SEMANTIC CHANGE ANALYSIS ON THE DIALOGUES IN NARRATIVE TEXT IN SECOND YEARS ENGLISH TEXTBOOK OF SENIOR HIGH SCHOOL

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Abstract	Article Information
Semantic change is a form of language change regarding the evolution of wodrd usage-usually to the point that the modern meaning is radically different from the original usage. The research questions of the research are 1) What are the types of Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School? 2) What is the dominant type of Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School. This research approach uses a qualitative descrptive content analysis. Then this research use the theory proposed by palmer (1981). The research findings both in the textbooks 11 narrative text. The researcher found 15 data in generalization, in specialization the researcher found 5 data, in pejoration the researcher found 6 data and the researcher does not include namely type amelioration.	*Received: 13/03/2024* *Revised: 15/03/2024* *Accepted: 16/03/2024*
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INTRODUCTION

Language is means of people to convey idea, opinion, and to express their feeling. In certain situations, every people have different ways to express their feeling. They used language which contained a word that has strong impact on others. Language is used every day to make communication easier. According to Cameron (2010), language is a sound use by members of a social group to work together, communicate and identify themselves.

Words are semantically changed and have different meaning with its lexical meaning as most of them are created according to the user's needs. The semantic change of words is

in a period time. If a different intention for a word is shared by the speech community and becomes established, a semantic changed has occured.

Fromkin & Rodman (1983), define semantic change as a change in one of a word's meanings that can either expand or replace the original meaning by increasing or lowering the term's value. In addition, Palmer (1981). As in the case of term formation, the meaning of words can vary when they are acquired from one language and used in another. In the researcher analyzes the semantic change of narrative text's dialogues in English textbook. Utterances in the dialogues have contributed in meaning as it gives new meaning toward the old words.

Each language word context affects the term borrowed, and is happens to semantic change within history and in language contact with other languages, as stated Matsuura, Chiba, & Rini (2017). The semantic change of words occurs as a result of the term being used frequently and the speaker's intent changing over time. When the speaking community decides on a new definition for a phrase, it is known as a semantic change.

In the Oxford Learner's Dictionary (2002) means to make an opening or a wound in something, especially with a sharp tool such as a knife or scissors and to remove something from the large. However, in the film-making term the word (cut) refers to what the director says to end the filming of a shot and the cutting apart of shots at the frame line, or the point where the shots have been cut apart. it sometimes has a new semantic change different from the neutral semantic change, so it can not be understood by common.

Recent diachronic semantics research has focused on the role of pragmatic discourse. As stated Traugott and Dasher (2005) published a book about how pragmatic inferencing and reanalysis are at the heart of almost all semantic change. As stated Eckardt & Deo (2006) employed formal semantics techniques to make thoughts about semantic shifts more visible. These two works have shown that merging formal semantics with historical linguistics may be advantageous, even though it is still a young field. These three contemporary historical semantics techniques are briefly discussed below.

Traugott & Dasher (2005) suggest the Invited Inferencing Theory of Semantic Change. (IITSC). An invited inference is a cancellable interpretation that the speaker asks the listener to infer, invited to a conversational implicature. Speakers seek inferences that are similar to or linked to the encoded (i.e. noncancellable) meanings of the utterances that carry the inferences through metaphoric and metonymic processes. The research from Septika (2010) entitled Semantic Change and Meaning Shift Analysis on film Making Terms. It aims to describe the types of semantic change. Besides, it aims to identify concepts as semantic change and explain the purpose of semantic change in the film.

Based on the background of the research, the research identifies the following problem in using the narrative text's in second years English textbooks of senior high school. Semantic change can cause difficulties for students in acquiring the targeted language that is caused by the semantic change in the narrative text and semantic change give the board meaning if the students do not know the meaning based on context.

LITERATURE REVIEW

Semantic Change

Semantic is the system of meaning, and linguistic semantic is the study of how languages organize and express meanings stated by Charles. W (1998). Semantic is concerned with how the system language works. Sometimes in communication, the hearer feels difficult to understand the meaning of the speaker.

Semantics is the study of meaning. It is more usual within linguistics to interpret the term narrowly, concern on the study of the aspects of meaning which are encoded in linguistic expressions and are independent of their use on particular speech comunity. According to Yule (1996) semantics is the study of the meaning of words, phrases, and sentences. In semantics analysis, there is always an attempt to focus on what the words conventionally mean on a particular occasion.

