

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

**THESIS**

Submitted As A Partial Requirement For The Degree Of  
Sarjana Pendidikan (S.Pd) In English Education Study  
Program Tarbiyah And Tadris Faculty UINFAS Bengkulu



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*Wassalamu'alaikum Wr. Wb*

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## PRONOUNCEMENT

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I here by sincerely state that the thesis "Semantic Change Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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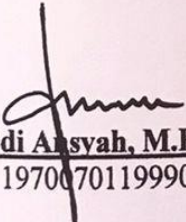
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## MOTTO

"sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai ( dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Allah lah hendaknya kamu berharap "

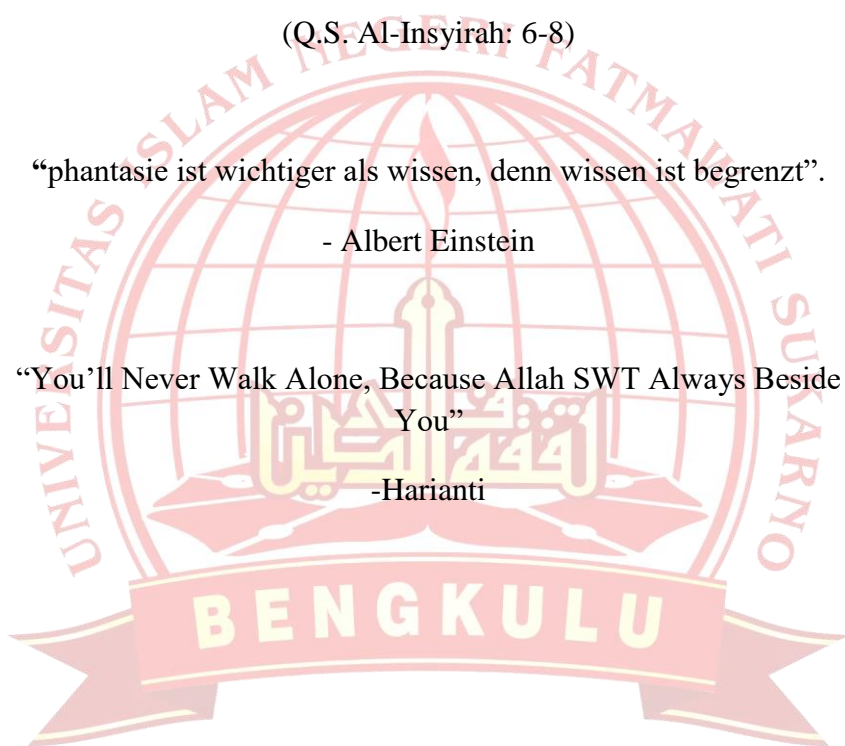
(Q.S. Al-Insyirah: 6-8)

“phantasie ist wichtiger als wissen, denn wissen ist begrenzt”.

- Albert Einstein

“You’ll Never Walk Alone, Because Allah SWT Always Beside You”

-Harianti



## DEDICATION

The researcher would like to dedication this thesis to :

- Allah SWT as the only one God the researcher would like to say Alhamdulillahorobbil'alamin, there is no word which can to describe how I am for every mercy, healty, and happiness on may away to finish this thesis.
- My beloved parents, my father Mr. Jafri and my mother Mrs. Sarmi. Thank you very much for your entire prays and always support me to fulfill all of my of my needs and stuff remind me to never give up no matter word can describe how luckly I am to have both of you in my life
- My beloved Family my brother Harianto, my sister Wahyuningsih, my grandmother Suminah, and my youger brother Hardiansah. Thank you very much for your struggle, support and all great things that you give to me.
- My supervisor I, Risnawati, M.pd and supervisor II, Pebri Prandika Putra, M.Hum who had given guidance till this thesis finished. Thank you very much for your suggestion, correction and ideas during the process of writing this thesis
- All of my friends Detta, Tiyas, Dina, Melu, Anisa (Istri idaman) and all of my friends in English Departement. Thanks for you kindnesses especially TBI 18 B, thank you being my family.



- My almamater UIN Fatmawati Sukarno Bengkulu.
- Last but not least, I wanna thanks me, I wanna thanks me for believing in me, I wanna thanks for doing all this hard work



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Alhamdulillah, all praises be to Allah SWT, the one and only the lord of the universe, for all benefits and kindness that have enable the researcher to submit a thesis with the titled “ Semantic Change Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School” peace given into prophet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express hiss deepst gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this thesis. This is for

1. Prof. Dr. H. Zulkarnain, M.Pd as the rector of UIN Fatmawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M. Pd as the decan of Tarbiyah and Tadrīs Faculty of UIN Fatmawati Sukarno Bengkulu
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4. Feny Martina, M.Pd as the head of English Education Study Program of UIN Fatmawati Sukarno Bengkulu.

5. Risnawati, M.Pd as the first advisor who always provided guidance and direction during the preparation of the thesis.
6. Pebri Prandika Putra, M.Hum as the second advisor who always provide guidance, advice and motivation during the preparation of this thesis

The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researchers also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constrictive criticism and suggestions from the reads in order to correct any shortcoming in the preparation of this thesis.

Bengkulu, January 2023

The researcher

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## ABSTRACT

**Harianti (2022)**, Semantic Change Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School. English Study Program, Tarbiyah and Tadris Faculty, Fatmawati Sukarno State Islamic University of Bengkulu.

**Advisor I : Risnawati,M.Pd**

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Semantic change is a form of language change regarding the evolution of word 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 descriptive 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.

**Keyword** : *Semantic Change, Narrative Text, English Textbook*

## **Abstrak**

**Harianti (2022)**, Analisis perubahan makna pada dialog teks naratif dalam buku bahasa Inggris kelas dua SMA. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu

**Pembimbing I : Risnawati, M.Pd**

**Pembimbing II: Pebri Prandika Putra, M.Hum**

Perubahan makna adalah suatu bentuk perubahan bahasa sehubungan dengan evokusi penggunaan kata dalam perkembangan makna modern yang secara radikal berbeda dengan penggunaan aslinya. Rumusan masalah penelitian ini adalah 1) apa saja jenis Analisis perubahan makna pada dialog teks naratif dalam buku bahasa Inggris kelas dua SMA? 2) apa jenis yang dominan Analisis perubahan makna pada dialog teks naratif dalam buku bahasa Inggris kelas dua SMA.? Penelitian ini menggunakan metode kualitatif deskriptif konten analisis karena berkaitan dengan data kualitatif, kumpulan kata. Maka penelitian ini menggunakan teori Palmer (1981). Peneliti menemukan 15 data dalam generalisasi, dalam spesialisasi menemukan 5 data, dalam peyorasi peneliti menemukan 6 data dan peneliti tidak menemukan data jenis ameliorasi.

***Kata kunci*** : *Perubahan Makna, Teks Naratif, Buku Bahasa*

*Inggris*

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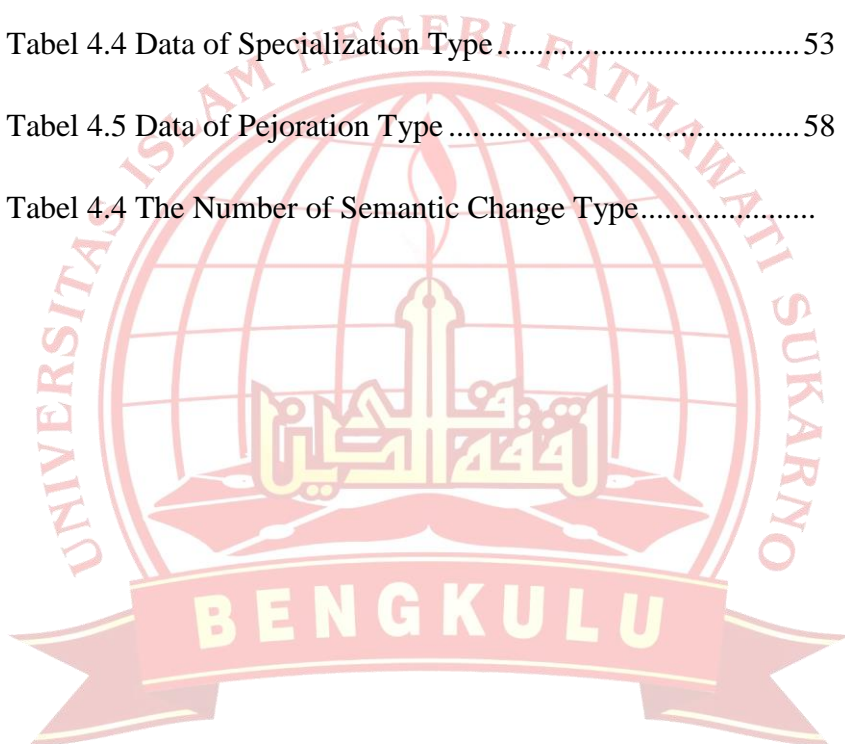
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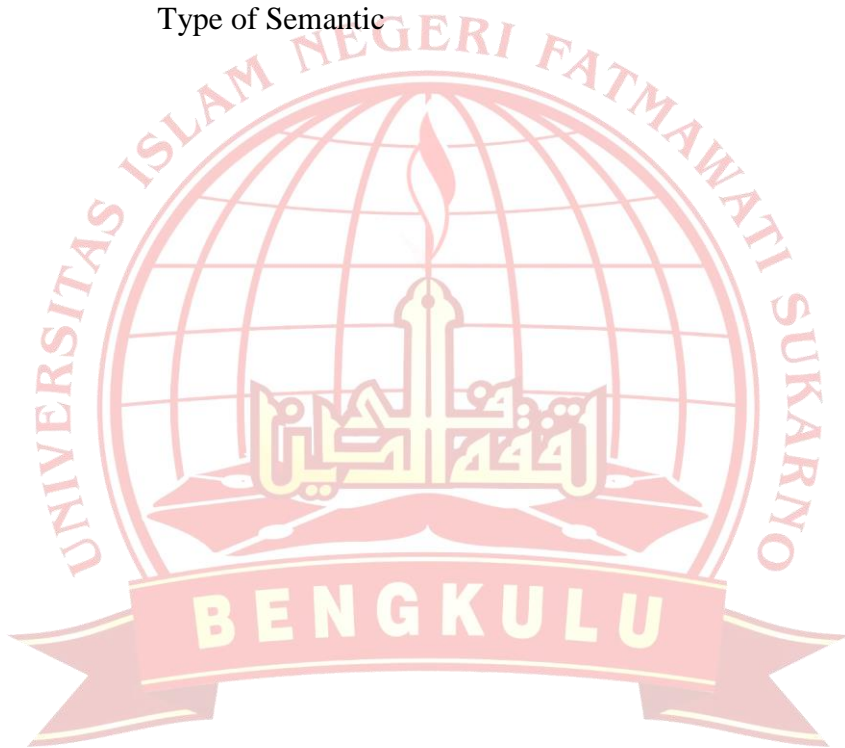
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# CHAPTER 1

