quick moving, capable of high speed, firmly fixed, or abstaining from food for a time

f. Thematic meaning

The meaning arising out of the way in which the writer or speaker organizes his message is called thematic meaning.

Examples: 1. Tomorrow, I plan to have an outing. 2. I plan to have an outing tomorrow. example 1 seems to answer the question: “When will you have an outing?” while example 2 answering “What will you do tomorrow?”