Changes in meaning are as common as change in form. Semantic change deals with the change in meaning or the change in the concepts associated with a word. Sometimes a word has a new definition different from the former definition known in the past as Langacker (1970) stated that every language is the product of change and continues to change as long as it is spoken. Change in referents is usually known as a semantic change or meaning change. Stated by Henings (1995) define change as shift that occurs when the sense of a word expands and contracts, with the final focus of meaning different from the original.

According to Fromkin & Rodman (1983) define semantic change as a change in one of a word's meanings that can either expand or replace the original meaning by increasing or lowering the term's value. In addition, Palmer (1981). As in the case of term formation, the meaning of words can vary when they are acquired from one language and used in another. According to Fromkin & Rodman (1983), there are three ways in which a lexical item may change semantically, its meaning may become broader, its meaning may become narrower, and its meaning may shifted. It can be concluded that the meaning of a word may be changed or shifted as it gets new sense.

Based on the explanation above, the researcher can conclude that the semantic change in meaning can change when the word is used in more than one language, in the sense that semantic change is a very influential use of meaning and language and the meaning of a word may be changed or shifted as it gets new sense

Types Of Semantic Change

Palmer (1981) argues types of meaning change as follows:

1) Generalization. It happens when the meaning of a word is broaden to include new concepts. The range of its meaning increases, so that the word can be used in various contexts with a broader meaning than its neutral one. Generalization often refers to all items in a class, rather than one specific item. For example, the original meaning of the word "take" means to carry or to move something from one place to another (Oxford Advanced Learner), while, the word "take" its means the act of photographing a scene or a part of a scene without interruption.

2) Specialization This is the opposite of generalization. It occurs when a the meaning of word is narrowed into the same class. The range of its meaning is decreased, so that a word can be used only in fewer contexts than before the change the meaning of its word is reshaped under the pressure of another word that had frequently co-occurred with it. For example, of contextual specialization is doctor, which originally meant "a teacher" and then later "an expert", where it came to be used in the phrase medical doctor; now of course this is redundant and medical is omitted, with the primary sense of doctor having become more specialized.

3) Pejoration It is a process by which a word meaning is worsens or degenerates, coming to represent something less favorable than it originally did. For example, the word "blue" refers to a kind of colour and it has positive meaning., butthe refers to semantic change, the compound word "blue film" means porn movie which has negative meaning. 4) Amelioration It is a process by which the meaning of word improves or becomes elevated, coming to represent something more favorable than it originally referres to. For example, "old man". A complementary term, pastor, likewise underwent amelioration, originally meaning "shepherd" (a sense surviving in the word pastoral), but coming to mean its current sense of "minister" by the extensive Christian references to "the Lord is my shepherd" as a call to ministry.

Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper (Widayati, 2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years.A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. According to Diana (2003), a narrative text usually has description of features and rhetorical steps.

1. Plot

The plot answers the questions "What is happening in the story?" and "What is the sequence of events?" Some stories have simple and straightforward plots. Others have complex plots that make the reader think and ask questions: Who solves problems? Stories that flow well keep the reader involved and interested. Additionally, Rebecca (2003) says that plot is the sequence of events showing characters in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story. If the writer has chosen

well, the plot will produce conflict, tension, and action that will arouse and hold the reader's interest.

2. Characters

Characterization addresses the questions "Who are these people?" and "Are they believable?" Characters need to be authentic for the reader to connect with them. Readers seek characters whose humanity touches theirs. Characters are also easy to relate to and believe in. Characters some to life for the readers through what they say, their actions, and what others say about them.

3. Setting

Setting informs the reader of where the story is taking place. It answers the questions "Where am I?" and "What will I see if I walk around here?" More frequently, the setting falls into the background, and the reader is not particularly aware of it. Readers know immediately, however, when the setting is not well drawn, because they cannot feel the sense of where they are.