## INTRODUCTION

### A. Background of the Research

Language is means of people to convey idea, opinion, and to express their feeling. In certain situations, every people has different ways to express their feeling. They used language which contained a word that has strong impact on others. Language is use 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 it 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. non-cancellable) 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 above statements, the researcher conducted research entitled **“Semantic Change Analysis on the Dialogues in Narrative text in Second Years English Textbook of Senior High School.**

## **B. Identification of the Problem**

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.

## **C. Research Question**

The following is the problem formulation for this research:

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 ?

## **D. Research Objectives**

The goal of this research is to learn more about the problem formulation:

1. To discover the type of Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School .
2. To find out the dominant type of Semantic Changes Analysis on the Dialogues in Narrative Text in

Second Years English Textbook of Senior High School.

### **E. Limitation of Research**

The research was try to analysis Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School. In order that, in semantic explains the various types of meaning that exist within a language, granting insight into how a person builds ability and understanding with that language, the research is the most determining step in descriptive qualitative content analysis research, because to helps the research in analyze the data.

### **F. Significance of the Research**

Hopefully, the students in this research was increase student motivation and improve students of narrative text. While for the lectures, it is expected to provide them with an alternative way to check their students semantic change in textbooks of senior high school. Besides that, this research was describe the type of the semantic change in textbooks of senior high school.

### **G. Definition of Key Terms**

#### **a. Semantic change**

Semantic change is a form of language change regarding the evolution of word usage-usually to the

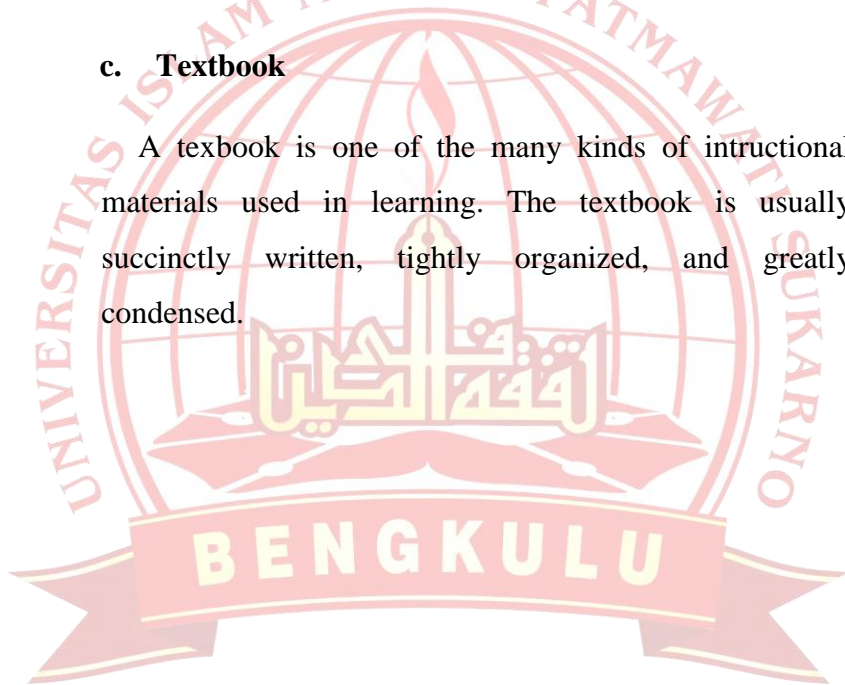
point that the modern meaning is radically different from the original usage.

**b. Narrative text**

The narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problem.

**c. Textbook**

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Semantic Change

##### 1. Definition of 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 community. 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.

## 2. Types of Semantic Change

Palmer (1981) argues types of meaning change as follows

:

### 1) **Generalization.**

It happens when the meaning of a word is broadened 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., but the 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 refers 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

### 3. Factors Facilitating Semantic Change

There are many factors why semantic change occur. Generally, the meaning of a word change when the context is altered. According to Palmer (1981), the meaning of a word can be changed because of the following factors:

#### a. Happening by chance.

The meaning of a word is happening by chance and there is almost no meaning relation found between new and old words, for example, the word “money” in English refers to what are you earn by working or selling things and use to buy things (Oxford Learner’s Dictionary 2002), while the word “moneo” in Latin refers to a warning (Ulmann, 2007).

#### b. Needs of new meaning

The meaning of a word is changed as it need new meaning. Discoveries have caused human to be creative in giving names to new objects. The names are usually taken from available words whether from a language inside or outside community. For example, originally the word “close” in Oxford Learner’s Dictionary (2002) means to cover something over, to stop operating or near, while the compound word “close up” the semantic change refers to

a photograph or picture close of something to show the detail.

### c. Scientific words

The meaning of a word is changing when it is used as a scientific words. Scientific words are indeed taken from everyday vocabularies but they are used to explain something a bit different from the common idea. For example the word “ destination” and “ last stop “ technically mean same thing, but of semantics analyze their subtle shades of meaning.

### d. Taboo

The meaning of a word is changing when it is use as a taboo word. Some tabooed words can lead their replacing words to receive additional meaning. For example, the word “Rest Room” is not a place to take a rest, but it is euphemism of Water Closet a place to defecate or wash and arrange your hair (Oxford Learner’s Dictionary 2002:1422).

In addition Ulmann (1972) mentioned six factors that motivates semantic change, that can be summarized as follows.

a) Discontinuous of Language

Language is handed down in a discontinuous way from one generation to another. Sometimes people misunderstand the meaning of words. If the wrong meaning is not corrected, it will spread out continuously used by a wider community and may cause the original meaning lost. For example, the original meaning of the word “beads” is a prayer, but now the word “beads” refers to balls. It lost its original sense.

b) Vagueness in Meaning

The generic nature of words, the multiplicity of their aspects, the lack of familiarity, the absence of clear cut boundaries facilitates the change in usage. In this category, the meaning of words is related to phonetic, morphological or structural meaning. For example, the word “old” does not has a clear boundaries cut about the standard age or physical change.

c) Loss of Motivation

Some links of words are severed, so that the sense may move far from its original. For example, in Indonesian, the word “ajang” refers to a plate, but now the word “ajang” is related to a place or area, like in the phrase “ajang pertempuran” which means battle site.

d) Polysemy

A word may acquire a new sense or scores of new senses without losing its original meaning where same word may have a set of different meaning. For example the word “mouth” shows two related meaning between the mouth of human and the mouth of river.

e) Ambiguous Context

A particular word may be taken in two different sense. For example, the word “light” which means to not heavy and not dark.

f) Structure of the Vocabulary

The phonological and grammatical system of a language is made up of a limited number of closely organized elements. For example, the sentence “The blue butterfly walks quickly” has a right word order because it has a subject, a predicate, and an adverb, however, this sentence is meaningless.

It is obvious that one word can refer to many things depending on the concept and the context that is used. Sometimes terminology has inappropriate meaning with the original meaning or lexical meaning. It can add or reduce the original meaning.

## **B. Narrative text**

### **1. Definition of 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.

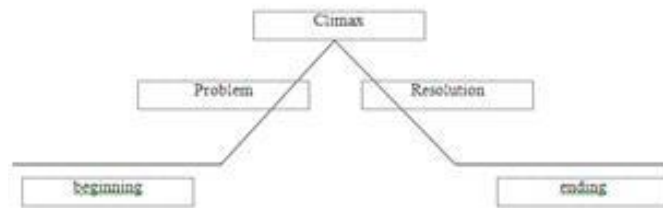
The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper (Widayati, 2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens 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.

### *a. 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. Children want what most adults want in literature: action, happenings, questions that need answers, answers that fit questions, glimpses of happy and unhappy outcomes, discovery of how events grow and turn. According to KTSP 2006, plot (rhetorical step) is more than the sequence of actions or conflict. It is also the pattern of those actions. If the plot pattern is oversimplified by diagram, it is visualized as follows.



### The Diagram of Rhetorical Step of Narrative

Narrative order in fiction, the order in which events are related, may follow several patterns, but the most common pattern in young children's literature is the chronological arrangement. If a story relates events in the order of their happening, their story is in chronological order, perhaps moving with the characters from one place of action to another and yet chronological. Order is easy for children to follow if within their experience; chronological order is therefore more frequent.

Rising action begins with the situation that must be shown and explained. This explanation for the situation and the characters' condition is called exposition. It is placed in the beginning. In most stories for children, it is woven into early section so that attention is caught immediately and held. Then, this early action grows into a suspense that holds them to read. Early readers like the suspense of "What's going to happen?" The writers for children must decide how much suspense the child can

sustain and how much reassurance is needed to balance suspense. The peak and turning point of the conflict, the point at which we know the outcome of the action, is called the climax. In a progressive plot, suspense pulls the reader through the rising action to the central climax, where conflict is resolved in a manner foreshadowed and inevitable; the last questions are usually answered in a denouement, with its closed ending.

#### ***b. 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 come to life for the readers through what they say, their actions, and what others say about them.

#### ***c. 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.

Meanwhile, Anderson and Anderson (2003b) explain five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution, and coda.

In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening. In complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. Then, in the next step, sequence of events, the narrator tells how the characters react to the complication. In this step, the feelings of the character and what they do are included. In addition, the events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view. In resolution part, complication is sorted out or the problem is solved. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

To make it brief and easier to understand, essentially the generic structures of a narrative comprise three points: orientation, complication, and resolution. The other two components as proposed by Anderson and Anderson (2003b) are just variations or can even be considered as optional since the two are not differently essentially.

Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in this story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person (Anderson & Anderson, 2003).

In addition, narrative text may take many kinds or forms. They are myths, fairytales, aboriginals, science, fiction, dreaming stories/bedtime stories, and romance novels. Among those forms, fairy tales or fairy story has lots of sub-forms: fairies, goblins, elves, trolls, giants, and talking animals.

According to Gurney in Carnine (1990) believes that stories have their own structure called story grammar. This structure often resolves around the conflicts or

problems faced by the characters in the story and the characters' attempts to resolve the problem. The story grammar components of (1) conflict, (2) goal, (3) resolution of the conflict, (4) plot, and (5) the character's thoughts and feelings are common to many stories. By keying on the presence of these components of a story, the reader is better able to comprehend the story. The structure of a story can be simple (e.g., the components are few and written in a predictable sequence) or complex (e.g., the components are numerous and their sequence unpredictable).

Additionally, Anderson and Anderson (2003) state that narrative usually include the following grammatical features:

- a. nouns that identify the specific characters and places in the story.
- b. adjectives that provide accurate description of the characters and setting.
- c. time words that connect events to tell when they occur.
- d. verbs that show the actions that occur in the story.

The primary rule for developing a sequence for introducing stories is to progress from simple stories to

more complex stories. Factors to consider are (a) the number of characters, plots, goals, and sub-goals, (b) the number of attempts by characters to achieve the goal, (c) the explicitness of the story grammar components (the main characters, goal, and conflict), (d) the length of the story, (e) the readability of the story, and the amount of background knowledge required by students.

The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

### **C. Textbook**

#### **1. Definition of Textbook**

Textbook is a book used by teachers to give the materials to students when teaching and learning process. In addition Biljana and Jagoda (2016) stated that according to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges. Textbook is defined as a comprehensive learning resource that is in print or electric form, or that consists of any combination of print, electronic, and non-print materials

collectively. Textbook is as a resource it can be printed or soft file forms. Schoolbooks , however, are constructed as educational tools. Materials were arraged in many tools textbook is created as a tool of learning. In line with Pingel (2010) textbook and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world. It mean that textbook had fulfilled of knowledge, skills, and activities.

The textbook is a tool, and the teacher must know not only how to use it but how useful it can be. As a tool, textbook was expected to be useful sources in guidance teaching. According to Williams (1983) the primary purpose of textbook is to transmit knowledge, values, attitudes, skill and behavior that are a constant. It stated that textbook was important learning tool, because all capabilities of learning were provided. From the explanation above, it can be stated that textbook was a tool of learning resources that had provided knowledge, skill, values, attitudes, activities, and esthetical to motivate learner achieve capability of education.

## **2. A Standardized Textbook**

Standardized textbook was important to know, it made decision to select textbook itself and to create textbook as the author. The authors of textbooks must make it clear what those limitations are; for example, whether or not the textbook is intended as a self-study toor or aid, or for classroom use by a



teacher and a group of learners UNESCO(2005). So consumer of textbook should know how good standars of textbook as teaching materials takes into account factors, they are as follows:

- a. The purpose of learning
- b. The structure of the curriculum and education programs
- c. The level of development of school tuition or target
- d. The condition and school infrastructure facilities
- e. The conditions in the wearer

Based on previous explanation, it can be said that the great textbook should have standard in arrangment which consisted of purpose of learning based on current semantic change in English Textbook and consisted of the adaption of infrastructure in common school. Criteria of English Textbook as a Second Language or foreign language must be different approach with the other. So, according to Williams (1983) the target of learning would be achieved.

- a. Give introductory guidance on the presentation of language items and skills (General)
- b. Suggest aids for the teaching of pronunciation: e.g. phonetic system ( Speech)
- c. Offer meaningful situations and a variety of techniques for teaching sructural units (Grammar)

- d. Provide guidance on the initial presentation of passages for reading comprehension ( Reading)
- e. Distinguish the different purpose and skills involved in the teaching of vocabullary ( Vocabullary)
- f. Demonstrate the various devices for controlling and guiding content and expression in composition exercises (Writing)
- g. Contain appropriate pictures, diagrams, table, etc. (Technical)

Based on previous explanation, English textbook should maintain English skills of reading, writing, listening, speaking and the items of vocabullary, grammar, pronunciation, and technical. Thefore textbook as learning tool performs well, it can also measure quality of teaching learning process.

#### **D. Related Previous Study.**

There are several studies that have been done previously by some writers that are relevant to this study.

Edo Lyanwar and Leni Marlina “Semantic Change Found in Minangkabau Traditional Song Lyrics”. They had greaduated at English department, Padang University. Her research explained about the semantic change found in minangkabau traditional song lyrics related to the Day of Resurrection. The method used in the writing of her thesis is the research literature with reference to library materials relevant to the topic discussed. In addition, in

analyzing data the writer used qualitative descriptive method. Based on the research, the research found 19 words belong to extension, 2 words belong to amelioration, and 3 words belong to pejoration.

Tri Rohani, Safnil Arsyad and Irma Diani on their research “Semantic Analysis of Figurative Language Expressions in “Feature” of the Jakarta Post”. Their research investigated the types of figurative 9 t lexicons found in “feature” of the Jakarta Post’s December editions. The methodology of the research used descriptive qualitative content analysis. Based on the research, the writer found 25 simile, 11 allusion, 7 metaphor, 6 personification, 6 paradox, 6 symbol, 4 hyperbole, 2 parallelism, 1 repetition, 1 allegory, 1 oxymoron, 1 image, 1 synecdoche.

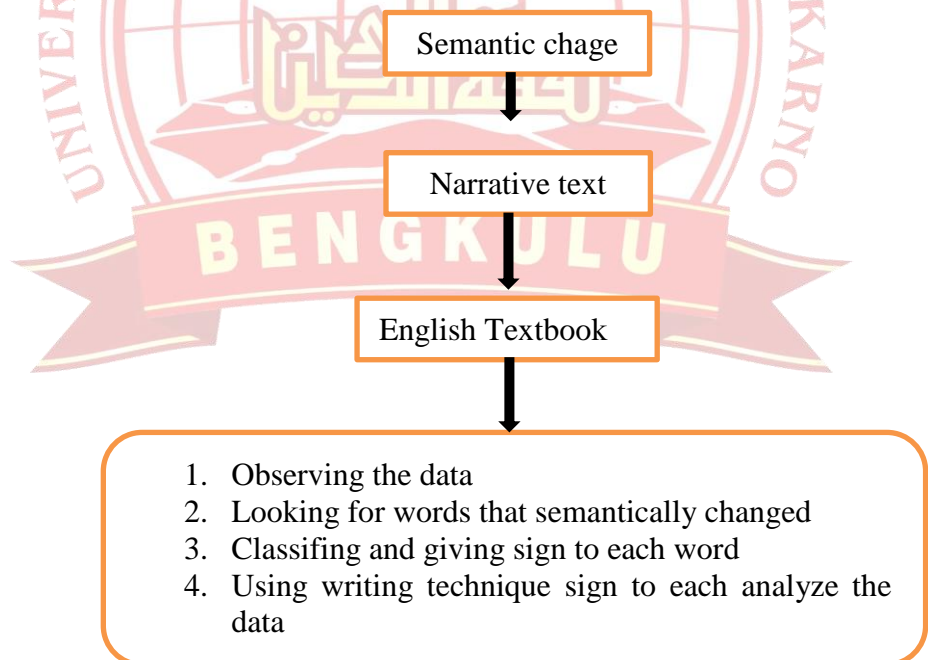
Hidayat, Ilham, and Fariani Fani “Semantic change analysis on film ”the king’s speech”. They had graduated in 2018 at English Departement, University of Muhammadiyah Mataram. The method by using qualitative research and the data were collected through the film script especially from the characters in film. Based on findings of the study, the researcher found the two semantic change such as the semantic change of generalization reaches the highest number with 10 data (62,5%) and the semantic change of specialization with 6 data (37,5%).

In their thesis above, the first researcher tried to analyze semantic change found in minangkabau traditional song lyrics,

the second researcher attempted to analyze the types the types of figurative lexicons found in “feature” of the Jakarta Post’s December editions and the third researcher Semantic Change Analysis on Film ‘the King’s Speech. But in this study, the researcher tries to analyze to semantic change analysis on narrative text’s dialogue among the characters in second years English textbook of senior high school. The researcher also describes the type of semantic change of narrative text’s dialogue among the characters in the second years English textbooks of senior high school.