RESEARCH METHODOLOGY

This research was classified as a content analysis or document analysis. Content analysis is a widely used qualitative research technique. According to Sugiyono (2017), qualitative research is a research method used to examine the condition of natural objects. The reseacher, therefore a key instrument of data collection techniques in this kind of researcher. A part of qualitative descriptive research was mainly document analysis which provided a valuable source of information consisted of public and private record that was used by qualitative researchers in collecting data. We make a judgment about how useful and usable a document i, in relation to the processes it is expecting customers to engage. Document was an important source of data in many areas of investigation. The researcher decided textbook entitled " Developing English Competencies for senior High School (SMA/MA)- Grade XI of Natural and Social Science Programmes" as primary document in her research.

The researcher always need an instrument to collecting data an instrument is a tool to obtain information. According to Gay and Airasia (2000) revealed that an instrument is a device needed to collect research this data. The researcher was use analysis of document as the instrument for data. Then, the data are taken from English textbook "Developing English Competencies for senior High School (SMA/MA)- Grade XI of Natural and Social Science Programmes". As the sources of data, writing could be used by content analysis researchers "for appreciated historical insights, identifyig possible leanings, and explaining how things should become what they are.

Table 1: Corpus of Narrative Text

Name of Corpus	The Title of Narrative Text
Corpus 1	The Tortoise and the Hare

Corpus 2	Ali Baba and the Forty Thieves
Corpus 3	Why Does the Cock Eat the Millipede?
Corpus 4	Miss Mole Catches a Ghost
Corpus 5	Teddy Bear Time
Corpus 6	Little Peachling
Corpus 7	Money Isn't Everything
Corpus 8	The Twins of the Kingdom of Taun
Corpus 9	The Jealous Crow
Corpus 10	The Golden Reed Pipe
Corpus 11	The Magic Moneybag

FINDINGS

The type of Semantic Change in Narrative Texts

In this study, the researcher firstly aimed to find types of semantic change in an English textbook entitled "Developing Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes". It consisted of 11 narrative texts with 26 data of semantic changes. However, there were 2 of 11 narrative texts which did not contain semantic changes at all. As a result, there were just three of four types of semantic change found in the textbook. The detailed findings can be seen as follows.

Table 2: Result of Total Semantic Change

Names of corpus	The titles of narrative text	Type of semantic change			
		Generalization	Specialization	Pejoration	Amelioration
Corpus 1	The Tortoise and the Hare	2	-	2	-
Corpus 2	Ali Baba and the Forty Thieves	-	1	-	-

Corpus 3	Why Does the Cock Eat the Millipede?	-	-	-	-
Corpus 4	Miss Mole Catches a Ghost	-	1	-	-
Corpus 5	Teddy Bear Time	-	1	-	-
Corpus 6	Little Peachling	4	1	-	-
Corpus 7	Money Isn't Everything	2	1	-	-
Corpus 8	The Twins of the Kingdom of Taun	2	-	2	-
Corpus 9	The Jealous Crow	1	-	-	-
Corpus 10	The Golden Reed Pipe	5	-	1	-
Corpus 11	The Magic Moneybag	-	-	-	-
	Total	16	5	5	0

The table above shows two narrative texts which do not contain semantic changes namely corpus 3; why does the cock eat the millipede? and corpus 11; the magic moneybag. Meanwhile, 9 other narrative texts contain semantic change types namely corpus 1, 2, 4, 5, 6, 7, 8, 9, and corpus 10. In total, the number of generalization type data is 16, specialization type data is 5, pejoration data are 5, and there is no amelioration data at all. Thus, the researcher found that the English textbook contained 3 types of semantic change in 9 narrative texts.

The narrative texts which contained semantic changes had at least one of semantic change type. In corpus 1, the narrative text had 2 types of semantic change namely generalization (2 data) and pejoration (2 data). In corpus 2, it had only one semantic change type namely specialization type (1 datum). In corpus 4, it also had one semantic change namely specialization type (1 datum). In corpus 5, it was same as corpus 2 and 4 where it had only one semantic change type which is 1 datum of specialization type. In corpus 6, the text had 2 types of semantic change namely generalization type (4 data) and specialization (1 datum). In corpus 7, the text had 2 types of semantic change in generalization type (2 data) and specialization (1 datum). In corpus 8, it was same as corpus 1 where it had 2 types of semantic change namely generalization (2 data) and pejoration (2 data). In corpus 9, the text had 1 type of semantic change namely generalization (1 datum). Last, corpus 10 had 2 types of semantic change same as corpus 1 and 8, namely generalization (5 data) and pejoration (1 datum). Thus, there were 5 narrative texts that had 2 types of semantic change namely corpus 1, 6, 7, 8, and 10 while 4 other texts were only one semantic change type namely corpus 2, 4, 5, and 9.