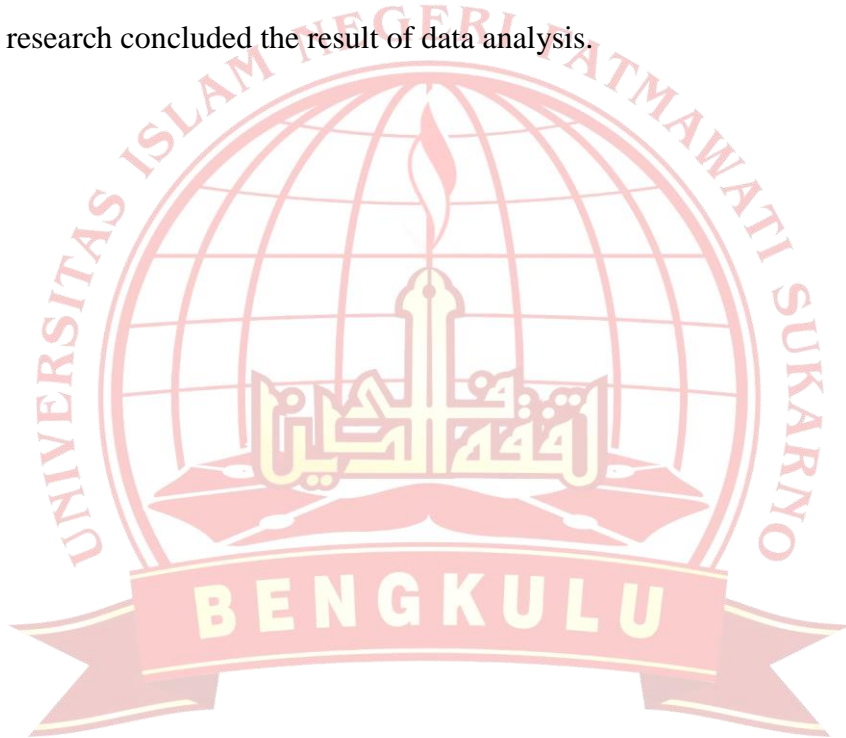
#### **E. Theoretical Framework**

The following theoretical framework will be described:



**Figure 2.1 Theoretical Framework**

Based on the theoretical framework above, this research aims to know semantic change. In this case to analysis on narrative text's dialogues in textbooks, the components to be analyzed are observing the data or book, choose and then marked same word correctly the used of the characters in narrative text, using the technique sign to each analyze the data, and the research concluded the result of data analysis.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

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 researcher, 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.

Qualitative content analysis is one of numerous research methods used to analyze text data. The research of content analysis of an English Textbook focused found word semantic change analysis in narrative text. it was qualitative descriptive

research and more concerned with English textbook in second years.

### **B. Reseach Object**

The object this research for analysis semantic change in English textbook entitled “ Developing English Competencies for senior High School (SMA/MA)- Grade XI of Natural and Social Science Programmes” and also used documentation those textbook and to make strong this research also add documentation to strongset analysis the data table checklist.

### **C. Instrument of 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 3.1**

**Table: Corpus of Narrative Text**

<b>Names of corpus</b>	<b>The titles of narrative text</b>
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

**D. Data and Data Source**

Data, together with text, constitute the study object, according to Sudaryanto (1988). It might be facts, occurrences, or data gathered by researchers as part of a study effort. The information from English Textbook senior high school. Primary and secondary data sources are frequently distinguished. When a



researcher obtains information directly from sources, primary data is obtained, whereas secondary data is obtained when the researcher uses the information (Warsito 1992). Because the data is derived straight from a book, this study employs primary data sources.

### **E. Technique of Data Collection**

To obtain correct data, a technique for collecting data is required when doing the research. Because the data in this study comes from written sources, the Documentation Method is applied. According to Arikunto (1983), the basic object in the documentation method is written data or variable in the form of a note, transcripts, books, and so on.

This research is carried on using a Note-Taking Method, also known as the Method, which involves writing down narrative phrases and categorizing them according to their sorts of the semantic change.

### **F. Technique of Data Analysis**

Creswell (1994) stated that the data analysis procedure will reflect the types of research analyzing the data. It means analyzing the classified data by using term the semantic change in dialogues narrative text's. In this case, the researcher is going to discuss and connect the theories of the semantic change devices in textbooks.

The taxonomic analysis was conducted to get general types of the semantic change devices, it means that classifying the data in term of the semantic change in the text based on the theories. Based on the description above, the researcher will use some procedures deals with taxonomic analysis theoretical analysis as following :

1. The research read a English Textbook “ Developing English Competencies for senior High School (SMA/MA)- Grade XI of Natural and Social Science Programmes”.
2. classifying the narrative text, choose and then marked same word correctly the usedd of the characters in narrative text. The next must be classified into the analysis table
3. next, the researcher marks the sentence that can change the meaning
4. Make a interpretation of each sentence that has been analyzed and make a table to find out tittle narrative text are in the book.
5. Next, the writer counted the number of semantic change items which have been coded in percentage. This precentage was using Anas Sudijono’s formula (2008)  $P = f/N \times 100\%$

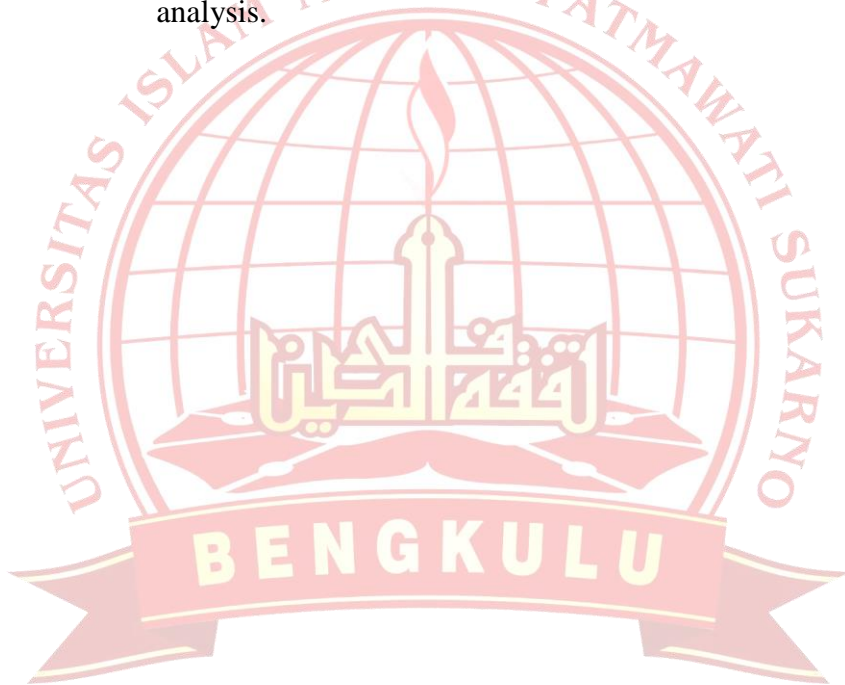
With :

$f$  = the total number of title narrative text

$n$  = the number of each type the semantic change

$p$  = the percentage of type the semantic change

6. After count the number of the semantic change, the researcher described the result.
7. the last step, the research concluded the result of data analysis.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter, the researchers describe the research result based on the data collected. This presentation will be line with data analysis the type semantic change and the dominant type of semantic change from English textbook entitled “Developing English Competencies for Senior High School (SMA/MA) – Grade XI of Natural and Social Science Programmes”.

The researchers will present and interpret the data as research result which are whole chapters is 11 text narrative from the textbook analyzed. Additionally, the researcher also uses percentage as the representation for the coclusion of content.

#### **A. Result**

##### **1. 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 4.1 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	-	-	-	-
	<b>Total</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>0</b>

Table 1 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.

### A. Generalization

This type of semantic change happens when the meaning of a word is broadened and includes 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. In this study, the researcher found 16 data of generalization type from 6 corpora of narrative texts which are corpus 1, 6, 7, 8, 9 and 10. The following data are categorized as the generalization type:

**Table 4.2 Data of Generalization Type**

No	Word	Original meaning	Semantic change	Corpus
1	Help	<i>Membantu</i>	<i>Menahan</i>	Corpus 1
2	Get about	<i>Berpindah tempat</i>	<i>Berjalan</i>	
3	Off	<i>Tidak terhubung atau tidak berfungsi</i>	<i>Pergi</i>	Corpus 6
4	Girdle	<i>Korset</i>	<i>Tas/keranjang</i>	
5	Bow!	<i>Busur</i>	<i>Hey</i>	
6	With all my heart	<i>Dengan semua jantung saya</i>	<i>Dengan senang hati</i>	
7	Cheeky	<i>Nakal</i>	<i>Sembarangan</i>	Corpus 7



8	Stuff	<i>Hal-hal</i>	<i>Omong kosong</i>	
9	Have	<i>Memiliki</i>	<i>Meminta</i>	Corpus 8
10	Leave	<i>Meninggalkan/Pergi</i>	<i>Menyerahkan</i>	
11	Cawing	<i>Menggaok</i>	<i>Bernyanyi</i>	Corpus 9
12	As dear as can be!	<i>Sesayang mungkin!</i>	<i>Dimanapun engkau berada</i>	Corpus 10
13	No more!	<i>Tidak lagi</i>	<i>Berhenti</i>	
14	No longer!	<i>Tidak lebih lama</i>	<i>Berhenti</i>	
15	Leave	<i>Meninggalkan/pergi</i>	<i>Melepaskan</i>	
16	Bargain	<i>Tawar menawar</i>	<i>Perintah</i>	

### Datum 1

The Tortoise : Good morning, Mr. Hare. How are you?

The Hare : Oh, oh. I can't **help** laughing at you, Mr Tortoise!

The utterances above are a conversation between Tortoise and Hare which do not have a good relationship each other. The

Hare is actually the character which did not have a good attitude because he liked to belittle the Tortoise. However, the Tortoise is kind and patient. In the conversation above, the Hare said the word “help” in the utterance “Oh, oh. I can't **help** laughing at you, Mr Tortoise!” which means that he cannot bear his laugh at the Tortoise. On the other words, he wanted to show his laugh in front of Tortoise immediately at that time. However, his laugh means to belittle the Tortoise. Therefore, in this case, the word “help” means to bear something. Literally, based on the oxford dictionary (2022), the word “help” means to make somebody easier to do something by doing something for them or by giving them something that they need. Thus, the meaning of word “help” is changed from the original meaning to be broadened including new concepts so that it is categorized as generalization type of semantic change.

### **Datum 2**

Hare : With those funny legs of yours you certainly can't run, you can only walk.

Tortoise : But there's nothing the matter with my legs.

Hare : Well, I don't know whether one can call them legs or not. They're so short and look so funny. I don't understand how you can **get about** at all!

The utterances above are also a conversation between Tortoise and Hare like the previous datum. They do not have a good relationship because Hare liked to belittle the Tortoise. In the conversation above, the hare mocked the tortoise's legs, which he deemed useless because the tortoise couldn't run. Then, the hare said the word "get about" in the utterance "I don't understand how you can get about at all!" which means that he couldn't even believe how the turtle could walk on those legs. Therefore, in this case, the word "get about" means walk. Literally, based on the oxford dictionary (2022), the word "get about" means to move from place to place. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

### Datum 3

Monkey : Kia! Kia! Kia! Where are you off to, Little Peachling?

Little Peachling : I'm going to the ogres' island, to carry off their treasure

Monkey : What are you carrying in your girdle?

The utterances above are a conversation between Monkey and Little Peachling. Monkey calls the peachling and asks him where he is going to go by saying "Kia! Kia! Kia! Where are you

**off** to, Little Peachling?”. Thus, the word “off” in the utterance means go, but literally, based on the oxford dictionary (2022), the word “off” means to not connected or functioning. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 4**

Monkey : Kia! Kia! Kia! Where are you off to, Little Peachling?

Little Peachling : I'm going to the ogres' island, to carry off their treasure

Monkey : What are you carrying in your **girdle**?

The utterances above are also a conversation between Monkey and Little Peachling. Monkey calls the peachling and asks him where he is going to go. Then, the monkey asks what the peachling is carrying in his bag by saying “What are you carrying in your **girdle**?”. The word “**girdle**” in the utterance means bag or basket, but literally, based on the oxford dictionary (2022), the word means to a belt or thick string fastened around the middle part of the body to keep clothes in position. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

**Datum 5**

- Dog : **Bow!** Wow! Wow! Whither away, Master Peachling?
- Little Peachling : I'm going off to the ogres' island, to carry off their Treasure

The utterances above are a conversation between dog and Little Peachling. The dog calls the peachling and asks him where he is going to go by saying “**Bow!** Wow! Wow! Whither away, Master Peachling?”. The word “**bow**” in the utterance means to say Hello/Hi, but literally, based on the oxford dictionary (2022), the word means to move your head or the top half of your body forwards and downwards. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

**Datum 6**

- Dog : If you will give me one of those nice millet dumplings of yours, I will go with you," said the dog
- Little Peachling : **With all my heart**

The utterances above are also a conversation between dog and Little Peachling. The dog offers himself to accompany the peachling in his adventure if the peachling gives him one of

peachling's nice millet dumplings. Then, the peachling agrees by saying “**With all my heart**”. The utterance means to say Yes with pleasure. However, literally, based on the oxford dictionary (2022), the word with all my heart means to give all heart. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 7**

Louie : Have you got a sore throat, Great Uncle Scrooge?

Daisy : Don't be **cheeky**, Louie!

The utterances above are a conversation between Louie and Daisy. They are visiting Uncle Scrooge. Louie asks uncle about his illness, but Daisy tells Louie to stop asking Uncle about his illness. The word **cheeky** in the utterance “Don't be **cheeky**, Louie!” means to be talkative. However, literally, based on the oxford dictionary (2022), the word **cheeky** means to annoying. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 8**

Louie : Have you got a sore throat, Great Uncle Scrooge?

Daisy : Don't be cheeky, Louie!

Uncle : **Stuff** and nonsense!  
 Scrooge

The utterances above are a conversation among Louie, Daisy and Uncle Scrooge. Louie asks uncle about his illness, and then uncle responds by saying “**Stuff** and nonsense!”. The word **stuff** in the utterance means to bullshit. It shows that Uncle Scrooge is little bit angry and wants them to shut up. However, literally, based on the oxford dictionary (2022), the word **stuff** means to refer in a general way to things that people do, say, think, etc. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### Datum 9

Datu Taun (King) : My Queen. For many years we have hoped for a child. We have made all the necessary offerings, said all the prayers, but to no avail. Now I would like to **have** your thoughts on this matter.

Dewi Mas (Queen) : I leave it entirely up to you, my Lord, to do what you think best. Whatever you decide, I will agree.

The utterances above are a conversation between Datu Taun as a king and Dewi Mas as a queen. They are couple, but they have not had children yet so the king is trying to discuss about how to get children. The conversation above shows that the king is asking for suggestions or ideas from his wife or the queen to get children. However, the queen surrenders to the condition and ask for the best idea from the king. In the conversation above, the king said the word “have” in the utterance “Now I would like to **have** your thoughts on this matter” which means that he wants to ask the thoughts of the queen about child problem. Therefore, in this case, the word “have” means to ask something. Literally, based on the oxford dictionary (2022), the word “have” means to own, hold or possess something. Thus, the meaning of word “help” is changed from the original meaning to be broadened including new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 10**

Datu Taun (King) : My Queen. For many years we have hoped for a child. We have made all the necessary offerings, said all the prayers, but to no avail. Now I would like to have your thoughts on this matter.



Dewi Mas (Queen) : I **leave** it entirely up to you, my Lord, to do what you think best. Whatever you decide, I will agree.

The utterances above are also a conversation between Datu Taun as a king and Dewi Mas as a queen. Datu Taun asks for Dewi Mas's suggestion about his ideas to take decision, and then Dewi Mas responds by saying "I **leave** it entirely up to you, my Lord, to do what you think best. Whatever you decide, I will agree." The word **leave** in the utterance means to hand it over. It shows that Dewi Mas hands the decision over Datu Taun, so he can take his own ideas as decision. However, literally, based on the oxford dictionary (2022), the word **leave** means to go away from a person or a place. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 11**

Cuckoo : Oh brother, we had always lived like friends.  
What made you break all my eggs?

Crow : Well sister, as you sang, the unknown traveler stayed the whole night. When I started **cawing** he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveler and ask him why he did so.

The utterances above are a conversation between Cuckoo and Crow. They are like brother and sister, but Crow is jealous of Cuckoo who can sing melodiously while Crow cannot sing because of his terrible voice. Crow is bad because he breaks Cuckoo's eggs, but he blames an unknown traveler as the cause. Crow says, "Well sister, as you sang, the unknown traveler stayed the whole night. When I started **cawing** he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveler and ask him why he did so". The word **cawing** in the utterance means singing. However, literally, based on the oxford dictionary (2022), the word to make a loud, unpleasant sound. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

### **Datum 12**

Daughter: Oh mother, oh mother, **as dear as can be!** My brother, my brother will rescue me!

Mother : But I only have a daughter. Who can this brother be?

The utterances above are a conversation between a daughter and her mother. They do the conversation without face to face interaction. The daughter tells her mother that her brother will rescue her from evil dragon but her mother is surprised because she does not have a son. The daughter says,

“Oh mother, oh mother, **as dear as can be**! My brother, my brother will rescue me!”. The word **as dear as can be** in the utterance means wherever you are. However, literally, based on the oxford dictionary (2022), the word means to say love. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

### **Datum 13**

The evil dragon: Ho-ho-ho! Brother you're the stronger!  
Blow **no more**! Torture me no longer! I'll  
send her home, If you leave me alone!

The utterance above is stated by an evil dragon. It begs for mercy to Bayberry because it is lost. It says, “Ho-ho-ho! Brother you're the stronger! Blow **no more**! Torture me no longer! I'll send her home, If you leave me alone!”. The word **no more** in the utterance means to stop. It shows that the evil will stop doing blow. However, literally, based on the oxford dictionary (2022), the word means to no larger number or amount of something. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### Datum 14

The evil dragon: Ho-ho-ho! Brother you're the stronger!  
Blow no more! Torture me **no longer!**  
I'll send her home, If you leave me  
alone!

The utterance above is stated by an evil dragon. It begs for mercy to Bayberry because it is lost. It says, “Ho-ho-ho! Brother you're the stronger! Blow no more! Torture me **no longer!** I'll send her home, If you leave me alone!”. The word **no longer** in the utterance means to stop. It shows that the evil will stop doing torture. However, literally, based on the oxford dictionary (2022), the word means to no great amount of time. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### Datum 15

The evil dragon: Ho-ho-ho! Brother you're the stronger! Blow  
no more! Torture me no longer! I'll send her  
home, If you **leave** me alone!