The Dominant Type of Semantic Changes in Narrative Texts' Dialogue

From those eleven narrative texts, the researcher just found 3 types of 4 semantic change types based on Palmer (1981:8-9). There was only one type that was not found namely amelioration. The authors found 54% of generalization type in the narrative texts, 45% of specialization type and 27% of pejoration type as well. Meanwhile, amelioration type was 0% which means that there is no narrative text which contain the type at all.

In conclusion, the authors found three types of semantic changes in narrative texts' dialogues among the characters in the second year English textbooks of Senior High School entitle "Developing English Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes". They were generalization (54%), specialization (45%) and pejoration (27%). Besides, the dominant type of the semantic change types was generalization due to the percentage of 54%

After finding 3 types of semantic change in the English textbook, the researcher continues to find the dominant type among those three semantic change types. The detailed findings of each type can be seen on the picture grafik above.

Table 3: number of semantic change type

No	Type of semantic change	Number of data	Corpus
1	Generalization	16	1,6,7,8,9,10
2	Specialization	5	2,4,5,6,7
3	Pejoration	5	1,8,10

Total	26

On the table above, it shows 3 types of semantic change with the total data are 26. First, generalization type of semantic change with number of data is 16 included in corpus 1, 6, 7, 8, 9 and 10. Second, specialization type with number of data is 5 included in corpus 2, 4, 5, 6, and 7. Last, pejoration type of semantic change with number of data is 5 included in corpus 1, 8 and 10. As a result, the most number of data is in generalization type of semantic change with 16 data followed by pejoration and specialization type with 5 data.

The number of corpora certainly affects the number of data in generalization type more. In terms of corpus, the generalization type of semantic change has more corpora included in the type than two other types, specialization and pejoration. There are 6 corpora which contain generalization type while 5 corpora contain specialization and 3 corpora have pejoration type. Among 6 corpora in generalization type, there are 5 corpora which also include in specialization and pejoration type. They are corpus 1 in generalization and pejoration, corpus 6 in generalization and specialization, corpus 7 in generalization and specialization, corpus 8 in generalization and pejoration, and corpus 10 in generalization and pejoration. However, among 4 corpora in specialization, there is no similar corpus including in pejoration type, and vice versa.

DISCUSSION

In analyzing the data of this study, the researcher considered some aspects to classify the types of semantic changes in the second year English textbooks of Senior High School entitled "Developing English Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes". First, the researcher found all narrative texts provided in the English textbook. Second, the researcher selected the dialogues of the narrative texts because the researcher focused only on the dialogues among the characters in the narrative texts. Last, the researcher analyzed the types of semantic change based on the theory proposed by Palmer (1981:) namely generalization, specialization, pejoration and amelioration. As a result, this study reveals some findings.

First, the researcher found three types of semantic changes analysis on the dialogues in narrative text in second-year English textbooks of Senior High School entitled "Developing English Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes". Palmer (1981:8-9) stated four types of semantic change namely generalization, specialization, pejoration, and amelioration. However, this study just found generalization, specialization, and pejoration. Thus, there is one type of semantic change which does not include in the narrative text of the English textbook namely amelioration.

CONCLUSION

After doing the research and investigating the types of semantic change and the dominant type of Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School entitled "Developing English Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes. The researcher concludes two findings. First, in the narrative texts' dialogues in the English textbook, there are three of four types of semantic changes proposed by Palmer (1981:8-9). They are generalization, specialization, and pejoration. There is one type of semantic change which does not include namely amelioration. In generalization, the researcher found 16 data from 6 corpora of narrative texts. In specialization, the researcher found 5 data from 5 corpora of narrative texts. In pejoration, the researcher found 5 data from 3 corpora of narrative texts. Second, the dominant type of the semantic change types is generalization which has 16 data. Generalization type is useful to enrich students' vocabulary because it can exist new concepts of one common word meaning to many other meanings. Meanwhile, specialization and pejoration type are the least type of semantic change with the same number of 5 data because it seems difficult

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