The utterance above is stated by an evil dragon. It begs for mercy to Bayberry because it is lost. It says, “Ho-ho-ho!

Brother you're the stronger! Blow no more! Torture me no longer! I'll send her home If you **leave** me alone!". The word **leave** in the utterance means to set someone free. However, literally, based on the oxford dictionary (2022), the word means to go away from a person or a place. Thus, the meaning of the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

#### **Datum 16**

The evil dragon: Ho-ho-ho! Brother you're stronger! Let me alone and I'll stay in this pond And torture folk no longer!

Bayberry Wicked fiend! This is my **bargain**: Stay at the bottom of this pond, And never do harm again.

The utterances above are a conversation between an evil dragon and Bayberry. It begs for mercy to Bayberry because it is lost. Then, Bayberry says, "Wicked fiend! This is my **bargain**: Stay at the bottom of this pond, And never do harm again". The word **bargain** in the utterance means command. However, literally, based on the oxford dictionary (2022), the word means an agreement between two or more people or groups, to do something for each other. Thus, the meaning of

the word is changed from the original meaning to be new concepts so that it is categorized as generalization type of semantic change.

## **B. Specialization**

This is the opposite of generalization. It occurs when 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. In this study, the researcher found 5 data of specialization type from 5 corpora of narrative texts which are corpus 2, 4, 5, 6, and 7. The following data are categorized as the specialization type:

**Table 4.4 Data of Specialization Type**

<b>No</b>	<b>Word</b>	<b>Original meaning</b>	<b>Semantic change</b>	<b>Corpus</b>
1	Sesame	Wijen	Pintu terbuat dari batu	Corpus 2
2	Goodness me	Kebaikan padaku	Astaga	Corpus 4
3	Jumble	Campur aduk	Panggilan untuk seekor gajah	Corpus 5
4	Ken	Pengetahuan	Panggilan untuk seorang laki laki	Corpus 6
5	Drops	Tetesan	Obat (sirup)	Corpus 7

### Datum 1

Leader of the thieves : Open Sesame!

The utterance above is stated by a leader of thieves. He orders the thieves to open a door on the rock. The utterance stated by the leader shows a specialization type of semantic change because of the word “Sesame”. Literally, based on the oxford dictionary (2022) the word “Sesame” means to a tropical plant grown for its seeds and their oil, which are used in cooking while the word “Sesame” in the utterance of the leader means to a door. Thus, it occurs the meaning change from the original meaning which is called semantic change. It is categorized as specialization type of semantic change because the range of it’s meaning is decreased and the word can be used only in fewer contexts than before.

### Datum 2

Miss Mole : **Goodness me**, there it is!

The utterance above is stated by Miss Mole when he is trying to catch a ghost. The utterance stated by the leader shows a specialization type of semantic change because of the word “Goodness me”. Literally, based on the oxford dictionary (2022) the word “Goodness” means to the quality of being good while

the word “Goodness” in the utterance of Miss Mole means to express a surprise. Thus, it occurs the meaning change from the original meaning which is called semantic change. It is categorized as specialization type of semantic change because the range of it’s meaning is decreased and the word can be used only in fewer contexts than before. Goodness means suprising expression because the exclamation mark.

### **Datum 3**

Mr Minim : Excuse me, **Jumble**. Could you lift a grown-up bear, like me, for example?

The utterance above is stated by a bear named Mr. Minim to an elephant. He is asking an elephant named Jumble to lift him. The utterance stated by Mr. Minim shows a specialization type of semantic change because of the word “Jumble”. Literally, based on the oxford dictionary (2022) the word “Jumble” means to mix things together in a confused or untidy way but the word “Jumble” in the utterance of Mr. Minim means to call the name of an elephant. Thus, it occurs the meaning change from the original meaning which is called semantic change. It is categorized as specialization type of semantic change because the



range of it's meaning is decreased and the word can be used only in fewer contexts than before.

#### **Datum 4**

A pheasant : **Ken! Ken! Ken!** Where are you off to,  
Master Peachling?

The utterance above is stated by a pheasant to peachling. The utterance above is stated by the pheasant to call the peachling and to know where the peachling is going to. The word "Ken" means that the pheasant calls the peachling. It shows specialization type of semantic change because literally, based on the oxford dictionary (2022) the word "Ken" means knowledge or sight. Meanwhile, the word "Ken" in the utterance of a pheasant means to call someone. Thus, it occurs the meaning change from the original meaning which is called semantic change. It is categorized as specialization type of semantic change because the range of it's meaning is decreased and the word can be used only in fewer contexts than before.

#### **Datum 5**

Donald : Should I send Dewey out to get you some  
cough **drops**?

The utterance above is stated by Donald. He offers medicine for Uncle Scrooge by saying “Should I send Dewey out to get you some cough drops?”. The word “Drops” in the utterance means to syrup medicine. It shows specialization type of semantic change because literally, based on the oxford dictionary (2022) the word “Drops” means to allow something to fall by accident. Thus, it occurs the meaning change from the original meaning which is called semantic change. It is categorized as specialization type of semantic change because the range of it’s meaning is decreased and the word can be used only in fewer contexts than before. Drops means to syrup medicine if it is combined with disease like cough.

### **C. Pejoration**

It is a process by which a word meaning is worsens or degenerates, coming to represent something less favorable than it originally did. On the other words, a word with its positive meaning will change to be negative meaning. In this study, the researcher found 5 data of pejoration type from 3 corpora of narrative texts which are corpus 1, 8, and 10. The following data are categorized as the pejoration type:

Table 4.5 Data of Pejoration Type

No	Word	Original meaning	Semantic change	Corpus
1	Taking a walk	Melakukan perjalanan	Pergi (disampaikan saat marah)	Corpus 1
2	Goodness	Kebaikan	Sialan	
3	I am sorry to hear that.	Saya minta maaf mendengar itu	Saya kecewa mengetahuinya	Corpus 8
4	Leave my presence at once! Away with you	Tinggalkan kehadiranku segera! Pergi bersamamu	Pergi kau dari hadapanku!	
5	Kindly	Secara baik	Dengan berbagai cara apapun	Corpus 10

## Datum 1

Hare : Wait a moment, Mr Tortoise. Where do you think you're going?

Tortoise : I'm just **taking a walk**.

The utterances above are a conversation between Hare and Tortoise. The hare asks Tortoise where he is going to go. The question shows that the Hare wants to mock on Tortoise's legs which cannot be used for running. Therefore, the Tortoise is offended and responds the hare by irony expression. It shows his negative response. Literally, based on the Cambridge dictionary (2017), the word "taking a walk" means to have a trip normally, but the utterance of Tortoise means to go because of anger. Thus, the meaning worsens or degenerates because it represents something less favorable than it originally did. That's why it is categorized as pejoration type of semantic change.

## **Datum 2**

Hare : **Goodness!** It's nearly dark! Where's Mr Tortoise?

The utterance above is stated by the hare when he wakes up nearly dark while he is following a race with the tortoise at the same time. The hare is panic and annoyed because of his stupidity, so he says the word "Goodness" which means damn it. It shows negative meaning. Literally, based on the Cambridge dictionary (2017), the word means the quality of being good, so it shows a positive meaning. Thus, the meaning worsens or degenerates because it represents something less favorable than it

originally did. That's why it is categorized as pejoration type of semantic change.

### **Datum 3**

Datu Taun (King) : I am the King. What do you want?  
 Raden Nuna : So you are really the King. **I am sorry to hear that.**

The utterances above are a conversation between a king named Datu Taun and his son named Raden Nuna. However, they totally do not know each other that they are family. The utterance "I am sorry to hear that" stated by Raden Nuna means that he is disappointed to know Datu Taun as the king and his father as well. It shows his negative response. Literally, based on the Cambridge dictionary (2017), the word "I am sorry to hear that" means to express sympathy. It shows positive response, but the utterance of Raden Nuna shows its opposite meaning. Thus, the meaning is worsens or degenerates because it represents something less favorable than it originally did. That's why it is categorized as pejoration type of semantic change.

### **Datum 4**

Datu Taun (King) : **Leave my presence at once! Away with you, boy!**

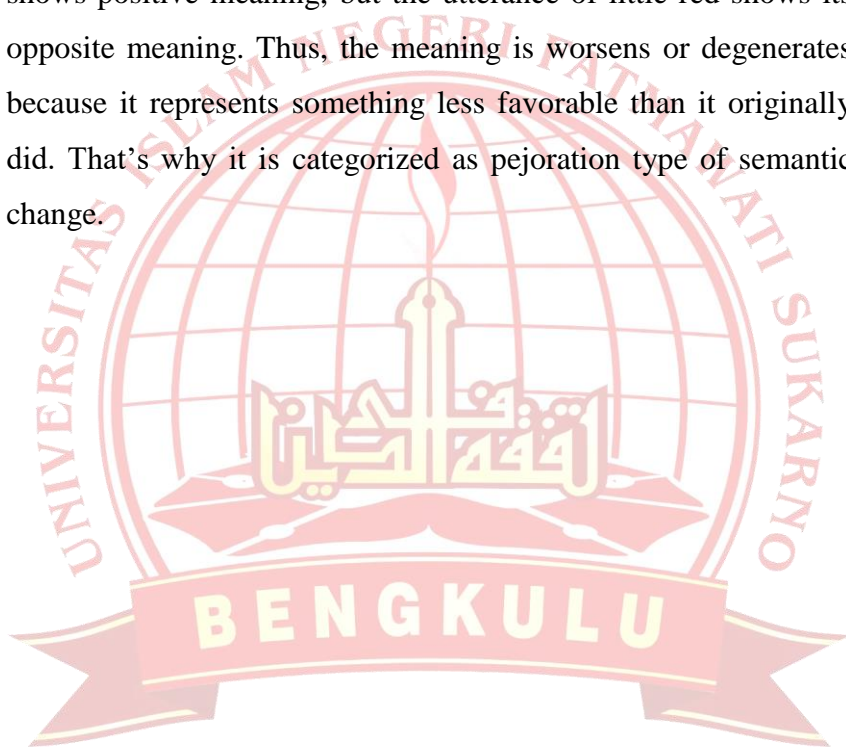
The utterance above is stated by a king named Datu Taun to his son named Raden Nuna. However, they totally do not know each other that they are family. The utterance “**Leave my presence at once! Away with you, boy!**” stated by Datu Taun means that he chases away his son from him. It shows his negative response. Literally, based on the Cambridge dictionary (2017), the word “**Leave my presence at once! Away with you**” means to ask him to go normally. It shows positive response, but the utterance of Datu Taun shows its opposite meaning. Thus, the meaning worsens or degenerates because it represents something less favorable than it originally did. That’s why it is categorized as pejoration type of semantic change.

#### **Datum 5**

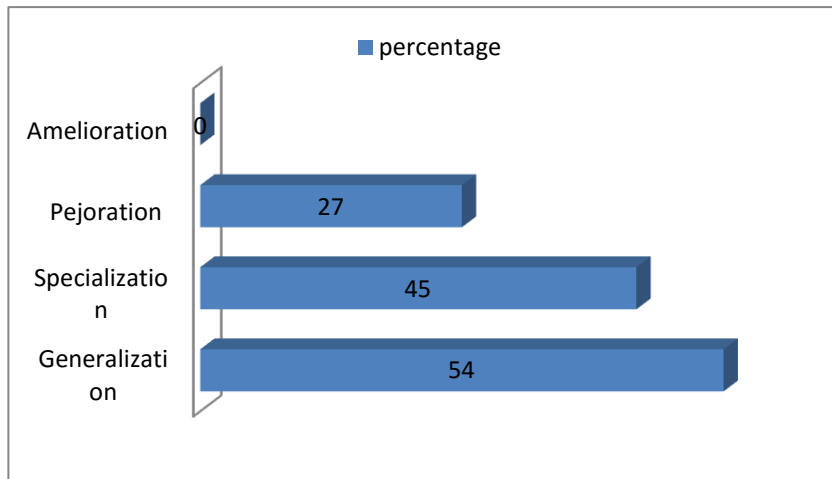
Little Red : Go deep when digging a well; Pull up the roots when hoeing a field. While that dragon is still alive to **kindly** ways he'll never yield.

The utterance above is stated by Little Red. She is a girl who was kidnapped by a cruel and evil dragon. One day, her brother succeeds to release her from the dragon. Then, he asked his brother not to give an amnesty for the dragon and killed it immediately because the dragon is really dangerous. The word

“Kindly” in utterance “While that dragon is still alive to **kindly** ways he’ll never yield” means any bad ways. Thus, the utterance means that if the dragon is still alive, he will never give up to do any bad ways. Literally, based on the oxford dictionary (2022), the word “kindly” means to do something in a good manner. It shows positive meaning, but the utterance of little red shows its opposite meaning. Thus, the meaning is worsens or degenerates because it represents something less favorable than it originally did. That’s why it is categorized as pejoration type of semantic change.



## 2. The Dominant Type of Semantic Changes in Narrative Texts' Dialogues



**Picture 4.1. Chart percentage analysis dominant type of semantic**

After analyzing the data taken from the English Textbook the researcher counted the number of semantic change items which have been coded in percentage. The percentage used Anas Sudijono's formula (2008) as follows.

Percentage :

### **Type of Generalization**

- Total number ceklist of generalization type semanti change x 100%

Total number of title narrative text

$$= \underline{6} \times 100 = 54\%$$



### **Type of Specialization**

- Total number ceklist of specialization type semantic change x 100%  
Total number of tittle narrative text  
=  $\underline{5} \times 100 = 45 \%$

11

### **Type of pejoration**

- Total number ceklist of pejoration type semantic change x 100%  
Total number of tittle narrative text  
=  $\underline{3} \times 100 = 27\%$

11

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 researcher The researcher 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 researcher 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 4.4 The 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
	<b>Total</b>	<b>26</b>	

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.

#### **D. 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. It is in contrast with the finding of Lyanwar & Marlina (2018) where they could find amelioration in the traditional song of Minangkabau.

In generalization, the researcher found 16 data from 6 corpora of narrative texts which are corpus 1, 6, 7, 8, 9 and 10. Corpus 1 has 2 data, corpus 6 has 4 data, corpus 7 has 2 data, corpus 8 has 2 data, corpus 9 has 1 datum and corpus 10 has 5 data. It shows that corpus 10 has the most data from 5 other

corpora. Meanwhile, corpus 9 has the least data namely only one datum.

In specialization, the researcher found 5 data from 5 corpora of narrative texts which are corpus 2, 4, 5, 6, and 7. Corpus 2 has 1 datum, corpus 4 has 1 datum, corpus 5 has 1 datum, corpus 6 has 1 datum and corpus 7 only has 1 datum. It means that all of 6 corpus have the same number of data namely one datum so those corpora do not reveal the most data of the all.

In pejoration, the researcher found 5 data from 3 corpora of narrative texts which are corpus 1, 8, and 10. Corpus 1 has 2 data, corpus 8 has 2 data and corpus 10 has 1 datum. It means that corpus 1 and corpus 8 have the same number of data namely 2 data. Meanwhile, corpus 10 has only 1 datum. It means that corpus 1 and 8 are the most data.

Second, regarding the previous explanation, the researcher found that the dominant type of the semantic change types is generalization which has 16 data. Meanwhile, specialization type is the least type of semantic change with 5 data. Thus, specialization is rarely used by the writer of the English textbook especially in writing the narrative text. It is in line with the study by Hidayat, Ilham, and Fariani Fani (2018). They also found semantic change of generalization as the highest number with 10 data (62,5%) in film script.

Third, generalization becomes the most dominant type in narrative text used by the dialogues in the English textbook. It

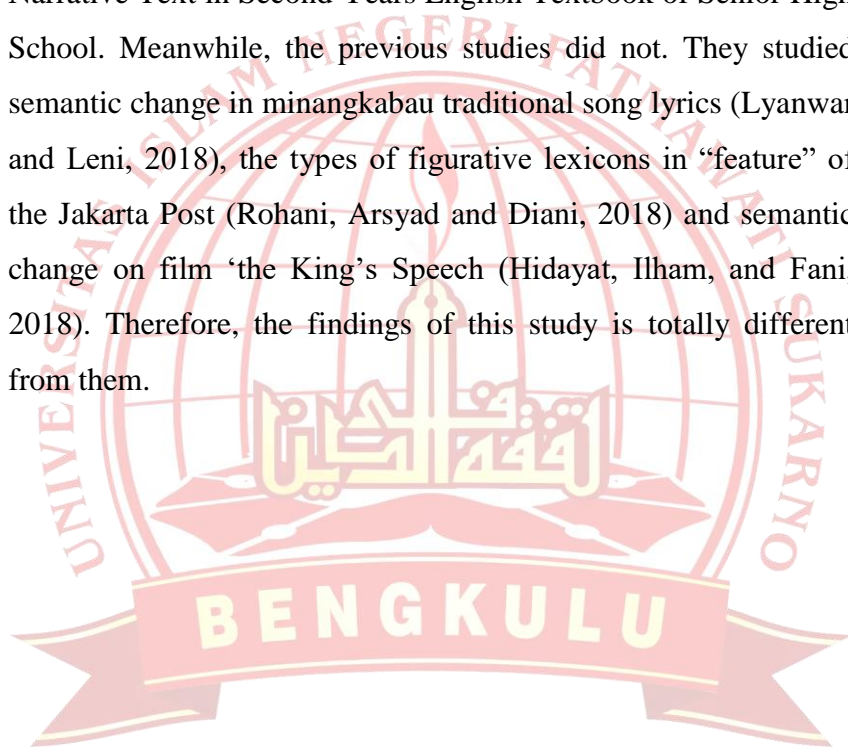
means that this type of semantic change is frequently used by the writer of the textbook especially for writing narrative text. Narrative text is one of reading skill materials which are useful to practice students' reading skill and enrich students' vocabulary knowledge as well. Thus, generalization type is suitable because it exists new concepts of one common word meaning to many other meanings.

Fourth, specialization is rarely used by the writer of the English textbook especially in writing the narrative text because it is not suitable for the second grade students level. In specialization type, the students must find the meaning of the word based on the context of the reading text. Ulmann (1972) mentioned that one word can refer to many things depending on the concept and the context that is used. Sometimes terminology has inappropriate meaning with the original meaning or lexical meaning. It can add or reduce the original meaning. Students need deeper comprehension on the text in order to understand the meaning. It seems difficult for secondary students.

Furthermore, the researcher found that the number of corpora certainly affects the number of data in generalization type more. The generalization type of semantic change has more corpora namely 6 corpora than two other types, specialization and pejoration. Specialization type has 5 corpora and pejoration type just have included in 3 corpora. The corpora of generalization

type may be included in specialization and pejoration type, but specialization and pejoration do not included each other.

In conclusion, the researcher ensures that this study is completely different from the previous studies. The researcher analyzed Semantic Changes Analysis on the Dialogues in Narrative Text in Second Years English Textbook of Senior High School. Meanwhile, the previous studies did not. They studied semantic change in minangkabau traditional song lyrics (Lyanwar and Leni, 2018), the types of figurative lexicons in “feature” of the Jakarta Post (Rohani, Arsyad and Diani, 2018) and semantic change on film ‘the King’s Speech (Hidayat, Ilham, and Fani, 2018). Therefore, the findings of this study is totally different from them.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. 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



for the Senior High School students' level to understand the meaning of the text.

## **B. Suggestion**

Based on conclusion of this research, the researcher recommends that:

1. Teacher

Regarding the findings of this study, teachers are expected to provide an effective way to teach students about semantic change in the texts of English textbooks, especially in senior high school before students read the text in the textbook.

2. Further research

This research provides the information about the type of the semantic change in an English textbook of senior high school. There is still weakness in this current study. The researcher suggests for the next researcher to find detailed information about the generalization type as the dominant type in an English textbook.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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UIN/Un.23/F.II/PP.00.9/08/2022  
Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd (Penyeminar I)
2. Anita, M.Hum (Penyeminar II)

Bismillah 'alaikum Wr. Wb.  
Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris

Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Tanggal : Jum'at, 05 Juli 2022  
Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

NAMA/NIM	WAKTU (WIB)	JUDUL
Ermami 1811230100	08.00- 09.00 WIB	English Foreign Language (EFL) Students' Learning Experience In Synchronous Speaking Class (A Descriptive Qualitative Study In English Education Study Program Of UINFAS Bengkulu)
Harianti 1711230078	09.00-10.00 WIB	Semantic Change Analysis On Narrative Text Dialogue Among The Characters In Second Years English Textbooks Of Senior High School
Meilana Raisyahdi Gita 1811230068	10.00-11.00 WIB	Parents, Teachers And Student Views On English Learning Provision For Young Learners In Seluma District.

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 04 Agustus 2022  
Dekan,



Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI  
 FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211  
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 website: [www.uinfbengkulu.ac.id](http://www.uinfbengkulu.ac.id)

Bengkulu, 5 Januari 2023

Nomor : 0225 /Un.23/F.II/PP.00.9/01/2023  
 Lampiran : -  
 Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.  
 Drs. Sukarno, M.Pd (Ketua)  
 Endang Haryanto (Sekretaris)  
 Rismawati, M.Pd (Penguji 1)  
 Zelvina Liska Afriani (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuh.

Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islami Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Rabu, 11 Januari 2023  
 Tempat : Ruang Munaqasyah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Arif Abdul Rahman (1811230075)	13.00-14.00	Need analysis of English Reading Material for Multimedia Students in SMK Negeri 4 Bengkulu Selatan
2.	Harianti 1711230078	14.00-15.00	Semantic Change Analysis on the Dialogues in Narrative Text in Second Years Textbook of Senior High School.
3.	Siska Prihatini (1811236158)	16.00-17.00	The Effectiveness of the listen-Read-Discuss (LRD) Strategy in Students' Listening Comprehension (Quasi Experimental Research at The Eleventh Grade Student of MA Darussalam Bengkulu)
4.	Elsi Rahma Fitri (1811230151)	17.00-18.00	The Role of Students' Reading Habits on English English Speaking Skill (Descriptive Quantitative Study of Eight Grade Students' at SMP 6 Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

  
 Mus Mulyadi



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### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Harianti, NIM :1711230078 yang berjudul  
"Semantic Change Analysis on The Dialogues in Narrative Text in Second  
Years English Textbook of Senior High School". Telah diseminarkan oleh tim  
penyeminar pada:

Hari/Tanggal : Jumat, 5 Agustus 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim  
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan  
surat penelitian (SK Penelitian).

Bengkulu, 2022

Penyeminar I

Feny Martina, M. Pd  
NIP. 198703242015032002

Penyeminar II

Anita, M. Hum  
NIP. 1999008142019032011



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 Alamat : Jl. Raden Fatah Pagardewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Harianti  
 NIM : 1711230078  
 Jurusan : Bahasa Inggris  
 Program Studi : Tadris Bahasa Inggris

Pembimbing I : Risnawati, M.Pd  
 Judul Skripsi : Semantic Change Analysis on The  
 Dialogues in Narrative Text in Second  
 Years English Textbook of Senior High  
 School.

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
6.	Friday, 16-10-2022	Chapter IV	use as suggested!	
7.	Monday, 19-10-2022	Chapter V	use as suggested!	
8.	Wednesday, 21-10-2022	Chapter I, II, III, IV, V. Abstract, Appendix, Referensi	Acc... you can register for "Uin- Munqotah!"	

Bengkulu, Desember 2022

Mengetahui,  
 Dekan,

Dr. Mus Mulyadi, M.Pd  
 NIP. 19700514200021004

Pembimbing I

Risnawati, M.pd  
 NIP. 1997405231999032002





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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Harianti  
NIM : 1711230078  
Jurusan : Bahasa Inggris  
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Pebri Prandika Putra, M.Hum  
Judul Skripsi : *Semantic Change Analysis on*

*Narrative Text's Dialogue*  
*Among The Characters in*  
*Second Years English Textbooks*  
*of Senior High School.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	23 Mei 2022	cek plagiat Bab 1	- Revisi background - Perbaiki grammar - Tambahkan identification of the problem	ay
2.	27 Mei 2022	bab 2	- Tambahkan sintesa	ay
3.	9 Juni 2022	bab 2	- Tambahkan teori di the semantic change - Theoretical Framework	ay
4.	16 Juni 2022	bab 2	- Perbaiki Theoretical Framework - Tambahkan contoh	ay
5.	21 Juni 2022	bab 3.	- Revisi Metode	ay
6.	28 Juni 2022	ALL	lanjut pembimbing I	ay

Bengkulu,

Mengetahui,  
Dekan

Dr. Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing II

Pebri Prandika Putra, M.Hum  
NIP. 198902032019031003



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 Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Harianti  
 NIM : 1711230078  
 Jurusan : Bahasa Inggris  
 Program Studi : Tadris Bahasa Inggris

Pembimbing I : Rinawati, M. Pd  
 Judul Skripsi : Semantic Change Analysis on  
 Narrative Text Dialogue among  
 the characters in second year  
 English textbooks of senior  
 high school

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Wednesday, 06-07-2022.	Sk Pembimbing + Research Proposal	• Revise the title!	<i>[Signature]</i>
2.	Monday, 18-07-2022.	Chapter I	• Revise the suggested!	<i>[Signature]</i>
3.	Wednesday, 20-07-2022	Chapter II	• Revise as suggested!	<i>[Signature]</i>
4.	Friday, 22-07-2022	Chapter III	• Revise as suggested!	<i>[Signature]</i>
5.	Monday 25-07-2022.	Chapter I, II, III, References, Appendix	• Acc.: you can register for: Seminar Proposal!	<i>[Signature]</i>

Bengkulu, July 2022

Mengetahui, 18 Juli 2022  
 Dekan

*[Signature]*  
 Dr. Mus Mulyadi, M.Pd  
 NIP. 197005142000031004

Pembimbing I

*[Signature]*  
 Rinawati, M. Pd  
 NIP. 197405231091032002



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 FAKULTAS TARBIYAH DAN TADRIS

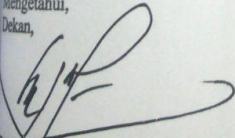
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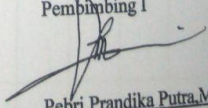
Nama Mahasiswa : Harianti  
 : 1711230078  
 NIM : Bahasa Inggris  
 Jurusan : Tadris Bahasa Inggris  
 Program Studi

Pembimbing II : Pebri Prandika Putra, M.Hum  
 Judul Skripsi : Semantic Change Analysis on The  
 Dialogues in Narrative Text in Second  
 Years English Textbook of Senior High  
 School.

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	21/11/2022	Chapter 4	- Merambahkan Materi bab 4 - Merambahkan Analisis Semantic change	ay
2.	23/11/2022	Chapter 4	- Merambahkan data penelitian	ay
3.	25/11/2022	Chapter a	- Revisi hasil penelitian	ay
4.	29/11/2022	Chapter a, c	- Keseluruhan bab a, c	ay
5.	2/12/2022	- Chapter a, c References, Appendix	- Keseluruhan skripsi	ay
6.	5/12/2022	ALL		

Bengkulu, 2022

Mengetahui,  
 Dekan,  
  
Pebri Prandika Putra, M.Pd  
 NIP. 197005142000031004

Pembimbing I  
  
Pebri Prandika Putra, M.Hum  
 NIP. 198902032019031003



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**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -  
Kepada Yth. Ketua Jurusan  
Tadris Bahasa Inggris  
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,  
Saya yang bertanda tangan di bawah ini:  
Nama : Harianti  
NIM : 1711230078  
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **Semantic Change Analysis on Narrative Text's Dialogue Amng The Characters in Second Years English Textbooks of Senior High School** menjadi : **Semantic Change Analysis on The Dialogues in Narrative Text in Second Years English Textbooks of Senior High School**

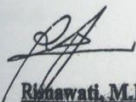
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 2022

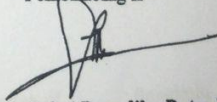
Disetujui oleh,

Pembimbing I

Pembimbing II

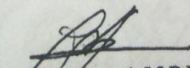
  
**Riniawati, M.Pd**

NIP.1997405231999032002



**Pebri Prandika Putra, M.Hum**  
NIP.198902032019031003

Diketahui oleh,  
Ketua Jurusan Bahasa

  
**Riniawati, M.Pd**  
NIP.1997405231999032002